

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

Harbor Science and Arts Charter School

ACCOUNTABILITY PLAN PROGRESS REPORT 2005-06

November 2006

Submitted to: Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

The Harbor Science and Arts Charter School (HSACS) completed its seventh year of operation in 2005-06 under its first year of subsequent renewal as a 1-8 school. The school opened in September 2000. This report was submitted within 30 days after the official release of the state assessment results.

**HARBOR SCIENCE AND ARTS CHARTER SCHOOL
ACCOUNTABILITY PLAN PROGRESS REPORT, 2004-06**

SUBMITTED ON FRIDAY, NOVEMBER 10, 2006

PREPARED BY: JOANNE M. HUNT, PRINCIPAL

ACADEMIC PROGRAM

Goal 1: Students will become proficient in the ELA skills of reading, writing & listening.

I. Absolute Measure 1: Seventy-five percent of third through eighth graders who are enrolled at HSACS in at least their second year will perform at or above a Level 3 on the New York State English Language Arts Test.

a. **Method:**

i. The New York State English Language Arts Test was administered to all 4th and 8th graders in 2004-05 and administered to all students in grades 3-8 in 2005-06. The tables below summarize participation information for the January 2005 test administration and the January 2006 test administration.

b. **Results for 2005:**

i. The following tables present the test results for all students and for those students who were enrolled in at least their second year at HSACS.

Table 1: 4th Grade ELA Results 2005

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	23	1	5%	5	21%	14	60 %	3	13 %	73%
All	28	1	3%	6	21%	17	61%	4	14 %	75%

As demonstrated in Table 1, 73% of 4th grade students in the 2005 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS ELA exam, just 2% shy of the 75% Accountability Plan goal.

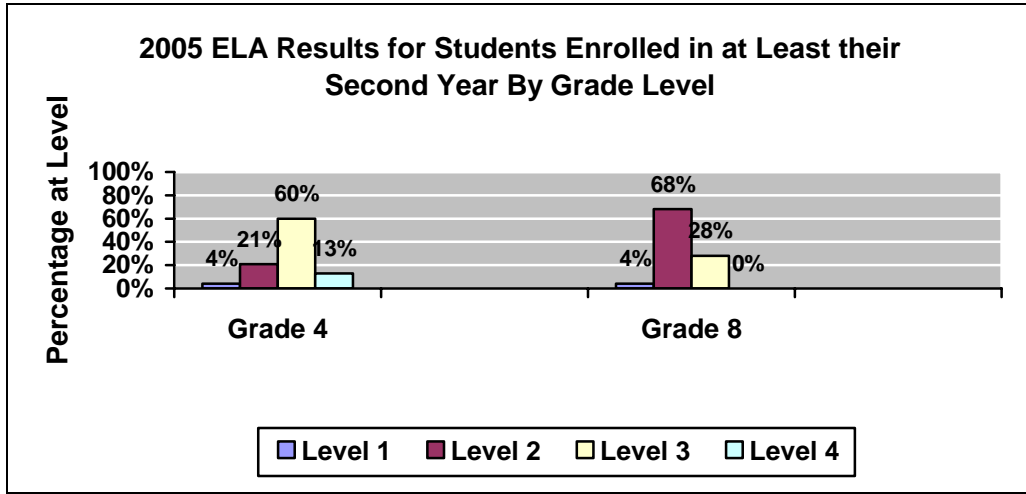
Table 2: 8th Grade ELA Results 2005

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	25	1	4%	17	68%	7	28%	0	0%	28%
All	27	1	3 %	17	62%	7	33%	0	0%	33%

As demonstrated in Table 2, 28% of 8th grade students in 2005 cohort attending HSACS for at least two years earned a Level 3 on the NYS ELA exam. Though this number is far below the 75% Accountability Plan goal, there was an increase in students attaining a Level 3 from the previous year from 10% to 28% (an 18% increase) along with a decrease in students attaining Level 1 (from 10% to 4%) and Level 2 (from 75% to 68%).¹

¹ Supporting data can be found in Harbor Science and Arts Charter School 2004-05 Annual Report.

- ii. The following chart shows the performance of HSACS students in grades four and eight who were enrolled in at least their second year at HSACS in 2005.



- c. **Evaluation:** HSACS worked very hard to increase ELA scores for the 2004-05 school year. HSACS recognized the need for increased literacy support for 4th and 8th grade students and instituted an after school test prep program that began in the late fall and continued until the week of the tests. Students in both grades received an extra hour of instruction two days a week for 12 weeks. Improvement was necessary in the eighth grade so teachers and administration focused on language arts curriculum development and building on listening and writing skills in the middle school in order to best prepare students for the 8th grade test, as well as a successful high school career. Due to the increased instruction in ELA, HSACS increased the number of students in Level 3 in both 4th and 8th grade and decreased the number of students in Levels 1 & 2 respectively.
- d. **Results for 2006:**
 - i. The following tables present the NYS ELA test results for all students and for those students who were enrolled in at least their second year at HSACS in 2002-06.

Table 3: 3rd Grade NYS ELA Results 2006

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	25	0	0	2	8%	21	84%	2	8%	92%
All	27	0	0	2	8%	23	85%	2	7%	92%

As demonstrated in Table 3, 92% of 3rd grade students in the 2006 cohort attending HSACS for at least two or more years earned a Level 3 or higher on the NYS ELA exam, exceeding the Accountability Plan goal of 75% by 17%.

Table 4: 4th Grade NYS ELA Results 2006

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	23	0	0%	3	13%	16	70%	4	17%	87%
All	27	0	0%	3	11%	20	74%	4	15%	89%

As demonstrated in Table 4, 87% of 4th grade students in the 2006 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS ELA exam, exceeding the Accountability Plan goal of 75% by 12%.

Table 5: 5th Grade NYS ELA Results 2006

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	24	1	4%	5	21%	16	67%	2	8%	75%
All	27	2	7%	7	26%	16	59%	2	7%	66%

As demonstrated in Table 5, 75% of 5th grade students in the 2006 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS ELA exam, meeting the Accountability Plan goal of 75%.

Table 6: 6th Grade NYS ELA Results 2006

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	25	0	0%	10	40%	13	52%	2	8%	60%
All	29	0	0%	13	45%	14	48%	2	7%	55%

As demonstrated in Table 6, 60% of 6th grade students in the 2006 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS ELA exam, falling below the Accountability Plan goal of 75% by 15%.

Table 7: 7th Grade NYS ELA Results 2006

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	20	0	0%	11	55%	9	45%	0	0%	45%
All	23	1	4%	12	52%	10	43%	0	0%	43%

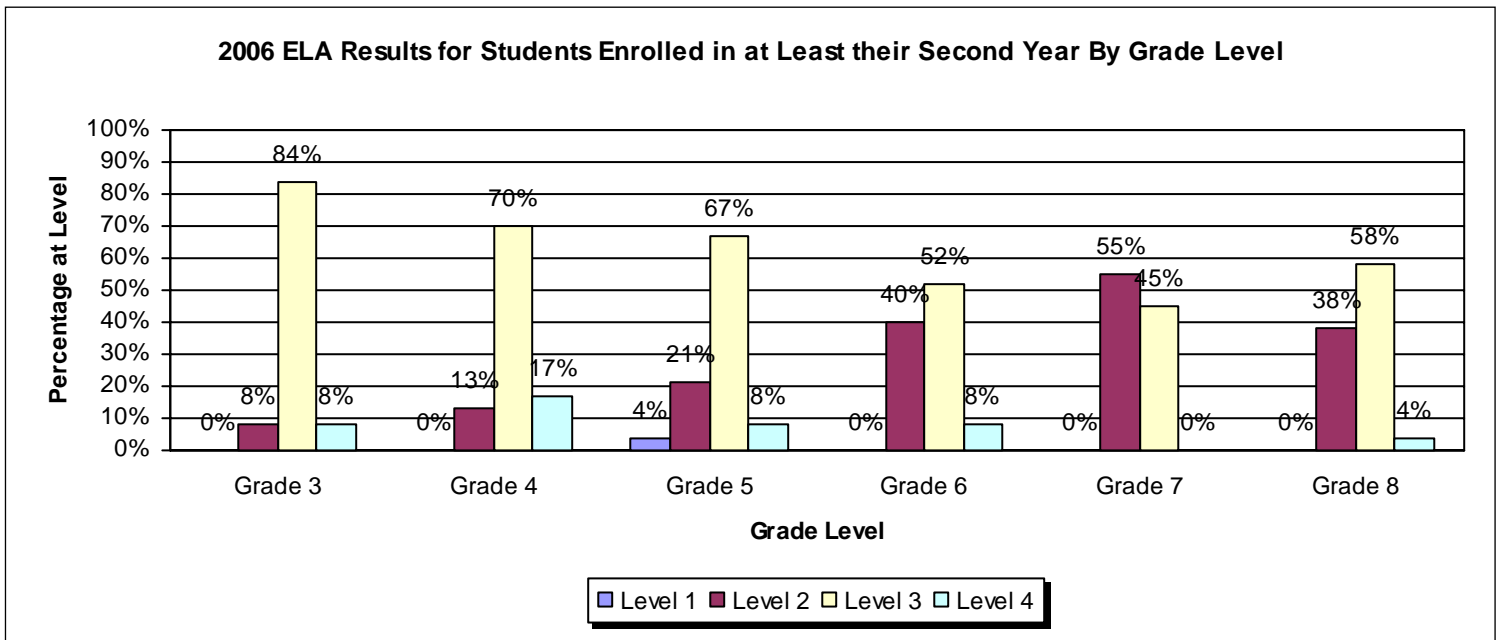
As demonstrated in Table 7, 45% of 7th grade students in the 2006 cohort attending HSACS for two or more years earned a Level 3 or higher on the NYS ELA exam, falling below the Accountability Plan goal of 75% by 30%.

Table 8: 8th Grade NYS ELA Results 2006

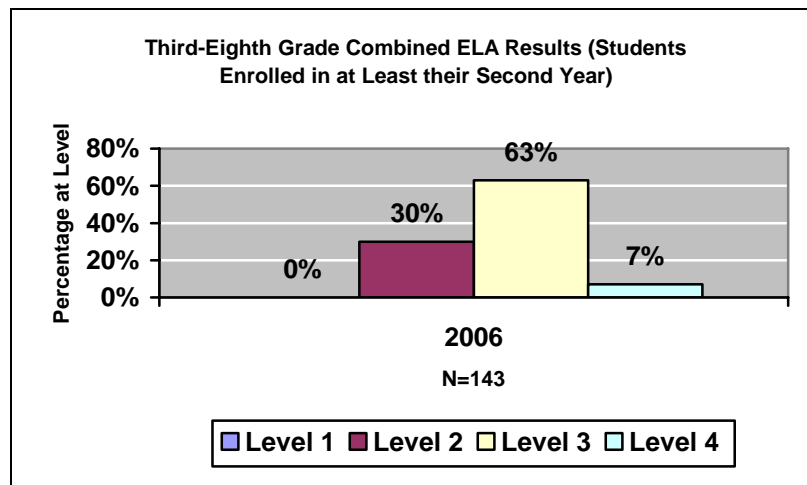
Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	26	0	0%	10	38%	15	58%	1	4%	62%
All	29	0	0%	11	38%	16	55%	2	7%	62%

As demonstrated in Table 8, 62% of 8th grade students in the 2006 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS ELA exam, falling below the Accountability Plan goal of 75% by 13%.

- ii. The following chart shows the performance of HSACS students in grades three through eight on the NYS ELA test who were enrolled in at least their second year at HSACS in 2006.



- iii. The following chart shows the combined performance of HSACS students in third through eighth grade on the NYS ELA test who have been enrolled in the school for at least two years.



In 2006, 70% of students enrolled at HSACS for at least their second year, performed at a Level 3 (proficient) on the New York State ELA Exam.

- e. Evaluation: While HSACS came very close to meeting the overall measure, it did not meet the measure in three of the six grades. The third and fourth grade exceeded the stated measure with a large proportion of students scoring at Levels 3 & 4. Students in the fifth grade met the stated measure of 75%. By contrast, the sixth, seventh and eighth grades fell short of the measure with a larger proportion of students scoring at a Level 2 and fewer students scoring at Level 3. The school is pleased with the performance of the 8th grade cohort. The increased instructional ELA support that students received contributed to the improvement in their overall literacy skills. Yet we are encouraged by the strong results of the third, fourth, fifth and eighth graders, we realize the need for more remedial support in the two other middle school grades (6th & 7th). The school has been bridging the gap in the middle school for the last three years with success, and though we did not meet the stated measures, we are confident that we will continue to make gains.

II. Absolute Measure 2: Harbor Science and Arts Charter School will meet the state standard for public school performance, represented by a Performance Index (PI) of 131 for Elementary Level (Grades 3-6) and 113 for Middle Level (Grades 7 -8), on the New York State English Language Arts (NYS ELA) Test, administered to grades 4 & 8 in 2004-05.

Harbor Science and Arts Charter School will meet the state standard for public school performance, represented by a Performance Index (PI) of 122 for all tested grades (3-8) on the New York State English Language Arts (NYS ELA) Test, administered to all students in grades 3-8 in 2005-06.

a. Method:

- i. Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the State's ELA exam scored at the partially

In 2006, HSACS' aggregate Performance Index of 168 well exceeded the state standard goal of 122 for all students tested in grades 3-8.

- d. **Additional Evidence:** Despite changes in the state's testing program, HSACS' PI has exceeded the AMO in the last two year's of operation (2004-05 and 2005-06).

III. Comparative Measure 1: Each year, the percent of students who are enrolled in at least their second year and are performing at or above a Level 3 on the State ELA exam in each tested grade will be greater than that of Community School District 4.

- a. **Method:**
 - i. HSACS tested students who are enrolled in at least their second year are compared to all tested students in Community District 4. Comparisons are between the result of each grade in which HSACS had tested students and the results of the respective grades district-wide.
- b. **Results:**
 - i. The following tables show the percent of applicable HSACS students scoring at or above Level 3 in comparison to the percent of comparable students in Community District 4.

Table 11: NYS English Language Arts Test 2005

Year	Grades	Percent of Students in HSACS and Community District 4 at Levels 3 & 4, By Tested Grades	
		HSACS Students Enrolled in their Second Year	Community District 4 All tested students
2005	4	73%	52%
	8	28%	21%
	Total	51%	37%
	(N)	(48)	(2,571)

As demonstrated in Table 11, the cohort of 4th graders did perform considerably higher than Community District 4, with the percentage of students at Levels 3 & 4 combined equaling 73% compared to the District's 52%, a difference of 21%. Though the numbers were considerably low, the cohort of 8th graders did outperform Community School District 4 by 9%.

Table 12: NYS English Language Arts Test 2006

Year	Grades	Percent of Students in HSACS and Community District 4 at Levels 3 & 4, By Tested Grades	
		HSACS Students Enrolled in their Second Year	Community District 4 All tested students
2006	3	92%	58%
	4	87%	48%
	5	75%	51%
	6	60%	43%
	7	45%	31%
	8	62%	23%
	Total	70%	42%
(N)	(143)	(7,566)	

As demonstrated in Table 12, students who have been enrolled at HSACS for at least two years in grades 3-8 outperformed Community School District 4.

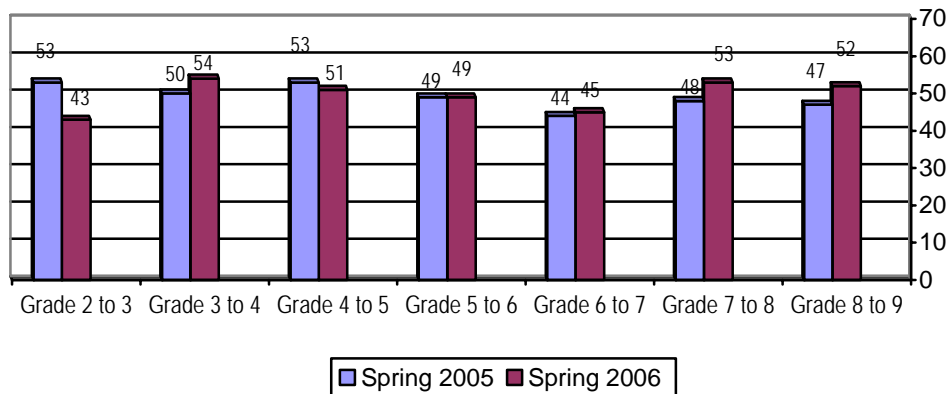
- c. **Evaluation:** HSACS met the comparable measure in both 2004-05 and in 2005-06 by outperforming Community School District 4 on the NYS ELA Test in every tested grade in the last two years of operation.

IV. Value Added to Student Learning: Grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the IOWA Test of Basic Skills (ITBS), a nationally normed reading test, and an NCE of 50 in the current spring.

a. **Method:** The primary goal of the spring administration of the ITBS Reading Sub-Test is to measure academic growth for each grade level cohort at the school from year to year.

b. **Results:**

TABLE 13: ITBS TOTAL READING (NCE AVERAGE SCORE)



SUMMARY OF AVERAGE NCE SCORE GAINS FOR CONTINUING COHORTS FROM GRADE TO GRADE (SPRING '05-SPRING '06)							
ITBS: TOTAL READING							
GRADE	1ST TO 2 ND GRADE	2ND TO 3RD GRADE	3RD TO 4 TH GRADE	4 TH TO 5 TH GRADE	5 TH TO 6 TH GRADE	6 TH TO 7 TH GRADE	7 TH TO 8 TH GRADE
2 YEAR COHORT	19	25	24	24	24	20	27
GAINS S'05-S'06	-10	+4	-2	0	+1	+5	+5

c. **Evaluation:** As shown in Table 1, cohorts in third, seventh and eighth grade made moderate gains in their NCE average score on the ITBS total reading test. The seventh grade and eighth grade cohorts gained 5 percentiles each while also obtaining an overall NCE score of 53 and 52, bringing them above the NCE average of 50, while the third grade cohort gained 4 percentiles, increasing to an NCE average of 54. All three grades met the Accountability Goal. The sixth grade cohort increased by only one NCE percentile while the fifth grade cohort remained at an NCE average of 49. The fourth grade cohort's NCE average score declined by 2 while the second grade cohort's NCE average score declined by 10. The fifth and sixth grade cohorts did not obtain either target of reducing one-half the gap between NCE averages in the spring of 2005 and 2006 nor the target of an NCE of 50 in the spring of 2006. This particular fifth grade cohort had a difficult time adjusting to the departmentalized structure of the Upper School, along with the 5th and 6th grade English Language Arts teacher

being new to the school. The sixth grade cohort continues to be very weak in reading comprehension. From the 6th grade cohort (19 students), two of these students will be retained in the 2006-2007 school year, while five of these students have Academic Intervention Plans. Of these five students, two are in the process of being evaluated by the Committee on Special Education, while four students have 504 accommodations (accommodations that allow students to receive extended time on any standardized assessments they take during the school year). The fourth grade remained above grade level, though they declined by two percentile points. The fourth grade had longer math blocks than literacy blocks in the second term which may have caused the decline. The second grade cohort decreased their NCE score by ten percentile points. This was a first year teacher whose assistant was terminated in late October 2005. Due to qualification and availability issues, the school did not replace the assistant until late January of 2006.

Goal 2: Students will become proficient in the Mathematics skills of problem-solving and computation.

V. Absolute Measure 1: Seventy-five percent of third through eighth graders who are enrolled at HSACS in at least their second year will perform at or above a Level 3 on the New York State Mathematics Test.

a. Method:

i. The New York State Mathematics Test was administered to all 4th and 8th graders in 2004-05 and administered to all students in grades 3-8 in 2005-06. The tables below summarize the participation information for the March 2005 test administration and the March 2006 test administration.

b. Results:

i. The following tables present the test results for all students and for those students who were enrolled in at least their second year at HSACS in 2004-05.

Table 14: 4th Grade Math Results 2005

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	23	0	0 %	3	13%	15	65 %	4	17 %	82%
All	28	0	0 %	4	14%	17	61%	7	25 %	86%

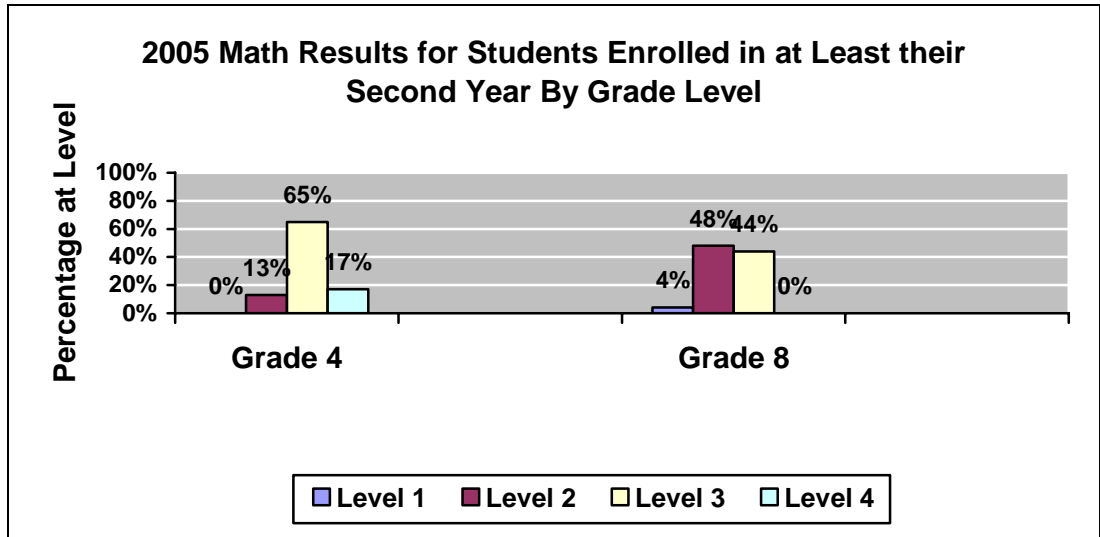
As demonstrated in Table 14, 82% of 4th grade students in the 2005 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS Math exam, exceeding the Accountability Plan goal of 75% by 7%.

Table 15: 8th Grade Math Results 2005

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	25	2	4%	12	48%	11	44%	0	0%	44%
All	27	2	4 %	12	44%	13	48%	0	0%	48%

As demonstrated in Table 15, 44% of 8th grade students in the 2005 cohort attending HSACS for at least two or more years earned a Level 3 or higher on the NYS Math exam, falling below the Accountability Plan goal of 75% by 31%.

- ii. The following chart shows the performance of HSACS students in grades four and eight who were enrolled in at least their second year at HSACS in 2005.



- c. **Evaluation:** 82% of 4th grade students in the 2005 cohort attending HSACS for two or more years, earned a Level 3 or higher on the NYS Math Test while 44% of eighth grade students in the 2005 cohort attending HSACS for two or more years, earned a Level 3 or higher on the NYS Math Test. It is evident that our 4th grade had the math skills necessary from previous years of instruction to obtain such a high percentage on grade level. We will continue to provide students with the skills necessary to increase the number of students on grade level. Our middle school still continues to be an area that is in need of improvement in math. We will continue to work with our students through remediation programs to ensure that they come closer to meeting standards in the future.

d. **Results for 2006:**

- i. The following tables present the test results for all students and for those students who were enrolled in at least their second year at HSACS in 2005-06.

Table 15: 3rd Grade NYS Math Results 2006

	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
Cohort										
2 years	25	0	0	1	4%	18	72%	6	24%	96%
All	27	0	0	1	4%	19	70%	7	26%	96%

As demonstrated in Table 15, 96% of 3rd grade students in the 2006 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS Math exam, exceeding the Accountability Plan goal of 75% by 21%.

Table 16: 4th Grade NYS Math Results 2006

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	23	0	0%	2	9%	18	78%	3	13%	91%
All	27	0	0%	2	7%	21	77%	4	15%	92%

As demonstrated in Table 16, 91% of 4th grade students in the 2006 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS Math exam, exceeding the Accountability Plan goal of 75% by 16%.

Table 17: 5th Grade NYS Math Results 2006

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	24	0	0%	6	25%	17	71%	1	4%	75%
All	27	1	4%	7	26%	18	66%	1	4%	70%

As demonstrated in Table 17, 75% of 5th grade students in the 2006 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS Math exam, meeting the Accountability Plan goal of 75%.

Table 18: 6th Grade NYS Math Results 2006

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	25	0	0%	5	20%	17	68%	3	12%	80%
All	29	0	0%	7	24%	19	66%	3	10%	76%

As demonstrated in Table 18, 80% of 6th grade students in the 2006 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS Math exam, exceeding the Accountability Plan goal of 75% by 5%.

Table 19: 7th Grade NYS Math Results 2006

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	20	1	5%	9	45%	10	50%	0	0%	50%
All	23	1	4%	12	52%	10	43%	0	0%	43%

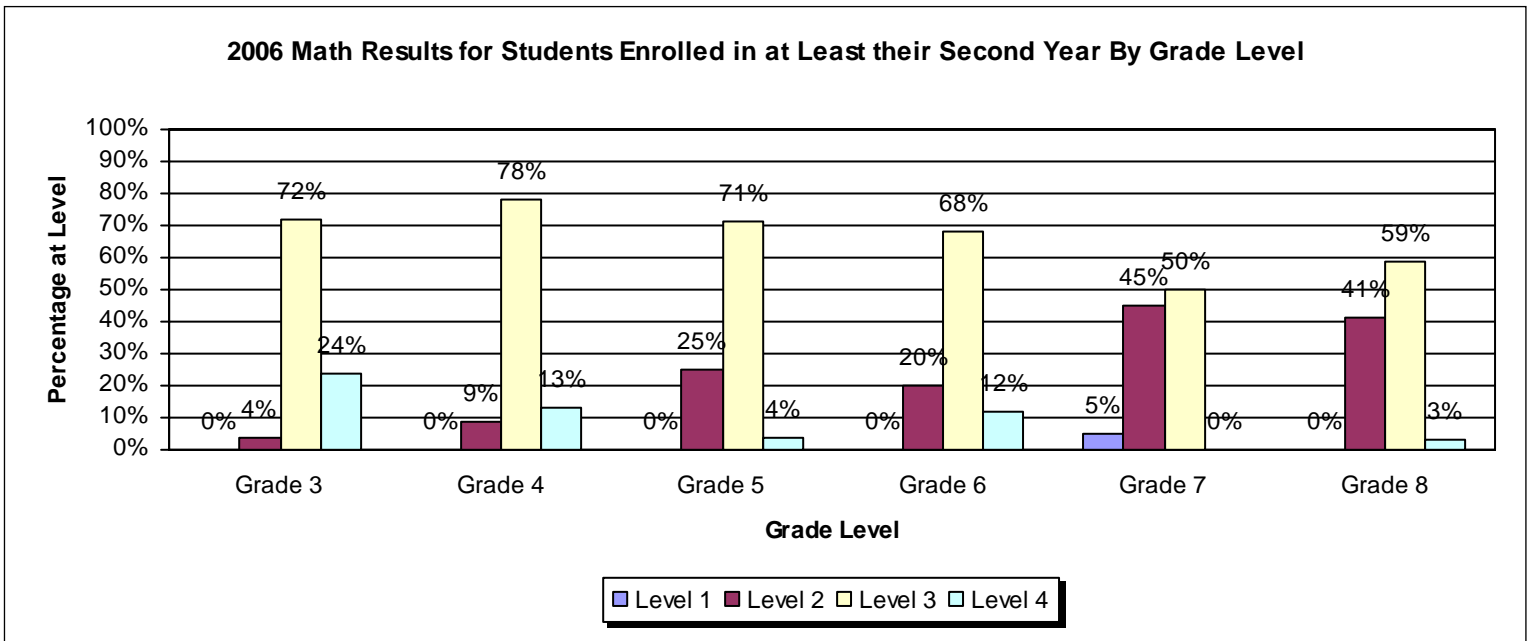
As demonstrated in Table 19, 50% of 7th grade students in the 2006 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS Math exam, falling short of the Accountability Plan goal of 75% by 25%.

Table 20: 8th Grade NYS Math Results 2006

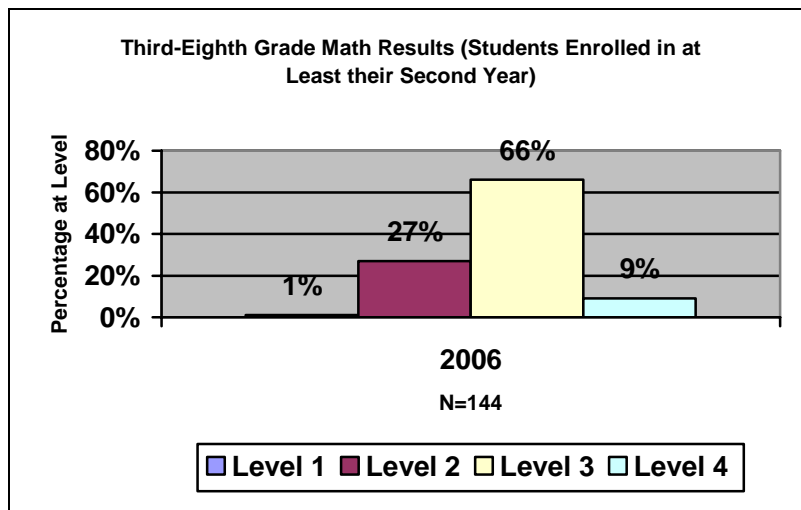
Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% of Students at Levels 3 & 4
		#	%	#	%	#	%	#	%	
2 years	27	0	0%	11	41%	16	59%	0	0%	59%
All	30	0	0%	12	40%	17	57%	1	3%	60%

As demonstrated in Table 20, 59% of 8th grade students in the 2006 cohort attending HSACS for at least two or years earned a Level 3 or higher on the NYS ELA exam, falling below the Accountability Plan goal of 75% by 16%.

- ii. The following chart shows the performance of HSACS students in grades three through eight on the NYS Math test who were enrolled in at least their second year at HSACS in 2006.



- iii. The following chart shows the combined performance of HSACS students in third through eighth grade on the NYS Math test who have been enrolled in the school for at least two years.



In 2006, 75% of students enrolled at HSACS for at least their second year, performed at a Level 3 (proficient) on the New York State Math Exam.

- e. **Evaluation:** While HSACS came very close to meeting the overall measure, it did meet the measure in four of the six grades. The third through sixth grade met or exceeded the stated Accountability Goal. Though the seventh and eighth grade did not meet the absolute measure, students made improvement in math and the school is confident that we will continue to close the gap in middle school by providing remediation classes, test prep classes and a Saturday Academy.

VI. Absolute Measure 2: Harbor Science and Arts Charter School will meet the state standard for public school performance, represented by a Performance Index (PI) of 131 for Elementary Level (Grades 4) and 113 for Middle Level (Grade 8), on the New York State Mathematics (NYS Math) Test, administered to grades 4 and 8 2004-05.

Harbor Science and Arts Charter School will meet the state standard for public school performance, represented by a Performance Index (PI) of 86 for all tested grades (3-8) on the New York State Mathematics (NYS Math) Test, administered to all students in grades 3-8 in 2005-06.

- a. **Method:**
 - i. Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the State's Math exam scored at the partially proficient, proficient, or advanced proficient levels (Levels 2, 3 and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's Math performance standard by 2013-14.

VII. Comparative Measure 1: Each year, the percent of students who are enrolled in at least their second year and are performing at or above a Level 3 on the State Math exam in each tested grade will be greater than that of Community School District 4.

a. Method:

- i. HSACS tested students who were enrolled in at least their second year are compared to all tested students in Community District 4. Comparisons are between the result of each grade in which HSACS had tested students and the results of the respective grades district-wide.

b. Results:

- i. The following tables show the percent of applicable HSACS students scoring at or above Level 3 in comparison to the percent of comparable students in Community District 4.

Table 23: NYS Math Test 2005

Year	Grades	Percent of Students in HSACS and Community District 4 at Levels 3 & 4, By Tested Grades	
		HSACS Students Enrolled in their Second Year	Community District 4 All tested students
2005	4	82%	77%
	8	44%	27%
	Total	63%	52%
	(N)	(48)	(2,724)

As demonstrated in Table 23, the cohort of 4th graders outperformed 4th grade students in Community District 4, with the percentage of students at Levels 3 & 4 combined equaling 82% compared to the District's 77%, a difference of 5%. Though the numbers were lower in the 8th grade, the cohort of HSACS 8th graders did outperform Community School District 4 by 17%.

Table 24: NYS Math Test 2006

Year	Grades	Percent of Students in HSACS and Community District 4 at Levels 3 & 4, By Tested Grades	
		HSACS Students Enrolled in their Second Year	Community District 4 All tested students
2006	3	96%	69%
	4	91%	67%
	5	72%	55%
	6	80%	52%
	7	50%	25%
	8	59%	27%
	Total	75%	49%
(N)	(144)	(7,999)	

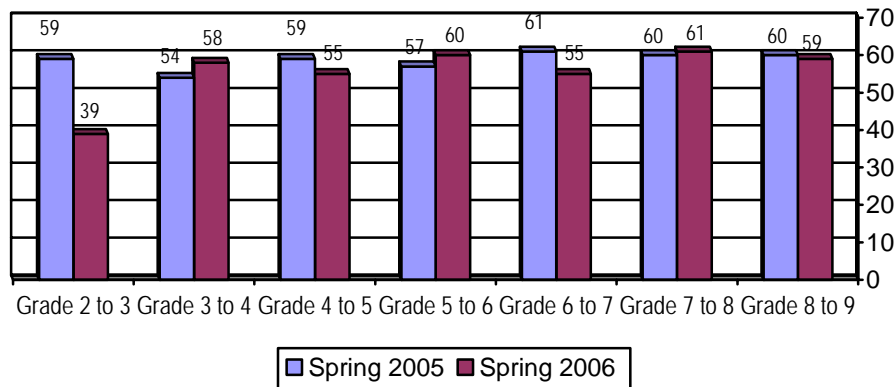
As demonstrated in Table 24, all students in grades 3-8 who have been enrolled at HSACS for at least two years outperformed Community School District 4.

- c. **Evaluation:** HSACS met the comparable measure in both 2004-05 and in 2005-06 by outperforming Community School District 4 on the NYS Math test in every tested grade in the last two years of operation.

VIII. **Value Added to Student Learning:** Grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the IOWA Test of Basic Skills (ITBS), a nationally normed mathematics test, and an NCE of 50 in the current spring.

- a. **Method:** The primary goal of the spring administration of the ITBS Math Sub-Test is to measure academic growth for each grade level cohort at the school from year to year.
- b. **Results:**

ITBS: MATH (NCE AVERAGE PERCENTILES)



SUMMARY OF AVERAGE NCE PERCENTILE GAINS FOR CONTINUING COHORTS FROM GRADE TO GRADE (SPRING '05-SPRING '06)							
SUMMARY OF GAINS ON ITBS MATH							
GRADE	1ST TO 2 ND GRADE	2ND TO 3RD GRADE	3 RD TO 4TH GRADE	4 TH TO 5 TH GRADE	5 TH TO 6 TH GRADE	6 TH TO 7 TH GRADE	7 TH TO 8 TH GRADE
2 YEAR COHORT	19	25	24	24	24	20	27
GAINS S'04-S'05	-20	+4	-4	+3	-6	+1	-1

- c. **Evaluation:** Cohorts in grades (3-8) remained above grade level on their ITBS total math NCE average score. Third, fourth and sixth cohorts made their Accountability Plan goals. Though third, fifth and seventh grade cohorts declined in their NCE average scores, and did not meet Accountability Goals, yet all three grades were able to remain above grade level. Our second grade cohort suffered the most dramatic decrease. As stated in the ITBS total reading section of this report, the class had a new teacher, and the assistant teacher was terminated in late October 2005. The 2nd grade assistant teacher was not replaced until late January 2006.

Absolute Goal 3: Students will become proficient in the knowledge, skills and concepts of science.

Measure 1: In each year seventy-five percent of fourth and eighth graders who are enrolled in at least their second year will perform at or above a Level 3 on the New York State Science examinations.

- a. **Method:** The New York State Science Test was administered to all HSACS 4th graders and 8th graders in May 2005 and May 2006.
- b. **Results:** The following tables present the NYS Social Studies test results for those students who were enrolled in at least their second year at HSACS in 2005 in the 4th and 8th grade.

Table 25: 4th and 8th Grade State Science Results, 2005

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% at Levels 3 & 4
		#	%	#	%	#	%	#	%	
4	23	0	0%	2	9%	12	52 %	9	40 %	92%
8	25	3	12%	12	48%	10	40%	0	0 %	40%

As demonstrated in Table 25, 92% of 4th grade students in the 2005 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS Science exam, well exceeding the Accountability goal of 75% while only 40% of the 8th grade students in the 2005 cohort attending HSACS for two or more years earned a Level 3 or higher on the NYS Science exam, falling below the Accountability Plan goal of 75% by 35%

- c. **Evaluation:** 4th grade students were much more prepared in the area of science and due to the increase in their comprehension skills were able to perform much higher than the 8th grade students. Our 8th graders have difficulty with general literacy skills which makes taking the science examination more difficult for them. Not only do they need to comprehend the information but they need to be knowledgeable about the subject. The school will continue to provide students with the resources necessary to be able to come closer to meeting the Accountability goal.

2006 NYS Science Assessment results have not been released as of November 2006.

Measure 2: Each year, the percent of students who are enrolled in at least their second year and are performing at or above a Level 3 on the State Science exam in each tested grade will be greater than that of Community School District 4.

Community School District 4 NYS Science Assessment data has not been made available for the 2004-2005 and 2005-2006 school years as of November 2006.

Absolute Goal 4: Students will become proficient in the knowledge, skills and concepts of Social Studies.

Measure 1: In each year seventy-five percent of fifth and eighth graders who are enrolled in at least their second year will perform at or above a Level 3 on the New York State Social Studies examinations.

- a. **Method:** The New York State Social Studies Test was administered to all HSACS 5th graders in November of 2004 and November 2005 as well as 8th graders in June 2005 and June 2006.
- b. **Results:** The following tables present the NYS Social Studies test results for those students who were enrolled in at least their second year at HSACS in 2005 in the 4th and 8th grade.

Table 26: 5th and 8th Grade State Social Studies Results, 2004

Cohort	# of students	Level 1		Level 2		Level 3		Level 4		% at Levels 3 & 4
		#	%	#	%	#	%	#	%	
5	22	4	18%	6	27%	10	45 %	2	9 %	54%
8	25	0	0%	17	62%	8	32%	0	0 %	32%

As demonstrated in Table 26, 54% of 5th grade students in the 2004 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS Social Studies test, falling below the Accountability goal of 75% while only 32% of the 8th grade students in the 2004 cohort attending HSACS for at least two years earned a Level 3 or higher on the NYS Social Studies test, falling below the Accountability Plan goal of 75%.

- c. **Evaluation:** Students in both grades did not meet the Accountability goal and the school put systems and resources in place in order to increase knowledge and understanding in Social Studies for both 5th and 8th grade students.

Table 27: 5th Grade State Social Studies Results, 2005

Grade	# of students	Level 1		Level 2		Level 3		Level 4		% at Levels 3 & 4
		#	%	#	%	#	%	#	%	
5 all	27	3	11	5	18	19	70%	0	0%	70%
5 cohort	24	2	8	5	20	17	70%	0	0%	70%

As demonstrated in Table 27, 70% of 5th grade students in the 2006 cohort attending HSACS for two or more years earned a Level 3 or higher on the NYS Social Studies test, falling 5% short of the Accountability Plan goal of 75%.

- d. **Evaluation:** 70% of students in the 5th grade 2005 cohort came very close to meeting the school’s Accountability Goal of 75%. Though the cohort did not meet the Accountability Goal, HSACS’ 5th graders improved greatly from the 2004-2005 school year as only 54% of students met standards on the 5th grade state social studies exam last year; an increase of 16%, a testament to the systems and resources that the school put in place based on the previous year’s scores.

2006 NYS Social Studies Assessment results have not been released for the 8th grade as of November 2006.

Measure 2: Each year, the percent of students who are enrolled in at least their second year and are performing at or above a Level 3 on the State Social Studies exam in each tested grade will be greater than that of Community School District 4.

Community School District 4 NYS Social Studies Assessment data has not been made available for the 2004-2005 and 2005-2006 school years as of November 2006.

SUMMARY:

For the last two years, Harbor Science and Arts Charter School made notable progress toward meeting its goal of enabling students to become more proficient in English Language Arts and Math.

Measure	Type	Test	Result
75% at Levels 3 & 4	Absolute	State ELA Exam	No, but close to measure
Performance Index above AMO	Absolute	State ELA Exam	Met measure
Outperform the District	Comparative	State ELA Exam	Met Measure
Each grade-cohort reduces the gap between baseline & NCE of 50	Value-Added	IOWA Test of Basic Skills (ITBS)	No, but three of seven grades met measure
75% at Levels 3 & 4	Absolute	State Math Test	No, but came very close to measure
Performance Index above AMO	Absolute	State Math Test	Met measure
Outperform District	Comparative	State Math Test	Met measure
Each grade-cohort reduces the gap between baseline & NCE of 50	Value-Added	IOWA Test of Basic Skills (ITBS)	No, but three of seven grades met measure

Harbor Science and Arts Charter School met its absolute measure of performance based on the School Performance Index relative to the Annual Measurable Objective for ELA in 2004-05 and 2005-06. We also met the comparative measure of performance relative to the district in ELA in 2004-05 and 2005-06. The school did not meet the measure of 75 percent of 4th and 8th grade students being proficient in 2004-05, but came very close to meeting the measure for grades 3-8 in 2005-06 in ELA. HSACS did not meet the value-added measure on the ITBS Reading Sub-Test, but three of the seven cohorts did meet the measure and three of the four other cohorts came very close to meeting the measure. Students in grades 3-8 who have been at HSACS for at least two years had a combined performance of 70% on the NYS ELA test, an accomplishment that we are indeed proud of. Though HSACS showed some inconsistencies on the spring 2005 to spring 2006 ITBS reading test comparisons, the school was confident that New York State ELA assessments would demonstrate the true growth that was made this past school year (2005-2006). The school's priority was to focus on middle school literacy. ITBS total reading scores in 7th and 8th grade both increased by 5 percentile points bringing both grades over the NCE grade level average of 50. Teachers have become more settled with the current balanced literacy curriculum, the use of McGraw-Hill literacy materials and the Harbor Charter benchmarks that have been established for writing by the instructional leadership team. The McGraw-Hill literacy materials offer staff curriculum modifications in literacy instruction for the advanced and remedial learner, and the Harbor Charter benchmarks in writing are seamless from grade-to-grade and aligned to NYS standards so that students and teachers are clear about expectations for writing.

Harbor Science and Arts Charter School met its absolute measure of performance based on the School Performance Index relative to the Annual Measurable Objective for Math in 2004-05 and 2005-06. We also met the comparative measure of performance relative to the district in Math in 2004-05 and 2005-06. The school did not meet the measure of 75 percent of grades 4 & 8 students being proficient in 2004-05, but came very close to meeting the measure for grades 3-8 in 2005-06 in Math. HSACS did not meet the value-added measure on the ITBS Math Sub-Test, but three of the seven cohorts did meet the measure and three of the four other cohorts came very close to meeting the measure. All students in grades 3-8 who have been at HSACS for at least two years had a combined performance of 75% on the NYS Math test in 2005-06. HSACS continues to be proud of this percentage and the fact that almost all cohorts (Grades 3-8) were above grade level on the ITBS total math NCE average score. All but one grade (2nd grade) maintained an NCE average math score over 50. HSACS has utilized the Saxon math curriculum which has proven to be successful though it tends to be weak in the area of problem-solving. HSACS will supplement the problem-solving component, so that students can make further growth in this area. The instructional leadership team at HSACS created Harbor Charter benchmarks in mathematics that are seamless from grade-to-grade and aligned to NYS standards. These benchmarks were created to ensure that teachers are following a scope and sequence that addressed all concepts for each grade that would be addressed on the NYS Math assessments in March.

ACTION PLAN:

Literacy remains a priority at the Harbor Science and Arts Charter School. We have a Curriculum Support Administrator for the lower school (Grades 1-6), a Curriculum and Instructional coach for the upper school (Grades 7-8) to provide further individual curriculum and instructional support to teachers while also solidifying the professional development calendar which is based on student achievement data and teacher needs. The school has instituted a balanced literacy approach in grades 1-8 and will use McGraw-Hill literacy materials to support the reading program for students at HSACS. The instructional leadership team created writing benchmarks that are seamless from grade-to-grade, and aligned to NYS standards. First and second year teachers will work with individual administrators to further grow and ensure best teaching practices. HSACS will offer an extended day program which will focus on remediation classes beginning in late fall. The fifth and sixth grade classes will be self-contained rather than departmentalized this school year (2006-2007) to ensure that students are fully equipped academically, socially and emotionally for the departmentalized structure in grades seven and eight. The school has observed a decline in student scores as they reach these two particular grades in the last two annual reports and believes that students are not ready for the responsibility and organization that comes with departmentalization. Test preparation courses during the regular school day will continue to help students manage time and build test-taking skills. A Saturday Academy will begin in November to address students in the upper school who are in need of extra academic support. It is our intent to inundate students with the skills necessary to meet state standards by the end of each school year.

Mathematics continues to be a stronger academic area for students at HSACS as shown in NYS Math test results. Though student averages declined in grades three, five and seven by an average of 4 percentage points on the ITBS total math, the school as a whole, remains above the NCE grade level average of 50 in all grades but one (Grade 2). The school continues to utilize the Saxon math curriculum and our test scores for the most part have

shown consistency over the past three school years (2003-2006). The school supplemented the Saxon math program with the Step-by-Step problem-solving component, but felt as though the way in which concepts were presented were not always clear. It was a difficult program to follow for teachers and students. The instructional leadership team conducted research and found that the McGraw-Hill problem-solving component would better address the problem-solving needs of our students on an accelerated and remedial level in order to develop stronger problem-solving and data interpretation skills. Teachers will be expected to fully utilize the Harbor Charter benchmarks for mathematics which are seamless from grade-to-grade and aligned to NYS standards. By utilizing these benchmarks which are aligned to NYS standards, the scope and sequence ensures that teachers in each grade instruct the expected grade level concepts which will be assessed on their March 2007 NYS math assessment.

Additional Required Academic Measure

NCLB Measure: Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Measure 1: In each year seventy-five percent of fifth and eighth graders who are enrolled in at least their second year will perform at or above a Level 3 on the New York State Social Studies examinations.

- a. Method:** Under the state’s NCLB accountability system, schools are evaluated to determine if they have made Adequate Yearly Progress (AYP) based on the percent of students tested and on whether it School Performance Index both in the aggregate and for specific sub-populations meets the effective Annual Measurable Objective (AMO). The system also includes mitigating factors that may enable a school to make AYP even if it has not made its AMO, including a safe harbor provision, the calculation of an effective AMO, and an analysis only of the results for students who have been continuously enrolled. Performance on the state’s science exam is also factored in the AYP analysis.

A school is deemed to be in “Good Standing” for the school year in question if it has not failed to make AYP in either ELA or Math for the previous two consecutive years. The determination was presented in a report released in spring of 2005 and 2006.

- b. Results:** According to the state’s Harbor Science and Arts Charter School Accountability Report: English Language Arts, Mathematics, Science and Graduation Rate issued in the Spring of 2006 our 2004-05 Accountability Status is: *Charter School in Good Standing*.
- c. Evaluation:** The report indicated that the school exceeded its Effective AMO in ELA and Math, and given these results, HSACS made Adequate Yearly Progress and is in good standing.

ORGANIZATIONAL GOALS

PARENT AND STUDENT SATISFACTION

Goal 1: Harbor Charter School will exhibit a high degree of parent satisfaction within the school and all of its programs.

Measure 1: Each year parents will express satisfaction with the school’s program, based on the school’s Parent Survey in which at least two-thirds of all parents provide a positive response to each of the survey items.

Method: A HSACS Parent Satisfaction Survey (actual parent surveys are kept in a file available at the school) was developed in the spring of 2003 to assess parent attitudes and gather feedback about the school’s programs and efforts. This survey was refined in 2004 and further refined in 2005 and 2006. We focused more systematically on collecting completed surveys in 2005 and 2006, by mailing surveys home, setting up a staffed table at parent/teacher conferences, PTA meetings, and both the Art Exhibition and Science Fair. We also offered an incentive gift to express appreciation to each family that filled out a survey. In 2003, approximately 66 % of parents completed the survey (69/105), while in 2004 we had a 63 % (95/151) return rate. In 2005, we had a major increase in the return rate, 87% (129/148) of the families returned the parent survey. In 2006, 83% (133/160) of HSACS families returned the parent survey.

Questions in the 2005 and 2006 survey were grouped in three categories: *Teaching and Learning, Leadership, and Culture*. For each category, parents responded whether they agreed, strongly agreed, disagreed, or strongly disagreed with each statement provided. The total responses of “Agree” and “Strongly Agree” were used to determine the percentage of parents who responded positively about the school’s effectiveness for each question. The combined results from the survey are listed in the chart below. One survey was distributed to each family (rather than each student).

At the end of each school year, the Leadership Team carefully reviewed the results of the parent survey. The team set an 85 % goal for positive responses in 2004, and hoped that 90 % of parents completing the survey in 2005 and 2006 would agree or strongly agree with all listed items.

HSACS PARENT SATISFACTION SURVEY, SPRING 2006

PARENT SURVEY RESULTS	Spring 2006
Teaching and Learning	TOTAL Agree & Strongly Agree
I am satisfied with the quality of instruction my child is receiving.	95%
Teachers set high expectations for students and challenge my child at all times.	95%
Teachers keep me informed about my child's progress and what my child is learning.	95%
The school has provided appropriate books and supplies for my child.	94%
I am satisfied with my child's class size.	90%
I am satisfied with the availability of technology within the school.	84%
I am satisfied with the school test data results and believe that this school is better than neighborhood schools.	94%

Overall Average for Teaching and Learning	92%
Leadership	
I am satisfied with the administrative leadership of the school.	93%
I am satisfied with the School Board.	93%
I am satisfied with the teachers at the school.	93%
I am satisfied with the Parent Teachers Association.	88%
The office staff is professional and respectful to me on the phone and in person.	91%
Overall Average for Leadership	92%
Culture	
The school is a safe and secure learning environment. (2005)	N/A
The school tone is positive, safe and secure learning environment. (2006)	97%
Discipline issues are addressed quickly and appropriately.	95%
I am satisfied with the extra-curricular activities offered at the school. (2005)	N/A
My child's behavior has improved through the school's program. (2006)	94%
The school is clean and well maintained.	92%
I am satisfied with the athletic/physical education component at the school.	91%
I am satisfied with the breakfast and lunch program at the school.	91%
My child's health and physical activity has improved through the school's program. (2006)	83%*
The school offers parent workshops that engage parents, students, and staff.	89%
In general, I am satisfied with the school culture where as a parent I feel welcomed and my child enjoys coming to school.	96%
Overall Average for Culture	92%
Overall I am satisfied with my child's school.	95%

*Item was added to the 2006 survey

** Item was rephrased for the 2006 survey

Teaching and Learning

I am satisfied with the availability of technology within the school (84%)

Though the response rate was lower than 90%, the level of parent satisfaction increased from 80% in 2005 to 84% in 2006. The school obtained a wireless mobile i-lab station with 20 laptops from a foundation grant. This unit was utilized throughout HSACS during the school year of 2005-2006. Students consistently utilized the laptops to complete graphic art assignments, English assignments, complete internet research and to integrate technology within each grade level. We are looking to continue the use of the mobile i-lab as well as offering a small technology class to our middle school students during the school's extended day.

Leadership

I am satisfied with the Parent Teachers Association. (88%)

There was a major shift in Parent Teacher Association Leadership this past school year. The past president who held office for two consecutive years (2003-2004 and 2004-05) was dearly missed by parents and it was reflected in the HSACS 2006 parent surveys. Continued efforts will be made in the 2006-2007 school year to continue positive parent-teacher association connections with the school community.

Culture

My child's physical activity and health has improved through the school's program. (83%)

This was a new question added to the 2006 parent survey. Currently HSACS offers an athletic program with Coed football, Girl's and Boy's Varsity and Junior Varsity Basketball for students in grades 5-8. Besides the rigorous physical education curriculum that the school has in place for grades 1-4, students do not have the opportunity to participate in extra-curricular athletics/sports in the lower grades. It is clear when looking at the 2006 surveys from parents in the lower school; parents want more physical activity within the school for their children. Students now receive Physical Education twice a week and the school is looking more ways in which it can address this matter for the 2006-2007 school year.

The school offers parent workshops that engage parents, students and staff. (89%)

Though the school fell short of the 90% goal in this category, it increased by 9% from the previous year's 80% on the 2005 parent survey. With the change in the administrative structure, the school hired a Director of Curriculum and Teaching who offered workshops to parents in regards to the school's curriculum, test preparation, homework, more. The Special Education Coordinator offered workshops to parents in helping children with special needs, the special education referral process, Individual Education Plans (IEPs), and how to find and utilize outside resources for children with special needs. Though the Director of Curriculum and Instruction was terminated from the school in late October 2005, workshops for test preparation were still conducted by the school's Administrative Intern and Special Education Coordinator. There were several parent workshops in reference to high school articulation and the high school process for all middle school students (Grades 6-8). The school is proud of the increase in this particular category and will continue to offer parent workshops based on student achievement data and a needs assessment that will be conducted at the first parent meeting on August 23, 2006.

Overall the school continues to maintain a 95% rate of parents who are satisfied with their child's school.

Measure 3: Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method: Harbor Charter had 185 students enrolled in September of 2005 who had been enrolled at anytime the previous school year (2004-2005). During the school year, there was a total of 30 new admits to the school, bringing the total school population to 215 students. HSACS graduated 30 eighth graders and five students left the school.

Results: Of the 185 students who were retained in September of 2005 from the 2004-2005 school year, 28 students who were with HSACS the previous school year graduated, leaving us 157 students. Of these 157 students, 5 students left the school. The number of students returning from the previous year is **152** which brings the percentage of students returning to the school in September 2006 at 96%.

Evaluation: The school exceeds the 90% target goal of students enrolled the previous year returning to HSACS the following September. Two students relocated to Puerto Rico and one student relocated to Connecticut. Two 6th grade students accepted placements at the Young Women’s Leadership Academy, which is a school that guarantees students a High School placement within the school.

Measure 4: Each year the school will have a daily attendance rate of at least 95 percent.

Method: The school tracks attendance data through the Automate the School (ATS) program supplied by the New York City Department of Education.

Results:

DAILY ATTENDANCE PERCENT RATE OF PARTICIPATION BY GRADE LEVEL

2005-2006	
Grade	Percent Present
1	93 %
2	93 %
3	93%
4	96%
5	95%
6	95%
7	94 %
8	93%

<p>2005-06 Average Daily Attendance Rate: 94 %</p>

Evaluation: The school’s average daily attendance rate was 94%, 1% shy of the school’s accountability goal. The school will continue to make efforts to raise the attendance rate, by continuing to make phone calls home, along with home visits for students that are excessively absent.

LEGAL COMPLIANCE

Goal 1: Each year, Harbor Charter School will comply with applicable, laws and regulations, as well as the provisions of its charter.

Measure 1: Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

Measure 2: Each year the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Measure 3: Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

The school is working diligently to meet all legal requirements for the 2006-07 school year.

FISCAL SOUNDESS

Goal 1: Each year, Harbor Charter School will be a strong viable organization, which carries out sound financial practices.

Budgeting

Measure 1: Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

Original Budget \$2,302,516

Revised Budget N/A

Actual Revenue \$2,235,245

Actual Expense \$2,341,648

Difference -106,403

Financial Condition

Measure 1: Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will equal to or exceed two percent of the school's operating budget of the upcoming year.

Budget 07 \$2,516,068 Unrestricted Funds \$-46,548 %=0.00

HSACS is continuing to overcome the past deficits with the new administration in place through cost controls and consistent student enrollment throughout the year. The new administration is also working closely with the grant writers to identify and apply for all available supporting funds from various private foundations and government grants.

Internal Controls and Compliance

Measure 1: Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

To date no deficiencies have been identified.

UNIQUE NON-ACADEMIC GOALS

Goal 1: The Harbor Charter School students' behavior will give witness to the core values taught through our character education component.

Method: Through parent surveys, 85% of parents responding will indicate that they see evidence that their children's behaviors have improved through the school's program and that the tone of the school is positive, safe and secure.

	Agree or Strongly Agree
My child's behavior has improved through the school's program.	94%
The school tone is positive, safe and a secure learning environment.	97%

Evaluation: In our 2006 parent survey, 94% of parents responding indicated that their child's behavior improved through the school's program and 97% of parents responding indicated that the tone of the school is positive, safe and a secure learning environment.

Goal 2: Students at the Harbor Charter School will develop knowledge of health, nutrition and hygiene along with an appreciation for physical activity.

Method: Through student surveys, 85% of students responding will indicate that they have a better understanding of health, nutrition, hygiene and the surveys will indicate that their personal physical activity has improved.

The school will administer these surveys in the fall of 2006 to all returning students in the 2006-2007 school year and will report the results in the 2006 fall annual report addendum.

Method: Through parent surveys, 85% of parents responding will indicate that they see evidence that their children's knowledge of health, nutrition, hygiene along with their child's physical activity has improved through the school's program.

	Agree or Strongly Agree
My child's health, nutrition, hygiene and physical activity have improved through the schools program.	83%

Evaluation: Many lower school families (Grades 1-4) feel that the school should offer more athletic opportunities other than physical education during the regular school day. The school will be offering sport clubs to lower school student during the extended day, to address this need with the younger students.

Goal 3: Students at the Harbor Charter School will develop knowledge of and an appreciation for the arts.

Measure 1: Each student will participate in the school's annual art gallery exhibition. Students will identify their best work of art, publish an artistic analysis of the piece demonstrating a satisfactory understanding and use of key artistic terms, and display the art work at the annual gallery exhibition.

Method: All students chose their favorite work of art to show at the HSACS annual art exhibit which opened on June 12, 2006.

Overall, 100 % of all HSACS students participated in the 2006 student exhibition. Both art teachers worked diligently to create integrated and stimulating projects while establishing clear expectations for productivity in all grades. The entire 6th floor was transformed into an extended gallery space, filled with student work that was mounted and hung thematically, integrating grades and methods to encourage investigation and discovery. Students were trained as docents to walk guests through the gallery and explain art and the art standards. Our goal is to continue to have 100% student participation in the 2007 student exhibition.