

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

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 an 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 its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

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 state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

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, 2006-2007

Resubmitted on November 1, 2007
Prepared by: Principal, Joanne Hunt

Academic Program

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

- I. Absolute Measure: Each year, 75 percent of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA assessment.**

Method

Third-eighth grade students at HSACS took the NYS ELA exam in January 2007. As such, performance is measured in terms of students who have been at HSACS for at least two years—long enough to expect to see the distinct effects of the HSACS instructional program on student achievement.

The table below summarizes participation information for the January 2007 test administration. The table indicates total enrollment and total number of students tested. Note that this table includes all students according to grade level, even if they have been enrolled for fewer than two years.

Number of Students Tested in Grades 3-8

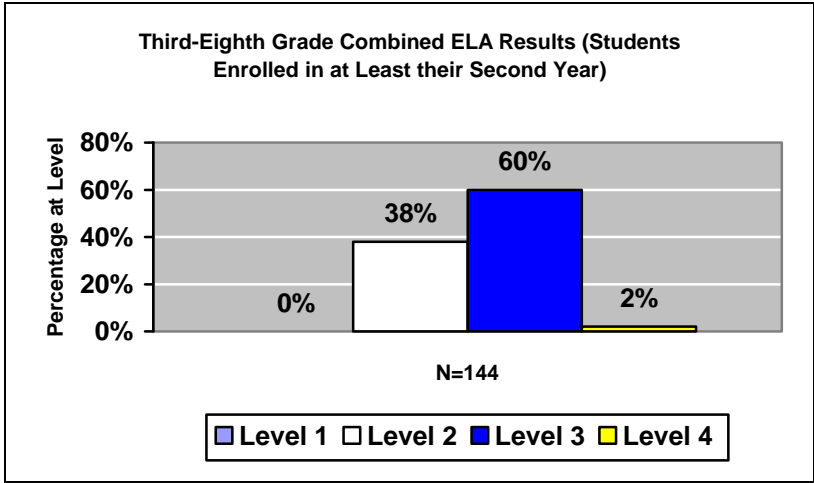
Grade(s)	Total Tested	Total Enrolled
3	27	27
4	26	26
5	29	29
6	29	29
7	26	26
8	27	27

Results

The following table represents the test results for all students and for those who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at HSACS.

Year	Population	Percent of Third through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2007	All Students	0	36	62	3	65	163
	Students in at least 2 nd Year	0	38	60	2	62	144

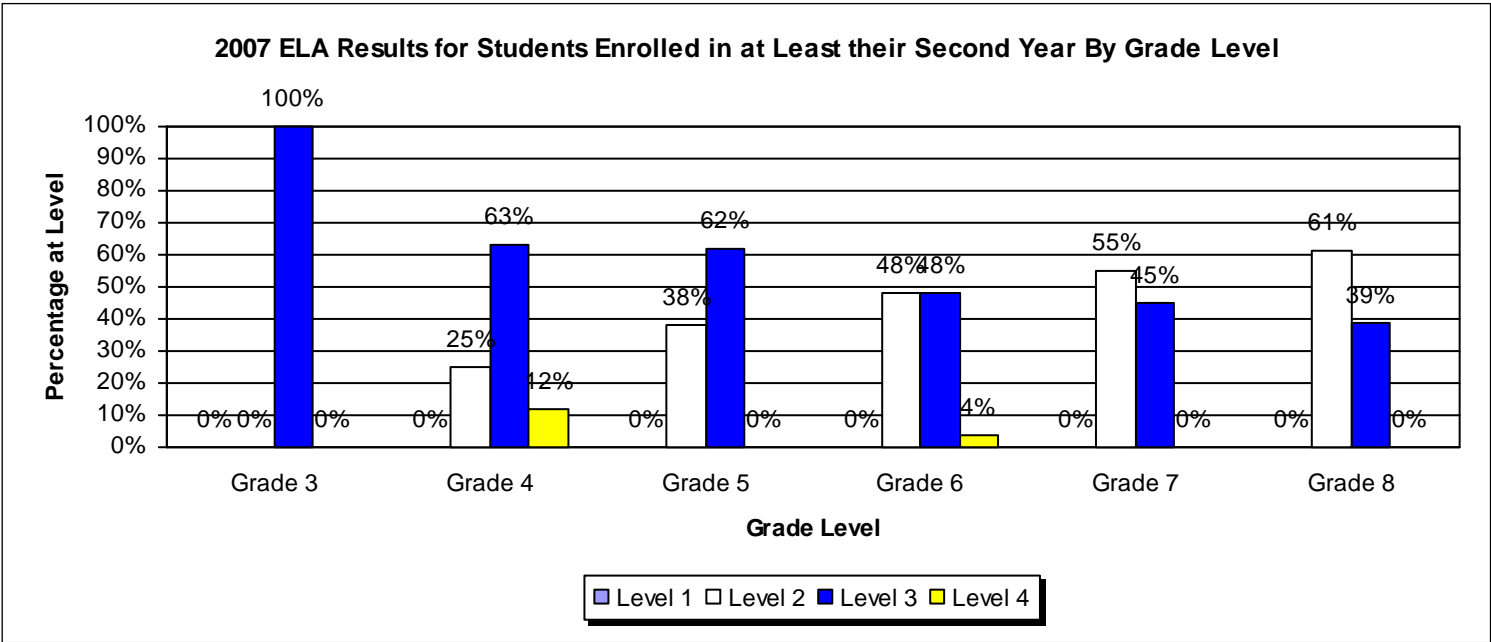
The following chart shows the performance of HSACS students in third through eighth grade who have been enrolled in at least their second year.



In 2006, 62 percent of this group of students performed at or above level 3 (proficient) on the New York State English Language Arts Assessment (ELA).

Evaluation

The results are below the measurement’s requirement that at least 75 percent of the students perform at or above Level 3. The following chart presents the performance of each of the tested grades.



While HSACS did not meet the measure overall, two of the six tested grades did meet the measure. The third and fourth grade exceeded the stated measure with a large proportion of students scoring at Levels 3 & 4. Students who have started with the HSACS since the 1st grade in 2003-04 have had a solid foundation in ELA and are fairing much better than students who did not begin with the current administration

that came in 2003-2004. Thus, 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. HSACS continues to work with the middle school grades that continue to struggle due to the lack of basic skills that were not acquired in the younger grades in order to succeed on these exams as they move forward. The school is proud that not one student in grades 3-8 scored at a Level 1 on the ELA exam. HSACS has been working hard to bridge the achievement gap in ELA in middle school for the last four 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: Each year the school’s aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.

Method

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 has scored at the at the partially proficient, proficient, or advanced performance 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 ELA performance standard by 2013-14.

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 2006-07.

The performance index is based on the following calculation:

$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$
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Results:

The following tables show the calculation of HSACS’ aggregate Performance Index on the 2007 state ELA exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
2007	3-8	Level 1 0%	Level 2 36%	Level 3 62%	Level 4 3%	144
		PI=	36	+	62	+
			+ 62	+	3	= 166

Evaluation:

In 2007, HSACS’ aggregate Performance Index of 166 well exceeded the state standard goal of 122 for all students tested in grades 3-8.

Additional Evidence: Despite changes in the state’s testing program, HSACS’ PI has exceeded the AMO in the last three years of operation (2004-05, 2005-06 and 2006-07).

III. Comparative Measure: Each year, the percent of tested students who are enrolled in at least their second year and performing at or above Level 3 on the NYS State ELA exam will be greater than that of all students in the same tested grades in the local school district.

Method:

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, as well as between the total result at HSACS and the total results for Community District 4.

Results:

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.

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	All HSACS Students Enrolled	Community District 4 All tested students
2007	3	100%	100%	50%
	4	75%	77%	47%
	5	62%	66%	49%
	6	52%	55%	35%
	7	45%	46%	34%
	8	39%	42%	30%
	Total	62%	64%	41%
(N)	(144)	(163)	(7,679)	

Evaluation:

HSACS met the comparable measure in 2006-07 by outperforming Community School District 4 on the NYS ELA Test in every tested grade. HSACS is significantly outperforming 3rd and 4th graders in Community School District 4.

- IV. Comparative Measure: Each year, the school will exceed its expected level of performance on the NYSTP ELA assessment by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.**

This analysis for 2007 is not yet available.

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

- I. Absolute Measure: Each year, 75 percent of third through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Math assessment.**

Method

Third-eighth grade students at HSACS took the NYS Math exam in March 2007. As such, performance is measured in terms of students who have been at HSACS for at least two years—long enough to expect to see the distinct effects of the HSACS instructional program on student achievement.

The table below summarizes participation information for the March 2007 test administration. The table indicates total enrollment and total number of students tested. Note that this table includes all students according to grade level, even if they have been enrolled for fewer than two years.

Number of Students Tested in Grades 3-8

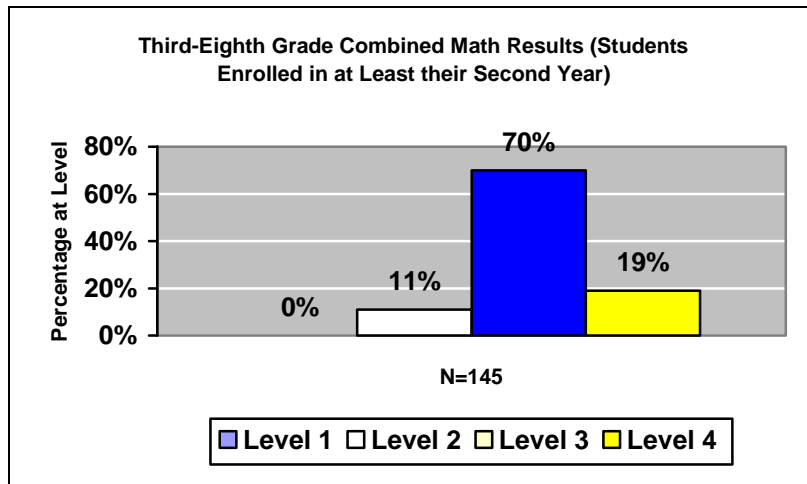
Grade(s)	Total Tested	Total Enrolled
3	27	27
4	26	26
5	29	29
6	29	29
7	26	26
8	27	27

Results

The following table represents the test results for all students and for those who were enrolled in at least their second year. Again, the outcome measure addresses only the performance of students in their second year at HSACS.

Year	Population	Percent of Third through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2007	All Students	0	11%	71%	18%	89%	164
	Students in at least 2 nd Year	0	11%	70%	19%	89%	145

The following chart shows the performance of HSACS students in third through eighth grade who have been enrolled in at least their second year.

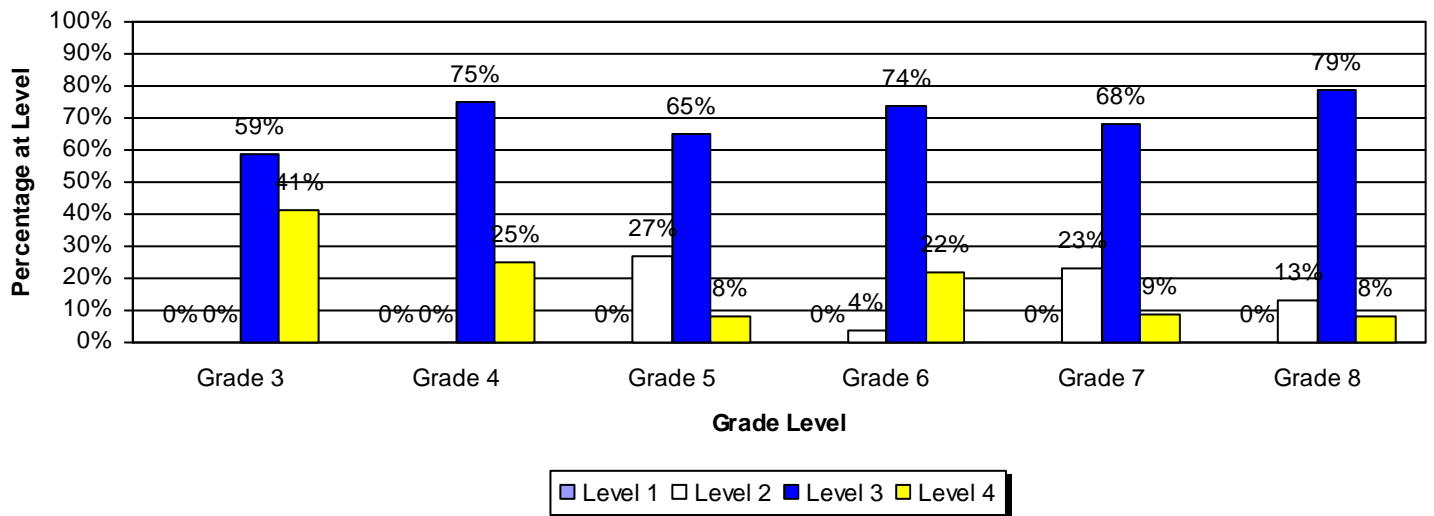


In 2007, 89 percent of this group of students performed at or above level 3 (proficient) on the New York State Math Assessment.

Evaluation

HSACS met the overall measure on the NYS Math test. 3rd and 4th grade cohorts scored at 100% at or above Level 3, while the 6th grade cohort scored at 97% at or above Level 3. 7th and 8th grade cohorts scored at 77% and 87%, respectively, at or above a Level 3. The 5th grade cohort fell short by 2% scoring 73% at or above a Level 3.

2007 Math Results for Students Enrolled in at Least their Second Year By Grade Level



II. Absolute Measure: Each year the school’s aggregate Performance Index on the State Math exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.

Method

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 has scored at the at the partially proficient, proficient, or advanced performance 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 ELA performance standard by 2013-14.

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 Math Test, administered to all students in grades 3-8 in 2006-07.

The performance index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

Results:

The following tables show the calculation of HSACS' aggregate Performance Index on the 2006 state ELA exam.

Year	Grades	Percent of Students at Each Performance Level				(N)	
2007	3-8	Level 1 0%	Level 2 11%	Level 3 70%	Level 4 19%	145	
<hr/>							
PI=		11	+	70	+	19	
				+	70	+	19 = 189

Evaluation:

In 2007, HSACS' aggregate Performance Index of 189 well exceeded the state standard goal of 86 for all students tested in grades 3-8.

Additional Evidence:

Despite changes in the state's testing program, HSACS' PI has exceeded the AMO in the last three years of operation (2004-05, 2005-06 and 2006-07).

- III. Comparative Measure: Each year, the percent of tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of all students in the same tested grades in the local school district.**

Method:

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, as well as between the total result at HSACS and the total results for Community District 4.

Results:

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.

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	All HSACS Students Enrolled	Community District 4 All tested students
2007	3	100%	100%	50%
	4	100%	100%	65%
	5	73%	72%	65%
	6	96%	97%	49%
	7	77%	81%	46%
	8	87%	85%	27%
	Total	89%	89%	50%
(N)	(145)	(164)	(7,727)	

Evaluation:

HSACS met the comparable measure in 2006-07 by outperforming Community School District 4 on the NYS Math Test in every tested grade. HSACS is significantly outperforming 3rd, 4th, 6th, 7th and 8th graders in Community School District 4.

- V. Comparative Measure: Each year, the school will exceed its expected level of performance on the NYSTP Math assessment by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.**

This analysis for 2007 is not yet available.

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

- I. Absolute Measure: Each year, 75 percent of fourth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Science assessment.**

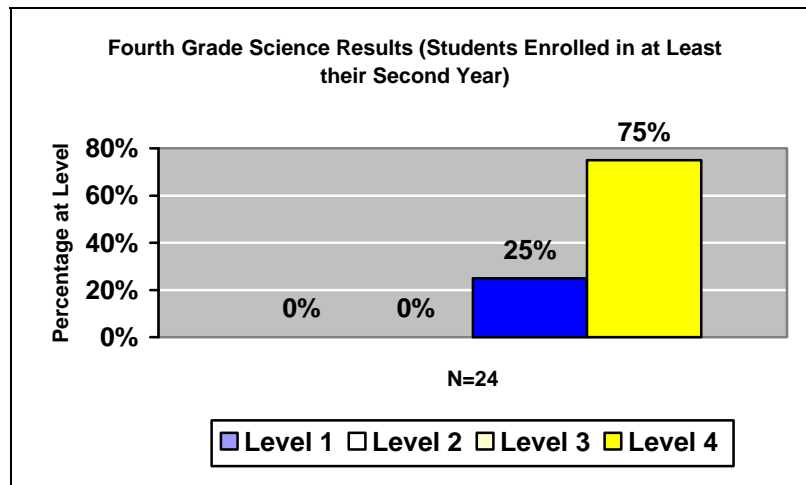
Method

Fourth and eighth grade students at HSACS took the NYS Science exams in May 2007. As such, performance is measured in terms of students who have been at HSACS for at least two years—long enough to expect to see the distinct effects of the HSACS instructional program on student achievement.

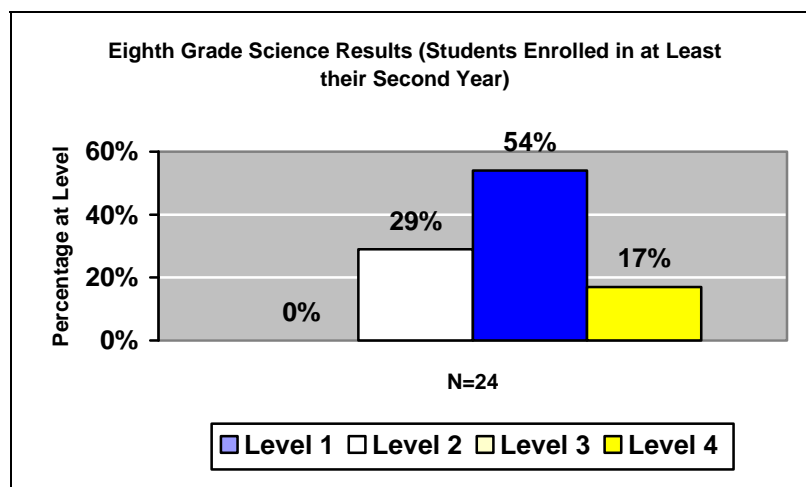
Results: NYS Science Test

Grade	# of students	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
		#	%	#	%	#	%	#	%	#	%
Grade 4											
2 yr cohort	24	0	0%	0	0%	6	25%	18	75%	24	100%
All	26	0	0%	0	0%	6	23%	20	77%	26	100%
Grade 8											
2 yr cohort	24	0	0%	7	29%	13	54%	4	17%	17	71%
All	27	0	0%	9	33%	14	52%	4	15%	18	67%

The following chart shows the performance of HSACS students in fourth grade who have been enrolled in at least their second year.



The following chart shows the performance of HSACS students in eighth grade who have been enrolled in at least their second year.



Evaluation:

Fourth grade students at HSACS exceeded the stated measure with all students scoring at Levels 3 & 4. Seventy-one percent of eighth graders scored at Levels 3 & 4, falling just four percent shy of the required measure. HSACS has worked very

hard to raise the expectations in science and teachers and students have delivered. We are proud of our growth as a school.

- II. Absolute Measure: In each year, the percent of students who are enrolled in at least their second year and are performing at or above 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 results were not available during the preparation period for this updated annual progress report.

GOAL: Students will become proficient in the knowledge, skills and concepts of social studies.

- I. Absolute Measure: Each year, 75 percent of fifth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA assessment.**
- II.**

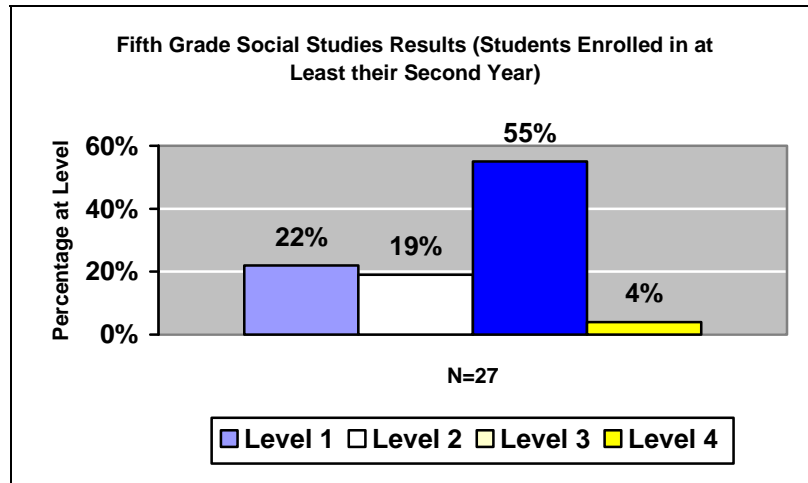
Method

Fifth and eighth grade students at HSACS took the NYS Social Studies exams in June 2007. As such, performance is measured in terms of students who have been at HSACS for at least two years—long enough to expect to see the distinct effects of the HSACS instructional program on student achievement.

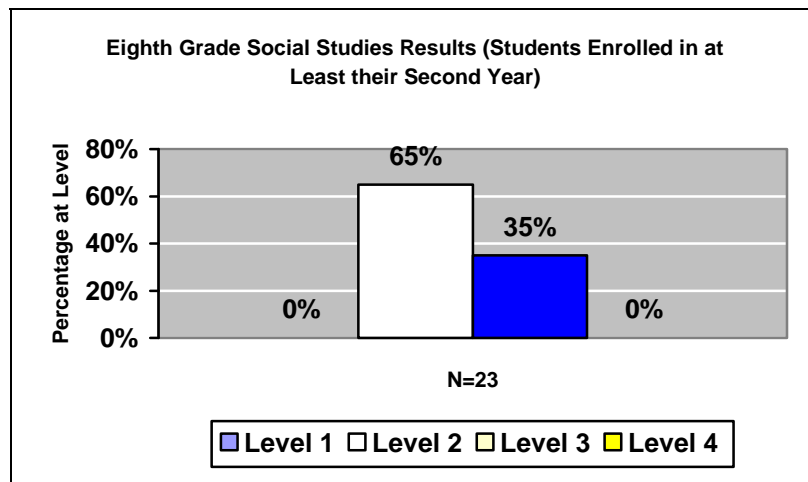
Results: NYS Social Studies Test

		Level 1		Level 2		Level 3		Level 4		Levels 3&4	
Grade 5	# of students	#	%	#	%	#	%	#	%	#	%
2 yr cohort	27	6	22%	5	19%	15	55%	1	4%	16	59%
All	29	7	24%	5	17%	16	55%	1	3%	17	58%
Grade 8	# of students	#	%	#	%	#	%	#	%	#	%
2 yr cohort	23	0	0%	15	65%	8	35%	0	0%	8	35%
All	26	0	0%	17	65%	9	35%	0	0%	9	35%

The following chart shows the performance of HSACS students in fifth grade who have been enrolled in at least their second year.



The following chart shows the performance of HSACS students in eighth grade who have been enrolled in at least their second year.



Evaluation:

HSACS did not meet the social studies measure. Social studies continues to be a subject area that is in need of improvement at HSACS. The school will continue to look at the instruction and curriculum to make the necessary adjustments for improvement.

- III. Absolute Measure: In each year, the percent of students who are enrolled in at least their second year and are performing at or above 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 results were not available during the preparation period for this updated annual progress report.

Additional Required Measure

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

SUMMARY

In 2006-07, Harbor Science and Arts Charter School made notable progress towards meeting stated outcome measures. Of the seven goals that could be measured at this time, HSACS met five of the eight goals. The following table summarizes our performance on outcome measures.

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
Small Effect Size, controlling for Free Lunch Percent	Comparative	State ELA exam	N/A for 2006-07
75% at Levels 3&4	Absolute	State Math exam	Met measure
Performance Index above AMO	Absolute	State Math exam	Met measure
Outperform the District	Comparative	State Math exam	Met measure
Small Effect Size, controlling for Free Lunch Percent	Comparative	State Math exam	N/A for 2006-07
75% at Levels 3&4	Absolute	Science	No, but extremely close
75% at Levels 3&4	Absolute	State Social Studies Exam	Did not meet measure

HSACS met its absolute measure of performance based on the School Performance Index relative to the Annual Measurable Goal. We also met the comparative measure of performance relative to the district. The school did not meet the absolute measure of 75 percent of 3-8 students being proficient, but came close with 62 percent at Level 3 or above.

HSACS met all outcome measures for mathematics. The school continues to excel in math and will work hard to ensure future success.

HSACS came extremely close in meeting the overall measure for science. 100% of fourth graders met the absolute measure, while 71% of eighth grades scored at Levels 3 or above. We are extremely proud of the hard work that teachers and students have put forth in order to improve science scores.

HSACS did not meet the absolute measure on the social studies exam for student in the 5th and 8th grade. We will continue to look at instruction and curriculum to make the necessary adjustments to improve academic achievement.

HSACS students are making progress in reading and social studies and continue to excel in mathematics. While improvement is slower in the middle school grades in ELA, we are confident that with our continued emphasis on remediation and enhanced curriculum, our student's will show improvement.

ACTION PLAN:

Language Arts: Literacy remains a priority at the Harbor Science and Arts Charter School. Though we had a Curriculum Support Administrator for the lower school (Grades 1-5), the school felt the need to increase the literacy support and is looking for a literacy coach/reading specialist. The school has children that remain "at-risk" who are not in need of special education services, but are in need of serious remediation. Teachers have expressed their concerns and are in need of the tools that will help students who are in need as well as push student who excel. HSACS recognizes the improvement that needs to be made in the middle school grades and will be enhancing the curriculum this year by implementing the Understanding by Design (UBD) model. The school has hired a part-time instructional leader for grades 6-8 to facilitate this process and will have a full-time curriculum & instructional staff member to support staff on a daily basis. The school continues to utilize a balanced literacy approach in grades 1-8 and will use McGraw-Hill literacy materials to support the reading program for students at HSACS. HSACS will continue to offer an extended day program for students who are in need of remediation beginning in late fall. The school will again offer a Saturday Test Prep program for grades 6-8 to hone in on specific skill areas that are in need of improvement. The school has observed the decline in student scores in the sixth-eighth grades in the last two annual reports and is continuing to increase opportunities for remediation to counteract this trend. Test preparation courses during the regular school day/after school and on Saturday's will continue to help students manage time and build test-taking skills. It is our intent to inundate students with the skills necessary to meet state standards by the end of each school year.

Mathematics: Mathematics continues to be a stronger academic area for students at HSACS. The school supplemented the Saxon math program with the problem-solving component of McGraw-Hill. Teachers were utilizing 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. The school will continue to utilize these benchmarks to ensure that student's continue to make progress in mathematics.

Science: Science is another strong subject at HSACS. The school utilizes McGraw-Hill textbooks along with Delta Science Kits to enhance instruction and learning. Students are

eager to perform hands-on experiments in the elementary and middle school. The Annual Science Fair at the conclusion of the school year is another measure of academic achievement here at HSACS. We will continue to work with students to build inquiry skills and knowledge to ensure academic success in science.

Social Studies: HSACS did not meet the goal for social studies in the fifth or eighth grade. The school began utilizing the McGraw-Hill social studies curriculum this past school year (2006-07) and though it should prepare students for the information presented on the test, students were not fully prepared. The school will continue to utilize the series in grades 1-6 but in order to ensure full preparedness, the school will institute a test prep series after-school. In the middle school, the teacher is now utilizing the philosophy of Understanding by Design (UBD) to build a stronger foundation of social studies content. The school ordered new middle school textbooks with more current social studies information; the textbooks that students were utilizing for the past four years were outdated. Eighth grade scores were rather weak and the school is really looking at the instructional delivery and capacity of the teacher, as well integrating more social studies into the ELA classes for further support.

ORGANIZATIONAL GOALS

PARENT AND STUDENT SATISFACTION

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

GOAL: 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. In 2007, we had a 70% (90/135) of the families returned the parent survey.

Results:

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 and hoped that 90 % of parents completing the survey in 2007 would agree or strongly agree with all listed items.

Overall I am satisfied with my child's school.	91%
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Evaluation:

Overall the school continues to maintain a 91% rate of parents who are satisfied with their child's school.

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

Method:

HSACS had 180 students enrolled in September of 2006 who had been enrolled at anytime the previous school year (2005-2006). During the school year, there was a total of 28 new admits to the school, bringing the total school population to 208 students. HSACS graduated 27 eighth graders and five students left the school.

Results:

Of the 180 students who were retained in September of 2006 from the 2005-2006 school year, 27 students who were with HSACS the previous school year graduated, leaving us 153 students. Of these 153 students, 5 students left the school. The number of students returning from the previous year is **148**. Therefore, the percentage of students returning to the school in September 2007 is 97%.

Evaluation:

The school exceeds the 90% target goal of students enrolled the previous year returning to HSACS the following September. Two students accepted placements to private independent schools, two students voluntarily withdrew and one student is in the process of being placed in a more restrictive setting in a public school.

GOAL: 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

2006-2007	
Grade	Percent Present
1	94%
2	95%
3	93%
4	94%
5	95%
6	95%
7	94%
8	93%

<p>2006-07 Average Daily Attendance Rate: 94 %</p>

Evaluation:

The school’s average daily attendance rate was 94%, 1% short of meeting the school’s annual goal. The school will continue to make all efforts to increase the attendance rate, by making daily phone calls home, along with home visits for students that are excessively late and/or absent.

LEGAL COMPLIANCE

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

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.

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.

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.

HSACS has met all of the legal compliance measures for the 2006-2007 school year.

FISCAL SOUNDESS

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

Budgeting

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

Original Budget \$2,456,219

Revised Budget N/A

Actual Revenue \$2,454,298

Actual Expense \$2,450,680

Difference 3,618

Financial Condition

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 \$2,686,154 Unrestricted Funds \$-42,930 %=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

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: 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.

Results:

	Agree or Strongly Agree
My child's behavior has improved through the school's program.	88%
The school tone is positive, safe and a secure learning environment.	86%

Evaluation:

In our 2007 parent survey, 88% of parents responding indicated that their child’s behavior improved through the school’s program and 86% of parents responding indicated that the tone of the school is positive, safe and a secure learning environment.

GOAL: 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 is still in the process of creating a student survey and will administer the survey before the end of November 2007.

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.	79%

Evaluation:

Many families feel that the school should offer more athletic opportunities other than physical education during the regular school day. The school is continuing to look for ways to increase student activity to address health and physical activity so that it can extend into after school as well as some alternatives during the school day.

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

Method:

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.

Results:

All students chose their favorite work of art to show at the HSACS annual art exhibit which opened on June 11, 2007.

Evaluation:

Overall, 100 % of all HSACS students participated in the 2007 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 2008 student art exhibition.