

Accountability Plan Progress Reports for the 2007-08 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 & ARTS
CHARTER SCHOOL**

**2007-08
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Joanne Hunt prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Alvin Patrick	Office: Chairperson Committees: Fundraising
Jim Isenberg	Office: Vice Chairperson Committees: Academic Oversight
Robert North	Office: Recording Secretary Committees: Academic Oversight
Richard Asche	Committees: Finance
Heather Carter	Committees: Academic Oversight
Luly Duke	Committees: Fundraising
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Lisa Stenson	Committees: Finance

INTRODUCTION

Harbor Science & Arts Charter School, serving grades 1-8, was founded in September 2000 with the partnership organization Boys & Girls Harbor Inc., a community youth organization offering after-school and summer programs to children and families from East and Central Harlem each year. The school's mission statement emphasizes creating a learning environment that offers a rigorous academic program while still offering students the opportunity to participate in various physical wellness and character building activities as well as numerous art programs. With a student to teacher ratio of 14:1, Harbor Science & Arts strives to promote an atmosphere where students receive adequate attention from teachers. A major benefit of Harbor Charter's relationship with and proximity to Boys & Girls Harbor is that the school's students have the opportunity to participate in the after-school, summer, literacy and performing arts programs as well as take part in 8-week cycles of swimming lessons in the indoor pool. Harbor offers special education services such as resource teachers (SETTS), counseling, speech and occupational therapy for students with mandated Individual Education Plans.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04	0	20	26	25	27	25	29	26	27	0	0	0	0	205
2004-05	0	23	23	27	27	27	26	30	26	0	0	0	0	209
2005-06	0	24	23	27	28	27	31	24	31	0	0	0	0	215
2006-07	0	24	24	26	28	28	28	29	26	0	0	0	0	213
2007-08	0	23	23	24	27	24	31	29	27	0	0	0	0	208

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Harbor Science & Arts Charter School (HSCAS) utilizes the McGraw-Hill reading curriculum in grades 1-5, along with components of The Writer's Workshop model in grades 1-5. In grades 6-8, HSACS has created a reading & writing curriculum which is aligned to New York State standards and paced over the course of the school year. ELA school-made quarterly interim assessments are utilized throughout the school year to measure the growth of students in grades 3-8. The Iowa Test of Basic Skills (IOWA) is administered twice a year to students in grades 1 and 2, to measure growth in reading and vocabulary skills from the fall to the spring. HSACS did not hire a middle school English teacher until January 2008. The Curriculum & Instruction administrator taught 7th grade English and the Principal taught 8th grade English until January 2008

Goal 1: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	23	3	0	0	23
4	27	2	0	0	27
5	25	3	0	0	25
6	31	6	0	0	31
7	29	3	0	0	29
8	27	0	0	0	27
All	162	17	0	0	162

Results

In the 2007-08 school year 79% of the students performed at or above Level 3 (proficient) on the New York State English Language Arts Test.

**Charter School Performance on 2007-08 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	14	65	21	86	23
	Students in At Least 2 nd Year	0	10	71	19	90	21
4	All Students	0	15	85	0	85	27
	Students in At Least 2 nd Year	0	15	85	0	85	27
5	All Students	0	18	72	0	72	25
	Students in At Least 2 nd Year	0	25	75	0	75	24
6	All Students	0	33	67	0	67	31
	Students in At Least 2 nd Year	0	26	74	0	74	27
7	All Students	0	21	79	0	79	29
	Students in At Least 2 nd Year	0	19	81	0	81	27
8	All Students	0	34	66	0	66	27
	Students in At Least 2 nd Year	0	30	70	0	70	23
All	All Students	0	23	72	4	76	162
	Students in At Least 2 nd Year	0	21	76	3	79	149

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

Evaluation

HSACS met the overall measure. Four of the six tested grades met the individual measure. Though the fifth and eighth grade did not meet the individual measure, each grade made significant growth from the previous year, as the fifth grade went from 62% to 75% and the eighth grade went from 39% to 70% at a Level 3 or above. The school implemented a Saturday Test Prep Academy to work with students who were in need of remediation which the school attributes to the rise in ELA scores.

Additional Evidence

As shown in the table below, HSACS has been consistent in improving ELA test scores since 2003. Each year HSACS has implemented programs to ensure that students who are in need of remediation get the extra support. Through small after-school ELA sessions, Saturday Test Prep Academy, homework help, individual tutoring and/or athletic team study hall sessions, the school has put measures in place to continue to bridge the achievement gap in ELA so that students can continue to make gains.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					92	25	100	22	90	21
4	23.0	26	73.9	23	87	23	73.9	23	85	27
5					75	24	61.5	26	75	24
6					60	25	51.9	27	74	27
7					45	20	53.5	23	81	27
8	16.7	27	28.0	25	61.5	26	42.9	21	70	23
All	19.8	53	50.9	48	70.6	143	62.0	142	79	149

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

In 2007-08, HSACS' aggregate Performance Index in ELA was 175 for students tested in grades 3-8.

Calculation of 2007-08 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0	23	72	4	162

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 23 & + & 72 & + & 4 & = & 99 \\
 & & & + & 72 & + & 4 & = & 76 \\
 & & & & & & \text{PI} & = & \mathbf{175}
 \end{array}$$

Evaluation

In 2007-08, HSACS well exceeded the state standard English Language Arts AMO goal of 133 with a Performance Index of 175.

Additional Evidence

HSACS' English Language Arts PI has exceeded the state set AMO in the last three years of operation as shown in the table below. HSACS has been consistent with having no students in Level 1 for the last two years of ELA testing. The school has also reduced the amount of students in Level 2 from 36% in 2006-07 to 23% in 2007-08.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	143	3	30	60	9	168	122
2006-07	3-8	144	0	36	62	3	144	122
2007-08	3-8	162	0	23	72	4	175	133

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

HSACS met the comparable measure in 2007-08 by outperforming Community School District 4.

2007-08 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	90	21	54	1133
4	85	27	54	1164
5	75	24	67	1104
6	74	27	44	1176
7	81	27	52	1224
8	70	23	34	1309
All	79	149	50	7110

Evaluation

HSACS met the comparable measure in 2007-08 by significantly outperforming Community School District 4 with 79% of students performing at a Level 3 versus the district's 50%, a difference of 29%. In addition, each individual grade at HSACS outperformed Community School District 4, specifically grades 3, 4, 6, 7 and 8.

Additional Evidence

With the exception of the 2003-04 school year, HSACS has consistently outperformed Community School District 4.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					92	58.7	100	49.8	90	53.9
4	23.0	40.1	73.9	51.6	87	47.0	73.9	46.6	85	54.0
5					75	50.8	61.5	49.1	75	66.7
6					60	43.2	51.9	35.4	74	44.0
7					45	31.5	43.5	33.8	81	52.4
8	16.7	20.8	28.0	20.9	61.5	23.1	42.9	29.8	70	33.8
All	19.8	30.4	50.9	36.2	70.6	41.6	62.0	40.3	79	50.3

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam 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.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

HSACS’ effect size is higher than expected to a medium degree.

2006-07 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		27	100.0	62.1	37.9	2.74
4		26	76.9	62.8	14.2	1.03
5		29	65.5	62.8	2.7	0.20
6		29	55.2	55.7	-0.5	-0.03
7		27	44.4	49.4	-4.9	0.29
8		25	44.0	49.0	-5.0	-0.29
All	51.6	163				

School’s Overall Comparative Performance:
<i>Higher than expected to a medium degree</i>

Evaluation

HSACS has met the measure by having an Effect Size that was higher than expected to a medium degree. Students in grades 3 and 4 have a larger effect size than those in grades 5 through 8. Though there has been an Effect Size to a medium degree, the school will continue to implement support programs to specifically bridge the achievement gap in ELA.

Additional Evidence

HSACS has had a positive Effect Size each year from a medium to a large degree, with the exception of the 8th grade in 2004-05.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	NA	28	75.0	59.5	0.88
2004-05	8	NA	27	33.3	29.2	0.21
2005-06	3-8	NA	162	68.5	52.0	0.85
2006-07	3-8	51.6	163	64.4	57.1	0.55
2007-08	NA	NA	NA	NA	NA	NA

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Overall, students in grades 3-8 at HSACS met their target of 72.3% by attaining 76.8%. Three of the five cohorts met their targets individually.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	27	100	100	85	NO
5	22	73	74	73	NO
6	25	66	70.5	74	YES
7	25	56	65.5	82	YES
8	23	53	64.0	70	YES
All	127	69.6	72.3	76.8	YES

Evaluation

Overall, students in grades 3-8 at HSACS met their target of 72.3% by attaining 76.8%. Students in grades 6-8 met their targets, while 3rd and 4th grades did not meet their targets.

Additional Evidence

As shown in the table below, in 2006-07 none of the five cohorts at HSACS met their targets. In 2007-08, three of the five cohorts met their target which is a significant increase from the previous year. The school attributes this growth to the programs that were put in place to increase ELA test scores in the middle school, grades 6-8.

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-8	0	5
2007-08	4-8	3	5

Summary of the English Language Arts Goal

In 2007-08, HSACS made significant progress towards meeting stated outcome measures. Of the five goals that could be measured, HSACS met four of the five goals. The following table summarizes our performance on outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Did Not Achieve

Action Plan

Literacy will remain a priority at HSACS. HSACS will continue to make the middle school (grades 6-8) a priority by continuing the programs started in 2006-07 to continue to close the achievement gap in ELA. These programs include an extended day program for students who are in need of remediation, a Saturday Test Prep Academy to hone in on specific skill areas that are in need of improvement along with homework help and one-on-one tutoring. It is the school's intent to inundate students with the skills necessary to continue to meet/exceed NYS ELA standards.

MATHEMATICS

Goal 2: Mathematics

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

Background

Harbor Science & Art Charter School (HSACS) utilizes the Saxon math program and supplements it with the problem-solving component of the McGraw-Hill mathematics curriculum. Teachers utilize the HSACS benchmarks for mathematics which are seamless from grade-to-grade and aligned to NYS standards. By utilizing these benchmarks, the scope and sequence ensures that teachers in each grade instruct the expected level concepts which will be assessed on their March NYS math assessments. Math school-made quarterly interim assessments are utilized throughout the school year to measure the growth of students in grades 3-8. The Iowa Test of Basic Skills is administered twice a year to students in grades 1 and 2, to measure growth in computation and problem-solving skills from the fall to the spring.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in January 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	23	3	0	0	23
4	27	2	0	0	27
5	25	3	0	0	25
6	31	6	0	0	31
7	29	3	0	0	29
8	27	0	0	0	27
All	162	17	0	0	162

Results

In the 2007-08 school year 92% of the students performed at or above Level 3 (proficient) on the New York State Mathematics Test.

**Charter School Performance on 2007-08 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	0	70	30	100	23
	Students in At Least 2 nd Year	0	0	67	33	100	21
4	All Students	0	11	67	22	89	27
	Students in At Least 2 nd Year	0	11	67	22	89	27
5	All Students	0	4	56	40	96	25
	Students in At Least 2 nd Year	0	4	54	42	96	24
6	All Students	0	23	64	13	77	31
	Students in At Least 2 nd Year	0	22	63	15	78	27
7	All Students	0	0	86	14	100	27
	Students in At Least 2 nd Year	0	0	85	15	100	27
8	All Students	0	11	78	11	89	27
	Students in At Least 2 nd Year	0	8	78	13	91	23
All	All Students	0	8	70	22	92	162
	Students in At Least 2 nd Year	0	8	69	23	92	149

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Evaluation

HSACS well exceeded the overall measure. All six tested grades met the individual measure. The school implemented a Saturday Test Prep Academy to work with students who were in need of remediation which the school attributes to the continued rise in math scores.

Additional Evidence

As shown in the table below, HSACS has been consistent in increasing math test scores since 2003. Each year HSACS has implemented programs to ensure that students who are in need of remediation get the extra support. Through small after-school math sessions, Saturday Test Prep Academy, homework help, individual tutoring and/or athletic team study hall sessions, the school has put measures in place to continue to excel in math so that students can continue to make gains.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					96.0	25	100	22	100	21
4	50.0	26	87.0	23	91.3	23	100	23	89	27
5					75.0	24	73.1	26	96	24
6					80.0	25	96.3	27	78	27
7					50.0	20	77.3	22	100	27
8	41.2	27	44.0	25	59.3	27	87.0	23	91	23
All	45.6	53	65.5	48	75.7	144	88.8	143	92	149

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

In 2007-08, HSACS’ aggregate Performance Index in math was 192 for students tested in grades 3-8.

Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0	8	70	22	162

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 8 & + & 70 & + & 22 & = & 100 \\
 & & & + & 70 & + & 22 & = & 92 \\
 & & & & & & \text{PI} & = & \mathbf{192}
 \end{array}$$

Evaluation

In 2007-08, HSACS well exceeded the state standard Mathematics AMO goal of 102 with a Performance Index of 192.

Additional Evidence

HSACS’ Mathematics PI has exceeded the state set AMO in the last three years of operation as shown in the table below. HSACS has been consistent with having no students in Level 1 for the last two years of math testing. The school has also been consistent in reducing the amount of students in Level 2 from 15% in 2005-06 to 11% in 2006-07 and from 11% in 2006-07 to 8% in 2007-08.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	144	1	15	64	10	163	86
2006-07	3-8	145	0	11	70	19	189	102
2007-08	3-8	162	0	8	70	22	192	102

Goal 2: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

HSACS met the comparable measure in 2007-08 by outperforming Community School District 4.

**2007-08 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	21	84.2	1144
4	89	27	74.7	1181
5	96	24	73.7	1116
6	78	27	62.9	1190
7	100	27	62.6	1238
8	91	23	47.6	1330
All	92	149	67.0	7199

Evaluation

HSACS met the comparable measure in 2007-08 by significantly outperforming Community School District 4 with 92% of students performing at a Level 3 versus the district's 67%, a difference of 25%. In addition, each individual grade at HSACS significantly outperformed Community School District 4.

Additional Evidence

With the exception 2003-04 school year, HSACS has consistently outperformed Community School District 4.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					96.0	69.1	100	77.9	100	84.2
4	50.0	65.4	87.0	65.4	91.3	67.1	100	64.5	89	74.7
5					75.0	55.2	73.1	64.8	96	73.7
6					80.0	52.4	96.3	49.3	78	62.9
7					50.0	26.0	77.3	45.5	100	62.6
8	41.2	26.0	44.0	27.4	59.3	26.9	87.0	26.6	91	47.6
All	45.6	45.7	65.5	46.4	75.7	48.6	88.8	53.9	92	67.0

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam 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.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

HSACS’ effect size is higher than expected to a large degree. Student in grades 3, 4, 6, 7 and 8 have a larger effect size than those in grade 5. Though there has been an Effect Size to a large degree, the school will continue to implement support programs to continue the increase in math scores.

2006-07 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		27	100.0	82.3	17.7	1.30	
4		26	100.0	76.1	23.9	1.70	
5		29	72.4	71.7	0.7	0.04	
6		29	96.6	65.6	31.0	1.68	
7		26	80.8	58.3	22.5	1.04	
8		27	85.2	50.3	34.9	1.64	
All		51.6	164	89.0	67.4	21.6	1.22

School's Overall Comparative Performance:
<i>Higher than expected to a large degree.</i>

Evaluation

HSACS has met the measure by having an Effect Size that was higher than expected to a large degree.

Additional Evidence

HSACS has had a positive Effect Size each year to a large degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	NA	28	85.7	79.1	0.51
2004-05	8	NA	27	48.1	37.6	0.51
2005-06	3-8	NA	164	74.4	57.0	0.83
2006-07	3-8	51.6	164	89.0	67.4	1.22
2007-08	3-8	NA	NA	NA	NA	NA

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Overall, students in grades 3-8 at HSACS did not meet their gain target. Only two of the five cohorts met their targets individually.

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	27	100	100	89	NO
5	22	100	100	91	NO
6	26	77	Gain	77	NO
7	27	93	Gain	100	YES
8	23	87	Gain	92	YES
All	122	91.4	Gain	89.8	NO

Evaluation

Overall, students in grades 3-8 at HSACS did not meet their gain target. Only two of the five cohorts met their targets individually. The school is proud that the 7th and 8th grade met their targets, because those grades are more difficult to see overall gains. The school realizes that a big challenge in years to come is to manage cohort growth in the lower grade levels that consistently attain high scores. While understanding that each cohort is different, the school will need to be more creative in supplemental programs to ensure consistent growth in cohorts.

Additional Evidence

As shown in the table below, in 2006-07 four of the five cohorts at HSACS met their targets. In 2007-08, only two of the five cohorts met their target which is a decrease from the previous year. The school will need to be more creative in supplemental programs to ensure future growth in cohorts.

Cohort Performance on Mathematics Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-8	4	5
2007-08	4-8	2	5

Summary of the Mathematics Goal

In 2007-08, HSACS made significant progress towards meeting stated outcome measures. Of the five goals that could be measured at this time, HSACS met four of the five goals. The following table summarizes our performance on outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Did Not Achieve

Action Plan

Mathematics continues to be a stronger academic area for students at HSACS. Though the school has met four of the five overall measures, a challenge that the school faces is ensuring overall cohort growth/gains. The school will need to look at quarterly interim assessments to conduct line-item analysis of student deficiencies in order to implement re-teaching strategies in after-school sessions and Saturday Test Prep Academy classes.

SCIENCE

Goal 3: Science

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

Background

Harbor Science & Art Charter School (HSACS) utilizes McGraw-Hill science textbooks in grades 1-6 and Globe Fearon textbooks in grades 7 and 8. Science school-made interim assessments that are aligned to NYS standards are utilized three times a year to measure the growth of students in grades 4 and 8. All students in grades 3-8 must participate in the annual science fair which is considered a major component of their fourth quarter final report card grade.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

HSACS 4th graders well exceeded the absolute measure on the NYS Science Test by scoring 100% at Level 3 or above. HSACS 8th graders made significant gains from the year before and well exceeded the absolute measure on the NYS Science Test by scoring 96% at Level 3 or above.

Charter School Performance on 2007-08 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0	0	44	55	100	27
	Students in At Least 2 nd Year	0	0	44	55	100	27
8	All Students	1	11	77	7	85	27
	Students in At Least 2 nd Year	0	4	87	9	96	23

Evaluation

It is evident that the strategies utilized to improve science scores were successful and HSACS has all intentions to improve upon these strategies to continue further growth in science.

Additional Evidence

HSACS is definitely making progress in the area of science. Student in grades 4 and 8 have been consistent with test scores over the past 4 years. The school attributes this consistency to the use of new science textbooks and materials, as well as the effort students put into the HSACS annual science fair and the utilization of school-made interim assessments to measure growth.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	56	23	91	23	86	22	100	24	100	27
8	NA	NA	40	25	75	24	71	24	96	23

Goal 3: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

2007-08 NYS Science Test results for District 4 are not yet available. An Addendum to follow as data is received.

2007-08 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	NA	NA	NA
8	96	23	NA	NA

Evaluation

2007-08 NYS Science Test results for District 4 are not yet available. An Addendum to follow as data is received.

Additional Evidence

For the data that is available, the school has outperformed Community School District 4 in both the 4th and 8th grades respectively.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	NA	NA	91.3	58.3	86	64.2	100	NA	100	NA
8	NA	NA	40.0	33.9	75.0	30.7	71.0	NA	96	NA

Summary

HSACS well exceeded the absolute measure for science in the 4th and 8th grade. Science school-made interim assessments that are aligned to NYS standards were utilized three times during the school year to measure the growth of students in grades 4 and 8. All students in grades 3-8 participated in the annual science fair which is considered a major component of their fourth quarter final report card grade. HSACS believes that all of these factors contributed to the test scores attained in 2007-08.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not available

Action Plan

Though the students in the 4th and 8th grade well exceeded the absolute measure, the school will continue to offer students an after-school test prep program to ensure that they are prepared for the NYS science test. The school will also continue the science interim assessments which allowed teachers to utilize data to identify weaknesses in specific science concepts in order to re-teach areas of concern.

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

Harbor Science & Art Charter School (HSACS) utilizes McGraw-Hill social studies textbooks in grades 1-6 and utilized brand new Glencoe New York Edition Textbooks and resources entitled “The American Journey” for grades 7 and 8 in the 2007-08 school year. Social studies school-made interim assessments that are aligned to NYS standards are utilized three times a year to measure the growth of students in grades 5 and 8.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2007 and 8th grade in June 2008. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

HSACS 5th graders well exceeded the absolute measure on the NYS Social Studies Test by scoring 96% at Level 3 or above. HSACS 8th graders made significant gains from the year before in which the school scored 35%. Though the 8th graders did not meet the absolute measure of 75% on the NYS Social Studies Test, they scored 67% at Level 3 or above, an improvement of 32% from the year prior.

Charter School Performance on 2007-08 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	4	0	69	27	96	26
	Students in At Least 2 nd Year	4	0	70	25	95	24
8	All Students	0	40	57	3	60	26
	Students in At Least 2 nd Year	0	31	63	4	67	22

Evaluation

HSACS 5th graders well exceeded the overall measure while 8th graders made significant gains from the previous year. It is evident that the strategies utilized to improve social studies scores were successful and HSACS has all intentions to improve upon these strategies to continue further growth in social studies.

Additional Evidence

For the data that is available, the school has made consistent growth in the 5th grade except for 2006-07 and made minimal growth in the 8th grade up until this year 2007-08.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	53.0	19	54.0	22	70.8	24	58.0	26	95.0	24
8	NA	NA	32.0	25	NA	NA	35.0	23	67.0	22

Goal 4: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

2007-08 NYS Social Studies Test results for District 4 are not yet available. An Addendum to follow as data is received.

**2007-08 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	95	24	NA	NA
8	67	22	NA	NA

Evaluation

2007-08 NYS Social Studies Test results for District 4 are not yet available. An Addendum to follow as data is received.

Additional Evidence

For the data that is available, the school has outperformed Community School District 4 in both the 5th and 8th grades. The school needs more data to get a true picture of how it is performing in comparison to Community School District 4.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	NA	NA	54.5	50.8	70.8	64.8	58.0	NA	95.0	NA
8	NA	NA	32.0	20.1	NA	16.6	35.0	NA	67.0	NA

Summary

HSACS well exceeded the absolute measure for social studies in the 5th grade and made significant gains in 8th grade from the year before. The school utilized the McGraw-Hill social studies curriculum as well as social studies interim assessments that were aligned to NYS standards and offered after-school test prep classes for students in the 5th grade. In the 8th grade, students utilized brand new Glencoe New York Edition Textbooks and resources entitled “The American Journey” as well as social studies interim assessments that were aligned to NYS standards to measure the growth of students throughout the course of the school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved for 5 th grade/Did not achieve for 8 th grade
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not available

Action Plan

Though the students in the 5th grade well exceeded the absolute measure and the 8th grade made significant gains, the school will continue to offer students an after-school test prep program to ensure that they are prepared for the NYS social studies test. The school will also continue the social studies interim assessments which allowed teachers to utilize data to identify weaknesses in specific social studies concepts in order to re-teach areas of concern.

NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

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

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Harbor Science & Arts Charter School is in good standing for 2007-2008 school year.

Evaluation

Harbor Science & Arts Charter School has made annual yearly progress (AYP) in all areas as reported in the New York State 2006-07 Report Card.

Additional Evidence

Under the state's NCLB accountability system, the school's accountability status has been "Good Standing" since 2003-04.

NCLB Status by Year

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing

APPENDIX B: OPTIONAL GOALS

Goal 6: Parent Satisfaction

Harbor Science & Arts Charter School will exhibit a high degree of parent satisfaction within the school and all of its programs.

Goal 6: Absolute Measure

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

Method

Harbor Science & Arts Charter School administered the NYC Department of Education Learning Environment Survey for the first time in 2007-08. The survey was given to ALL families within the school and gave families the opportunity to drop the survey off at the school in sealed pre-paid postage envelopes or they could mail them on their own. The parent survey was broken down into the following areas: Academic Expectations, Communication, Engagement, and Safety and Respect. 99 parents responded which represented a 62% response rate based on the number of families at the school.

Results

There were 99 responses out of 159 families, which yielded the school a response rate of 62%.

2007-08 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
99	159	62%

2007-08 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
The school has high expectations for my child.	96%
My child is learning what he or she needs to know to succeed in later grades.	94%
I am satisfied with the quality of my child’s teacher.	97%
I am satisfied with the education that my child received this year.	97%
I am satisfied with the response I get when I contact my child’s school with questions or concerns.	96%
The school keeps me informed about my child’s academic progress.	95%
I feel welcome in my child’s school	98%
My child is safe at school.	98%
Discipline is enforced fairly at my child’s school.	92%
The presence and actions of School Safety Agents help to promote a safe and respectful learning environment.	100%

Evaluation

Though the school fell short of the two-thirds requirement of responses from families by 4%, the responses received from parents was extremely positive. Parents are satisfied with the school's overall program. Next year the school will make all efforts to increase the number of responses to ensure that more parent opinions are reflected in the results.

Goal 6: Absolute Measure

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

Method

HSACS had a total of 211 students enrolled in September 2007. Of these students, 27 graduated from the 8th grade, and 3 students left the school, bringing the re-enrollment number in 2007-08 to 181. Therefore, the percentage of students returning to the school in September 2008 was 98.6% (2007-08 Re-enrollment divided by the 2006-07 enrollment minus the graduates)

Results:

In the 2007-08 school year, 98.6% of students returned to the school in September 2007.

2007-08 Student Retention Rate

2006-07 Enrollment	Number of Students Who Graduated in 2006-07	Number of Students Who Returned in 2007-08	Retention Rate 2007-08 Re-enrollment ÷ (2006-07 Enrollment – Graduates)
211	27	181	98.6%

Evaluation:

HSACS met the absolute measure as 98.6% of students returned to the school in September 2007.

Additional Evidence:

HSACS has shown consistent growth in the retention rate of students since 2003-04.

Year	Retention Rate
2003-04	67.0%
2004-05	92.0%
2005-06	92.6%
2006-07	94.9%
2007-08	98.6%

Goal 6: Absolute Measure

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

As shown in the table below, HSACS' average daily attendance rate for 2007-08 was 95.1%.

2007-08 Attendance

Grade	Average Daily Attendance Rate
1	97.5%
2	94.4%
3	95.1%
4	94.0%
5	95.6%
6	93.5%
7	96.1%
8	94.7%
Overall	95.1%

Evaluation

HSACS met the overall measure by attaining the attendance target average of 95%.

Additional Evidence

As shown in the table below, HSACS has improved its average daily attendance rate by 1%.

Year	Average Daily Attendance Rate
2003-04	94.0%
2004-05	94.0%
2005-06	94.0%
2006-07	94.0%
2007-08	95.1%