

December 2008

Our School

- Project-based Learning linked to Real World
- Personalization by Small School and Class Size
- Small Class Size (Average: 22 students)
- Advisory (Crew) Program for all students
- Longer (Extended) School Day- 8:00 -3:30
- High Academic Expectations - Must earn "C"
- Inclusion Philosophy for Whole School
- After-school Academic Support and Enrichments
- Graduation Portfolios in 8th grade
- Harbor High School -9th grade opening in 2009

Uniform Policy: Mandatory - Plain navy or plain white shirt and Khaki or Navy pants or skirts (no jeans).

Our Partners

- Expeditionary Learning Outward Bound
- Harbor Islands - National Parks Service
- Harvard University School of Education
- Hull Lifesaving Museum
- Island Alliance
- New England Aquarium
- Thompson Island Outward Bound
- UMass Boston
- Urban Ecology Institute (Boston College)
- Wheelock College - Upward Bound

Awards, Honors and Distinctions

- Experiential Learning Grant Award, Anonymous Funder, 2005
- 1:1 Wireless Learning Laptop Planning Grant, MA State Legislature, 2008
- EdVestors Inclusive Pathway Project, EdVestors, 2008
- Outstanding Educator's Award, Massachusetts Council on Down Syndrome, 2008

Our Students (SY 2007-2008)

Total enrollment:	255 students		
Black	70.6%	Regular Education	72.1%
Hispanic	13.7%	Special Education	27.8%
White	10.2%	Bilingual Education	0.0%
Asian	4.7%		
Other	0.8%		

Average daily student attendance:	93.7%
Students promoted to next grade:	100.0%
Student mobility rate:	10.3%
Annual student dropout rate:	7.3%
Students suspended:	63

Our Staff (SY 2007-2008)

Total staff:	41	Black	43.9%
Staff-to-student ratio:	1:13	Hispanic	4.9%
Average daily staff attendance:	95.8%	White	43.9%
		Asian	7.3%
		Native American	0.0%

Number of teachers:	20
"Highly qualified" teachers:	93.3%
Teachers licensed in Mass.:	95.1%
Core academic courses taught by "highly qualified" teachers:	94.4%

2008 "Adequate Yearly Progress" (AYP) under No Child Left Behind (NCLB)

Is our school making AYP in English Language Arts (ELA) and Mathematics for all students and subgroups?

	All Students (Aggregate)	Limited English Proficient	Special Education	Free/Reduced Priced Lunch	Black	Asian/Pacific Islander	Hispanic	White
ELA	No	NA	Yes	No	Yes	NA	NA	NA
Math	No	NA	No	No	No	NA	NA	NA

Our school is in the following NCLB category for **ELA**:

No Status	Needs Improvement ✓	Corrective Action	Restructuring
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Our school is in the following NCLB category for **Mathematics**:

No Status	Needs Improvement	Corrective Action ✓★	Restructuring
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*subgroups only

Under this NCLB designation, families in our school are entitled to the following services:

- Option to transfer to another school in the district under the BPS student assignment policy
- Supplemental Education Services (tutoring) for low-income students

What Makes Our School Special?

The Harbor School is a small and academically challenging school with an approach to education based on the Expeditionary Learning Outward Bound model where students are engaged in meaningful projects connected to the real world.

At The Harbor School, you can expect the following: High Academic Standards, Strong Character Development, Significant Homework, Small Class Sizes (average size: 22), Inclusion-Based Approach to Special Education, Challenging Projects, Fieldwork, Emphasis on the Arts, Outdoor Activities, Opportunities for Service, Focus on Conflict Resolution Skills, and Graduation by Portfolio. We are also planning to open the Harbor High School, beginning with the 9th grade class in 2009 (pending School Committee vote on Oct. 29, 2008)

What Kinds of Parent Support and Resources Does Our School Provide?

To support strong communication concerning students' growth and progress, we ask families to attend the following events each year: "Expectations" Meeting (Sept.); First Quarter Family Conference (Nov.); Exhibition of Student Work (Feb.); Third Quarter Family Conference (May); Portfolio Sharing (June). We have an active parent council and parent representatives sit on the school's Governing Board. Other family events include our annual Community Dinner, Exhibition Night, Family Science Night, and Family Math Night.

How are We Preparing Our Students for Educational Success?

To support students in successfully meeting the high academic expectations of The Harbor School we provide the following supports:

- An extended school day with class lengths of from 1 to 2 hours.
- A grading structure that has a C- as the lowest passing grade.

- Graduation by portfolio for all 8th grade students.
- Yearly exhibitions of student work for you to see your child's progress.
- A Student Support Office to insure classrooms stay focused on learning.
- Significant expectations for nightly homework.
- A whole-school writing process, reading strategies process and problem-solving process.
- After-school academic support available from teachers 3 days a week.
- After-school homework center for additional academic support.
- Extensive after-school clubs, sports, arts and academic enrichment programs.
- A challenging and engaging curriculum focused on rigorous project-based learning.
- Extended learning classes in English/language arts and math to provide small group interventions and enrichment opportunities for students based on individualized skill levels.
- A high level and effective math curriculum based on the Connected Math program.
- A learning center that provides additional academic supports and intervention programs to struggling learners.
- An average class size of 22 students.
- A computer skills class that each student takes two hours a week all year and class- integrated technology through student laptops.
- A staff professional development schedule that provides two hours of planning time each day and a weekly full staff professional development meeting to support successful student learning.

Directions to the School

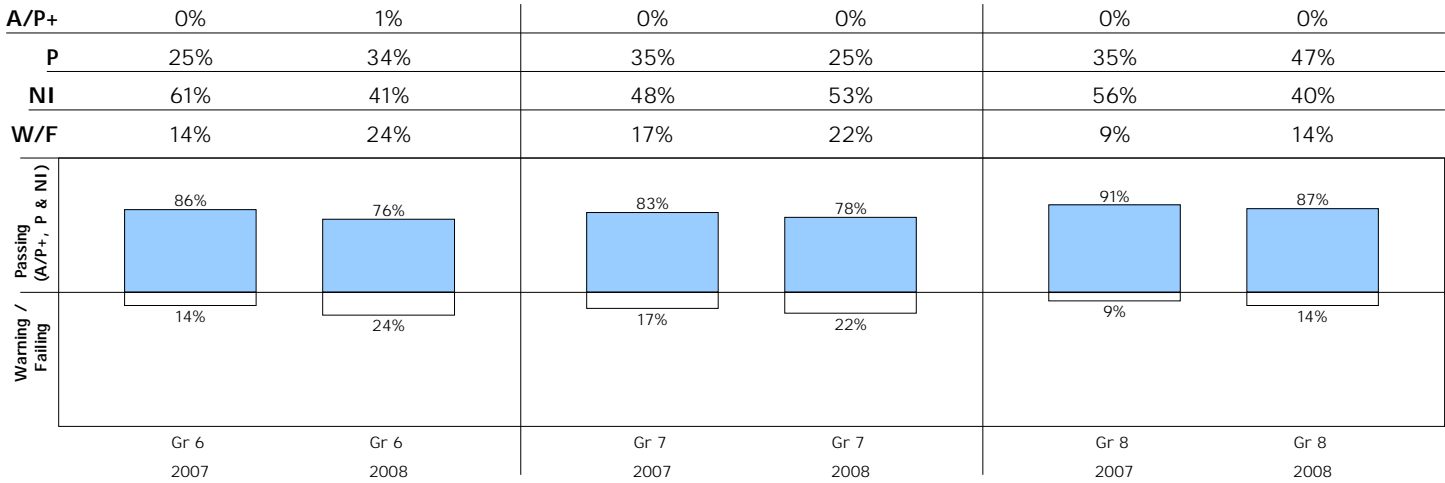
Take the T to Fields Corner Station on the Red Line. Take the T station exit to Charles Street. The Harbor School is located directly across from the T Station at 11 Charles Street.

Massachusetts Comprehensive Assessment System (MCAS) Results: 2-Year Trends

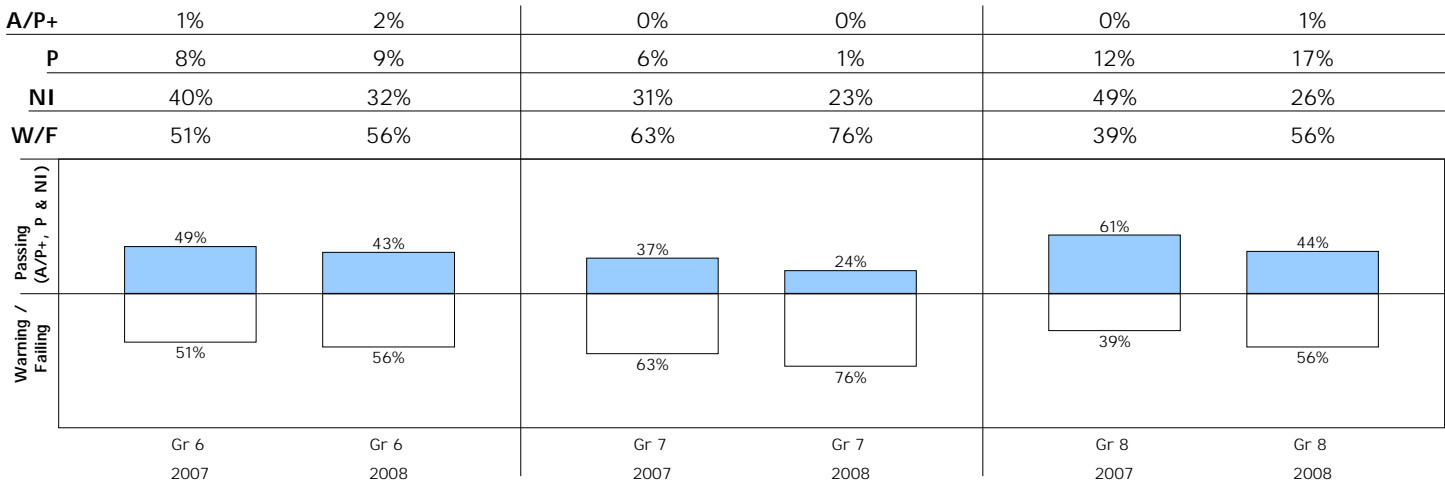
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in the same school since October 2006 are included in school-level results.

A/P+ = Advanced/Above Proficient P=Proficient NI = Needs Improvement W/F = Warning/Failing

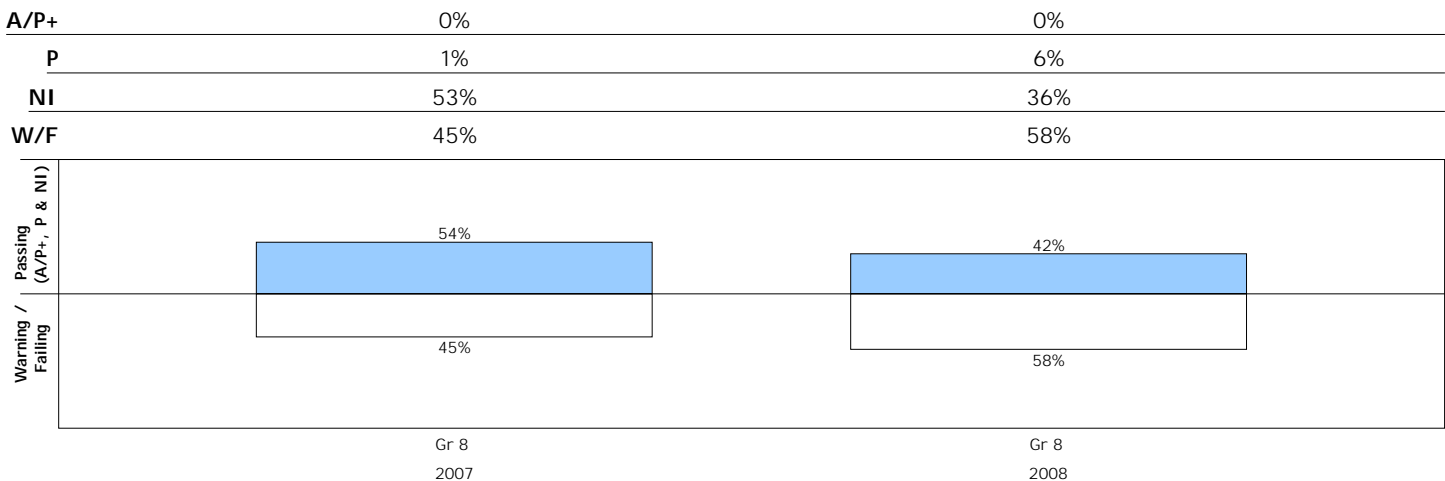
English Language Arts



Mathematics



Science



Performance of Various Student Groups on MCAS Spring 2008: School, District and State

The charts below show Spring 2008 MCAS results in English Language Arts, Mathematics and Science for each grade level tested, compared with district and state averages. Results at the school level include percentages of students (by program, race and income level) scoring at each of the four performance levels:

A/P+ = Advanced/Above Proficient **P** = Proficient **NI** = Needs Improvement **W/F** = Warning/Failing

ELA	Grade 06					Grade 07					Grade 08				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	31	0	13	32	55	20	0	10	50	40	18	0	17	39	44
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	63	0	30	44	25	54	0	24	54	22	50	0	40	42	18
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	15	0	67	27	7
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	69	1	33	42	23	66	0	26	56	18	64	0	47	38	16
SCHOOL	85	1	34	41	24	76	0	25	53	22	81	0	47	40	14
DISTRICT	3510	6	37	37	19	3887	4	44	34	18	4022	5	52	28	15
STATE	71575	15	52	24	8	72799	12	57	23	8	73268	12	63	18	7

NA: Fewer than 10 students

Mathematics	Grade 06					Grade 07					Grade 08				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	31	0	3	13	84	21	0	0	19	81	18	0	6	0	94
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	63	0	6	32	62	57	0	0	21	79	50	2	12	22	64
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	15	0	13	40	47
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	69	1	9	32	58	69	0	0	25	75	64	2	16	23	59
SCHOOL	85	2	9	32	56	79	0	1	23	76	81	1	17	26	56
DISTRICT	3547	10	22	29	39	3951	7	21	28	43	4059	9	25	26	40
STATE	71679	23	33	26	18	73169	15	32	29	24	73365	19	30	27	24

NA: Fewer than 10 students

Science

Grade 08

	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	18	0	6	6	89
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	50	0	4	28	68
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	15	0	7	40	53
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	63	0	5	33	62
SCHOOL	80	0	6	36	58
DISTRICT	4020	0	10	38	52
STATE	73203	3	36	39	22

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 217 85.1% of school
 Students receiving ISSP: 0 0% of eligible students

Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:
 Our school is a full inclusion school, where all students with disabilities are enrolled in general education classes.