

Application: Harbor Science and Arts Charter School

Ann Bommarito - abommarito@harborcharter.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 2021

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

HARBOR SCIENCE AND ARTS CHARTER SCHOOL 310400860812

a1. Popular School Name

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 4 - MANHATTAN

d. DATE OF INITIAL CHARTER

9/2000

e. DATE FIRST OPENED FOR INSTRUCTION

9/2000

h. SCHOOL WEB ADDRESS (URL)

www.harborcharter.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

240

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

218

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	132-142 E. 111th Street	917-261-2700	NYC CSD 4	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ann Bommarito			
Operational Leader	George Sheppard			
Compliance Contact	Karen Cename			
Complaint Contact	Ann Bommarito			
DASA Coordinator	Pierre Hunt			
Phone Contact for After Hours Emergencies	Ann Bommarito			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[HARBS1C COI for SUNY Charter Schools Institute \(1\).pdf](#)

Filename: HARBS1C COI for SUNY Charter Schools Institute (1).pdf **Size:** 254.8 kB

Site 1 Fire Inspection Report

[Fire Inspection Explanation.docx](#)

Filename: Fire Inspection Explanation.docx **Size:** 12.0 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Ann Bommarito
Position	Principal
Phone/Extension	917-261-2700
Email	abommarito@harborcharter.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

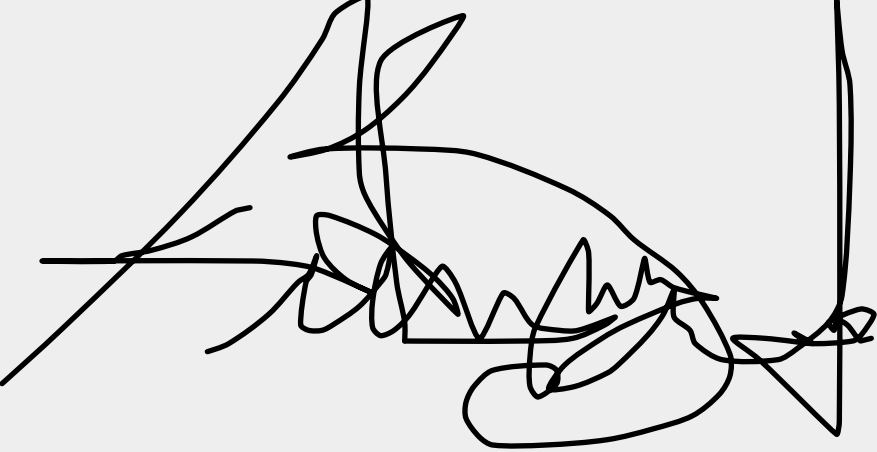
Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

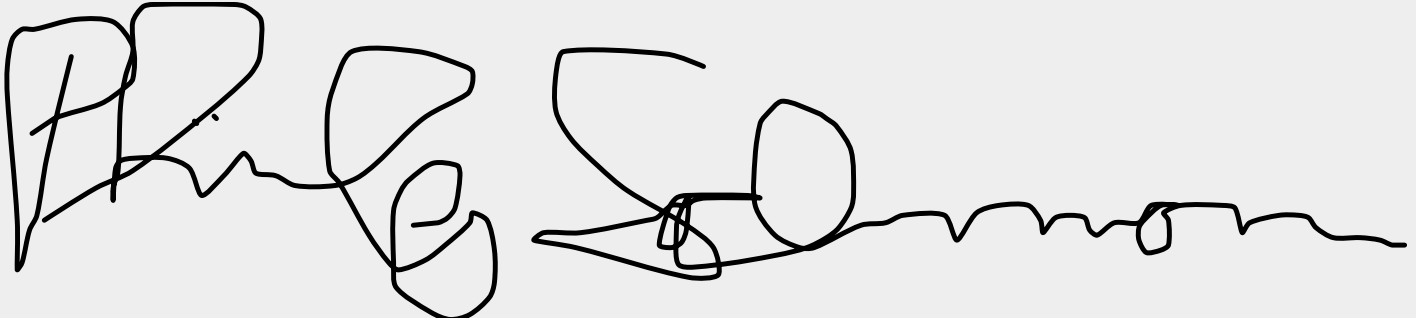
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large, sweeping 'A' and ending with a vertical line.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read 'Philip S. ...'.

Date

Aug 1 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

HSACS 2021 Disclosure of Financial Interest Form

Filename: HSACS 2021 Disclosure of Financial qFxHKAC.pdf **Size:** 4.6 MB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Phillip Salmon		Chair	Finance	Yes	7	04/04/2000	09/24/2021	10
2	Alvin Patrick		Vice Chair	Fundraising	Yes	7	04/04/2000	09/24/2021	8
3	Robert North		Secretary	Trustee	Yes	7	04/04/2000	09/24/2021	10
4	Lisa Stenson - Desamours		Treasurer	Finance	Yes	7	04/04/2000	09/24/2021	10
5	Richard Asche		Trustee/Member	Finance	Yes	7	04/04/2000	09/24/2021	8

6	Joanne Hunt		Trustee/Member	Education	Yes	1	01/08/2018	09/24/2021	10
7	Arielle Patrick		Trustee/Member	Fundraising	Yes	1	10/23/2018	05/23/2023	6
8	Cortney Thomas		Trustee/Member	Trustee	Yes	1	11/16/2015	09/25/2022	5 or less
9	Susan Etes		Trustee/Member	Education	Yes	7	04/04/2000	09/24/2021	8

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	9
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2020-2021

10

4. Number of Board meetings scheduled for 2021-2022

10

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 2 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	<p>Flyers to NYCHA Housing</p> <p>Social Media</p> <p>Current Family Outreach</p> <p>NYC Charter Center Virtual Fair</p>	<p>Flyers to NYCHA Housing</p> <p>NY Daily News</p> <p>Current Family Outreach</p> <p>Door to Door Postcards</p> <p>Feeder Schools that Serve East Harlem</p>
English Language Learners	<p>Bilingual Daycare Centers - Zoom Meetings with Parents</p> <p>Spanish speaking staff reach out to potential candidates</p> <p>NYC Charter Center Virtual Fair - Spanish Speaking Staff</p>	<p>Information in Spanish</p> <p>Spanish speaking staff reach out to potential candidates</p>
Students with Disabilities	<p>NYC Charter Center Virtual Fair</p> <p>Review of IEP - Personal conversation with Principal to discuss program</p>	<p>New school structure - ICT in each classroom to support learners</p> <p>Review of IEP - Personal conversation with Principal to discuss program</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	Individual conversation with each family about returning and answering questions	Individual conversation with each family about returning and answering questions
English Language Learners	Spanish speaking staff reach out to returning families for check-in/answering questions	Spanish speaking staff reach out to returning families for check-in/answering questions
Students with Disabilities	Review of IEP - Personal conversation with Principal to discuss program	New school structure - ICT in each classroom to support learners/mitigating learning loss from COVID-19 Review of IEP - Personal conversation with Principal to discuss program

Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Sep 15 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[HSACS SY21-22 Calendar-REVISED](#)

Filename: HSACS SY21 22 Calendar REVISED.pdf **Size:** 144.8 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Harbor Science and Arts Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.hsacs.org/apps/pages/index.jsp?uREC_ID=206974&type=d&termREC_ID=&pREC_ID=561745
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.hsacs.org/apps/pages/index.jsp?uREC_ID=206974&type=d&termREC_ID=&pREC_ID=561745
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.hsacs.org/apps/pages/index.jsp?uREC_ID=206974&type=d&termREC_ID=&pREC_ID=561745
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000047167
4. Lottery Notice announcing date of lottery	https://www.hsacs.org/apps/pages/index.jsp?uREC_ID=487117&type=d
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.hsacs.org/apps/pages/index.jsp?uREC_ID=206984&type=d
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.hsacs.org/apps/pages/index.jsp?uREC_ID=206984&type=d
7. Authorizer-Approved FOIL Policy	https://www.hsacs.org/apps/pages/index.jsp?uREC_ID=206984&type=d
8. Subject matter list of FOIL records	https://www.hsacs.org/apps/pages/index.jsp?uREC_ID=206984&type=d

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

**Harbor Science and Arts Charter
School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By: Ann Bommarito, Principal

132-142 E. 111th Street
New York, NY 10029

917-261-2700

Ann Bommarito, School Principal prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Phil Salmon	Board Chair, Finance Committee
Alvin Patrick	Vice Chair, Fundraising Committee Chair
Lisa Stenson Desamours	Finance Committee Chair
Robert North	
Richard Asche	Finance Committee, Education Committee
Susan Etess	Education Committee Chair
Joanne Hunt	Education Committee
Arielle Patrick	Fundraising Committee

Ann Bommarito has served Harbor Science and Arts Charter School since August 2001 as both an instructor and Administrator. Ann Bommarito has served as school leader since July 1, 2020.

SCHOOL OVERVIEW

It is the mission of Harbor Science and Arts Charter School to provide students with a high-quality education through a rigorous academic program that infuses character building, physical wellness, and the arts. Students will graduate with the skills and knowledge necessary to succeed in higher learning institutions and have the capability to make a positive contribution to society.

Harbor Science and Arts Charter School (HSACS), serving grades K-8 was founded in September 2000 and is located in East Harlem, NYC. HSACS received its latest five-year renewal in March 2017. Since its inception, HSACS has progressively worked towards establishing a stable and positive school community and continues to be deeply committed to providing a high-quality academic alternative to the students of New York City.

The school is committed to providing a challenging, rigorous, standards-based curriculum and by drawing upon the most successful practices in education, students at Harbor Science and Arts Charter School are prepared for success while at the school, as well as to succeed in higher level institutions or vocational studies. It is our on-going commitment to support our school so that students meet and exceed standards.

As set forth in our mission statement, the school will provide students with a high-quality education through a rigorous academic program. However, the school understands that many students enter behind grade level, have learning differences, and due to the COVID-19 pandemic, there was a loss of learning by many. HSACS is committed to providing the resources necessary to bring students to grade level by incorporating a variety of elements into the program:

- In 2020-2021, under new leadership started to transition an integrated co-teaching model to K, 1, 3, 5, 6, and 8. For the 2021-22 school year, the integrated co-teaching model will apply for every grade to support the 30% Special Education population at HSACS and to assist in mitigating the learning loss from the COVID-19 pandemic.
- Smaller class sizes in grades 6-8 to ensure needs are truly met through small group and individual learning strategies.
- A comprehensive Response to Intervention (RTI) program to support students that had learning loss due to the COVID-19 pandemic and to prioritize evaluation to the Committee on Special Education for those students who require more intervention and support.
- Targeted remediation summer school program to assist in mitigating learning loss due to COVID-19 and keep students' brains engaged in learning.
- A comprehensive professional development program for instructors in order to expand faculty knowledge in the areas of RTI, data analysis, portfolio development, and using data to inform instruction.
- Comprehensive social emotional learning (SEL) program which includes improving self-awareness and management of self.
- A variety of technology resources including but not limited to Chromebooks for each student. Prior to the 2020-21 school year, technology was not available to students in the way it has been adopted for 2020-21 and into the coming years.

HSACS has adopted Great Minds curricula for both English Language Arts and Mathematics through the Wit & Wisdom and Eureka Math program for K-8. Starting the 2021-22 school year, the school will additionally utilize the virtual assessment and differentiation tools to support both programs further while each year providing veteran and new staff with comprehensive professional development on each component. The continued use of iReady despite NYS Testing requirements for K-8 will allow leadership and instructors to monitor individual growth of students “where they are at” throughout the school year with assigned individual lessons and scheduled diagnostic/growth monitoring assessments. This system along with quarterly interim assessments will allow HSACS to monitor student growth in preparation for the NYS assessments each year. For the 2021-22 school year, HSACS will adopt a social studies curriculum infused into the Wit & Wisdom program for grades 6-8 that supports the changing landscape of education along with gradual development of technology/presentation skills needed for a successful high school transition.

HSACS is committed to continued development of the arts program for the school community. Making art and music more accessible for all students and providing students with increased opportunities for exposure including but not limited to instruments and virtual field trips.

HSACS believes in a strong culture of respect for self and others. Routines are in place to ensure the safety of the entire school community in order to maximize learning and effective functioning through the course of the school day. Furthermore, clearly defined policies, supported by understood systems that encourage and acknowledge positive behaviors and efforts, as well as discourage negative actions that may permeate the school environment. Additionally, conversations between the students and staff about behavior expectations that encourage students to explain the inherent rewards, both intrinsic and extrinsic, of a positive outlook and attitude daily.

The best predictors of student success are parent engagement and parent trust and confidence in the school. HSACS is committed to engaging families as a central component of its educational approach so that families from all cultural groups and socioeconomic statuses are included as partners in advancing the achievement of and celebrating the students within the school community.

HSACS takes pride in the focus on Special Education, with an approximate 30% population and mitigating the learning loss due to the COVID-19 pandemic.

- Academic Support Administrator on Leadership Team
- Compliance Coordinator
- SETSS Instructors – pull out/push in to meeting IEP goals
- Response to Intervention (RTI) Instructors

- Integrated Co-Teaching (ICT) transition
- School Social Worker
- Speech therapy, occupational therapy, physical therapy
- Targeted professional development

HSACS Leadership Team is comprised of four educators all who are veteran teachers at the school. All of whom are highly qualified and present specific focused instructional/operational expertise needed for the next charter term.

The Board of Trustees has enthusiastically committed to this team to ensure academic support, organizational effectiveness, and financial stability to help move HSACS towards a five-year renewal. A strategic plan developed collaboratively with the Board of Trustees will afford HSACS with a forward-thinking mindset to develop positive change in the five years to come and hold all stakeholders accountable for what needs to be done for both the students and families.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	27	27	24	24	28	28	22	30	34	n/a	n/a	n/a	n/a	244
2017-18	25	31	30	29	27	31	31	27	19	n/a	n/a	n/a	n/a	250
2018-19	24	23	26	31	30	25	30	34	28	n/a	n/a	n/a	n/a	251
2019-20	24	23	26	31	30	25	30	34	28	n/a	n/a	n/a	n/a	234
2020-21	15	14	23	23	29	30	28	23	33	n/a	n/a	n/a	n/a	218

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient in English Language Arts skills of reading, writing, speaking, and listening.

BACKGROUND

In 2020-21, HSACS utilized the Wit & Wisdom English Language Arts (ELA) Curriculum by Great Minds in Grades K-8, as well as the Foundations phonics program in grades K-2. HSACS provided a curriculum pacing guide to teachers in all grades to ensure all required skills and concepts of the Next Generation Learning Standards would be addressed throughout the course of the school year. Due to the COVID-19 pandemic and the learning loss that had occurred since March 2020, instructors were provided with additional resources to supplement instruction to meet all students' needs and levels.

For the 2020-21 school year, ELA instruction was delivered remotely during the first marking period. For the remainder of the academic school year, following strict safety protocols against the COVID-19 pandemic, literacy was primarily delivered through virtual, live-stream instruction. Through close monitoring of NYC COVID Guidance, and numerous parent webinars and surveys, HSACS followed health and safety protocols, allowing small populations of students whose parents wanted their children to receive in-person instruction. HSACS conducted three phases for the return of in-person learning. Priority was provided to students with special needs and K-2 with siblings, and those children of essential workers. These students were given priority in order to provide them the services and supports they needed that were not as accessible through virtual learning.

In the 2020-21 school year, HSACS started the transition to a fully Integrated Co-Teaching model focusing on six of the nine grade levels, to meet the needs of Special Education students, various learning styles, and to mitigate the learning loss due to the pandemic.

METHOD

In ELA, HSACS implemented *iReady* and scientifically- research based benchmarks, including Fountas & Pinnell and Scholastic Reading Benchmark for grades K-8. For *iReady*, students were provided with three school-wide diagnostic assessments (September, January and June). Additionally, each student was individually assessed using the Fountas & Pinnell and Scholastic Reading Benchmark (September, December, and May).

I-READY

2020 21 i Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All Students	100%	163/ 166	131.5%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more years below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Lower Level Achievers	110%	80	162%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with Disabilities ¹	131.5%	72	75%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid-on-grade level</i> or above scale score for the year-end assessment.	2+ Year Students	75%	148/ 166	22.3%	No

End of Year Performance on 2020 21 i Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	17%	24/24	18%	22/24
4	17%	27/29	15%	26/29
5	20%	30/30	21%	28/30

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

6	21%	28/28	24%	21/28
7	35%	23/23	33%	21/23
8	22%	31/32	23%	30/32
All	22%	163/166	22.3%	148/166

End of Year Growth on 2020-21 i-Ready ELA Assessment
By All Students

Grade	Median Percent of Annual Typical Growth	Number Tested
3	45%	24/24
4	46%	27/29
5	50%	30/30
6	148%	28/28
7	300%	23/23
8	200%	31/32
All	131.5%	163/166

Results and Evaluation

Based on the data collected using the baseline and end of year assessments through the *iReady* program, the first goal was successfully attained and exceeded by approximately 32%. Grades 6 through 8 were at the forefront of this notable progress. Typically, Middle School students have more experience with the use of technology, for both instructional and general purposes. In addition, lower grades who did not show the same academic growth pattern, showed noted concerns regarding academic integrity, as parents, guardians and older family members were seen closely monitoring and assisting with responses in the earlier parts of the school year. In addition, throughout the course of the school year, Middle School students were encouraged to take these online assessments seriously, and all students were closely monitored and given explicit directions on taking these diagnostics without any additional support. Students in lower grades also developed increased stamina with virtual learning and though family members were still nearby, there was greater independence on the student’s behalf, showing scores that were more accurate at the end of the year. They also responded well to student incentives, which was a direct correlation to their efforts during assessments.

Lower level achieving students, as well as Students with Disabilities, were provided various interventions, supports and scaffolding throughout the academic year in English Language Arts. Response to Intervention teams, and Special Education Service Providers provided small group instruction, reteaching and supplemental, interactive ways of introducing skills. Both Special Education and General Education staff members used break-out rooms in order for students to work collaboratively, or to review concepts with students in smaller settings. Out of the 80 lower

level achieving students who scored two or more years below grade level in September, 46 students were able to increase their overall iReady score in June by an average of 162%. Students with Disabilities, attained an average of 75%, which is approximately 57% less when compared to their peers.

Choose an item.

OTHER:

FOUNTAS & PINNELL/SCHOLASTIC READING BENCHMARK

2020-21 Reading Benchmark ELA Assessment End of Year Results
End of Year Performance on 2020-21 Reading Benchmark Assessments
By All Students and Students Enrolled in At Least Their Second Year

Fountas and Pinnell and Scholastic Reading Benchmark Levels									
Grade Level	4+ Yrs. Below	3 Yrs. Below	2 Yrs. Below	1 Year Below	.5 Year Below	At Grade Level	.5 Year Above	1 Year Above	2+ Yrs. Above
3	---	5%	31%	22%	---	10%	17%	17%	---
4	---	7%	4%	21%	31%	10%	14%	7%	7%
5	---	13%	23%	16%	23%	13%	6%	---	3%
6	---	11%	21%	36%	21%	0%	0%	11%	---
7	---	---	26%	9%	9%	4%	52%	---	---
8	6%	13%	10%	---	3%	68%	---	---	---

Fountas & Pinnell/Scholastic Benchmark Annual Levelled Growth Data												
Grade	0	1	2	3	4	5	6	7	8	9	10+	AG
3	2	7	1	6	3	3	1	---	---	---	---	3
4	---	5	5	2	4	5	1	3	2	2	---	3
5	3	2	9	4	7	3	1	---	---	---	---	3
6	1	2	4	3	5	7	2	2	2	---	---	3
7	4	2	3	5	2	4	---	1	---	2	---	1
8	---	20	2	---	1	3	1	1	---	---	---	1

*AR – Expected Annual Growth

RESULTS AND EVALUATION

Throughout the course of the year, students were given reading benchmarks three different times, coinciding with the months that the iReady assessments were conducted. Though the iReady assessments provided subsets, and next steps, using ELA Reading Standards as a guide, the

benchmark assessments were given through virtual or in-person, 1:1 instruction by a trained educator. The results from these benchmarks showed some similarities, and also some key deficits that are not able to be demonstrated through an assessment on the computer. For example, benchmarks allowed instructors to determine if students rushed, had difficulty decoding words, had appropriate fluency through the use of pausing at punctuation marks, etc. This allowed educators to target specific reasons that may explain the cause of comprehension deficits. Students are also asked to provide a verbal retell using the Scholastic Benchmark Assessments, which gives a view of what type of information students were able to retain, comprehend, and were unable to explain. Literal, inferential and informational questions were also asked based on the Fiction and Non-Fiction passages, which were given on an alternating basis. These benchmarks allowed teachers to group students and identify their instructional level, which would be used in small group reading instruction, to further push their academic growth in the area of English Language Arts. This, in conjunction with *iReady*, provided the staff with a more comprehensive look into the strengths and deficits of our students.

ADDITIONAL CONTEXT AND EVIDENCE

The 2020-21 school year was the first year of full implementation of the iReady assessment system. During pre-service, instructors were provided with targeted professional development, along with individualized meetings with the Assistant Principal to assess initial implementation during a remote learning environment. iReady sessions were built into daily instruction for all grades. After the initial diagnostic benchmark, HSACS noted barriers which included integrity and validity of results and attendance rates. Leadership implemented proctored daily iReady blocks with “screens on.” Instructors were advised to monitor (proctor) student progress each session and to address individual issues with students/families in breakout rooms and through communication logged. School communication to families requesting partnership in this effort and to allow students to complete assessment independent of support were a priority. Individual grade levels/classes provided incentives for participation, completion and effort. Additional professional development provided by iReady to support instructors on providing individualized support to students including assigning lessons. The Assistant Principal provided additional individualized support to each instructor/team to ensure follow through. Evaluation tools were in place in order to ensure all instructors were implementing program to the expectation.

For Fountas & Pinnell, the primary barrier with the implementation was conducting the assessment in a remote environment. In the remote learning environment, it made it difficult for students to track their reading with their finger, notably in the elementary school. Conducting this assessment in-person allowed for the instructor to provide the student a paper copy to track their reading more accurately.

ACTION PLAN

Harbor Science and Arts Charter School will await notification from NYSED regarding New York State assessment being administered during the upcoming school year. HSACS will continue to implement iReady for grades K-8 along with utilizing the Scholastic Benchmark Assessments.

Additionally, quarterly interim assessments will be administered to students in testing grades in order to assess reading in English Language Arts.

For the 2021-22 school year, HSACS will transition to a full Integrated Co-teaching model (ICT) for all grades on top of providing SETSS, Support Service Providers such as Speech and Language Therapists, and additional educators are in place to support the comprehensive Response to Intervention (RTI) program in order to mitigate the learning loss due to the COVID-19 Pandemic. Additional virtual assessment/differentiation tools to complement the Wit & Wisdom curriculum in English Language Arts.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will become proficient in the mathematics skills of problem solving and computation and relate these skills to real world applications.

BACKGROUND

In 2020-21, Harbor Science and Arts Charter School utilized the Eureka Mathematics curriculum in grades K-8. HSACS provided a curriculum pacing guide to teachers in all grades to ensure all required skills and concepts of the Next Generation Learning Standards would be addressed throughout the course of the school year. Due to the COVID-19 pandemic and the learning loss that had occurred since March 2020, instructors were provided with additional resources to supplement instruction to meet all students' needs and levels.

For the 2020-21 school year, mathematics instruction was delivered remotely during the first marking period. For the remainder of the academic school year, following strict safety protocols against the COVID-19 pandemic, mathematics was primarily delivered through virtual, live-stream instruction. Through close monitoring of NYC COVID Guidance, and numerous parent webinars and surveys, HSACS followed health and safety protocols, allowing small populations of students whose parents wanted their children to receive in-person instruction. HSACS conducted three phases for the return of in-person learning. Priority was provided to students with special needs and K-2 with siblings, and those children of essential workers. These students were given priority in order to provide them the services and supports they needed that were not as accessible through virtual learning.

In the 2020-21 school year, HSACS started the transition to a fully Integrated Co-Teaching model focusing on six of the nine grade levels, to meet the needs of Special Education students, various learning styles, and to mitigate the learning loss due to the pandemic.

METHOD

In mathematics, HSACS implemented *iReady* for grades K-8. For *iReady*, students were provided with three school-wide diagnostic assessments (September, January and June).

During 2020-21, HSACS primarily used *iReady* assessments to assess student growth and achievement in mathematics. Choose an item.

RESULTS AND EVALUATION

The 2020-21 school year was the first year of full implementation of the *iReady* assessment system. During pre-service, instructors were provided with targeted professional development, along with individualized meetings with the Assistant Principal to assess initial implementation during a remote learning environment. *iReady* sessions were built into daily instruction for all grades. After the initial diagnostic benchmark, HSACS noted barriers which included integrity and validity of results and attendance rates. Leadership implemented proctored daily *iReady* blocks with “screens on.” Instructors were advised to monitor (proctor) student progress each session and to address individual issues with students/families in breakout rooms and through communication logged. School communication to families requesting partnership in this effort and to allow students to complete assessment independent of support were a priority. Individual grade levels/classes provided incentives for participation, completion and effort. Additional professional development was provided by *iReady* to support instructors on providing individualized support to students including assigning lessons. The Assistant Principal provided additional individualized support to each instructor/team to ensure follow through. Evaluation tools were in place in order to ensure all instructors were implementing program to the expectation.

Based on the data collected using the baseline and end of year assessments through the *iReady* program, the first goal was attained and exceeded by approximately 13%. Also, Students with Disabilities showed growth over the general education population by 33%, reaching its goal. Lower level achieving students, as well as Students with Disabilities, were also provided various interventions, supports and scaffolding throughout the academic year in Mathematics. Response to Intervention teams, and Special Education Service Providers provided small group instruction, reteaching and supplemental, interactive ways of introducing pre-requisite and foundational skills. Both Special Education and General Education staff members used break-out rooms and after-school “open sessions” in order for students to work collaboratively, or to review concepts with students in smaller settings. Out of the 72 Students with Disabilities, the Annual Typical Growth was only 50%, compared to approximately 113% of general education students. For students enrolled at the school for at least two years, the goal of 75% at mid or on grade level was not reached, as only 8.6% of students achieved that benchmark. Typically, students faced the same difficulties of virtual learning as stated above with ELA and Reading; mathematical concepts from concrete to abstract were quite challenging to grasp and retain over ever-changing learning environments.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All Students	100%	163/166	113.2%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Lower Level Achievers	110%	69	143%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students With Disabilities	113.2%	72	50%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ Students	75%	148/166	8.6%	No

End of Year Performance on 2020-21 i Ready Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	4%	24/24	5%	22/24
4	3%	28/29	4%	26/29
5	10%	30/30	11%	28/30
6	4%	28/28	5%	21/28
7	13%	20/23	14%	21/23
8	13%	27/32	13%	30/32
All	7.8%	157/166	8.6%	148/166

End of Year Growth on 2020 21 i Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	65%	24/24
4	85%	28/29
5	67%	30/30
6	97%	28/28
7	155%	20/23
8	210%	27/32
All	113.2%	157/166

ACTION PLAN

Harbor Science and Arts Charter School will await notification from NYSED regarding New York State assessment being administered during the upcoming school year. HSACS will continue to implement iReady for grades K-8. Additionally, quarterly interim assessments will be administered to students in testing grades in order to assess reading in Mathematics.

For the 2021-22 school year, HSACS will transition to a full integrated co-teaching model (ICT) for all grades on top of providing SETSS and additional educators are in place to support the comprehensive Response to Intervention (RTI) program in order to mitigate the learning loss due to the COVID-19 Pandemic. Additional virtual assessment, differentiation tools, and supplemental instructional materials involving new digital platforms for both students and teachers will be utilized to complement the Eureka curriculum in Mathematics.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

Harbor Science and Arts Charter School utilizes McGraw Hill science textbooks for grades K-4. In grades 5-8, the school utilizes textbooks/workbooks from Pearson Learning that focus on life, physical and Earth science. For grades 6-8, due to the COVID-19 pandemic and primarily remote instruction in middle school, the instructor utilized resources from Amplify Science to support instruction in each grade in lieu of the interactive hands-on learning environment. Harbor Charter School typically administers science interim assessments that are aligned to standards, and are

utilized to measure growth in grades 4 and 8 during the months of April and May, but did not this year due to the COVID-19 pandemic.

METHOD

The school typically administers the New York State Testing Program Science assessment to students in 4th and 8th grade in the spring of the school year. However, as the test was only administered to in-house/opt-in remote students due to the COVID-19 pandemic, the school did not administer an alternate assessment for science.

RESULTS AND EVALUATION

N/A - Test results from the NYS Science test in grades 4 and 8 in-house/opt-in remote students have not been shared with HSACS.

ACTION PLAN

Harbor Science and Arts Charter School hired a highly qualified science instructor to teach grades 6-8 in spring 2021. This hire will provide the middle school with a streamlined science curriculum utilizing Amplify Science and the Next Generation Science Standards (NGSS) that will build upon the previous year in preparation for the New York State Science Assessment in grade 8. Pre-service professional development for K-5 educators will take place, along with consistent (NGSS) resources and support during the school year to infuse consistency of science across the grade levels for academic achievement and exposure to content. Additionally, students in grades 6-8 will participate in the Amazon Future Engineer STEM program. 0

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each

year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Harbor Science and Arts Charter School is in “good standing” for the 2019-20 school year, and has consistently been in “good standing” for the previous year, meeting the necessary NCLB requirements.

Accountability Status by Year	
Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	N/A

Harbor Science and Arts Charter School is currently working with Greater Deliverance Temple (Landlord) to obtain this document.
It will be uploaded as soon it is received.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NEW YORK, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2021

(With Comparative Totals For 2020)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Harbor Science and Arts Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Harbor Science and Arts Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Harbor Science and Arts Charter School as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Harbor Science and Arts Charter School's June 30, 2020 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 28, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2021 on our consideration of Harbor Science and Arts Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Harbor Science and Arts Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 28, 2021

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals For 2020)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,195,432	\$ 743,666
Grants and other receivables	198,088	166,286
Prepaid expenses	<u>76,625</u>	<u>87,231</u>
TOTAL CURRENT ASSETS	1,470,145	997,183
 <u>PROPERTY AND EQUIPMENT</u>		
Furniture and fixtures	72,881	72,881
Computers and software	201,681	167,347
Leasehold improvements	<u>353,769</u>	<u>353,769</u>
	628,331	593,997
Less accumulated depreciation and amortization	<u>365,724</u>	<u>316,541</u>
	262,607	277,456
 <u>OTHER ASSETS</u>		
Cash in escrow	75,000	75,000
Security deposit	<u>30,000</u>	<u>30,000</u>
	105,000	105,000
TOTAL ASSETS	<u>\$ 1,837,752</u>	<u>\$ 1,379,639</u>
 <u>LIABILITIES AND NET ASSETS</u>		
 <u>CURRENT LIABILITIES</u>		
Accounts payable	\$ 96,219	\$ 55,911
Accrued payroll and benefits	285,934	169,996
Current portion of notes payable	<u>848</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	383,001	225,907
 <u>NON-CURRENT LIABILITIES</u>		
Deferred lease liability	104,601	119,536
Notes payable	<u>696,382</u>	<u>537,906</u>
OTHER LIABILITIES	<u>800,983</u>	<u>657,442</u>
TOTAL LIABILITIES	1,183,984	883,349
 <u>NET ASSETS</u>		
Without donor restrictions	653,768	471,290
With donor restrictions	<u>-</u>	<u>25,000</u>
	653,768	496,290
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,837,752</u>	<u>\$ 1,379,639</u>

The accompanying notes are an integral part of the financial statements.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals For 2020)

	Year ended June 30,			2020
	2021		Total	
	Without donor restrictions	With donor restrictions		
Revenue, gains, and other support:				
Public school district				
Resident student enrollment	\$ 3,503,528	\$ -	\$ 3,503,528	\$ 3,762,767
Students with disabilities	523,672	-	523,672	302,841
Grants and contracts				
State and local	20,492	-	20,492	19,990
Federal - Title and IDEA	141,355	-	141,355	153,320
Federal - Other	87,442	-	87,442	12,516
Food service/Child nutrition program	24,798	-	24,798	104,282
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,301,287	-	4,301,287	4,355,716
Expenses:				
Program services:				
Regular education	2,133,241	-	2,133,241	2,702,335
Special education	1,479,123	-	1,479,123	987,437
TOTAL PROGRAM SERVICES	3,612,364	-	3,612,364	3,689,772
Management and general	542,886	-	542,886	474,804
TOTAL OPERATING EXPENSES	4,155,250	-	4,155,250	4,164,576
SURPLUS FROM SCHOOL OPERATIONS	146,037	-	146,037	191,140
Support and other revenue:				
Contributions:				
Other	9,199	-	9,199	61,491
Fundraising	2,242	-	2,242	13,866
Net assets released from restriction	25,000	(25,000)	-	-
TOTAL SUPPORT AND OTHER REVENUE	36,441	(25,000)	11,441	75,357
CHANGE IN NET ASSETS	182,478	(25,000)	157,478	266,497
Net assets at beginning of year	471,290	25,000	496,290	229,793
NET ASSETS AT END OF YEAR	<u>\$ 653,768</u>	<u>\$ -</u>	<u>\$ 653,768</u>	<u>\$ 496,290</u>

The accompanying notes are an integral part of the financial statements.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021
(With Comparative Totals For 2020)

	No. of positions June 30, 2021	Year ended June 30,					Total	Total
		2021			2020			
		Regular Education	Special Education	Sub-total	Supporting Services Management and general	Total		
Salaries and staff:								
Administrative staff personnel	4	\$ 389,663	\$ 143,405	\$ 533,068	\$ 288,588	\$ 821,656	\$ 836,081	
Instructional personnel	28	872,767	778,537	1,651,304	-	1,651,304	1,465,431	
Non-instructional personnel	4	107,508	41,719	149,227	5,680	154,907	216,408	
TOTAL SALARIES AND STAFF	36	1,369,938	963,661	2,333,599	294,268	2,627,867	2,517,920	
Fringe benefits & payroll taxes		297,990	213,406	511,396	66,591	577,987	564,459	
Retirement		1,198	858	2,056	268	2,324	-	
Legal Services				-	21,220	21,220	-	
Accounting / audit services		-	-	-	23,750	23,750	44,330	
Other purchased / professional / consulting services		27,736	10,764	38,500	10,731	49,231	70,289	
Building and land rent / lease / facility finance interest		210,465	150,725	361,190	47,032	408,222	408,616	
Repairs and maintenance		30,712	21,994	52,706	6,863	59,569	60,480	
Insurance		19,732	14,132	33,864	4,410	38,274	44,883	
Utilities		22,681	16,243	38,924	5,068	43,992	44,517	
Supplies / materials		41,286	16,021	57,307	-	57,307	83,425	
Equipment rental		17,498	12,532	30,030	3,910	33,940	30,549	
Staff development		3,728	2,343	6,071	6,675	12,746	12,414	
Marketing / recruitment		2,401	1,719	4,120	537	4,657	18,870	
Technology		23,481	16,815	40,296	5,249	45,545	36,497	
Food service		22,833	8,860	31,693	-	31,693	132,426	
Student services		2,174	843	3,017	-	3,017	17,401	
Office expense		6,768	4,847	11,615	1,512	13,127	16,747	
Depreciation and amortization		29,008	20,774	49,782	6,482	56,264	48,557	
Other		3,612	2,586	6,198	38,320	44,518	12,196	
		<u>\$ 2,133,241</u>	<u>\$ 1,479,123</u>	<u>\$ 3,612,364</u>	<u>\$ 542,886</u>	<u>\$ 4,155,250</u>	<u>\$ 4,164,576</u>	

The accompanying notes are an integral part of the financial statements.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals For 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 157,478	\$ 266,497
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	56,264	48,557
Interest expense included in notes payable	9,324	-
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(31,802)	(21,924)
Prepaid expenses	10,606	(8,968)
Accounts payable	40,308	(14,864)
Accrued payroll and benefits	115,938	(155,060)
Deferred lease liability	<u>(14,935)</u>	<u>(14,780)</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	343,181	99,458
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(41,415)</u>	<u>(27,523)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(41,415)</u>	<u>(27,523)</u>
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Borrowings on notes payable	<u>150,000</u>	<u>537,906</u>
NET CASH PROVIDED FROM FINANCING ACTIVITIES	<u>150,000</u>	<u>537,906</u>
NET INCREASE IN CASH AND RESTRICTED CASH	451,766	609,841
Cash and restricted cash at beginning of year	<u>818,666</u>	<u>208,825</u>
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 1,270,432</u>	<u>\$ 818,666</u>

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

STATEMENT OF CASH FLOWS, Cont'd

YEAR ENDED JUNE 30, 2021
(With Comparative Totals For 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	\$ 1,195,432	\$ 743,666
Cash in escrow	75,000	75,000
	<u>\$ 1,270,432</u>	<u>\$ 818,666</u>
<u>NON-CASH OPERATING AND INVESTING ACTIVITIES</u>		
Accrued interest included in notes payable	<u>\$ 9,324</u>	<u>\$ -</u>

The accompanying notes are an integral part of the financial statements.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Harbor Science and Arts Charter School (the “Charter School”), is an education corporation operating as a charter school in New York, New York. The Charter school opened in 2000 with a charter granted by the Board of Regents of the University of the State of New York. On May 25, 2017, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years through July 31, 2022 and renewable upon expiration.

The Charter School’s mission is to provide students with a high-quality education through a rigorous academic program that infuses character building, physical wellness and the arts. Students will graduate with the skills and knowledge necessary to succeed in higher learning institutions and have the capability to make a positive contribution to society.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School did not have net assets with donor restrictions at June 30, 2021. The Charter School had net assets with donor restrictions of \$25,000 at June 30, 2020.

Revenue recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

The Charter School records substantially all revenues over time as follows:

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the Charter School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	2021	2020	2019
Grants and other receivables	\$ 49,459	\$ 69,483	\$ -

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions and unconditional promises to give are recorded as revenue in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same period for a specific purpose is classified as revenue without donor restrictions.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. There were no amounts received prior to incurring qualifying expenditures, which would be reported as deferred revenue in the accompanying statement of financial position at June 30, 2021 and 2020, respectively. The Charter School received cost-reimbursement grants of approximately \$15,100 and \$14,800 that have not been recognized at June 30, 2021 and 2020, respectively, because qualifying expenditures have not yet been incurred.

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to \$250,000 at that institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account, pursuant to its Charter Agreement, to pay off expenses in the event of dissolution of the Charter School. The amount in escrow was \$75,000 at June 30, 2021 and 2020.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There were no allowance for doubtful accounts at June 30, 2021 and June 30, 2020.

Property and equipment

Property and equipment are recorded at cost. Depreciation is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives which range from three to fifteen years. Leasehold improvements are being amortized over the term of the lease.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Deferred lease liability

The Charter School leases its facility. The lease contains pre-determined fixed escalations of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis and records the difference between the recognized rental expense and the amounts paid under the lease as a deferred lease liability.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2018 through June 30, 2021 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Contributed services

The Charter school receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. In addition, the Charter School received donated transportation services and special education services that were provided for the students from the local district. The Charter School was unable to determine a value for these services.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution. There were no in-kind contributions received during the years ended June 30, 2021 and 2020.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$4,700 and \$18,900 for the years ended June 30, 2021 and 2020, respectively.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended 2020

The financial statements include certain prior year summarized comparative information in total but not by net asset or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

New accounting pronouncements

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use (“ROU”) assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School’s financial position or results of operations.

Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Charter School is currently evaluating the provisions of this update to determine the impact it will have on the Charter School’s financial statements.

Reclassifications

Certain prior year amounts have been reclassified to conform with the current year presentation.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 28, 2021, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal years 2021 and 2020.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at:

	June 30,	
	<u>2021</u>	<u>2020</u>
Cash	\$ 1,195,432	\$ 743,666
Grants and other receivables	<u>198,088</u>	<u>166,286</u>
Total financial assets available within one year	1,393,520	909,952
Less:		
Amounts unavailable for general expenditures within one year, due to:		
Restricted by donors with purpose restrictions	<u>-</u>	<u>(25,000)</u>
Total amounts unavailable for general expenditures within one year	<u>-</u>	<u>(25,000)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 1,393,520</u>	<u>\$ 884,952</u>

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE C: NET ASSETS

Net assets without donor restrictions are as follows:

	<u>June 30</u>	
	<u>2021</u>	<u>2020</u>
Undesignated net assets	\$ 391,161	\$ 193,834
Invested in property and equipment	<u>262,607</u>	<u>277,456</u>
	<u>\$ 653,768</u>	<u>\$ 471,290</u>

Net assets with donor restrictions consist of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Technology	\$ -	\$ 25,000

NOTE D: SCHOOL FACILITY

Effective July 1, 2013, the Charter School entered into a fifteen-year lease for its facilities through June 30, 2028. The Charter School's base rent for the year ended June 30, 2021 was \$408,160. The base rent will increase in accordance with the lease agreement. Rent expense totaled \$393,220 for both the years ended June 30, 2021 and 2020.

The future minimum payments on this agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 408,163
2023	408,163
2024	408,163
2025	408,163
2026	408,163
Thereafter	<u>816,327</u>
	<u>\$ 2,857,142</u>

In conjunction with this facility lease, the Charter School paid a security deposit of \$30,000, which is included on the accompanying statement of financial position at June 30, 2021 and 2020.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE E: OPERATING LEASE

The Charter School leased office equipment under a non-cancelable lease agreements expiring at various dates through March 2025. Lease expense was approximately \$29,000 and \$28,000 for the years ended June 30, 2021 and 2020, respectively. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 19,569
2023	804
2024	804
2025	536
Total	<u>\$ 21,713</u>

NOTE F: RETIREMENT PLAN

The Charter School sponsors a 403(b) retirement plan covering all regular employees. The Plan allows for the Charter School to make a discretionary employee matching contribution.

The Charter School did not make any contributions for the years ended June 30, 2021 and 2020.

NOTE G: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE H: CONCENTRATIONS

At June 30, 2021 and 2020, approximately 98% and 95%, respectively, of grants and other receivables are due from New York State relating to certain grants.

For the years ended June 30, 2021 and 2020, 93% of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE I: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

NOTE J: NOTES PAYABLE

In response to the COVID-19 outbreak, in April 2020, the Charter School applied for and was approved by a bank for a loan of \$537,906 through the Paycheck Protection Program (PPP) established by the Small Business Administration. The loan has a maturity of 2 years and an interest rate of 1%. The loan has the potential for forgiveness provided certain requirements are met by the Charter School. The loan was funded in May 2020. Accrued interest at June 30, 2021 for the PPP loan is \$5,580, for a total amount due of \$543,757 at June 30, 2021. Due to the potential for forgiveness, the entire balance, including accrued interest, is presented as long-term on the accompanying statement of financial position at June 30, 2021 and 2020.

On August 29, 2020, the Charter School received a \$150,000 Economic Injury Disaster Loan (EIDL) through the Small Business Administration (SBA). The loan requires monthly payments of \$641, including principal and interest, beginning twelve months from the date of the loan through the loan's maturity date which is thirty years from the date of the loan. On March 16, 2021, the SBA announced payments will not be required prior to March 31, 2022, making the Charter School's first payment due April 2022. Interest will accrue at a rate of 2.75% per annum, including through the extended deferment period. The Charter School has not made any payments on the loan as of June 30, 2021. Accrued interest as of June 30, 2021 for the EIDL is \$3,473, for a total amount due of \$153,473 at June 30, 2021.

Estimated annual maturities of the EIDL note payable are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 848
2023	3,450
2024	3,546
2025	3,645
2026	3,747
Thereafter	138,237
	<u>\$ 153,473</u>

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE K: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus (the “COVID-19 outbreak”) and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School’s financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2022.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$75,600 of revenue relative to ESSER grants during the year ended June 30, 2021.

NOTE L: RENEWAL PROCESS

The Charter School is currently in the process of renewing its charter as granted by the New York State Board of Regents. The Charter currently expires July 31, 2022. The renewal process includes review by the Board of Regents of the University of the State of New York Charter Schools Institute (“CSI”) of various operational and governance aspects, including fiscal health and internal controls, board governance and academic performance. The Charter School has submitted its application for renewal. Upon review of the application and results, CSI will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time management of the Charter School expect the charter to be renewed.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Harbor Science and Arts Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Harbor Science and Arts Charter School, which comprise the statement of financial position as of June 30, 2021 and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Harbor Science and Arts Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Harbor Science and Arts Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Harbor Science and Arts Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Harbor Science and Arts Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 28, 2021



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Harbor Science and Arts Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Ann Bommarito
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel, Metzger, Barr & Co. LLP
School Audit Contact Name:	Michelle M. Cain, CPA
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	Included
5) Management Letter Response	n/a
6) Form 990; or Extension Form 8868	Form 990 Extension to be filed
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	n/a
8) Corrective Action Plan	n/a

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 3,503,528	\$ -	\$ 3,503,528	\$ 3,762,767
Students with disabilities	523,672	-	523,672	302,841
Grants and Contracts				
State and local	20,492	-	20,492	19,990
Federal - Title and IDEA	141,355	-	141,355	153,320
Federal - Other	87,442	-	87,442	12,516
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	24,798	-	24,798	104,282
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,301,287	-	4,301,287	4,355,716
EXPENSES				
Program Services				
Regular Education	\$ 2,133,241	\$ -	\$ 2,133,241	\$ 2,702,335
Special Education	1,479,123	-	1,479,123	987,437
Other Programs	-	-	-	-
Total Program Services	3,612,364	-	3,612,364	3,689,772
Management and general	542,886	-	542,886	474,804
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	4,155,250	-	4,155,250	4,164,576
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	146,037	-	146,037	191,140
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 250	\$ -	\$ 250	\$ 45,000
Individuals	8,949	-	8,949	16,491
Corporations	-	-	-	-
Fundraising	2,242	-	2,242	13,866
Interest income	-	-	-	-
Miscellaneous income	-	-	-	-
Net assets released from restriction	25,000	(25,000)	-	-
TOTAL SUPPORT AND OTHER REVENUE	36,441	(25,000)	11,441	75,357
CHANGE IN NET ASSETS	182,478	(25,000)	157,478	266,497
NET ASSETS BEGINNING OF YEAR	471,290	25,000	496,290	-
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	229,793
NET ASSETS END OF YEAR	\$ 653,768	\$ -	\$ 653,768	\$ 496,290

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 157,478	\$ 266,497
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	56,264	48,557
Grants Receivable	(31,802)	(21,924)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	10,606	(8,968)
Accounts Payable	40,308	(14,864)
Accrued Expenses	-	-
Accrued Liabilities	115,938	(155,060)
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Interest Payable	9,324	-
Deferred Lease Liability	(14,935)	(14,780)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 343,181	\$ 99,458
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(41,415)	(27,523)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (41,415)	\$ (27,523)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	150,000	537,906
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ 150,000	\$ 537,906
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 451,766	\$ 609,841
Cash at beginning of year	818,666	208,825
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,270,432	\$ 818,666

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions	Regular	Special Education	Other Education	Total	Management		Total	Total		
	Education				Fund-raising	and General				
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	4.00	389,663	143,405	-	533,068	-	288,588	288,588	821,656	836,081
Instructional Personnel	28.00	872,767	778,537	-	1,651,304	-	-	-	1,651,304	1,465,431
Non-Instructional Personnel	4.00	107,508	41,719	-	149,227	-	5,680	5,680	154,907	216,408
Total Salaries and Staff	36.00	1,369,938	963,661	-	2,333,599	-	294,268	294,268	2,627,867	2,517,920
Fringe Benefits & Payroll Taxes		297,990	213,406	-	511,396	-	66,591	66,591	577,987	564,459
Retirement		1,198	858	-	2,056	-	268	268	2,324	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	21,220	21,220	21,220	-
Accounting / Audit Services		-	-	-	-	-	23,750	23,750	23,750	44,330
Other Purchased / Professional / Consulting Services		27,736	10,764	-	38,500	-	10,731	10,731	49,231	70,289
Building and Land Rent / Lease / Facility Finance Interest		210,465	150,725	-	361,190	-	47,032	47,032	408,222	408,616
Repairs & Maintenance		30,712	21,994	-	52,706	-	6,863	6,863	59,569	60,480
Insurance		19,732	14,132	-	33,864	-	4,410	4,410	38,274	44,883
Utilities		22,681	16,243	-	38,924	-	5,068	5,068	43,992	44,517
Supplies / Materials		41,286	16,021	-	57,307	-	-	-	57,307	83,425
Equipment / Furnishings		17,498	12,532	-	30,030	-	3,910	3,910	33,940	30,549
Staff Development		3,728	2,343	-	6,071	-	6,675	6,675	12,746	12,414
Marketing / Recruitment		2,401	1,719	-	4,120	-	537	537	4,657	18,870
Technology		23,481	16,815	-	40,296	-	5,249	5,249	45,545	36,497
Food Service		22,833	8,860	-	31,693	-	-	-	31,693	132,426
Student Services		2,174	843	-	3,017	-	-	-	3,017	17,401
Office Expense		6,768	4,847	-	11,615	-	1,512	1,512	13,127	16,747
Depreciation		29,008	20,774	-	49,782	-	6,482	6,482	56,264	48,557
OTHER		3,612	2,586	-	6,198	-	38,320	38,320	44,518	12,196
Total Expenses		\$ 2,133,241	\$ 1,479,123	\$ -	\$ 3,612,364	\$ -	\$ 542,886	\$ 542,886	\$ 4,155,250	\$ 4,164,576



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harbor Science and Arts Charter School
Name of trustee (print):	H. Philip Salmon
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chairman
Email Address:	

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: 


By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Sending again

ALVIN PATRICK <alalpatrick@aol.com>

Fri 6/25/2021 9:35 PM

To: Ann Bommarito <abommarito@harborcharter.org>


Charter Schools Institute
 The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
 For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation: *Harbor Science & Arts Charter School*

Name of trustee (print): *Alvin Patrick*

Position (if not head of school, e.g., chair, treasurer, committee chair, etc.): *Vice Chair*

Email Address: [Redacted]

Home Address		Business Address	
Please include full zip code only.		Please include full zip code only.	
Street:	[Redacted]	Business Street:	[Redacted]
City, State, Zip:	[Redacted]	City, State, Zip:	[Redacted]
Phone:	[Redacted]	Phone:	[Redacted]

Questions

1) Are you, or have you been during the last school year (July 1, 2020, to June 30), an employee of the education corporation? (If yes, check yes, boxes 1a, 1b, and 1c.) Yes No

1a) Description of the position: *NA*

1b) Salary: */*

1c) Start date: *//*

2) Are you related by blood, marriage, or legal adoption/guardianship to, or do you cohabit with, any person(s) who is/are being an "interested person" who is/are, during the last school year (July 1, 2020, to June 30), was/were employed by the education corporation who is/are otherwise exempt from your being a trustee? (Yes, please describe each interest/transaction and provide the requested information that you "yes" or any interested person have held or engaged in with the education corporation during the prior school year.)

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				
//	//	//	//	//
//	//	//	//	//

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation and in which such entity during the preceding school year (July 1 - June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						
//	//	//	//	//	//	//
//	//	//	//	//	//	//
//	//	//	//	//	//	//

Trustee Signature

Signature: *Alan C. Patanku, Jr.*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Sent from my iPhone



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harbor Science and Arts Charter School
Name of trustee (print):	Susan Etes
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Education Committee
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation:	Harbor Science and Arts Charter school
Name of trustee (print):	Richard Asche
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	board member
Email Address:	

Home Address

Please complete with *changes* only:

Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address

Please complete with *changes* only:

Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. Yes No

1a) Description of the position:	
1b) Salary:	
1c) Start date:	

- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
none				

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harbor Science and Arts Charter School
Name of trustee (print):	Joanne Hunt
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
Pierre Hunt/Brother	None	None	I do not participate or vote regarding any decision-making related to Pierre Hunt.	None
Joselyn Hunt/Sister in-law	None	None	I do not participate or vote regarding any decision-making related to Joselyn Hunt.	None

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: 

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harbor Science + Arts Charter School I
Name of trustee (print):	Robert North
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

ALBMAN on behalf of Robert North

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harbor Science + Arts Charter School
Name of trustee (print):	Artelle Patrick
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

AUBREY on behalf of Arielle Patrick

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harbor Science + Arts Charter School
Name of trustee (print):	Lisa Stenson - Desamours
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Finance (Treasurer)
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None


Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:  on behalf of Lisa Stenson-Desamours

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harbor Science + Arts Charter School
Name of trustee (print):	Courtney Thomas
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None


Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:  on behalf of Cortney Thomas

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



**Harbor Science and Arts Charter School
SY 2021-22 Calendar**

August

- HSACS Staff Pre-Service – August 23 – September 3
- Student Orientation – September 1-3

September

- September 6 – NO SCHOOL
- September 7 – School Holiday
- September 8 – First Day of School
- September 15 – Back to School Night
- September 22 – Dismissal 2pm (Staff Professional Development)
- September 23 – PTA Meeting (Elections)

October

- October 6 - Dismissal 2pm (Staff Professional Development)
- October 11 – School Holiday - Indigenous People's Day
- October 20 - Dismissal 2pm (Staff Professional Development)
- October 22 – PTA Meeting

November

- November 2 – Election Day – NO SCHOOL (Staff Professional Development)
- November 11 – School Holiday – Veteran's Day
- November 12 – End of 1st Marking Period
- November 17 - Dismissal 2pm (Staff Professional Development)
- November 19 – PTA Meeting
- November 23 – Parent Teacher Conferences (Dismissal – 12pm)
- November 24-26 – School Holiday – NO SCHOOL - **Return to School – Monday, November 29**

December

- December 8 - Dismissal 2pm (Staff Professional Development)
- December 17 – PTA Meeting
- December 22-31 – School Holiday **Return to School – Monday, January 3**

January

- January 12 - Dismissal 2pm (Staff Professional Development)
- January 17 – School Holiday - MLK Jr. Day
- January 21 – PTA Meeting

- January 26 - Dismissal 2pm (Staff Professional Development)
- January 28 – End of 2nd Marking Period

February

- February 9 - Dismissal 2pm (Staff Professional Development)
- February 18 – PTA Meeting
- February 21-25 – School Holiday - **Return to School – Monday, February 28**

March

- March 2 - Dismissal 2pm (Staff Professional Development)
- March 16 - Dismissal 2pm (Staff Professional Development)
- March 17 – PTA Meeting
- March 29-31 – NYS English Language Arts Assessment (Grades 3-8)

April

- April 1 – Last Day of 3rd Marking Period
- April 7 – Parent/Teacher Conferences (Dismissal 12pm)
- April 11 – 18 – School Holiday - **Return to School – Tuesday, April 19**
- April 22 – PTA Meeting
- April 26 – 28 – NYS Mathematics Assessment (Grades 3-8)

May

- May 4 - Dismissal 2pm (Staff Professional Development)
- May 18 - Dismissal 2pm (Staff Professional Development)
- May 20 – PTA Meeting
- May 24 – 27 – NYS Science Performance Assessment (Grades 4 & 8)
- May 30 – School Holiday – Memorial Day

June

- June 6 – NYS Science Written Assessment (Grades 4 & 8)
- June 16 – PTA Meeting
- June 17 – 8th Grade Graduation – **NO SCHOOL FOR STUDENTS**
- June 16 – End of the 4th Marking Period
- June 20 – School Holiday - Juneteenth
- June 21 – Field Day (Tentative)
- June 24 – Last Day of School for Students