

Application: Harbor Science and Arts Charter School

Mark Johnson - harborcharter@yahoo.com
Annual Reports

Summary

ID: 0000000248

Status: Annual Report Submission

Entry 1 School Info and Cover Page

Completed Aug 3 2020

[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 2019-20 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, 2020)** 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

Harbor Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 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

6/1999

e. DATE FIRST OPENED FOR INSTRUCTION

9/2000

h. SCHOOL WEB ADDRESS (URL)

<https://hsacs.org/index.jsp>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

258

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

230

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

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

l1. 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 2020-2021?

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 East 111th Street, New York, NY 10029	(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			abommarito@harborcharter.org
Operational Leader	Dr. George Sheppard			gsheppard@harborcharter.org
Compliance Contact	Ann Bommarito			abommarito@harborcharter.org
Complaint Contact	Pierre Hunt			phunt@harborcharter.org
DASA Coordinator	Melissa Landro			mlandro@harborcharter.org
Phone Contact for After Hours Emergencies				

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, 2020.

Site 1 Certificate of Occupancy (COO)

[132-142 E111 Certificate of Occupancy.pdf](#)

Filename: 132-142 E111 Certificate of Occupancy.pdf **Size:** 99.0 kB

Site 1 Fire Inspection Report

[Fire Inspection 132E111 2019.pdf](#)

Filename: Fire Inspection 132E111 2019.pdf **Size:** 1.9 MB

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

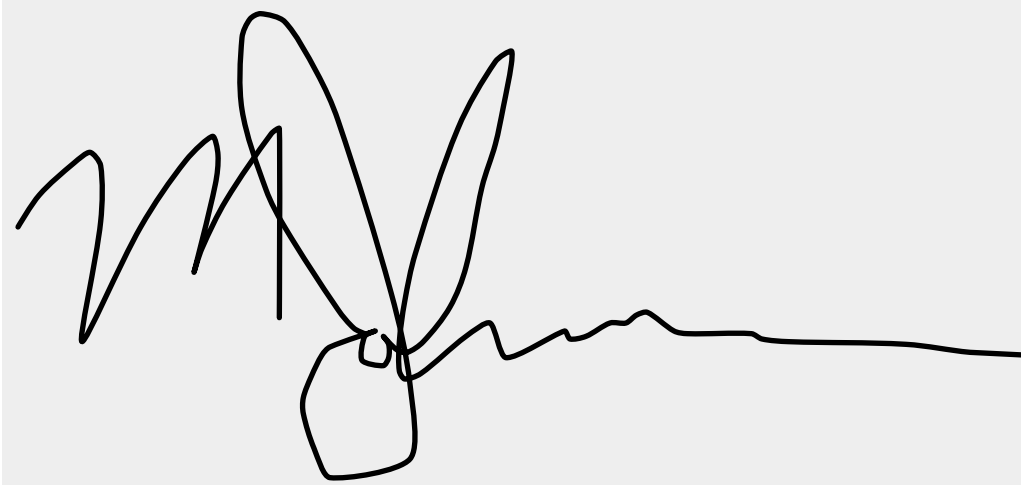
Name	Mark Johnson
Position	Principal
Phone/Extension	347-603-2246
Email	mjohnson@harborcharter.org

p. 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. Check **YES if you 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, starting with a large, looped 'M' or 'W' shape, followed by a vertical line, and ending with a long, horizontal, slightly wavy line.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is written in a cursive style, starting with a large 'F.' followed by 'Riley' and 'Sal' in a large, flowing script.

Date

Aug 3 2020

Thank you.



Entry 2 NYS School Report Card

Completed Aug 3 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

HARBOR SCIENCE AND ARTS CHARTER SCHOOL 310400860812

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/essa.php?year=2019&instid=800000047167>

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 6			
	Financial Goal 7			
	Financial Goal 8			
	Financial Goal 9			
	Financial Goal 10			

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Sep 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

[2019-20 Accountability-Plan-Progress-Report_HSACS](#)

Filename: 2019 20 Accountability Plan Progress R 0xDd1tL.pdf Size: 382.5 kB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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 2019-2020 school year must

complete a signed:

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

[Trustee-Financial-Disclosure-Forms All forms](#)

Filename: Trustee Financial Disclosure Forms All forms.pdf **Size:** 14.2 MB

Entry 8 BOT Membership Table

Completed Aug 3 2020

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 8 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.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL 310400860812

1. 2019-2020 Board Member Information (Enter info for each BOT member)

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	Trustee Name and 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 2019-2020
1	Phil Salmon, [REDACTED]	Chair	Finance	Yes	7	09/25/2018	09/24/2020	6
2	Alvin Patrick, [REDACTED]	Vice Chair	Development	Yes	8	09/25/2018	09/24/2020	7
3	Lisa Stenson-Desamours, [REDACTED]	Treasurer	Finance	Yes	10	09/25/2018	09/24/2020	6
4	Robert North, [REDACTED]	Secretary	N/A	Yes	10	09/25/2018	09/24/2020	6
5	Richard Asche, [REDACTED]	Trustee/Member	Finance	Yes	10	09/25/2018	09/24/2020	6
6	Susan Etess, [REDACTED]	Trustee/Member	Education	Yes	6	09/18/2019	09/17/2021	5 or less

	[REDACTED]							
7	Cortney Thomas, [REDACTED]	Trustee/Member	Development	Yes	3	09/18/2019	09/17/2021	6
8	Joanne Hunt, [REDACTED]	Trustee/Member	Education	Yes	2	09/25/2018	09/24/2020	6
9	Arielle Patrick, [REDACTED]	Trustee/Member	Development	Yes	1	05/15/2020	05/14/2022	5 or less

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

Yes

1b. Current Board Member Information

	Trustee Name and 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 2019-2020
10	Seson Adams, [REDACTED]	Parent Rep	N/A	Yes	1	01/23/2019	01/22/2021	5 or less
11								
12								
13								
14								
15								

1c. Are there more than 15 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, 2020	10
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2019-2020

7

4. Number of Board meetings scheduled for 2020-2021

8

Thank you.

Entry 9 Board Meeting Minutes

Completed Aug 3 2020 Hidden from applicant

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

[Board Meeting Minutes 2019-2020 All](#)

Filename: Board Meeting Minutes 2019 2020 All.pdf Size: 674.6 kB

Entry 10 Enrollment & Retention

Completed Aug 3 2020

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

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

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

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2020-2021.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL 310400860812

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	Harbor Science and Arts Charter School is situated in New York City Manhattan Community District 11 and close to 75% of our student population resides within District 11, where according to the 2017 American Community Survey (ACS), 31.6%	As stated in our description of last year's recruitment efforts, Harbor Science and Arts Charter School (HSACS) is situated in New York City Manhattan Community District 11 and close to 75% of our student population resides within District 11, where

Economically Disadvantaged

of households are below the poverty line, and the median household income of \$36,770 is \$28,124 below the median income level for all of New York City (\$64,894). Our enrollment lottery preference prioritizes accepting siblings of current students, as well as applicants from within New York City Community School District 4 (which is located in New York City Manhattan Community District 11). Furthermore approximately 67% of our students receive aid from government assistance programs and approximately 76% of our students qualify for free or reduced-price lunch. We continued to focus our recruitment efforts in our local community by building upon the relationships we have forged with local community-based organizations and programs serving economically disadvantaged children and their families, as well as continued to reach out to other such organizations/programs in our neighborhood who have similar goals.

according to the 2017 American Community Survey (ACS), 31.6% of households are below the poverty line, and the median household income of \$36,770 is \$28,124 below the median income level for all of New York City (\$64,894). We plan to maintain our lottery preferences to prioritize students in our low-income district. Additionally, HSACS has concentrated its print campaign to our local geographical area, working with site directors at nearby community centers and low-income housing developments (“projects”) to post enrollment notices on their community bulletin boards. HSACS has assembled a team of “enrollment ambassadors” to engage with local community partners, as well as to have one-on-one conversations with families of prospective students. Once the COVID-19 restrictions have been eased or lifted, we will resume our practice of working with these site directors to organize group open houses for their residents/members.

Harbor Science and Arts Charter School (HSACS) will continue to rely on referrals from parents of ELL students currently enrolled in HSACS. Additionally, we posted dual language (in English and

As part of HSACS’s concentrated print campaign working with site directors at nearby community centers and low-income housing developments (“projects”), we have posted and will continue to post HSACS’s enrollment notices in both English and Spanish on their community bulletin boards. Several of HSACS’s assembled team of “enrollment

<p>English Language Learners/Multilingual Learners</p>	<p>Spanish) fliers in community centers and other community-based organizations with whom HSACS has established a working relationship, and hosted recruitment events, presentations, and open houses in both English and Spanish. Additionally, all of our enrollment materials and applications were in both English and Spanish.</p>	<p>ambassadors” are fluent in Spanish, and communicate and have one-on-one conversations with families of prospective ELL students in Spanish. Also, once the COVID-19 restrictions have been eased or lifted, we will resume our practice of working with these site directors to organize group presentations at their facilities, offering the informational session in both English and Spanish, as well as organize school tours for prospective ELL students and their families in Spanish.</p>
<p>Students with Disabilities</p>	<p>Harbor Science and Arts Charter School (HSACS) once again continued to rely on parents of students with disabilities currently enrolled in HSACS to make referrals to other parents in the East Harlem community. Additionally we posted and distributed fliers highlighting the special education services HSACS provides in the community centers and other community-based organizations with whom HSACS has an established working relationship with, and continued to emphasize these offerings at all of our recruitment events, presentations, and open houses, and ensured that staff responsible for coordinating and/or providing these services were accessible and available at all these events. Lastly, we emphasized that we offered</p>	<p>Harbor Science and Arts Charter School (HSACS) will continue to rely on parents of students with disabilities currently enrolled in HSACS to make referrals to other parents in the East Harlem community. Additionally we will post and distribute fliers highlighting the special education services HSACS provides in the community centers and other community-based organizations with whom HSACS has an established working relationship with. While public gathering restrictions are in place, our enrollment ambassadors who are also staff directly responsible for providing mandated services will continue to have one-on-one phone conversations with families of prospective students with disabilities in regards to enrolling at HSACS to explain our special education services offerings. Also, HSACS will continue to emphasize these offerings at all</p>

	<p>Integrated Co-Teaching classroom settings in grades 4-8, in an effort to attract a greater number of student applicants with disabilities to our school.</p>	<p>of our recruitment events, presentations, and open houses once the COVID-19 restrictions are eased, and ensure that staff responsible for coordinating and/or providing these services are accessible and available at all of these events.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	<p>This year the percentage of students who qualified for free and reduced price lunch was 76%. Furthermore, the Harbor Science and Arts Charter School (HSACS) has consistently had a student population with a free and reduced price lunch rate above 75% indicating that HSACS consistently maintains a student population of predominantly economically disadvantaged students.</p>	<p>As HSACS is located in East Harlem, in an area where 31.6% of households live below the poverty level and the median household income is \$28,124 below (or less than three-fifths) the median income level for all of New York City, we will continue to focus our enrollment efforts locally and maintain our enrollment lottery preferences to enroll students from NYC Community School District 4 which includes a major portion of the East Harlem community.</p>
	<p>During the 2019-2020 school year, our Academic Support Services Coordinator and our Wellness Team worked very closely with ELL students and</p>	<p>The Harbor Science and Arts Charter School (HSACS) prides itself on being “the home that everybody calls school,” and it is by building close, purposeful relationships with our students and families that we are able to create a cohesive school community where few students or families leave our school prior to their graduation from eighth grade. All of our staff make a concerted and purposeful effort</p>

English Language Learners/Multilingual Learners

their families. These faculty members regularly met with each student to ensure that they were acclimating well to the school and classroom environment, respectively, and with each parent of an ELL student to update them regarding their child's progress and to address any questions/concerns. This strategy provided each student and family with a familiar staff member who they built a solid and trusting relationship with, and made them feel comfortable and want to remain in our school.

to connect with students and their families in order to foster strong school-family relationships, through individual discussions, as well as staff and student community building events, including in the remote learning environment. It is this strong sense of a small tight-knit family centered atmosphere that contributes to students and families wanting to stay at Harbor Charter, including our ELL students. Our Academic Support Services Administrator and our School Counselor will continue to work very closely with each of our ELL students and their families, and will continue to foster an all-inclusive environment where all feel welcome, including our ELL student population and their families.

During the 2019-2020 school year, our Academic Support Services Coordinator conducted frequent progress monitoring check-ins with faculty and service providers regarding the academic and social progress of each student with a disability, and to identify students who were exhibiting signs of a possible disability. Our Academic Support Services Coordinator

Currently, 24% of returning students are designated as "students with disabilities", and an additional 22% (based on an expected enrollment of 240) of HSACS's overall enrollment are expected to be classified as "students with disabilities". As stated above, the Harbor Science and Arts Charter School (HSACS) prides itself on being "the home that everybody calls school," and it is by building close, purposeful relationships with our students and families that we are able to create a cohesive school community where few students or families leave our school prior

Students with Disabilities

also conducted observations of all students with a disability and those deemed to be “at-risk” and made recommendations to faculty, administration, and parents regarding how to best meet the needs of each individual student. The Academic Support Services Coordinator stayed in constant contact with parents to keep them informed of their child’s progress and what next steps she recommended the parent take in coordination with the school to ensure that their child succeeded. Parents appreciated having the Academic Support Services Coordinator as a knowledgeable and caring advocate for their child and as a liaison to their child’s teachers and service providers, as well as to the Committee on Special Education. Additionally, as numerous students have updates to their Individualized Education Plan (IEP) calling for Integrated Co-Teaching services, at the parents’ requests, we have created an ICT classroom setting in several grades to accommodate those needs so that those students could remain at our school.

to their graduation from eighth grade. All of our staff make a concerted and purposeful effort to connect with students and their families in order to foster strong school-family relationships, through individual discussions, as well as staff and student community building events, including in the remote learning environment. Along with our Academic Support Services Administrator continuing to closely monitor the progress of each student with a disability and working extensively with their families, their teachers, and their service providers, we will continue to foster an all-inclusive environment where all feel welcome, including all of our students with disabilities. Additionally, we are proactive and adaptive in addressing the requests of parents of our students with disabilities, as evidenced by the fact that this year we have created Integrated Co-Teaching (ICT) classrooms in kindergarten, and grades 1, 3, 6 and 8, respectively, due to the fact that an increased number of current and newly enrolled students have IEPs calling for Integrated Co-Teaching services. It is this responsiveness to parents’ and students’ needs that breeds the loyalty, satisfaction, and the sense of belonging that our parents and students of disabilities so often express.

Entry 12 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.

Entry 12 Uncertified Teachers

School Name: HARBOR SCIENCE AND ARTS CHARTER SCHOOL 310400860812

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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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 13 Organization Chart

Completed Aug 3 2020 Hidden from applicant

[Instructions](#)

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

[HSACS Organizational Chart Map 2019-2020](#)

Filename: HSACS Organizational Chart Map 2019 2020.pdf **Size:** 85.8 kB

Entry 14 School Calendar

Completed Aug 3 2020

[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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

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.

[HSACS 2020-2021 School Calendar Draft](#)

Filename: HSACS 2020 2021 School Calendar Draft.pdf **Size:** 116.4 kB

Entry 15 Links to Critical Documents on School Website

Completed Aug 3 2020 Hidden from applicant

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., 2018-19 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 15 Links to Critical Documents on School Website

School Name: Harbor Science and Arts Charter School

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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	https://hsacs.org/apps/pages/index.jsp?uREC_ID=206974&type=d&termREC_ID=&pREC_ID=561745
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://hsacs.org/apps/pages/index.jsp?uREC_ID=206974&type=d&termREC_ID=&pREC_ID=407694
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://hsacs.org/apps/pages/index.jsp?uREC_ID=206974&type=d&termREC_ID=&pREC_ID=407694
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2019&instid=800000047167

4. Most Recent Lottery Notice Announcing Lottery	https://www.harborcharter.org/apps/pages/index.jsp?uREC_ID=206976&type=d&termREC_ID=&pREC_ID=407678
5. Authorizer-Approved DASA Policy	https://www.harborcharter.org/apps/pages/index.jsp?uREC_ID=206984&type=d&termREC_ID=&pREC_ID=407701
6. District-wide Safety Plan	https://www.harborcharter.org/apps/pages/index.jsp?uREC_ID=206984&type=d&termREC_ID=&pREC_ID=407701
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.harborcharter.org/apps/pages/index.jsp?uREC_ID=206984&type=d&termREC_ID=&pREC_ID=407701
7. Authorizer-Approved FOIL Policy	https://www.harborcharter.org/apps/pages/index.jsp?uREC_ID=206984&type=d&termREC_ID=&pREC_ID=718133
8. Subject matter list of FOIL records	https://www.harborcharter.org/apps/pages/index.jsp?uREC_ID=206984&type=d&termREC_ID=&pREC_ID=718133
9. Link to School Reopening Plan	https://www.harborcharter.org/apps/pages/index.jsp?uREC_ID=206984&type=d&termREC_ID=&pREC_ID=862280

Thank you.



Entry 16 COVID 19 Related Information

Completed Aug 3 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Harbor Science and Arts Charter School

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	230	179	230

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assess	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Number
ess	de	de	de	de 3	de 4	de 5	de 6	de 7	de 8	de 9	de	de	de	de	de	mbe

me nt Title	K	1	2								10	11	12	r of Parti cipa ting Stud ents
ELA End -of- Year Ass ess me nt (cre ate d in- hou se usin g <a href="http://Educ
asti
c.com">Educ asti c.com)	X	X	X	✓	✓	✓	✓	✓	X	X	X	X	X	97
Mat he mat ics End -of- Year Ass ess me nt (cre ate d in- hou	X	X	X	✓	✓	✓	✓	✓	X	X	X	X	X	105

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota l															202. 0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



Harbor Science and Arts Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Mark Johnson

132 East 111th Street, New York, NY 10029

917-261-2700

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

Mark Johnson, Principal, prepared this 2019-20 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
Seson Adams	N/A
Richard Asche	Finance Committee
Susan Etes	Education Committee Chair
Joanne Hunt	Education Committee, Finance Committee
Robert North	Education Committee
Arielle Patrick	Fundraising Committee
Lisa Stenson-Desamours	Finance Committee Chair
Cortney Thomas	Fundraising Committee

Mark Johnson has served as the principal since 2016, and resigned effective August 7, 2020.

Ann Bommarito is currently serving as the interim principal.

SCHOOL OVERVIEW

It is the mission of the 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, New York City. HSACS received its latest 5-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 for New York City children.

The school prides itself on its key design elements: character development, physical wellness and the arts. HSACS emphasizes building student advocacy from the domain of integrity. Students are taught how to advocate for themselves in a respectful manner. HSACS promotes the idea that “character is about doing the right thing when nobody’s looking.” Students in grades K-8 participate in physical education and health classes while students in grades 3-8 also have the opportunity to participate in a wide array of varsity and junior varsity sports such as basketball, flag football, and volleyball. Students in grades K-4 participate in visual arts, as well as music classes. The school is committed to promoting healthy eating habits through its food services and snack program.

The school provides a safe and orderly environment that permeates the school building. Classroom management techniques employed by teachers help to establish an environment where learning is clearly valued and evident. Professional growth is encouraged and the school has offered numerous professional development workshops and training sessions inside and outside of the school in order to sustain a more cohesive and focused professional development program; especially with the demands of the Next Generation Learning Standards in place.

Harbor Science and Arts Charter School continues to offer academic support services such as student support services, counseling, speech and occupational therapy for students with mandated Individual Education Plans and/or students who are English Language Learners, as well as support services for students who are deemed “at-risk.” The school offers an extended day program for all students in grades K-8 and an Extended-Extended Day Test Prep program for students in the testing grades (grades 3-8) in need of remediation in English Language Arts and Mathematics.

As a result of the COVID-19 pandemic crisis, the school closed on March 16, 2020, and transitioned to remote learning, which began on March 23, 2020, and culminated on June 23, 2020, and in session every weekday during that period, with the exception of Memorial Day on May 25. As part of our education continuity plan, during the week of March 16, Harbor Charter made contact with every family, successfully reaching the families of 100% of our students, as of March 23rd. As part of the contact, staff asked how the family was coping in light of the pandemic, and asked if they needed any immediate support from the school. Additionally, families were informed of the plan in place for distance learning being provided by the school throughout the school closure as a result of the pandemic. All of the parents/guardians contacted pledged to participate in the distance

learning program, as described in the phone call. In turn, families were asked if they had the capability to fully participate in the distance learning program as described, and were surveyed to determine any obstacles or barriers that would prevent them from equitable participation. As a result of the survey, information regarding free internet service was provided to the families that did not have it, and tablets were given to families of students who did not have a technological device capable of supporting the distance learning technology platforms. Additionally, any other resources (e.g., workbooks, textbooks, etc.) were either picked up by families or mailed to families, a process that continued through the end of the school year, on an as-needed basis to ensure every child had an equitable opportunity to participate in the distance learning program.

For all grades, Harbor Charter used our school information system's web-based portal (Gradelink) as an announcement portal for communicating with parents via daily updates/posts to the School News page of the portal, along with emails sent through the portal to families and students. All contact information (phone and email) was stored in the portal and accessible by all staff for daily communication. Additionally, all contact information (phone and email) was stored in a shared and secure Excel file on the school's Microsoft Office 365 web-based portal, which was also accessible by all staff.

Throughout the remote learning period of March 23, through June 23, 2020, Harbor Science and Arts Charter School utilized Google Classroom as its platform to deliver remote instruction. All instructors in grades K-8 posted all messages, assignments and videotaped lessons or links to participate in Zoom-based live instruction lessons to their respective Google Classroom. Digital records of all Google Classroom content have been archived for recordkeeping purposes, and records regarding student performance are securely stored on the school's student information system (Gradelink).

Also, throughout the duration of the remote learning period, each day, each child was contacted by phone by at least one of their classroom teachers to ask them how they were faring during this difficult and secluded time, and to offer assistance with the work assigned. The school used the teleconferencing features available through the Google Classroom platform and Zoom, as well as one-to-one telephone calls to achieve this goal. All contact with students was recorded by the person making contact in a shared and secure **student contact** log file to ensure that each child was contacted at least once each day, and to maintain accurate records to substantiate our efforts to ensure participation in the distance learning program. This log file has been archived for recordkeeping purposes.

Additionally, during this unprecedented and challenging time, Harbor Science and Arts Charter School continued to strive to offer support to our special education populations. During the week of March 16, all of our contracted (outsourced) service providers arranged to conduct tele-therapy sessions with each child who was mandated to have these services. Consent forms were collected and these sessions began the week of Monday, March 23. Similarly, commencing during the week of March 23, the school's social worker conducted the mandated counseling sessions via telephone for students mandated to receive these services after receiving verbal consent from parents/guardians upon making each call. Our SETSS and ICT Teachers, respectively, modified assignments aligned to each child's individualized education plan (IEP), and, in addition to the calls made by the general education teachers, made daily phone calls to each child they serviced to assist

them in completing their assigned work. Encounter attendance was entered in the Special Education Student Information System (SEIS), as required, and all the SETSS and ICT teachers also recorded all contact with students in the aforementioned shared and secure student contact log file.

Further, our Director of Wellness led a Family Support Team, consisting of the school's Social Worker, Parent Coordinator and Deans in making daily phone calls outside of school hours (so as not to interfere with the instructional-based phone calls referenced in the next section) to all families to check in with them to gauge how they were coping with the school closure and the pandemic, and to survey their needs so that the school could respond and help in any way that we were able to. Also, each member of the Family Support Team spoke personally with the child(ren) to discuss their anxieties and emotions that manifested as a result of the pandemic and how it disrupted their routine, and offered reassurances that we were still a resource for them and to ensure that a reciprocal connection of our families connection to the school and its staff was maintained. All contact with students and families by the Family Support Team was recorded by the person making contact in a shared, confidential and secure **student contact** log file to ensure that each family was contacted at least once each week by the team, and to alert the team to any immediate needs our families had, or alert the group to a family in distress, so that an appropriate course of action could be enacted to aid the family/child. This log file has been archived for recordkeeping purposes.

Additionally, beginning the week of March 30, the school conducted gradewide "assemblies" via Zoom Conference for our middle school students, to have a check in with the students, as well as afford them an outlet to engage socially with their peers and school staff.

ENROLLMENT SUMMARY

Harbor Science and Arts Charter School (HSACS) reports the following BEDS Day enrollment figures over the period of the last five years.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2015-16	23	26	24	29	29	25	32	33	27	248
2016-17	27	27	24	24	28	28	22	30	34	244
2017-18	25	31	30	29	27	31	31	27	19	250
2018-19	24	23	26	31	30	25	30	34	28	251
2019-20	14	20	25	26	30	29	26	33	31	234

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

Students will become proficient in the English language arts skills of reading, writing, speaking, and listening.

BACKGROUND

In 2019-20, the Harbor Science and Arts Charter School 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. Harbor Science & Arts Charter School 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. All ELA pacing guide resources were gathered using the suggested exemplars for Literature within the Next Generation Learning Standards. It is important to note that after the school closed on March 16, 2020, due to the COVID-19 pandemic, the school made the transition from daily in-person instruction to remote learning, which was a combination of live instruction and videotaped lessons, with daily contact between teachers and students via phone, as aforementioned in detail in the School Overview section of this report.

METHOD

The school conducted a full-scale interim assessment to grades 3-8 in January 2020 modeled after the New York State ELA Test and using released questions from the 2017 and 2018 versions of the test. The school also administered an end-of-year assessment modeled after the multiple-choice format of the New York State ELA Test on June 22, 2020, to grades 3-7, using test questions and passages from the item bank provided by Edulastic.com that were aligned to the standards for the New York State ELA Test. Each student’s raw score has been converted to a performance level based on the following scale:

Percentage Score <i>(based on number of points earned divided by total number of possible points)</i>	Performance Level
90% or greater	4
70% through 89.99%	3
65% through 69.99%	2
64.99% or lower	1

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize participation information for the administration of each assessment. The tables indicate total enrollment and total number of students tested. It also provides a detailed breakdown of those students not tested due to absence (especially for the end-of-year assessment conducted during the last week of remote learning). Note that these tables include all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

ELA Interim Assessment (conducted January 20-21, 2020)						
Grade	Total Number of Students Enrolled in Grades 3-7 when Test was Administered	Total General Education Students Tested Not Tested, if applicable)	Total Tested (Not Tested, if applicable) in each of these categories		Reason Not Tested	
			IEP	ELL	Absent	Refused
3	27	22 (1)	2	2	1	0
4	31	20	10	1	0	0
5	24	17	7	0	0	0
6	24	18	6	0	0	0
7	33	23	10	0	0	0
All	139	137 (1)	35	3	1	0

ELA End-of-Year Assessment (conducted June 22, 2020)						
Grade	Total Number of Students Enrolled in Grades 3-7 when Test was Administered	Total General Education Students Tested Not Tested, if applicable)	Total Tested (Not Tested, if applicable) in each of these categories		Reason Not Tested	
			IEP	ELL	Absent	Refused
3	27	15 (8)	2	1 (1)	9	0
4	31	18 (2)	5 (5)	0 (1)	8	0
5	24	13 (4)	6 (1)	0	5	0
6	24	15 (3)	4 (2)	0	5	0
7	33	13 (10)	7 (3)	0	13	0
All	139	138	0	0	0	0

RESULTS AND EVALUATION

By the end of the 2019-20 school year, 49% percent of tested students at Harbor Science and Arts Charter School performed at or above a Level 3 on the standards-based internal ELA assessment designed using released passages and questions from previous years' NYS ELA Test from the item bank at Edulastic.com. While the school did not meet the absolute measure of 75% proficiency, despite the abrupt closure of the school in mid-March, overall students at Harbor Science and Arts Charter School showed significant growth in comparison to the mid-year interim assessment consisting of released passages and questions from the 2017 and 2018 versions of the NYS ELA Test, with a 22% increase in the overall number of students achieving at a level 3 or 4 (scoring 70% or higher on the test).

Below is a breakdown of the percentage of students in each grade who scored at each Performance Level on the Mid-Year Interim Assessment conducted on January 20-21, 2020, and on the End-of-Year Remote Learning Assessment conducted remotely on June 22, 2020, respectively, in ELA.

2020 HSACS ELA Interim Assessment (January 20-21, 2020)					
Grade	Percent at Level				Percent at Level 3 or 4
	4	3	2	1	
3	4%	23%	8%	65%	27%
4	0%	3%	10%	87%	3%
5	0%	12%	24%	64%	12%
6	0%	4%	13%	83%	4%
7	3%	24%	18%	55%	27%
Overall	1%	14%	14%	71%	15%

2020 HSACS End-of-Year ELA Assessment (June 22, 2020)						
Grade	Percent at Level				Percent at Level 3 or 4	Growth in percentage of students meeting or exceeding proficiency in comparison to Mid-Year Interim Assessment
	4	3	2	1		
3	44%	33%	17%	6%	77%	+50%
4	9%	41%	23%	27%	50%	+47%
5	17%	22%	17%	44%	39%	+27%
6	5%	21%	0%	74%	26%	+22%
7	10%	45%	5%	40%	55%	+28%
Overall	16%	33%	12%	38%	49%	+22%

ELA ACTION PLAN

Harbor Science and Arts Charter School (HSACS) will await notification from NYSED regarding New York State assessments being administered during the 2020-21 school year. HSACS has aligned internal metrics to the NYS testing parameters by adopting a school wide iReady Assessment Program for English Language Arts for grades K-8. Additionally, quarterly interim assessments will be administered to students in testing grades in order to assess readiness in English Language Arts.

For the 2020-21 school year, Harbor Science and Arts Charter School underwent an internal organizational restructuring to best support instructional oversight along with services to the special education population. Due to COVID-19, HSACS leadership, faculty, and staff have focused on getting students enabled for remote learning, which includes ensuring that all students have access to chrome books and tablets as well as addressing students' social and emotional needs. Most importantly, in addressing the anticipated achievement gap we have analyzed the standards that were achieved prior to going fully remote, assessing the standards that were covered during remote learning, and examining the standards that were not covered.

GOAL 2: MATHEMATICS

ELEMENTARY 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 2019-20, the Harbor Science and Arts Charter School utilized the Eureka Mathematics curriculum in grades K-8. Harbor Science & Arts Charter School 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. The school conducted a full-scale interim assessment to grades 3-8 in early February 2020 modeled after the New York State Mathematics Test, and an end-of-year assessment modeled after the multiple-choice format of the New York State Mathematics Test on June 23, 2020, to grades 3-7.

METHOD

The school conducted a full-scale interim assessment to grades 3-8 in early February 2020 modeled after the New York State Mathematics Test and using released questions from the 2017, 2018, and 2019 versions of the test. The school also administered an end-of-year assessment modeled after the multiple-choice format of the New York State ELA Test on June 22, 2020, to grades 3-7, using test questions and passages from the item bank provided by Edulastic.com that were aligned to the standards for the New York State Mathematics Test. Each student's raw score has been converted to a performance level based on the following scale:

Percentage Score <i>(based on number of points earned divided by total number of possible points)</i>	Performance Level
90% or greater	4
70% through 89.99%	3
65% through 69.99%	2
64.99% or lower	1

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize participation information for the administration of each assessment. The tables indicate total enrollment and total number of students tested. It also provides a detailed breakdown of those students not tested due to absence (especially for the end-of-year assessment conducted during the last week of remote learning). Note that these tables include all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

Mathematics Interim Assessment (conducted February 4-5, 2020)						
Grade	Total Number of Students Enrolled in Grades 3-7 when Test was Administered	Total General Education Students Tested Not Tested, if applicable)	Total Tested (Not Tested, if applicable) in each of these categories		Reason Not Tested	
			IEP	ELL	Absent	Refused
3	27	23	2	2	0	0
4	31	18 (2)	8 (1)	2	3	0
5	24	16 (1)	7	0	1	0
6	24	18	6	0	0	0
7	33	23	6 (4)	0	4	0
All	139	98 (3)	29 (5)	4	8	0

Mathematics End-of-Year Assessment (conducted June 22, 2020)						
Grade	Total Number of Students Enrolled in Grades 3-7 when Test was Administered	Total General Education Students Tested Not Tested, if applicable)	Total Tested (Not Tested, if applicable) in each of these categories		Reason Not Tested	
			IEP	ELL	Absent	Refused
3	27	19 (4)	2	1 (1)	5	0
4	31	18 (2)	5 (5)	0 (1)	8	0
5	24	11 (6)	4 (3)	0	9	0
6	24	16 (2)	5 (1)	0	3	0
7	33	15 (8)	7 (3)	0	11	0
All	139	79 (22)	23 (12)	1 (2)	36	0

RESULTS AND EVALUATION

By the end of the 2019-20 school year, 44% percent of tested students at Harbor Science and Arts Charter School performed at or above a Level 3 on the standards-based internal Mathematics assessment designed using NYS standards aligned questions from the item bank at Edulastic.com. While the school did not meet the absolute measure of 75% proficiency, despite the abrupt closure of the school in mid-March, overall students at Harbor Science and Arts Charter School showed significant growth in comparison to the mid-year interim assessment consisting of NYS standards aligned questions from the item bank at Edulastic.com, with a 29% increase in the overall number of students achieving at a level 3 or 4 (scoring 70% or higher on the test).

Below is a breakdown of the percentage of students in each grade who scored at each Performance Level on the Mid-Year Interim Assessment conducted on February 4-5, 2020, and on the End-of-Year Remote Learning Assessment conducted remotely on June 23, 2020, respectively, in Mathematics.

2020 HSACS Mathematics Interim Assessment (February 4-5, 2020)					
Grade	Percent at Level				Percent at Level 3 or 4
	4	3	2	1	
3	7%	22%	12%	59%	29%
4	4%	18%	7%	71%	22%
5	8%	13%	4%	75%	21%
6	0%	33%	21%	46%	33%
7	0%	4%	10%	86%	4%
Overall	4%	18%	11%	67%	15%

2020 HSACS End-of-Year Mathematics Assessment (June 23, 2020)						
Grade	Percent at Level				Percent at Level 3 or 4	Growth in percentage of students meeting or exceeding proficiency in comparison to Mid-Year Interim Assessment
	4	3	2	1		
3	45%	23%	23%	9%	68%	+39%
4	27%	18%	14%	41%	45%	+23%
5	10%	25%	10%	55%	35%	+14%
6	11%	16%	0%	74%	27%	+6%
7	9%	32%	14%	45%	41%	+37%
Overall	21%	23%	12%	44%	44%	+29%

MATHEMATICS ACTION PLAN

Harbor Science and Arts Charter School (HSACS) will await notification from NYSED regarding New York State assessments being administered during the 2020-21 school year. HSACS has aligned internal metrics to the NYS testing parameters by adopting a school wide iReady Assessment Program for Mathematics for grades K-8. Additionally, quarterly interim assessments will be administered to students in testing grades in order to assess readiness in Mathematics.

For the 2020-21 school year, Harbor Science and Arts Charter School underwent an internal organizational restructuring to best support instructional oversight along with services to the special education population. Due to COVID-19, HSACS leadership, faculty, and staff have focused on getting students enabled for remote learning, which includes ensuring that all students have access to chrome books and tablets as well as addressing students' social and emotional needs. Most importantly, in addressing the anticipated achievement gap we have analyzed the standards that were achieved prior to going fully remote, assessing the standards that were covered during remote learning, and examining the standards that were not covered.

GOAL 3: SCIENCE

ELEMENTARY 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 7 and 8, students also utilize LAB AIDS to create a more interactive hands-on learning environment for middle school students in preparation for high school. Harbor Science and Arts 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 prolonged school closure as a result of the COVID-19 crisis.

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 did not take place due to abrupt closure of the school due to the COVID-19 pandemic, the school did not administer an alternate assessment for science.

In the absence of data for the 2019-2020 school year, the school has chosen to include the data from the previous three school years as evidence of a successful track record in regards to meeting our science goals.

RESULTS AND EVALUATION

In all three of the previous years, Harbor Science and Arts Charter School met its absolute measure of at least 75% of students in grade 4 achieving proficiency on the New York State Science Exam, and in two of the previous three years, Harbor Science and Arts Charter School met its absolute measure of at least 75% of students in grades 4 and 8 achieving proficiency on the New York State Science Exam, as indicated in the table below.

Grade	Percent of Students at Proficiency					
	2016-17		2017-18		2016-17	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	28	96	27	86	29
8	62	34	84	19	41	27
All	79	56	91	34	64	56

SCIENCE ACTION PLAN

Harbor Science and Arts Charter School’s hired a highly qualified science educator to teach grades 6-8 in the spring of 2020. This hire will provide the middle school with a streamline science curriculum utilizing 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, 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.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [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 2019-2020 school year, and has consistently been in “good standing” for the previous three years, meeting the necessary NCLB requirements in 2016-17, and ESSA requirements for the subsequent three years, including 2019-2020.

Accountability Status by Year

Year	Status
2016-17	Good standing
2017-18	Good standing
2018-19	Good standing
2019-20	Good standing

APPENDIX A: OPTIONAL GOALS

Goal S: Parent Satisfaction

Harbor Science and Arts Charter School will exhibit a high degree of parent satisfaction within the school and its entire program.

Goal S: Absolute Measure

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

METHOD

Each year the Harbor Science and Arts Charter School (HSACS) participates in the New York City Department of Education’s Parent Survey. As this year’s survey period was abruptly interrupted as a result of the COVID-19 pandemic, the school has chosen to include data from the 2018-2019 parent survey.

In 2018-2019, sixty-one percent of our families responded to the survey, and overall those responding parents expressed a high level of satisfaction with the school as their responses to the key survey categories shown in the following tables indicate.

2018 19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
134	219	61%

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

2018 19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Families responded that they are satisfied or very satisfied with the overall quality of their child's teacher this year.	93
Families responded that they are satisfied or very satisfied with the education their child has received this year.	92
Families agreed or strongly agreed that they feel respected by their child's teachers.	95
Families agreed or strongly agreed that teachers work closely with them to meet their child's needs.	90
Families of a child in an Individualized Education Program (IEP) agreed or strongly agreed that their school works to achieve the goals on their child's IEP.	89
Families agreed or strongly agreed that at their school their child is safe.	96
Families agreed or strongly agreed that the principal is an effective manager who makes the school run smoothly.	96
Families agreed or strongly agreed that the principal works to create a sense of community in the school.	95
Families agreed or strongly agreed that they trust the principal.	96

EVALUATION

Overall parents expressed a high level of satisfaction in key survey categories regarding the education of their child(ren), trust in the school's faculty and leadership, as well as the safe environment and strong sense of community the school provides. Harbor Science and Arts Charter School worked diligently to ensure that parents were aware of the importance of the parent survey and its return via online submission and anonymous mailing. Parents were informed using our automated message system via phone, parent/teacher conferences, progress report e-mails, and PTA meetings. Harbor Science and Arts Charter School will continue to be creative when soliciting responses from parents to ensure that a majority of our families are represented, as well as satisfied.

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal S: Absolute Measure

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

METHOD

Harbor Science and Arts Charter School had a total of 242 students enrolled at the end of the 2018-19 school year. Of these students 28 graduated from the 8th grade and 22 students left the school, bringing the re-enrollment number in 2019-20 to 192. Therefore, the percentage of students returning to the school for the 2019-20 school year was 90% [2019-20 re-enrollment (192) divided by the 2018-19 enrollment minus graduates (242 – 28 = 214)].

RESULTS

Harbor Science and Arts Charter School met its goal of 90 percent of all students enrolled during the course of the year returning the following year.

2019 20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
242	28	192	90%

EVALUATION

The school met the 90% measure of students returning in 2019-20, as 90% of students eligible to return did return to the school. Furthermore, the school has met or exceeded this goal in four of the past five years.

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	92%
2016-17	90%
2017-18	87%
2018-19	91%
2019-20	90%

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal S: Absolute Measure

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

METHOD

Harbor Science and Arts Charter School tracks attendance data through the Automate the Schools (ATS) system managed by the New York City Department of Education, as well as through its own student information system, Gradelink.

RESULTS

Harbor Science and Arts Charter School's average daily attendance rate for 2019-20 was 92%.

2019 20 Attendance

Grade	Average Daily Attendance Rate
K	91%
1	91%
2	94%
3	91%
4	94%
5	90%
6	91%
7	90%
8	96%
Overall	92%

EVALUATION

Harbor Science and Arts Charter School did not meet the attendance target rate of 95%, but has consistently been above 90% each of the last five years. The school will continue to be proactive with our families to ensure that student attendance rates for the 2020-21 school year improve.

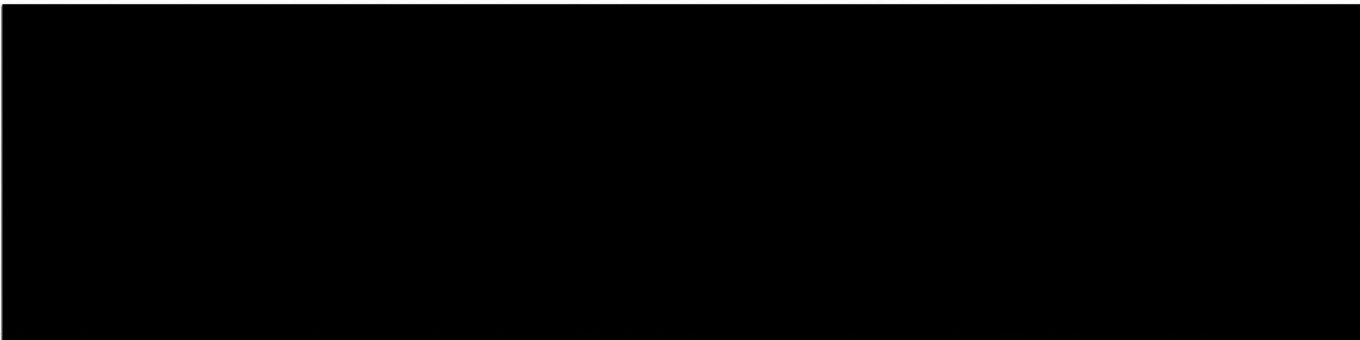
ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	94%
2016-17	93%
2017-18	92%
2018-19	91%
2019-20	92%



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: Harbor Science and Arts Charter School
- 2. Trustee's name (print): Seson Teleo Adams
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Parent Representative



8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



Signature

Completed by Mark Johnson, Principal, Harbor Science and Arts Charter School
On behalf of Seson Adams, Board Trustee

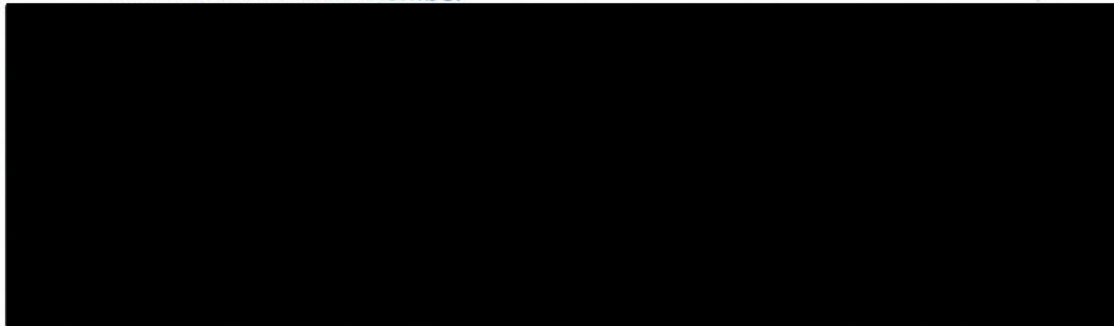
July 28, 2020

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: Harbor Science and Arts Charter School
- 2. Trustee's name (print): Richard Asche
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Finance Committee member



8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

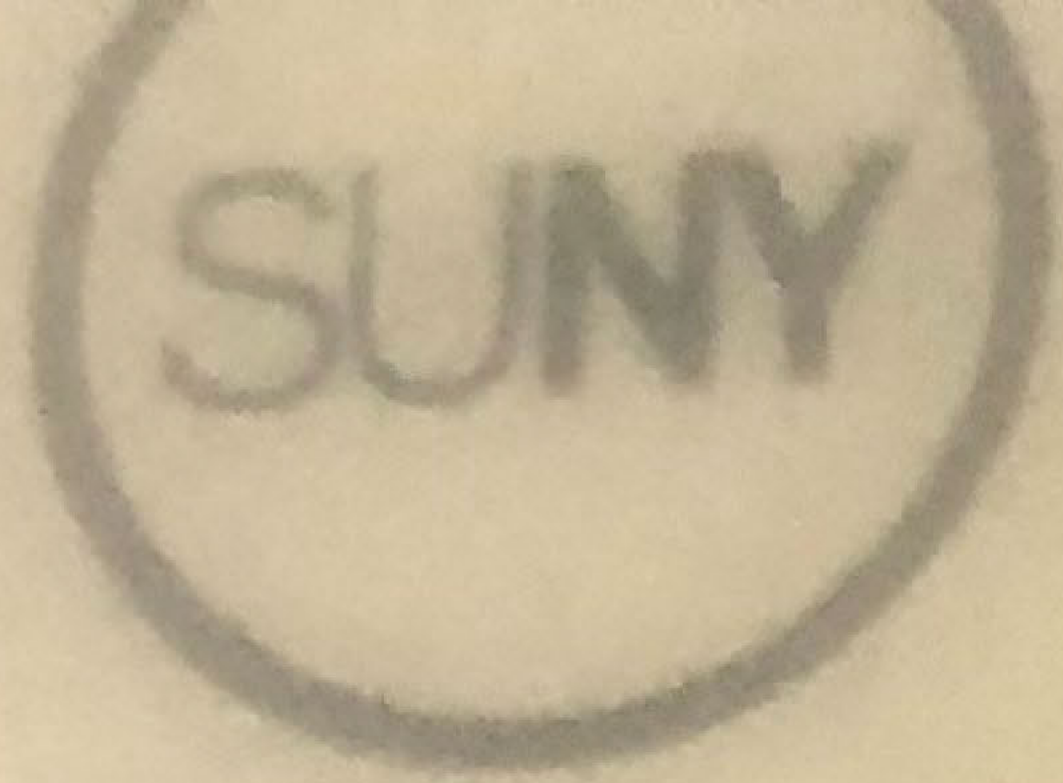
10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				


Signature

Completed by Mark Johnson, Principal, Harbor Science and Arts Charter School
 On behalf of Richard Asche, Board Trustee

July 28, 2020
Date



DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

- 1. Name of education corporation: Harbor Arts and Science Charter School
- 2. Trustee's name (print): Susan Etess
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Chair Education Committee



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><i>None</i></p> <p style="text-align: center;">Please write "None" if applicable. Do not leave this space blank.</p>				

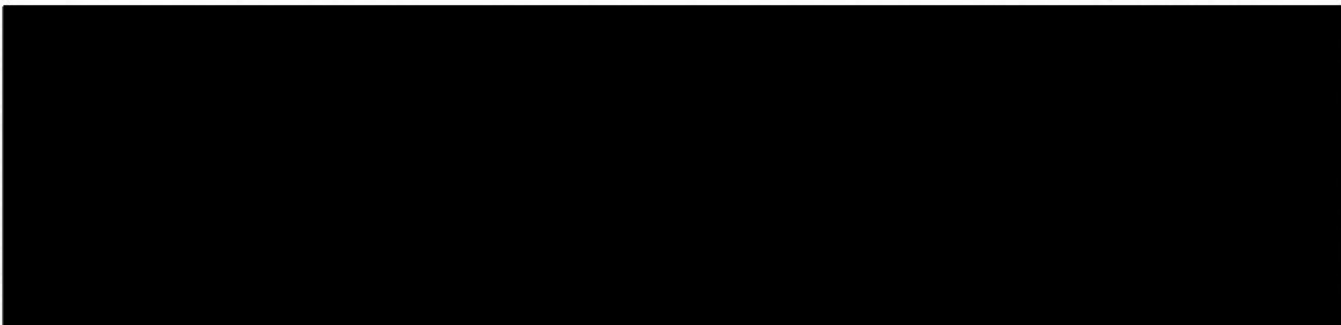
Susan Eflex
Signature

6/16/2020
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: HARBOR SCIENCE AND ARTS CHARTER SCHOOL
- 2. Trustee's name (print): JOANNE HUNT
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
MEMBER



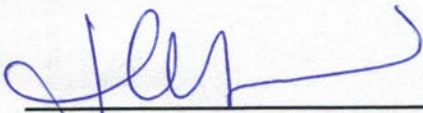
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE N/A	N/A	N/A	N/A
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>NONE N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				



 Signature

07-27-20

 Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: HARBOR SCIENCE AND ARTS
2. Trustee's name (print): ROBERT HORNBY CHARTER SCHOOL
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>None</i></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harbor Science & Arts Charter
2. Trustee's name (print): Alvin Patrick
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Vice Chair

8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>none</i>	<i>none</i>	<i>none</i>	<i>none</i>
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

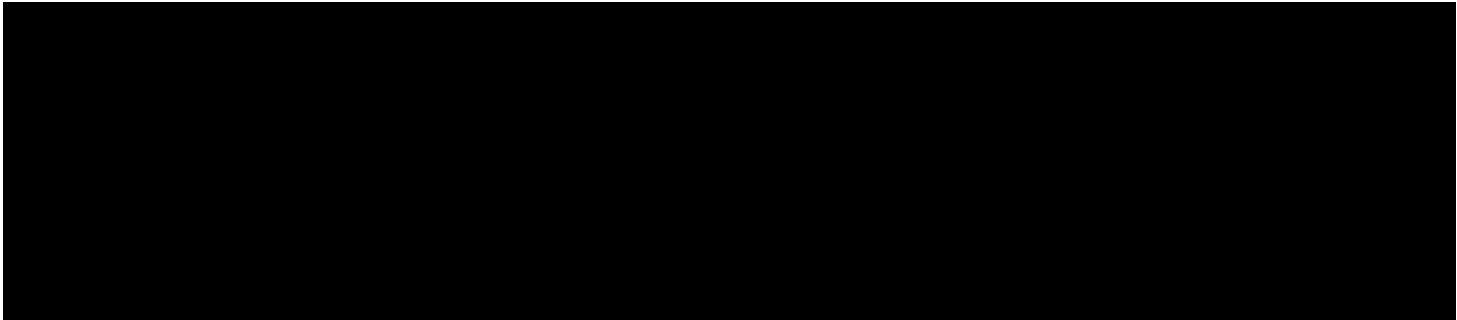
Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>None</i> <small>write "None" if applicable. Do not leave this space blank.</small> <i>None</i> <i>None</i></p>				

Alan A. Paton
Signature

7/28/20
Date

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harbor Sciences & Arts Charter School
2. Trustee's name (print): Arielle Patrick
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Chair of Development and Fundraising Committee



8. Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>none</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write “None.”

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write “None” if applicable. Do not leave this space blank.</i> none				

Arielle Patrick

Signature

7/22/20

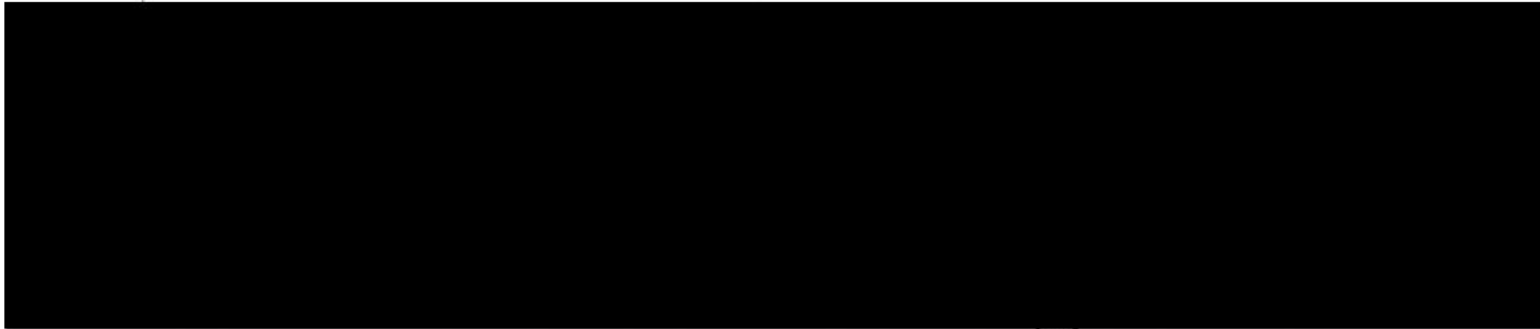
Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: HARBOR SCIENCE AND ARTS CHARTER SCHOOL
- Trustee's name (print): H. PHILIP SALMON
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
CHAIRMAN + MEMBER OF FINANCE COMMITTEE



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><u>NONE</u> →</p>			

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>None</p>				

[Handwritten Signature]
 Signature

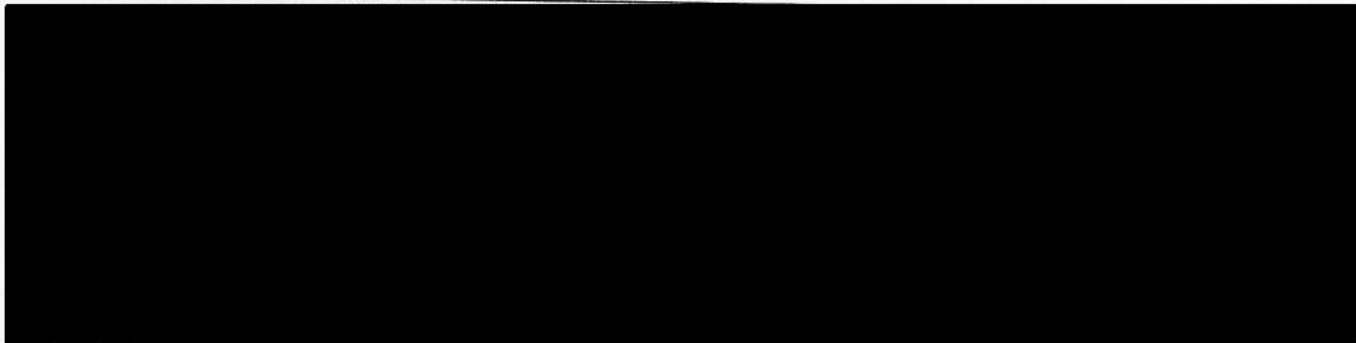
7/24/2020
 Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

- 1. Name of education corporation: Harbor Science and Arts Charter School
- 2. Trustee's name (print): Lisa Stenson Desamours
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Finance Committee Chair



8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

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10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><u>NONE</u></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

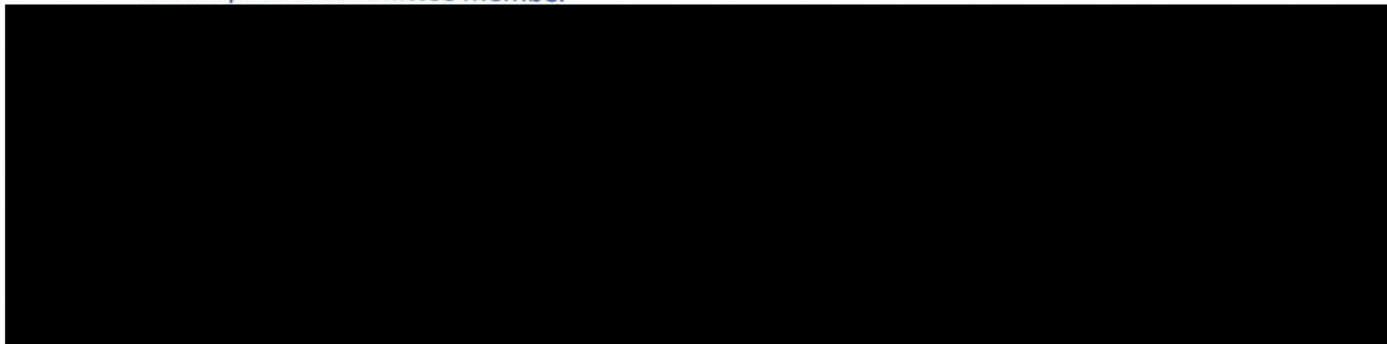
Christopher Desamuis
Signature

July 30, 2020
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: Harbor Science and Arts Charter School
- 2. Trustee's name (print): Cortney Wright Thomas
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Development Committee member



8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. 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 your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



Signature

Completed by Mark Johnson, Principal, Harbor Science and Arts Charter School
On behalf of Cortney Thomas, Board Trustee

July 28, 2020

Date

Meeting of the Board of Directors of the Harbor Science and Arts Charter School

Minutes

A regular public meeting of the Board of Directors of the Harbor Science and Arts Charter School (HSACS) was convened at the school's location, 132-142 East 111th Street, School Cafeteria, New York, NY, on Tuesday, September 25, 2019.

The following parties were present at the start of the board meeting: 1. Phil Salmon (Board Chair, Voting Member), 2. Alvin Patrick (Vice-Chair, Voting Member), 3. Richard Asche (Voting Member), 4. Joanne Hunt (Voting Member), 5. Dr. Robert North (Voting Member), 6. Arielle Patrick (Voting Member), and 7. Cortney Thomas (Voting Member). Also present were Mark Johnson, Pierre Hunt, Ehri Mathurin, Angel Perez, Carl Dindial, Joselyn Jimenez-Hunt, Jeorgina Pena, Karen Aromi, and Mihran Keoseian.

The meeting was called to order at 6:13 p.m., by Phil Salmon. A quorum was present for the purposes of voting. Phil Salmon opened the meeting by stating that the board wanted to take a deeper dive into the test scores and determine how to ensure that the challenges and inconsistencies that occurred last year do not repeat this year.

As part of this discussion, the board noted that there were significant declines in 5th grade scores, as well as in 7th and 8th grade mathematics, and 7th grade ELA. Joanne Hunt stated that the school's renewal was definitely at risk, and that the education committee had met with Mark Johnson to ascertain the reasons behind the irregularities, which included teacher turnover in those grades, as well as inconsistency in the interim assessment program, and a need to restructure academic oversight. As a result, the school's leadership team, under the guidance of the education committee, is implementing several action steps to address these issues, which included the purposeful hiring of more experienced teachers for the vacancies in ELA and mathematics over the summer, an intensive study of the item analyses and other data from the New York State standardized tests by a team of staff comprised of members of leadership and veteran teachers to inform whole class, small group, and targeted instruction, as well as a redesigning of the interim assessment program incorporating the same team of school leaders and teachers. Additionally, Joanne Hunt informed the board that a new observation tool focusing on teacher growth and evaluation was created under the guidance of Joanne Hunt and Mihran Keoseian that ties the classroom observations to teacher performance and student growth, and will be utilized for all observations this year. Furthermore, the education committee is conducting weekly conference calls with Mark Johnson to ensure that everyone is being held

accountable for their role in making sure that the school's test scores improve. Also, Mark Johnson assured the board that parents of middle school students had been informed at parent meetings held in August and September this year of the urgency of ensuring that their child attends the test prep classes, and that the school has implemented a new requirement that all student-athletes participate in test prep classes and study hall before they will be allowed to participate in practices or games this year, as middle school attendance at test prep classes was identified as an area of concern that contributed to low test scores in the middle school. Lastly, to make sure that the entire board of trustees is kept informed of the progress and potential issues as the school, a data dashboard, designed by Mihran Keoseian and school leadership will be reported to the board during the last week of each month, and will include data on testing, both schoolwide and classroom-based, teacher observation results, enrollment, financial updates, a narrative of how underperforming students are being helped, and a narrative addressing how we are pushing higher and/or cusp students.

Carl Dindial, Finance Manager, and Mark Johnson provided the financial update from the finance committee meeting held last week. Carl Dindial informed the board that the school received a clean audit and that the finance committee would be conferencing with the lead auditor, Michelle Cain, in early October to review the audit draft reports. Further, it was reported that due to a less-than-expected enrollment of ICT students, a grade 6 ICT teacher was not hired, resulting in a cost savings compared to budget of approximately \$31,900. Additionally, one teacher agreed to teach Humanities to both grades 6 and 7, for a stipend of \$18,000 in addition to the budgeted salary for the grade 6 teaching position. The school is still looking to hire one more Sp. Ed. teacher, with an expected salary of approximately \$70,000, after which the net surplus is forecasted to be slightly more than \$48,000.

Arielle Patrick reported on behalf of the fundraising committee, and informed the board that her primary goal was to launch the school's page on the DonorUp app, then to improve the school's website. She requested that Mark Johnson recommend a new contact person at the school to assist her with accomplishing these goals.

Subsequently, Phil Salmon asked for a motion to approve the minutes from the June meetings. Alvin Patrick moved for the approval of the minutes, which was seconded by Phil Salmon. The minutes were unanimously approved. Lastly, Phil Salmon moved that the board meeting be concluded, which was seconded by Alvin Patrick. The board meeting concluded at 7:17 p.m.

Meeting of the Board of Directors of the Harbor Science and Arts Charter School

Minutes

A regular public meeting of the Board of Directors of the Harbor Science and Arts Charter School (HSACS) was convened via conference call on Tuesday, October 15, 2019.

The following parties were present on the conference call: 1. Phil Salmon (Board Chair, Voting Member), 2. Alvin Patrick (Vice-Chair, Voting Member), 3. Richard Asche (Voting Member), 4. Joanne Hunt (Voting Member), 5. Dr. Robert North (Voting Member), 6. Lisa Stenson-Desamours (Voting Member), and 7. Cortney Thomas (Voting Member). Mark Johnson and Carl Dindial were also present.

The meeting was called to order at 6:05 p.m., by Phil Salmon. A quorum was present for the purposes of voting. Phil Salmon opened the meeting by stating that he drafted a letter to SUNY CSI which included a request for a visit to the school and that he would inform the board upon receiving a response to that request.

Next Lisa Stenson-Desamours reported on the meeting of the finance committee held on October 2, 2019, at which Michelle Cain, the lead auditor from the accounting firm of Mengel Metzger Barr & Co., reviewed the final draft report of the audit for the previous fiscal year with Phil Salmon, Lisa Stenson-Desamours, Mark Johnson, Carl Dindial, and Jeanine Taylor from Charter School Business Management (CSBM). Lisa Stenson-Desamours informed the board that Michelle Cain stated that she and her team were issuing an unmodified and clean report, which marked the third consecutive year that this was the case, and that no advisory letter was necessary as a result of the clean report. Lisa Stenson-Desamours noted that there was a positive change in assets mainly due to a positive change in enrollment, and that the school ended the year with a small surplus of \$25,214. Lisa Stenson-Desamours noted that the auditors commented that the school needed to update its Fiscal Policies and Procedures (FPP) manual to reflect the hiring of Carl Dindial as the finance manager to replace the services previously provided by CSBM, and that Carl Dindial had already started to update the school's FPP manual.

Lisa asked for a motion from the board to approve the draft audited financial statements for submission to SUNY CSI. Alvin Patrick moved that the statements be approved, which was seconded by Cortney Thomas. The board unanimously approved the draft audited financial statements.

Next Carl Dindial briefly reviewed the Form 990 tax document which corresponded to the audit report, and shared that the finance committee had reviewed the Form 990 and that the

school was on track to submit the Form 990 by the November 15th deadline. Further, Phil Salmon noted that a new item reflected in the 990 that needed to be budgeted for moving forward related to the transit benefit and the related tax cost. In response to a question from Richard Asche, Mark Johnson explained that employers in New York State are required to offer this benefit. He further explained that each employee pays for the actual benefit through payroll deductions as a pre-tax benefit, but that the school is responsible for the tax cost associated with the benefit.

Subsequently, Mark Johnson informed the board that the school would be utilizing the Danielson teacher observation rubric with teachers this year. Mark Johnson explained that the rubric consists of four domains that emphasize lesson planning, delivery of instruction, how a teacher interacts with students, and professionalism, and offers very clear examples of specific actions that indicate proficiency within these domains. Joanne Hunt helped clarify that the Danielson model facilitates conversations between instructional leadership and teachers, and very clearly enables teachers to truly reflect on their teaching practice, and allows leadership to make informed decisions about a teacher's effectiveness.

Lastly, Alvin Patrick moved that the minutes of the September 25 meeting be approved; Joanne Hunt seconded the motion. The minutes were unanimously approved with one abstention (Lisa Stenson-Desamours). The conference call concluded at 6:48 p.m.

Meeting of the Board of Directors of the Harbor Science and Arts Charter School

Minutes

A regular public meeting of the Board of Directors of the Harbor Science and Arts Charter School (HSACS) was convened via conference call on Tuesday, November 12, 2019.

The following parties were present: 1. Phil Salmon (Board Chair, Voting Member), 2. Alvin Patrick (Vice-Chair, Voting Member), 3. Susan Etess (Voting Member), 4. Dr. Robert North (Voting Member), 5. Arielle Patrick (Voting Member) 6. Lisa Stenson-Desamours (Voting Member), and 7. Cortney Thomas (Voting Member). Also present were Mark Johnson, Pierre Hunt, Carl Dindial, Joselyn Jimenez-Hunt, Karen Aromi, Jael Pena, and Jeorgina Pena.

The meeting was called to order at 6:00 p.m., by Phil Salmon. A quorum was present for the purposes of voting. Phil Salmon opened the meeting by stating that Susie Miller Carello, Executive Director of SUNY CSI, was scheduled to visit the school on December 16, 2019, and requested board members to be available to meet with her at noon on that day.

Subsequently, Phil Salmon proposed that the board make a motion to officially remove Luly Duke as a member of the Board of Directors of the Harbor Science and Arts Charter School. Dr. Robert North made the motion to remove Luly Duke from the board. The motion was seconded by Susan Etess, and was unanimously approved by the board with no abstentions.

Next, Mark Johnson delivered the school report by reviewing the data dashboard with the board. He remarked that the school hired Mr. Sheldon Fine, an instructional coach for mathematics, recommended by Richard Asche, and vetted through the education committee. Mr. Fine is visiting the school for a full day on a weekly basis, and in conjunction with school leadership, is working specifically with the mathematics teachers of grades 4, 6 and 7/8, respectively, to ensure that cusp students are pushed in order to raise the percentage of students achieving at a level 3 proficiency on standardized tests. Mark Johnson informed the board that Mr. Fine's work is specifically designed to increase alignment of instruction and assessment with state standards, to incorporate exam-type questions and problems in lessons on a weekly basis, cultivate classroom discourse to make sure students' thinking is more clearly visible and transparent by increasing student engagement in their own learning with more student discourse and having them explain their thinking, both verbally and in writing, increase the use of math vocabulary by teachers and students, purposefully use and unpack misconceptions as a regular element of lesson planning. Additionally, Mr. Hunt will work closely with grade 5 to turnkey many of these strategies with these teachers who are not working directly with Mr. Fine.

Mark Johnson then reported to the board that school leadership had terminated the employment of the second grade lead teacher during the first week of November. He further informed the board that the associate teacher in the classroom has stepped up to assume the lead teacher role, and a new associate teacher has been hired to assist in the classroom.

Following the school report, Lisa Stenson-Desamours reported on the meeting of the finance committee held on November 7, 2019. She reported that the school currently projects a net operating loss before depreciation of \$16,691. She informed the board that the school's current enrollment is 234 compared to budgeted enrollment of 252, resulting the school receiving a forecasted \$460,000 less in revenue compared to budget. She stated that the finance committee and school leadership identified kindergarten, grade 1 and grade 5 as having low enrollment.

Susan Etes reported on behalf of the education committee. She notified the board that she and Joanne Hunt have been conducting weekly conference calls with Mark Johnson to ensure that school leadership is closely monitoring the instruction taking place in all classrooms and to advise school leadership regarding areas of concern.

Arielle Patrick delivered the fundraising committee report. She informed the board that Carl Dindial and Ann Bommarito would be meeting before week's end to identify areas of need for grant writing and that she and Carl Dindial would subsequently conference to share what ideas they came up with. She further stated it was her intent to organize a large committee to plan a fundraising event in honor of the school's 20th year of operation next year.

Lastly, Phil Salmon moved that the minutes of the October 15 meeting be approved; Alvin Patrick seconded the motion. The minutes were unanimously approved. The board meeting concluded at 6:51 p.m.

Meeting of the Board of Directors of the Harbor Science and Arts Charter School

Minutes

A regular public meeting of the Board of Directors of the Harbor Science and Arts Charter School (HSACS) was convened at the school's location, 132-142 East 111th Street, School Cafeteria, New York, NY, on Tuesday, January 21, 2020.

The following parties were present: 1. Alvin Patrick (Vice-Chair, Voting Member), 2. Richard Asche (Voting Member), 3. Susan Etes (Voting Member), 4. Joanne Hunt (Voting Member), 5. Dr. Robert North (Voting Member), 6. Lisa Stenson-Desamours (Voting Member); 7. Arielle Patrick (Voting Member) participated via conference call. Also present were Mark Johnson, Pierre Hunt, Carl Dindial, and Mihran Keoseian.

The meeting was called to order at 6:08 p.m., by Alvin Patrick. A quorum was present for the purposes of voting. Mark Johnson and Richard Asche opened the meeting by sharing information regarding the visit by Susie Miller Carello, Executive Director of SUNY CSI, in December. They shared that on December 16, 2019, Susie Miller Carello, and another member of her team visited the school for approximately two hours. She had a closed-door meeting with members of the board for close to an hour. As part of the meeting with the school's board members, Mrs. Carello emphasized that the school's test scores were not at the level they needed to be, and must improve in order to strengthen the school's case for renewal. Richard Asche shared that she also remarked on the former relationship that the school had with Boys & Girls Harbor and all of the extracurricular programming that was a part of that relationship, which was a unique attribute that made the school attractive to parents and that Harbor Charter should strongly consider developing a similar partnership with another entity. To that end, Richard Asche further commented that he, Joanne Hunt, and Mark Johnson, met with Lewis Zuchman, Executive Director of SCAN New York, to begin to establish a new partnership that would offer similar services and programs to families that were offered by the aforementioned relationship with the now defunct Boys & Girls Harbor, whose programs have been absorbed by SCAN New York. Lewis Zuchman and Mark Johnson agreed to conduct a parent information session at the school's next PTA meeting on February 13, 2020, to introduce the programs SCAN New York will make available to Harbor Charter families. Mark Johnson also shared that during Mrs. Carello's visit, she briefly visited each of our lower school classrooms for approximately 5 minutes each, and also met with a group of approximately eight parents. She made a point of asking our parents what made the school special and why they had chosen Harbor Charter for their child. The responses from parents centered around three main areas:

the “family feel” and welcoming atmosphere that permeated the school, the rigor of the academics on a daily basis, and that a family member or friend had strongly recommended the school to them.

Next Mark Johnson informed the board that the employment of the school’s middle school mathematics teacher was terminated on January 6, 2020. in consultation with Phil Salmon, Board Chair. Families and students were notified that as of January 10, Mark Johnson, Principal, had assumed responsibility for teaching mathematics to grades 7 and 8, and will continue to do so at the very least until April 21, which is the date of the NYS Mathematics Test. In the meantime, the school is actively seeking candidates to fill this position, and once hired, he or she will work in the classroom alongside Mark Johnson so that he can turnkey the position to the new hire, but under no circumstances will the position be turned over to someone else before the state test has been administered.

Following the school report, Lisa Stenson-Desamours reported on the meeting of the finance committee held on January 16, 2020, via conference call. She reported that the school currently projects a net operating surplus after depreciation of \$13,365. She informed the board that the school’s current enrollment is 230 and emphasized that the lower-than-budgeted-for enrollment was a major concern and expressed that concern to Mark Johnson. The board members in attendance echoed that concern and stressed to Mark Johnson that he ensure that enrollment efforts for the 2020-2021 school year be increased. To that end, Mark Johnson shared with the board that the school’s parent coordinator, Karen Aromi, visited six Head Start programs in East Harlem and arranged for the directors to each bring groups of families looking for a kindergarten placement next year to take a tour of the school and kindergarten classroom in action during a respective school day in the coming weeks.

Next, Joanne Hunt reported on behalf of the education committee. She notified the board that she and Susan Etes continue to conduct weekly conference calls with Mark Johnson to ensure that school leadership is closely monitoring the instruction taking place in all classrooms and to advise school leadership regarding areas of concern.

After the report by the education committee, Arielle Patrick delivered the fundraising committee report. She notified the board that she was in the early stages of planning a benefit to mark the 20th anniversary of the school, and shared the cost of the venue and food would be close to \$15,000. She stated that she might in the future ask board members to consider underwriting some of the cost of the event, and that she would also seek out corporate donations to help cover the cost.

Lastly, Alvin Patrick asked for a motion that the minutes of the November 13th meeting be approved; Susan moved that the minutes be approved, and Lisa Stenson-Desamours seconded the motion. The minutes were unanimously approved. The board meeting concluded at 6:46 p.m.

Meeting of the Board of Directors of the Harbor Science and Arts Charter School

Minutes

A regular public meeting of the Board of Directors of the Harbor Science and Arts Charter School (HSACS) was convened at the school's location, 132-142 East 111th Street, School Cafeteria, New York, NY, on Tuesday, February 11, 2020.

The following parties were present: 1. Phil Salmon (Board Chair, Voting Member), 2. Alvin Patrick (Vice-Chair, Voting Member), 3. Richard Asche (Voting Member), 4. Susan Etes (Voting Member), 5. Joanne Hunt (Voting Member), 6. Lisa Stenson-Desamours (Voting Member), and 7. Cortney Thomas (Voting Member). Also present were Mark Johnson, Pierre Hunt, Carl Dindial, Mihran Keoseian, and Joselyn Jimenez-Hunt.

The meeting was called to order at 6:17 p.m., by Phil Salmon. A quorum was present for the purposes of voting. Mark Johnson began the meeting with the school report. Highlights from the school report are as follows:

- (1) The board was reminded that the employment of the middle school mathematics teacher had been terminated, and the principal, Mark Johnson has stepped in to teach mathematics to the students in grade 7, and grade 8 has been divided into even smaller class sizes for mathematics, with Mr. Johnson and the assistant principal, Mr. Hunt, teaching the grade 8 classes.
- (2) In terms of instructional oversight, the leadership team has enlisted the aid of veteran teacher, Mrs. Jimenez-Hunt to help review ELA lesson plans, and conduct classroom observations.
- (3) The school support team has been reconfigured to include veteran teacher, Ms. Bommarito, along with Mr. Johnson, Mr. Hunt, Mr. Ehri (Director of Learning Environment/Dean), Ms. Jael (Social Worker), and Ms. Cenname (School Support Services Coordinator), with Ms. Bommarito assuming a leadership role in ensuring that student support services are seamlessly provided.
- (4) The students in grades 3-8 took an ELA interim assessment (truncated in quantity to reasonably be administered in one day rather than the usual two days) in late January consisting of reading passages accompanied by multiple choice questions, and reading passages with non-extended and extended response questions. The results of this assessment were:
 - a. 48% of students in grade 3 achieved a level 3 or 4,
 - b. 41% of students in grade 4 achieved a level 3 or 4,
 - c. 36% of students in grade 5 achieved a level 3 or 4,

- d. 47% of students in grade 6 achieved a level 3 or 4,
 - e. 42% of students in grade 7 achieved a level 3 or 4,
 - f. 51% of students in grade 8 achieved a level 3 or 4.
- (5) The students in grades 3-8 took a Mathematics interim assessment (with questions based only on concepts covered to date in each respective class, not on all grade-level concepts) consisting of multiple choices questions, and short response questions. The results of this assessment were:
- a. 57% of students in grade 3 achieved a level 3 or 4,
 - b. 47% of students in grade 4 achieved a level 3 or 4,
 - c. 47% of students in grade 5 achieved a level 3 or 4,
 - d. 60% of students in grade 6 achieved a level 3 or 4,
 - e. 41% of students in grade 7 achieved a level 3 or 4,
 - f. 35% of students in grade 8 achieved a level 3 or 4.
- (6) The middle school science teacher resigned effective February 10, 2020, and the school has begun the search for a new middle school science teacher.

Next, Lisa Stenson-Desamours presented the finance committee report, stating that the finance committee met on Thursday, February 6, via conference call. Lisa Stenson-Desamours stated that the financial statements for the period ending January 31, 2020, currently projected a \$15,128 net operating surplus after depreciation.

Following the finance committee report, Alvin Patrick presented on behalf of the fundraising committee. Alvin Patrick stated that Arielle Patrick was working on the creation of a sponsor form for the fundraising benefit that she would share with the rest of the board upon being finalized. He also informed the board that the fundraising committee needed to solidify a date between May and October 2020 to hold the benefit. The informal consensus indicated a preference for the benefit to be held in the fall.

Lastly Phil Salmon asked for a motion to approve the minutes from the January 21st board meeting. Lisa Stenson-Desamours moved that the minutes be approved, which was seconded by Joanne Hunt. The minutes were unanimously approved. The board meeting concluded at 6:52 p.m.

Meeting of the Board of Directors of the Harbor Science and Arts Charter School

Minutes

A regular public meeting of the Board of Directors of the Harbor Science and Arts Charter School (HSACS) was convened via Zoom Teleconference, on Tuesday, May 12, 2020. The meeting information was posted to our website, www.HSACS.org.

The following parties were present: 1. Phil Salmon (Board Chair, Voting Member), 2. Alvin Patrick (Vice-Chair, Voting Member), 3. Richard Asche (Voting Member), 4. Susan Etes (Voting Member), 5. Joanne Hunt (Voting Member), 6. Dr. Robert North (Voting Member), 7. Lisa Stenson-Desamours (Voting Member), 8. Cortney Thomas (Voting Member), and 9. Seson Adams (Voting Member). Also present were Mark Johnson, Ann Bommarito, Carl Dindial, and Mihran Keoseian.

The meeting was called to order at 6:05 p.m., by Phil Salmon. A quorum was present for the purposes of voting. Mark Johnson began the meeting with the school report, first reporting on the school's continuity of education plan in effect during the closure of the school building as a result of the COVID-19 PAUSE order, informing the board that the plan has been in operation since March 23, 2020. Mark Johnson reported that all teachers are utilizing the Google Classroom platform to interact with students, by posting assignments and videotaped lessons related to those assignments on the platform on a daily basis for humanities (ELA and social studies), mathematics, and science. Teachers of art, music, and physical education are also posting videotaped activities twice per week for the students to complete, and the SCAN after school program is conducting live interactive after school activities on a daily basis from 3:00 p.m. to 6:00 p.m. Teachers submit lesson overviews weekly, which along with the videotaped lessons, are being reviewed by administration on a daily basis, who are providing regular feedback. Additionally, teachers are communicating via phone with students between the hours of 9:00 a.m. and 3:00 p.m. to offer assistance in completing the assigned work, as well as to keep them connected to the school and its staff. Each child is called at least once per day, Monday through Thursday, by instructional faculty. Harbor Charter's Wellness Team is also making at least 2 calls per week to each family after 3:00 p.m. to check on their overall well-being and assess if they have any needs that the school staff can assist them with. All correspondence with students and families is being documented thoroughly in shared Excel contact log files on the school's remote Microsoft server, and are backed up on a daily basis by Mark Johnson. Currently all of HSACS's 230 students have participated in the remote learning program, and there is an approximate 84% participation rate by the school's student body each week, based on Google Classroom login data and submission of assignments to teachers. This information is recorded on a daily basis by the school's Technology Coordinator in a Google Sheets file and exported to

an Excel file for recordkeeping purposes. Also, as of April 29, the school has documented over 5,400 phone calls made to students and families since the inception of the remote learning program/continuity of education plan. Furthermore, since the inception of the remote learning program, the school's special education service providers have been conducting live teleconferences/sessions with students mandated to receive these services; including counseling, speech, occupational therapy, and physical therapy. As well, the school's Special Education Teacher Support Services (SETSS) faculty and Integrated Co-Teaching (ICT) faculty have been contacting students with accommodations to provide extra assistance to those students, as well as to modify assignments given by classroom teachers to align with their Individualized Education Plans (IEPs), via live teleconferenced sessions. Lastly, in regards to the continuity of education plan, Mark Johnson noted that staff meetings are conducted on a weekly basis via teleconference. At the conclusion of the school report, Mark Johnson reported to the board that the school's lottery had been conducted over Zoom teleconference and that enrollment efforts were fully underway with our parent coordinator, Karen Aromi, and our Director of Wellness, Angel Perez, contacting families via phone calls to offer acceptances to students on our waiting lists. Mark Johnson also reported that all enrollment forms were being completed online using our web-based student information system, Gradelink.

Next, Lisa Stenson-Desamours presented the finance committee report, stating that the finance committee met on Tuesday, May 12, prior to the board meeting, via conference call. Lisa Stenson-Desamours shared with the board that the school received \$537,906 in Payroll Protection Plan (PPP) funds and that the school's Finance Manager, Carl Dindial, was ensuring that all expenditures related to these funds were being accurately tracked in order to apply to have these funds forgiven under the Payroll Protection Plan. She went on to report that the financial statements for the period ending April 30, 2020, currently projected a \$38,953 net operating surplus after depreciation, excluding the PPP funds, and in the event that the PPP funds are forgiven, the net operating surplus after depreciation for FY20 would then be \$588,592.

Near the conclusion of the meeting, Phil Salmon asked for a motion to approve the minutes from the February 11th board meeting. Lisa Stenson-Desamours moved that the minutes be approved, which was seconded by Joanne Hunt. The minutes were unanimously approved. The board meeting concluded at 6:48 p.m.

Meeting of the Board of Directors of the Harbor Science and Arts Charter School

Minutes

A regular public meeting of the Board of Directors of the Harbor Science and Arts Charter School (HSACS) was convened via Zoom Teleconference, on Monday, June 15, 2020. The meeting information was posted to our website, www.HSACS.org.

The following parties were present: 1. Phil Salmon (Board Chair, Voting Member), 2. Alvin Patrick (Vice-Chair, Voting Member), 3. Richard Asche (Voting Member), 4. Susan Etess (Voting Member), 5. Joanne Hunt (Voting Member), 6. Arielle Patrick (Voting Member), 7. Lisa Stenson-Desamours (Voting Member), and 8. Cortney Thomas (Voting Member). Also present were Mark Johnson, Ann Bommarito, Carl Dindial, Pierre Hunt, Atiya Bailey, Melissa Landro, and Mihran Keoseian.

The meeting was called to order at 6:05 p.m., by Phil Salmon.

- A quorum was present for the purposes of voting.
- Phil Salmon noted that six board members' terms would be up in September 2020, and that the board needed to conduct a vote at the next board meeting for each of those board members in regards to electing them for another term. The six board members are Phil Salmon, Alvin Patrick, Lisa Stenson-Desamours, Richard Asche, Dr. Robert North, and Joanne Hunt.
- Mark Johnson issued the school report, which included the following information:
 - the school's remote learning program is scheduled to end on June 23;
 - the school plans to administer end-of-year assessments aligned to standards during the last week of school;
 - currently 191 of the 199 students in grades K-7 eligible to return are expected to return to school in the fall;
 - enrollment of new students, as well as the re-enrollment of current students, is being conducted through the school information system's online portal;
 - with an expected attrition of approximately 10%, the school has a target enrollment of 270 students in order to ensure the school has at least 240 students for the 2020-2021 school year;
 - The school's virtual graduation ceremony, consisting of a professionally produced video celebrating our 8th grade class, with "live" elements, is scheduled for June 26, at 10:00 a.m. via Zoom.
- Ann Bommarito discussed updates regarding the 2020-2021 school year, including the following:

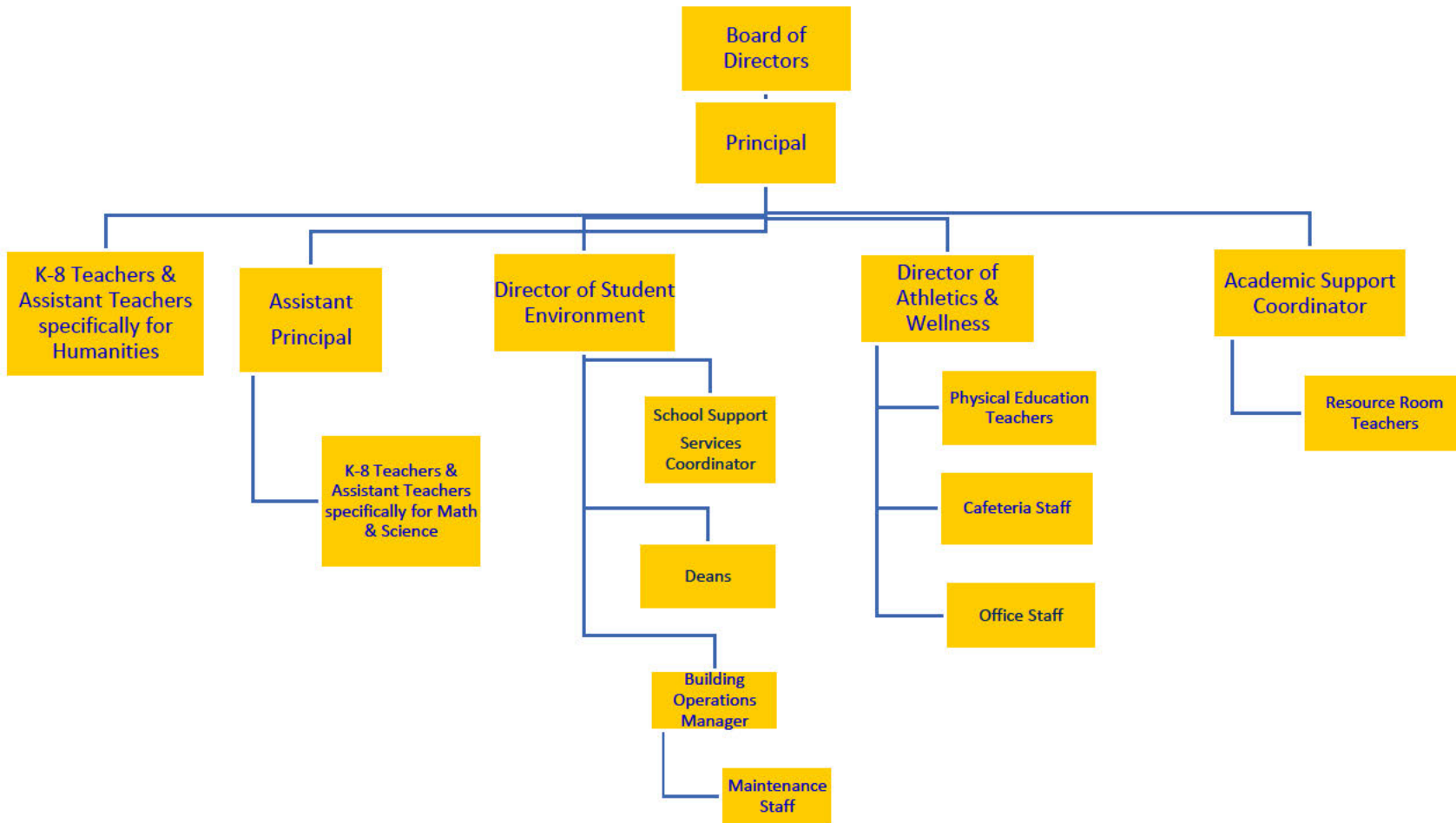
- the leadership team is working on the plan for reopening in the fall, which is due to the New York State Education Department by July 31, and promised to update the board throughout the planning process;
- the school is considering shifting to a food service vendor, rather than preparing food on-site, for budgetary, as well as logistical reasons, due to the uncertainty of how meals can be served in the fall as a result of COVID-19 social distancing requirements;
- Cortney Thomas expressed her concern that when the school used a food service vendor in the past, the students did not like the food and did not eat it, and wanted school leadership to take that under consideration when making a final decision.
- Lisa Stenson-Desamours presented the finance committee report, which included:
 - the school received Payroll Protection Plan (PPP) funds in the amount of \$537,906, and the school planned to apply for these funds to be forgiven;
 - based on the financial report for the period ending May 31, 2020, the school was projecting a net surplus after depreciation of \$38,953, not including the aforementioned PPP funds.
- Lisa Stenson-Desamours presented the proposed FY 2020-2021 school budget, which included the following key elements:
 - The finance committee was presented with two proposed budgets, one at an enrollment of 230 students, and one at an enrollment of 240 students;
 - the budget presented to the board for approval is based on an enrollment of 240 students;
 - this budget projected a net surplus after depreciation of \$33,879, excluding the PPP funds.
- Richard Asche moved that the budget presented by Lisa Stenson-Desamours be approved by the board. Susan Etes seconded the motion. The proposed budget was unanimously approved by the board.
- Susan Etes moved that the minutes from the May 12th meeting of the board be approved. Lisa Stenson-Desamours seconded the motion. The minutes were unanimously approved by the board.

The board meeting concluded at 7:11 p.m.



HARBOR SCIENCE AND ARTS CHARTER SCHOOL
132 East 111th Street, New York, NY 10029
P: 917-261-2700 F: 212-360-7429

2019 – 2020 Organizational Chart



Harbor Science and Arts Charter School

SY 20-21 School Calendar

DRAFT

Student School Hours:

K-4: 8:15 a.m. – 2:55 p.m.

5-8: 7:45 a.m. – 3:10 p.m.

August

- Monday, August 10th – ILT/Admin/Technology/Maintenance (Hours: TBD)
- Thursday, August 13th – Office Staff/Social Worker/Assistant Dean (Hours: TBD)
- Monday, August 17th – Instructional Staff/Kitchen Staff (Hours: 8:00 a.m. – 3:00 p.m.)

September

- Tuesday, September 1st – First Day of School
- Monday, September 7th – Labor Day – NO SCHOOL
- Wednesday, September 16th – Student dismissal at 12pm – ½ PD DAY for Staff
- Thursday, September 24th – PTA Meeting
- Monday, September 28th – Yom Kippur – NO SCHOOL

October

- Monday, October 12th – Indigenous Day – NO SCHOOL
- Wednesday, October 21st – Student dismissal at 12pm – ½ PD DAY for Staff
- Thursday, October 29th – PTA Meeting

November

- Tuesday, November 3rd – Election Day - PD DAY – NO SCHOOL FOR STUDENTS (Staff Hours: 8:00 a.m. – 1:00 p.m.)
- Wednesday, November 11th – Veterans Day – NO SCHOOL
- Thursday, November 19th – PTA Meeting
- Tuesday, November 24th – PTC – Dismissal at 12pm
- Wednesday, November 25th – Friday, November 27th – Thanksgiving Break – NO SCHOOL

December

- Wednesday, December 9th – Student dismissal at 12pm – ½ PD DAY for Staff
- Thursday, December 17th – PTA Meeting
- Monday, December 21st – January 1st (Return: January 4th) – Holiday Break

January

- Monday, January 4th – Return to School
- Wednesday, January 13th – Student dismissal at 12pm – ½ PD DAY for Staff (Remote Academic Check In Meetings)
- Monday, January 18th – MLK JR. DAY – NO SCHOOL
- Thursday, January 28th – PTA Meeting

February

- Monday, February 15th – February 19th – Mid Winter Recess – NO SCHOOL
- Thursday, February 4th – PTA Meeting

March

- Wednesday, March 10th – Student dismissal at 12pm – ½ PD DAY for Staff
- Thursday, March 18th – PTA Meeting
- Tuesday, March 23rd – PTC – Dismissal at 12pm
- Monday, March 29th – Monday, April 5th – Spring Recess – NO SCHOOL (Return to school: Tuesday, April 6th)

April

- Wednesday, April 21st – Student dismissal at 12pm – ½ PD DAY for Staff
- Thursday, April 29th – PTA Meeting

May

- Wednesday, May 12th – Student dismissal at 12pm – ½ PD DAY for Staff
- Thursday, May 20th – PTA Meeting
- Friday, May 28th – Monday, May 31st – Memorial Day Holiday – NO SCHOOL (Return to school: Tuesday, June 1st)

June

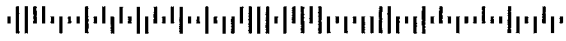
- Wednesday, June 16th – 8th Grade Graduation – NO SCHOOL FOR STUDENTS
- Thursday, June 24th – Family Picnic (Tentative)
- Friday, June 25th – Last Day of School for Students
- Monday, June 28th – Last Day of School for Staff

Total: 181 Days

City of New York
P.O. Box 2339
Peck Slip Station
New York NY 10272-2339

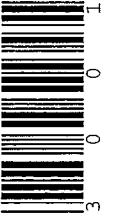


Mailing date of this order: 04/22/2019
Respondent: GREATER HIGHWAY DELIVER TEMPLE
Summons # : 011681447J



GREATER HIGHWAY DELIVER TEMPLE
132 E 111TH ST
NEW YORK NY 10029-2602

1/305



DECISION AND ORDER

On 03/21/2019 at 132 EAST 111 STREET NEW YORK NY 10029, an agent from the FIRE DEPARTMENT OF NYC gave summons 011681447J to GREATER HIGHWAY DELIVER TEMPLE. The agent claimed that GREATER HIGHWAY DELIVER TEMPLE violated sections VC06, VC27 of the Administrative Code or other law.

The case is now before the OATH Hearings Division. The issuing agency has stated that respondent:

- violated the law or allowed someone else to violate the law;
- fixed the problems shown on the summons; and
- told the agency that the problems were fixed.

The OATH Hearings Division finds:

- the respondent did violate or allow someone to violate the law;
- the respondent fixed the problems shown on the summons;
- the respondent has sworn to the issuing agency that the problems have been fixed; and
- the respondent does not have to pay a penalty.

G19A-Cure
v06012016
SELF

City of New York
P.O. Box 2339
Peck Slip Station
New York NY 10272-2339



Mailing date of this order: 04/22/2019
Respondent: GREATER HIGHWAY DELIVER TEMPLE
Summons # : 011681446H



GREATER HIGHWAY DELIVER TEMPLE
132 E 111TH ST
NEW YORK NY 10029-2602

1/304



DECISION AND ORDER

On 03/21/2019 at 132 EAST 111 STREET NEW YORK NY 10029, an agent from the FIRE DEPARTMENT OF NYC gave summons 011681446H to GREATER HIGHWAY DELIVER TEMPLE. The agent claimed that GREATER HIGHWAY DELIVER TEMPLE violated sections VC5, VC17 of the Administrative Code or other law.

The case is now before the OATH Hearings Division. The issuing agency has stated that respondent:

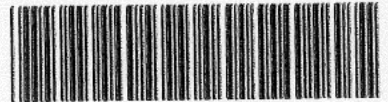
- violated the law or allowed someone else to violate the law;
- fixed the problems shown on the summons; and
- told the agency that the problems were fixed.

The OATH Hearings Division finds:

- the respondent did violate or allow someone to violate the law;
- the respondent fixed the problems shown on the summons;
- the respondent has sworn to the issuing agency that the problems have been fixed; and
- the respondent does not have to pay a penalty.

G19A-Cure
v06012016
SELF

FDNY SUMMONS • FOR CIVIL PENALTIES ONLY



11681446H

SUMMONS NUMBER: 11681446H

ENFORCEMENT AGENCY NAME: NEW YORK CITY FIRE DEPARTMENT

DIVISION: FP Unit: 94 Admin CO ED19

AGENCY ADDRESS AND PHONE NUMBER: 9 MetroTech Center, 1st Flr, Bklyn, NY 11201-3657, (718) 999-2392

RESPONDENT: GREATER HIGHWAY DELIVER TEMPL... DBA:
MAILING ADDRESS: 132 E III ST NEW YORK, NY 10029 ACCOUNT NUMBER
UNIT PHONE NUMBER

DATE OF OCCURRENCE: 03/21/19 TIME OF INSPECTION: 12:00 AM PM
PLACE OF OCCURRENCE: 132 EAST III ST BOROUGH: NEW YORK, NY 10029
AKA: 132-42

You must respond to this Summons. You can appear at the hearing date and location below or choose another option. For other options on how to respond, see the back of this page.

HEARING DATE: 05/08/19 AT: 8:30 AM PM
HEARING LOCATION: OFFICE OF ADMINISTRATIVE TRIALS AND HEARINGS
MANHATTAN [Borough] (See reverse side for address) Phone: (844) 628-4692

REFER TO THE SUMMONS NUMBER ABOVE ON ALL CORRESPONDENCE.

WARNING: If you do not respond to this summons, the City will decide the Summons against you and penalties will be imposed. Failure to pay a civil penalty could lead to the denial of an application for, or the suspension, termination or revocation of a City license, permit or registration. In addition, the City may enter a judgment against you in court.

ORDER TO CORRECT AND CERTIFY CORRECTION: PLEASE TAKE NOTICE that the premises cited above is in violation of the requirements of law. It is further ORDERED by the FIRE COMMISSIONER that these violations be corrected and certified to be in compliance with the requirements of law within 35 days of the date of issuance. See back of summons for further instructions.

COMPLIANCE DATE: 04/25/19

Details of Violation(s)

Upon investigation, the New York City Fire Department has determined that the respondent is in violation of the following requirements of the New York City Administrative Code and/or the rules of the City of New York. These requirements have been grouped into violation categories (VC) for enforcement purposes. This grouping is allowed by Fire Department rule 3 RCNY §109-02

- VC1 Portable Fire extinguishers and Fire Hoses: Failed to provide and/or maintain required (portable fire extinguishers/fire hoses/other) at
VC2 Combustible Waste Containers: Failed to provide required container(s) for combustible waste and/or store combustible waste in a container at
VC3 Permits: Failed to (obtain/renew/possess) a permit for
VC4 Unlawful Quantity or Location of Regulated Material: (Manufacture/Storage/Handle/Use) in violation of permit/quantity/location restrictions.
VC5 Recordkeeping: Failed to (maintain/produce) records for at
VC6 Signs, Posting, Notices and Instructions: Failed to provide and/or maintain required (signs) (postings) (notices) (instructions) for at
VC7 Labels and Markings: Failed to provide and/or maintain required label, or the other marking for at
VC8 Storage, Accumulation and Removal of Combustible Material and Waste: Failed to remove combustible waste and/or allowed the storage/accumulation of combustible material, waste and/or vegetation at
VC9 Rooftop Access and Means of Egress: Failed to provide access/egress free from obstructions or impediments, and/or failed to maintain required egress at
VC10 Overcrowding: Failed to limit number of persons in to
VC11 General Maintenance: Failed to maintain in (good working order/clean condition) or in compliance with (general maintenance/housekeeping) requirements.
VC12 Fire Protection Systems: Failed to provide and/or maintain required at and/or prevent unnecessary/unwarranted alarms.
VC13 Flame-Resistant Materials: Failed to provide and/or maintain required flame-resistant materials at
VC14 Fire-Rated Doors and Windows: Failed to (provide/protect/maintain) required (fire-rated/self-closing/access) door or window at
VC15 Fire-Rated Construction: Failed to provide and/or maintain required fire-rated construction of at
VC16 Ventilation: Failed to provide and/or maintain required ventilation at for
VC17 Certificates of Fitness and Certificates of Qualification: Failed to obtain and/or produce required (Certificate of Fitness/Certificate of Qualification) for
VC18 Certificates of Approval, Certificates of License and Company Certificates: Failed to obtain and/or produce required Certificate of Approval for Certificate of License, or Company Certificate for
VC19 Affidavits, Design and Installation Documents and Other Documentation: Failed to (prepare/produce/submit) required documentation:
VC20 Inspection and Testing: Failed to conduct required (initial/periodic) inspection or test of at
VC21 Portable Containers: Failed to (provide/use) required container for at
VC22 Stationary Tanks: Failed to provide required stationary tank storage system for at
VC23 Storage Facilities: Failed to provide required storage (cabinets/enclosures/rooms/vaults) at
VC24 Storage of Hazardous Materials/Commodities: Failed to provide required racks and/or shelf storage, and/or failed to store at
VC25 Electrical Hazards: Failed to provide and/or maintain required electrical devices/equipment and/or allowed electrical hazards to exist at
VC26 Heating and Refrigeration Equipment and Systems: Failed to provide and/or maintain required (heating/refrigerating) system for at
VC27 Electrical Lighting Hazards: Failed to provide, protect, and/or maintain required lighting devices or equipment at
VC28 Open Fires, Open Flames and Sparks: Unlawfully (lit/maintained/operated/used/failed to protect) (open fire open flame/sparking device) at
VC29 Designated Handling and Use Rooms Areas: Failed to provide required (room/area) for (handling/use) of
VC30 Emergency Planning and Preparedness: Failed to comply with emergency planning and preparedness requirements

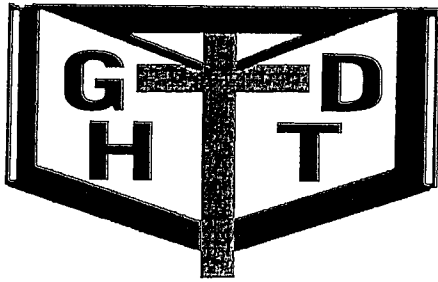
Description of Violation: VC-5 AND VC-17. SEE ATTACHED SUPPLEMENTAL FORM.

Supplement Attached Maximum penalty for each First Offense: \$1,000. Maximum penalty for each Repeat Violation: \$5,000.

NYC Charter Sections 1048 and 1049-a and the Rules of the City of New York authorize the NYC Office of Administrative Trials and Hearings (OATH) to hold hearings

I, an employee of the agency named above, affirm under penalty of perjury that I personally observed the commission of the violation(s) charged above and/or verified their existence through a review of departmental records. False statements made herein are punishable as a Class A Misdemeanor pursuant to section 210.45 of the Penal Law.

Signature: Justin MonnerEAU Print Name/ID: JUSTIN MONNEREAU/1662953 Title: FPI



BISHOP LISTON PAGE, SR., D.D.

Pastor

NYC Fire Department
FP Unit 94/ Admin. CO E019
9 Metro Tech Center 1st Flr
Brooklyn, NY 11201

RE: Summons # 11681447J

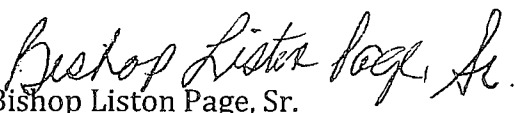
I/N/O Greater Highway Deliverance Temple A/C#70065511

To Whom It May Concern:

In response to the above FDNY summons issued on March 21, 2019, please be advised that with regard to the "maintenance of exit signs" and "emergency signs lighting, as of March 22, 2019 all bulbs have been replaced and are in working order. All "exit signs" are clearly posted and visible and can be seen from every area of the church and corridors. We have enclosed photos, to verify that this information is true.

We trust this information complies with your request.

Respectfully submitted,


Bishop Liston Page, Sr.
Pastor

Enc.

GREATER HIGHWAY DELIVERANCE TEMPLE, INC.

132 East 111th Street • New York, NY 10029
Phone (212) 348-8328 • Fax (212) 722-8207

JT /
lc

DEPARTMENT OF HOUSING AND BUILDINGS
BOROUGH OF MANHATTAN, CITY OF NEW YORK

No. 30217

Date March 21, 1944

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C.26-181.0 to C26-187.0 inclusive Administrative Code 2.1.3.1, to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No.

To the owner or owners of the building or premises:

THIS CERTIFIES that the ~~new~~ ~~altered~~ ~~existing~~ ~~building~~ ~~premises~~ located at
~~XXXX~~ ~~XXXXXX~~ ~~XXXXXX~~
132-136-142 East 111th street
106 ft. front Block 1638 Lot 57-59

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646 of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

~~XXXXX~~ or Alt. No. 483-1943

Construction classification ~~Fireproof and Nonfireproof.~~

Occupancy classification ~~Public building~~

Height 5 stories 78 ft.

Date of completion November 11, 1943

Located in Business Use District.

B Area 1 1/2 . Height Zone at time of issuance of permit 612-1943.

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	

Standpipe Fire Department approval March 15, 1944

Interior Fire Alarm System, Fire Department approval 12-17-43.

Edward A. P. [Signature]
Borough Superintendent.

NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made; no enlargement, whether by extending on any side or by increasing in height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified total; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended; nor from obtaining the special certificates required for the use and operation of elevators; nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition; nor from complying with any authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary", it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building; it is subject to all the provisions and conditions applying to a final or permanent certificate; it is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on information and belief, since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the State Labor Law or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Housing and Buildings at this time; that Section 646F of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

"§ 646 F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.