Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/16/2019 • Last updated: 08/01/2019

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 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, 2019)** 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
a1. Popular School Name (Optional)	Harbor Charter School
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	SUNY Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 4
d. DATE OF INITIAL CHARTER	06/1999
e. DATE FIRST OPENED FOR INSTRUCTION	09/2000
h. SCHOOL WEB ADDRESS (URL)	www.HSACS.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	258
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	251

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include 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 2019-20?

	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	Mark Johnson	[redacted]		
Operational Leader	Pierre Hunt			
Compliance Contact	Mark Johnson			
Complaint Contact	Ehri Mathurin			
DASA Coordinator	Angel Perez			
Phone Contact for After Hours Emergencies	Mark Johnson			

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 .

Site 1 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/109562154/yFPTXS6fVy/

Site 1 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).	No

ATTESTATION

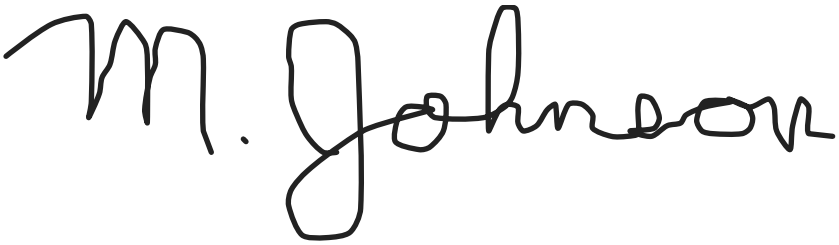
o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Mark Johnson
Position	Principal
Phone/Extension	[redacted]
Email	

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 stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Date 2019/07/16

Thank you.

Form 35-20M-13041 114

JT / 1c

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF MANHATTAN, CITY OF NEW YORK

No. [redacted]

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 C26-181.0 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 ~~XXX~~ ~~XXXXX~~ ~~XXXXX~~

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 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

~~XXXX~~ or Alt. No.- [redacted] 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 1½ . 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 MALE	FEMALE	TOTAL	USE
Cellar	On ground			83	Assembly, kitchen, toilets, boiler-room.
1st story	75 & 100			50	Principal's office, classroom.
				306	Auditorium and church.
Mezzanine	75 & 100			90	Classroom and one (1) rest room.
2d story	75			246	Classrooms and toilets.
3d story	75			246	Classrooms and toilets.
4th story	75 & 100			90	Classrooms and storage.
				200	Gymnasium.
5th story	75			--	Toilets and shower room.
Roof	--				Not to be occupied.

Standpipe Fire Department approval March 15, 1944

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

Edward P. Leonard
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 by 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.

Entry 2 NYS School Report Card Link

Last updated: 07/23/2019

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	SUNY Authorized Charter School
2. 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/profile.php?instid=800000047167

Harbor Science and Arts Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Mark Johnson

132 East 111th Street, New York, NY 10029

917-261-2700

2017 18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mark Johnson, Principal, prepared this 2018-19 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 Etess	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.

2017 18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2014-15	24	25	27	28	22	25	34	26	39	250
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

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

In 2018-19, the Harbor Science and Arts Charter School used the Wit & Wisdom English Language Arts (ELA) Curriculum by Great Minds for the first time in grades K-6, and utilized the EngageNY curriculum for grades 7 and 8. Harbor Science & Arts Charter School provided a curriculum pacing guide to teachers in all grades to guarantee all required skills and concepts of the Next Generation Learning Standards were being met. All ELA pacing guide resources were gathered using the suggested exemplars for Literature within the Next Generation Learning Standards. Each quarter an English Language Arts interim assessment was administered and aligned with the Next Generation Learning Standards State ELA Test Program to ensure all students showed learning proficiency. Students in grades K-2 were given assessments aligned with Next Generation Learning Standards to show growth from fall to spring during the instructional school year.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018 19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	31	0	0	0	0	31
4	30	0	0	0	0	30
5	25	0	0	0	0	25
6	30	0	0	0	0	30
7	34	0	0	0	0	34
8	28	0	0	0	0	28
All	178	0	0	0	0	178

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

RESULTS AND EVALUATION

In the 2018-19 school year, 40% percent of students in at least their second year at Harbor Science and Arts Charter School performed at or above a Level 3 on the New York State English Language Arts Exam. Harbor Science and Arts Charter School did not meet the absolute measure of 75% proficiency. Unfortunately, there was an inconsistency in grades 5 and 7 in terms of the teacher leading the classroom, which had a negative effect on student progress. In grade 5, there were three different teachers in the classroom over the course of the year, and in grade 7 the teacher was out sporadically on a medical leave throughout the course of the year, and missed a significant portion of the academic year, including the month before the state test. These abnormal events contributed to subpar results in these two grades.

Performance on 2018 19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	58	31	52	27
4	47	30	43	28
5	16	25	17	23
6	57	30	56	25
7	26	34	28	29
8	50	28	46	24
All	43	178	40	156

ADDITIONAL EVIDENCE

Students at the Harbor Science and Arts Charter School demonstrated growth in terms of the percent of students demonstrating proficiency on the New York State ELA Test from year-to-year in grades 6, 7, and 8. For example, in grade 8, 46% of the students enrolled in at least their second year achieved a level 3 or 4 on the test, which is 27% higher than the 19% level of proficiency when those students were in the seventh grade. Harbor Science and Arts Charter School made gains in all year-to-year groups on the New York State ELA Test from 2018 to 2019, in the middle school, but this was not true for grades 4 and 5.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	45	20	63	24	52	27
4	32	25	56	16	43	28
5	19	26	32	24	17	23
6	12	17	26	23	56	25
7	48	27	19	21	28	29
8	65	32	50	18	46	24
All	39	147	40	127	40	156

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Harbor Science and Arts Charter School attained a PI of 127 in ELA for 2018-2019, which exceeds the state's 2018-19 English language arts MIP for all students of 105.

English Language Arts 2018 19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
178	22	35	31	21

PI	=	35	+	31	+	12	=	78
				31	+	12	=	43
					+	(.5)*12	=	6
						PI	=	127

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[2]

RESULTS AND EVALUATION

Harbor Science and Arts Charter School did not meet the overall comparable measure in grades 3-8, but did meet the comparable measure in grades 3, 6, and 8, in 2018-19. As a result of this lackluster performance, Harbor Science and Arts Charter School has made a change in staffing and will have new teachers in place for ELA in grades 5 and 7.

2018 19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	52	27	47	830
4	43	28	43	887
5	17	23	32	872
6	56	25	45	895
7	28	29	38	882
8	46	24	45	879
All	40	156	42	5,245

[2] Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

ADDITIONAL EVIDENCE

Graduates (grade 8 students) of the Harbor Science and Arts Charter School have consistently outperformed their District 4 counterparts the past three years in the NYS ELA Test.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	45	36	63	47	52	47
4	32	35	56	39	43	43
5	19	30	32	34	17	32
6	12	27	26	43	56	45
7	48	31	19	36	28	38
8	65	39	50	40	46	45
All	39	33	40	40	40	42

2017 18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute ("Institute") conducts a comparative performance analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

For 2017-2018, Harbor Science and Arts Charter School's Effect Size was higher than expected in English Language Arts, as the school's aggregate effect size was 0.23. For 2017-2018, Harbor Science and Arts Charter School's grade level Effect Size was higher than expected to a large degree in English Language Arts in grades 3 and 4, and was higher than expected to a meaningful degree in grades 5 and 8; however, the school performed lower than expected in grades 6 and 7, however.

2017 18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**72**	**29**	**62**	**46**	**+16**	**0.92**
4	**89**	**27**	**59**	**36**	**+23**	**1.22**
5	**84**	**31**	**32**	**27**	**+5**	**0.34**
6	**78**	**32**	**28**	**40**	**-12**	**-0.65**
7	**64**	**25**	**20**	**37**	**-17**	**-0.92**
8	**74**	**19**	**53**	**41**	**+12**	**0.57**
All	**77**	**163**	**42**	**38**	**+4**	**0.23**

School's Overall Comparative Performance:
The school is performing slightly higher than expected.

ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School has had an overall positive aggregate effect in all three of the school years listed in the table below.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	80	175	48	28	1.21
2016-17	3-8	77	166	38	32	0.33
2017-18	3-8	77	163	42	38	0.23

Goal 1: Growth Measure[3]

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.[4]

RESULTS AND EVALUATION

The school's overall mean growth percentile fell below the state median of the 50th percentile, falling short by 6 percentiles. Harbor Science and Arts Charter School did exceed the state median in two grades: grade 4 and grade 7.

2017 18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	61.0	50.0
5	44.0	50.0
6	30.0	50.0
7	54.0	50.0
8	34.5	50.0
All	44.0	50.0

[3] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

[4] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

In comparison to the previous year, Harbor Science and Arts Charter School made progress year-over-year, although it still did not exceed the statewide median of the 50th percentile in the past three years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	46.0	33.0	61	50.0
5	27.5	13.5	44	50.0
6	44.0	39.5	30	50.0
7	74.5	59.5	54	50.0
8	48.0	35.5	34.5	50.0
All	49.0	37.0	44.0	50.0

Overall students at the Harbor Science and Arts Charter School outperformed their peers in New York City Community School District 4, and especially did so in the grades (3, 4, 6, 8), where there was consistency in terms of the instructor in the classroom throughout the full year.

ELA Performance by Grade Level, This Year Compared to Last Year

Percent of All Students Enrolled Achieving Proficiency			
Grade	Harbor Science and Arts Charter School	NYC CSD#4	Percent Better or Worse in Comparison to NYC CSD#4
	Percent Proficient	Percent Proficient	
3	58	47	+11%
4	47	43	+4%
5	16	32	-16%
6	57	45	+12%
7	26	38	-12%
8	50	45	+5%
All	43	42	+1%

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In 2018-19, Harbor Science and Arts Charter School met two of the five English Language Arts goals, as well its comparative goal in relation to its overall performance compared to NYC CSD#4. The following table summarizes HSACS' performance on these outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Did not achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Did not achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in the school and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved

ACTION PLAN

Although HSACS performed comparatively well in some grades, specifically grades 3, 4, 6 and 8, it is evident that the school must continue to do more moving forward to ensure that there is consistent achievement and growth in all grades. To that end, in 2019-20, Harbor Science and Arts Charter School is implementing the *Wit & Wisdom* curriculum by Great Minds in all grades K-8. The Instructional Leadership Team recognized the need to focus on critical thinking skills in order to stimulate achievement and learning. The *Wit & Wisdom* curriculum was selected due to its comprehensive curriculum that builds knowledge of history, science and literature through the study of exemplary and engaging texts, by emphasizing higher order critical thinking skills and challenging students to respond to a selection of literary works, informational texts, and visual art to develop depth of understanding and pique curiosity. As a result, children are more engaged and are eager for each lesson to take place. Evidence of increased, enthusiastic participation has been noted in classroom discussion in the classrooms where the curriculum was executed to fidelity. Each text used as part of this curriculum is authentic and used by the students as the basis for every lesson to learn and eventually master essential literacy skills: reading, writing, speaking, listening, grammar, and vocabulary. All students read and communicate about grade-level texts as part of each lesson, and support for accelerated learners, as well as struggling learners, are an integral part of each lesson. Professional development regarding the components of the curriculum and how to plan and teach lessons was provided in our August pre-service professional development period, and will continue to be provided on a quarterly basis. Additionally, dedicated professional development will be conducted on a biweekly basis to ensure that the lessons are planned and executed to fidelity. All ELA curricula are aligned to Next Generation Learning Standards. Additionally, ELA interim assessments will be administered at the end of each module of the curriculum, targeting specific concepts addressed in the module, and will be aligned with the New York State ELA testing program to ensure all students demonstrate progress towards learning proficiency. Formative assessments will be administered on a quarterly basis to students in grades K-2 and will be aligned with Next Generation Learning Standards to show growth from fall to spring during the instructional school year. As well, Harbor Science and Arts Charter School has adopted the Fundations curriculum by Wilson Language for phonics, replacing Journeys by Houghton Mifflin, and has contracted with Wilson Language to have a coach make quarterly visits to the K-2 classrooms to provide guidance and develop teachers in the execution of the curriculum. A pre-service workshop was also provided to all K-2 teachers in August. Lastly, Harbor Science and Arts Charter School will use Fountas and Pinnell resources to accurately assess each student's reading level in all grades. We are confident that these proactive steps will ensure HSACS's continued growth in test scores and student advancement. Further, Harbor Science and Arts Charter School's hiring committee was intentional in hiring teachers with greater experience leading a classroom for all of its ELA teaching vacancies.

GOAL 2: 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

Harbor Science and Arts Charter School utilized the *Eureka Math* curriculum by Great Minds, as well as the Mathematics Curricular Modules and Curricular Materials available from EngageNY. All teachers followed pacing calendars for mathematics that were seamless from grade to grade and are aligned to the Next Generation Learning Standards. By employing these pacing calendars, instructional staff ensured that students were working towards grade-level competency, as was assessed by quarterly interim assessments and ultimately by the New York State Math Tests in the spring. In 2018-2019, Harbor Science and Arts Charter School employed the assistant principal as the mathematics coach to provide guidance and oversight to all mathematics teachers, as well as individualized professional development related to lesson plan design and effective instructional practices. The mathematics coach monitored classroom instruction with greater frequency using more precise observation tools, and ensured that more specific and systematic assessment of student learning occurred followed by timely and accurate feedback to improve instructional practices.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018 19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	31	0	0	0	0	31
4	30	0	0	0	0	30
5	25	0	0	0	0	25
6	30	0	0	0	0	30
7	34	0	0	0	0	34
8	27	0	0	0	1	28
All	177	0	0	0	1	178

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

RESULTS AND EVALUATION

In the 2018-19 school year, 26% percent of students in at least their second year at Harbor Science and Arts Charter School performed at or above a Level 3 on the New York State Mathematics Exam. Harbor Science and Arts Charter School did not meet the absolute measure of 75% proficiency.

Performance on 2018 19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	61	31	56	27
4	33	30	29	28
5	4	25	4	23
6	47	30	52	25
7	12	34	10	29
8	4	27	0	23
All	28	177	26	155

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Harbor Science and Arts Charter School attained a PI of 92 in Mathematics for 2018-2019, which is below the state's 2018-19 mathematics MIP for all students of 107.

Mathematics 2017 18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
177	39	33	22	6

PI	=	33	+	22	+	6	=	61
				22	+	6	=	28
					+	(.5)*6	=	3
						PI	=	92

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[6]

RESULTS AND EVALUATION

Harbor Science and Arts Charter School did not meet the comparable measure in 2018-19 as HSACS did not outperform Community School District 4 overall. Comparatively, Harbor Science and Arts Charter School only outperformed District 4 students in grades 3 and 6, and was outperformed by District 4 students in all other grades.

2018 19 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	56	27	49	837
4	29	28	38	892
5	4	23	35	869
6	52	25	39	888
7	10	29	32	884
8	0	23	21	486
All	26	155	37	4,856

[6] Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

For 2017-18, Harbor Science and Arts Charter School's overall Effect Size was slightly higher than expected in Mathematics. For 2017-18, Harbor Science and Arts Charter School's grade level Effect Size was higher than expected to a meaningful degree in Mathematics in grades 4 and 8, however the school performed lower than expected in grades 6 and 7.

2017 18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**72**	**29**	**52**	**49**	**+3**	**0.17**
4	**89**	**27**	**48**	**34**	**+14**	**0.64**
5	**83**	**29**	**35**	**32**	**+3**	**0.18**
6	**77**	**31**	**19**	**35**	**-16**	**-0.76**
7	**64**	**25**	**36**	**38**	**-2**	**-0.09**
8	**74**	**19**	**37**	**24**	**+13**	**0.57**
All	**77**	**160**	**38**	**36**	**+2**	**0.08**

School's Overall Comparative Performance:
The school is performing slightly higher than expected.

ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School has had an overall positive aggregate Effect Size in two out of three of the school years listed in the table below.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	80	175	39	27	0.59
2016-17	3-8	77	166	20	27	-0.30
2017-18	3-8	77	160	38	36	0.08

Goal 2: Growth Measure[7]

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.[8]

RESULTS AND EVALUATION

The school's overall mean growth percentile for 2017-18 was 8 percentile points above the state median of the 50th percentile. In 2017-18, Harbor Science and Arts Charter School exceeded the state median in grades 4, 5, and 7. However, Harbor Science and Arts Charter School fell below the state median percentile in grades 6 and 8.

2017 18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	67.0	50.0
5	61.5	50.0
6	34.5	50.0
7	87.0	50.0
8	43.5	50.0
All	58.0	50.0

[7] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

[8] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

2017-2018 marked the first year in a three-year span that Harbor Science and Arts Charter School's overall mean growth percentile exceeded the state median percentile of the 50th percentile.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	48.0	32.0	67.0	50.0
5	27.5	25.0	61.5	50.0
6	59.0	20.0	34.5	50.0
7	36.5	25.0	87.0	50.0
8	54.0	55.0	43.5	50.0
All	45.5	33.0	58.0	50.0

SUMMARY OF THE MATHEMATICS GOAL

In 2018-19, Harbor Science and Arts Charter School met only one of the five Mathematics goals. The following table summarizes HSACS' performance on these outcome measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Did not achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Did not achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Did not achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Achieved

ACTION PLAN

Harbor Science and Arts Charter School has not exhibited growth in mathematics over the course of the past three years, which is an indication that a major plan of action and significant change needed to occur in order to show progress towards our achievement goals. In response to this pattern of regression, we have hired a new mathematics teacher in each of the following grades: 5, 7 and 8. Additionally, using the item analysis of the New York State Testing Program mathematics assessment, students in grades 3-8 have been separated into smaller groups within the classroom setting, based on need. School leaders, as well as additional teachers are assisting the classroom teachers in this small-group instruction, focusing on the areas of deficiency identified by the analysis of the test data. These groups will be fluidly reconfigured based on the analysis of the baseline/diagnostic assessments administered in mid-September, as well as the analysis of weekly assessment data. Also, Daily Exit Tickets (mini assessments/quizzes) are being used to identify whether or not students grasped the concept taught each day, and students identified as not grasping the concept are provided with tutoring by their teacher either at recess time or after school that day or the next day. Furthermore, during the August pre-service professional development period, staff attended a workshop demonstrating cornerstone instructional tools of the Eureka Math curriculum by Great Minds used in all grades K-8 that focused on building math fluency and deepened instructional staff's understanding of effective delivery methods, sequencing problems from simple to complex, extending activities from earlier grades to meet student needs, and differentiation techniques. Leadership, along with our veteran sixth grade mathematics teacher, will meet biweekly with teachers to help teachers plan their lessons and review instructional best practices. Moreover, the school will conduct quarterly workshops that emphasize guiding teachers to make intentional decisions in regards to customizing the curriculum to effectively meet students' needs, as well Response to Intervention (RTI) strategies and best practices for supporting struggling/striving learners, and designing activities for the accelerated learner that create learning experiences with greater depth and challenge. Lastly, as a result of the inconsistent results in test scores, especially in mathematics, the principal and the school's board chair, in consultation with the school's board of trustees, have mutually agreed that a change in the structure of the instructional leadership is in the best interests of the school, and this change is expected to occur before the commencement of the 2020-2021 school year.

GOAL 3: 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 has created interim assessments that are aligned to standards, and are utilized to measure growth in grades 4 and 8.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Harbor Science and Arts Charter School did not meet its absolute measure as 63% of students in grades 4 and 8 combined achieved proficiency on the 2018-19 State Science Exam. Harbor Science and Arts Charter School did meet its absolute measure in grade 4, however, as 79% of students in grade 4 achieved proficiency on the 2018-19 State Science Exam.

Charter School Performance on 2018 19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested
4	79	28
8	33	23
All	63	51

ADDITIONAL EVIDENCE

Harbor Science and Arts Charter School met its absolute measure in two of the past three years as more than 75% of students in grades 4 and 8 combined achieved proficiency on the 2016-17 State Science Exam, as well as on the 2017-18 State Science Exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	23	94	16	79	28
8	65	31	83	18	33	23
All	80	54	88	34	63	51

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

Harbor Science and Arts Charter School met its comparative measure as students in at least their second year in grades 4 and 8, respectively, as well as combined, outperformed their District 4 counterparts on the 2017-2018 State Science Exam.

2017 18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[9]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94	16	86	859
8	83	18	44	615
All	88	34	68	1,474

[9] This table uses the prior year's results as 2018-19 district science scores are not yet available.

ADDITIONAL EVIDENCE

In the years where comparative data is available, Harbor Science and Arts Charter School greatly outperformed students in NYC Community District #4 on the State Science Exam, both overall and in each respective grade, as indicated in the table below.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	100	86	100	88	94	86
8	80	44	65	54	83	44
All	90	66	80	72	88	68

SUMMARY OF THE SCIENCE GOAL

This is the first year that Harbor Science and Arts Charter School did not meet its absolute measure, however it continues to meet it comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Did not achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved

ACTION PLAN

Science has historically been an area of strength at HSACS. Students in all grades experience science lessons with hands-on activities that allow their learning experiences to be more meaningful. As a result of the subpar results on the grade 8 State Science Exam, a new teacher has been hired to teach grade 8 science. Otherwise, the school will continue the current instructional practices to sustain and grow science test scores, as well as integrate the IXL digital learning platform in the grade 8 classroom to provide timely and constructive data in regards to student mastery of concepts.

GOAL 4: ESSA

Goal 4: ESSA

The school will earn a status of being in good standing under the state's ESSA Accountability system.

Goal 4: 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 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 two years.

Accountability Status by Year

Year	Status
2016-17	Good standing
2017-18	Good standing
2018-19	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.

METHOD

Harbor Science and Arts Charter School administered the NYC School Survey sponsored by the NYC Department of Education in 2018-19. The survey was distributed to families by the school's parent coordinator via the students and at Parent Teacher Association meetings. Families had the opportunity to drop the survey off at the school in sealed pre-paid postage envelopes, complete the survey online, or mail them in on their own. 61% percent of our families responded to the Parent Survey.

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.

RESULTS

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%

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.

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 250 students enrolled during the 2017-18 school year. Of these students 18 graduated from the 8th grade and 22 students left the school, bringing the re-enrollment number in 2018-19 to 210. Therefore, the percentage of students returning to the school for the 2018-19 school year was 91% [2018-19 re-enrollment (210) divided by the 2017-18 enrollment minus graduates (250 – 18 = 232)].

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.

2018 19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-19 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
250	18	210	91%

EVALUATION

The school exceeded the 90% measure of students returning in 2018-19, as 91% of students eligible to return did return to the school. Furthermore, the school has met or exceeded this goal in three of the past four years.

ADDITIONAL EVIDENCE

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

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 supplied by the New York City Department of Education, as well as through its own attendance database, Gradelink.

RESULTS

Harbor Science and Arts Charter School's average daily attendance rate for 2018-19 was 91%.

2018 19 Attendance

Grade	Average Daily Attendance Rate
K	87%
1	90%
2	88%
3	90%
4	92%
5	91%
6	91%
7	92%
8	94%
Overall	91%

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 four years. The school will continue to be proactive with our families to ensure that student attendance rates for the 2019-20 school year improve. We will present attendance awards to students who maintain 95% attendance on a quarterly basis as part of our honor roll assemblies, and we will continue to call families of absent students on a daily basis to emphasize the importance of daily attendance at school.

ADDITIONAL EVIDENCE

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

Entry 4 Expenditures per Child

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HARBOR SCIENCE AND ARTS CHARTER SCHOOLSection Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	4608599
Line 2: Year End FTE student enrollment	253
Line 3: Divide Line 1 by Line 2	18225

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	326674
Line 2: Management and General Cost (Column)	310703
Line 3: Sum of Line 1 and Line 2	637377
Line 5: Divide Line 3 by the Year End FTE student enrollment	2521

Thank you.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

REPORT TO THE FINANCE COMMITTEE

JUNE 30, 2019

October 2, 2019

The Finance Committee
Harbor Science and Arts Charter School

We have audited the financial statements of Harbor Science and Arts Charter School as of and for the year ended June 30, 2019, and have issued our report thereon dated October 2, 2019. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated May 3, 2019, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Harbor Science and Arts Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies
Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Harbor Science and Arts Charter School is included in Note A to the financial statements. As disclosed in Note A to the financial statements, during the year, the Charter School adopted Financial Accounting Standards Board Accounting Standards update (ASU) 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates
Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the allocation of costs for the statement of functional expenses and the collectability of grants receivable. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures
Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Harbor Science and Arts Charter School's financial statements relate to revenue and support recognition, which is referred to in the notes of the financial statements.

Identified or Suspected Fraud

We have not identified nor have we obtained information that indicates that fraud may have occurred.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all identified misstatements.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. None of the misstatements identified by us as a result of our audit procedures and corrected by management were material either individually or in the aggregate, to the financial statements as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Harbor Science and Arts Charter School's financial statements or the auditor's report. We are pleased to report no such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Harbor Science and Arts Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Harbor Science and Arts Charter School's auditors.

Internal Control Matters

We did not identify any deficiencies in internal control that we considered to be material weaknesses.

* * * * *

Should you desire further information concerning these matters, Michelle Cain or Kevin Kopp will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of Harbor Science and Arts Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

NEW YORK, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2019
(With Comparative Totals For 2018)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Harbor Science and Arts Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Harbor Science and Arts Charter School, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Harbor Science and Arts Charter School as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Harbor Science and Arts Charter School's June 30, 2018 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 22, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 2, 2019 on our consideration of Harbor Science and Arts Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Harbor Science and Arts Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 2, 2019

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2019
(With Comparative Totals For 2018)

ASSETS	June 30, 2019	June 30, 2018
CURRENT ASSETS		
Cash	$ 133,825	$ 9,353
Grants and other receivables	144,362	164,350
Prepaid expenses	78,263	105,116
TOTAL CURRENT ASSETS	356,450	278,819
PROPERTY AND EQUIPMENT		
Furniture and fixtures	72,881	61,053
Computers and software	139,824	139,824
Leasehold improvements	353,769	353,769
	566,474	554,646
Less accumulated depreciation and amortization	267,984	218,544
	298,490	336,102
OTHER ASSETS		
Cash in escrow	75,000	75,000
Security deposit	30,000	30,000
	105,000	105,000
TOTAL ASSETS	$ 759,940	$ 719,921
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	$ 66,725	$ 79,326
Accrued payroll and benefits	325,056	302,853
Deferred revenue	4,050	1,559
TOTAL CURRENT LIABILITIES	395,831	383,738
DEFERRED LEASE LIABILITY	134,316	141,096
TOTAL LIABILITIES	530,147	524,834
NET ASSETS		
Without donor restrictions	229,793	195,087
TOTAL LIABILITIES AND NET ASSETS	$ 759,940	$ 719,921

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

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2019
(With Comparative Totals For 2018)

	Year ended June 30,	
	2019	2018
Revenue, gains, and other support:		
Public school district		
Resident student enrollment	$ 3,987,362	$ 3,668,962
Students with disabilities	198,156	113,251
Grants and contracts		
State and local	19,692	19,625
Federal - Title and IDEA	199,235	182,012
Federal - Other	4,925	2,909
Food service/Child nutrition program	173,753	140,715
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,583,123	4,127,474
Expenses:		
Program services:		
Regular education	2,872,289	2,715,028
Special education	1,088,656	972,686
TOTAL PROGRAM SERVICES	3,960,945	3,687,714
Management and general	596,964	617,627
TOTAL OPERATING EXPENSES	4,557,909	4,305,341
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	25,214	(177,867)
Support and other revenue:		
Contributions:		
Other	6,984	13,568
Fundraising	2,508	3,175
TOTAL SUPPORT AND OTHER REVENUE	9,492	16,743
CHANGE IN NET ASSETS	34,706	(161,124)
Net assets at beginning of year	195,087	356,211
NET ASSETS AT END OF YEAR	$ 229,793	$ 195,087

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

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2019
(With Comparative Totals For 2018)

		Year ended June 30,					
		2019					2018
		Program Services			Supporting Services		
	No. of positions June 30, 2019	Regular Education	Special Education	Sub-total	Management and general	Total	Total
Salaries and staff:							
Administrative staff personnel	12	$ 327,841	$ 104,151	$ 431,992	$ 241,417	$ 673,409	$ 787,196
Instructional personnel	26	1,205,263		1,712,850		1,712,850	1,452,352
Non-instructional personnel	6	195,807	507,587	248,844	3,064	251,908	309,369
TOTAL SALARIES AND STAFF	44	1,728,911	53,037	2,393,686	244,481	2,638,167	2,548,917
Fringe benefits & payroll taxes		411,831	664,775 158,351	570,182	58,236	628,418	545,181
Accounting / audit services					156,000	156,000	153,900
Other purchased / professional / consulting services		29,152		38,503	58,435		98,190
Building and land rent / lease / facility finance interest		269,221	-	372,738	38,070	96,938	410,386
Repairs and maintenance			9,351 12,750	45,909		410,808	47,512
Insurance		33,159	105,517	40,863	4,689		42,506
Utilities		29,514		34,494	4,174	50,598	41,009
Supplies / materials		24,914	11,349	69,817	3,523	45,037 69,817	43,574
Equipment rental		52,862		40,143		38,017 44,243	33,676
Staff development		28,995	9,580 16,955	10,062	4,100 -		10,189
Marketing / recruitment		7,299	11,148 2,110	7,599	3,489	13,551 8,375	4,841
Technology		5,489	2,763	34,750	776 3,549		28,414
Food service		25,099 141,941		187,469		38,299 187,469	161,589
Student services				29,708			18,510
Office expense		22,493	9,651 45,528	18,775	-		20,432
Depreciation and amortization		13,561		44,858	1,917	29,708	50,713
Other		32,400	7,215 12,458	21,389	4,582	20,692	45,802
		15,448	5,214		10,943	49,440	
		$ 2,872,289	$ 1,088,656 5,941	$ 3,960,945	$ 596,964	$ 4,597,909 22,332	$ 4,305,341

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

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2019
(With Comparative Totals For 2018)

	Year ended June 30,	
	2019	2018
CASH FLOWS - OPERATING ACTIVITIES		
Change in net assets	$ 34,706	$ (161,124)
Adjustments to reconcile change in net assets to net cash provided from (used for) operating activities:		
Depreciation and amortization	49,440	50,713
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	19,988	69,277
Prepaid expenses	26,853	(97,553)
Accounts payable	(12,601)	(10,002)
Accrued payroll and benefits	22,203	47,252
Deferred revenue	2,491	(11,195)
Deferred lease incentive	-	(26,334)
Deferred lease liability	(6,780)	18,220
NET CASH PROVIDED FROM (USED FOR) OPERATING ACTIVITIES	136,300	(120,746)
CASH FLOWS - INVESTING ACTIVITIES		
Purchases of property and equipment	(11,828)	(24,698)
NET CASH USED FOR INVESTING ACTIVITIES	(11,828)	(24,698)
NET INCREASE (DECREASE) IN CASH	124,472	(145,444)
Cash at beginning of year	9,353	154,797
CASH AT END OF YEAR	$ 133,825	$ 9,353

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

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

The Charter School

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

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

Classification of net assets

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

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

Net Assets Without Donor Restrictions

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

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, 2019 or 2018.

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

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

Contributions are recognized as revenue in the year the pledge is received and documented.

Contributions

Contributions, including unconditional promises to give, are recognized as revenues in the period received. All donor-restricted contributions are reported as increases in net assets with donor restrictions depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

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

Cash in escrow

The Charter School maintains cash in an escrow account, pursuant to its Charter Agreement, to pay off expenses in the event of dissolution of the Charter School. The amount in escrow was $75,000 at June 30, 2019 and 2018.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2019 or 2018.

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

Property and equipment

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

Deferred lease liability

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

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant at which time it is recognized as revenue.

Tax exempt status

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

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 31, 2016 through June 30, 2019 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Contributed services

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

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution. There were no in-kind contributions received during the years ended June 30, 2019 and 2018.

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

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated $8,400 and $4,800 for the years ended June 30, 2019 and 2018, respectively.

Use of estimates in the preparation of financial statements

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

Comparatives for year ended June 30, 2018

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2018, from which the summarized information was derived.

Change in accounting principle

During August 2016 FASB issued Accounting Standards Update No. 2016-14 "*Not-for-Profit Entities (Topic 958) Presentation of Financial Statements of Not-for-Profit Entities*". The main provisions of ASU 2016-14 require a Not-For-Profit (NFP) to:

1) Present on the face of the statement of financial position amounts for two classes of net assets at the end of the period, rather than three classes. That is, an NFP will report amounts for *net assets with donor restrictions* and *net assets without donor restrictions,* as well as the currently required amount for total net assets.

2) Present on the face of the statement of activities the amount of the change in each of the two classes of net assets (noted in item 1) rather than that of the required three classes as in prior years. An NFP would continue to report the currently required amount of the change in total net assets for the period.

3) Continue to present on the face of the statement of cash flows the net amount for operating cash flows using either the direct or indirect method of reporting but no longer require the presentation or disclosure of the indirect method (reconciliation) if using the direct method.

4) Provide enhanced disclosures about:

   a) Composition of net assets with donor restrictions at the end of the period and how the restrictions affect the use of resources.

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

b) Qualitative information that communicates how a NFP manages its liquid resources available to meet cash needs for general expenditures within one year of the statement of financial position date.

c) Quantitative information, and additional qualitative information, that communicates the availability of an NFP's financial assets at the statement of financial position date to meet cash needs for general expenditures within one year of the statement of financial position date. Availability of a financial asset may be affected by (1) its nature, (2) external limits imposed by donors, grantors, laws, and contracts with others, and (3) internal limits imposed by Board of Trustee decisions.

d) Amounts of expenses by both their natural classification and their functional classification. That analysis of expenses is to be provided in one location.

e) Method(s) used to allocate costs among program and support functions.

ASU 2016-14 is effective for financial statements beginning after December 15, 2017 and was applied retrospectively except for disclosures regarding liquidity and availability of resources, which are presented only for the current year. There was no effect on total assets or changes in net assets. The Charter School has adopted the amendments effective July 1, 2018.

New accounting pronouncements

Revenue from contracts with customers

In May 2014, the Financial Accounting Standards Board ("FASB") issued a new standard related to revenue recognition. Under the standard, revenue is recognized when a customer obtains control of promised goods or services in an amount that reflects the consideration the entity expects to receive in exchange for those goods or services. For nonpublic entities, the guidance in this new standard is effective for annual reporting periods beginning after December 15, 2018, and interim reporting periods within annual reporting periods beginning after December 15, 2019. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the guidance in this new standard is effective for fiscal years beginning after December 15, 2019, and interim periods within fiscal years beginning after December 15, 2020. There has been an exposure draft proposed that would delay the ASU from the initial timetable and, if passed, will take effect for fiscal years beginning after December 15, 2020, and for interim periods within fiscal years beginning after December 15, 2021. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

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

Reclassifications

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

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 2, 2019**,** which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: LIQUIDITY AND AVAILABILITY

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

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

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal year 2019.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2019:

	Amount
Cash	$ 133,825
Grants and other receivables	144,362
Total financial assets available to management for general expenditures within one year	$ 278,187

NOTE C: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30	
	2019	2018
Undesignated net (deficiency) assets	$ (68,697)	$ (141,015)
Invested in property and equipment	298,490	336,102
	$ 229,793	$ 195,087

NOTE D: SCHOOL FACILITY

Effective July 1, 2013, the Charter School entered into a fifteen-year lease for its facilities through June 30, 2028. The Charter School's base rent for the year ended June 30, 2014 was $350,000 per annum and the base rent will increase in accordance with the lease agreement. Rent expense totaled $408,216 and $408,220, for the years ended June 30, 2019 and 2018, respectively.

The future minimum payments on this agreement are as follows:

Year ending June 30,	Amount
2020	$ 408,000
2021	408,160
2022	408,163
2023	408,163
2024	408,163
Thereafter	1,632,653
	$ 3,673,302

In conjunction with this facility lease, the Charter School paid a security deposit of $30,000, which is included on the accompanying statement of financial position at June 30, 2019 and 2018.

NOTE E: OPERATING LEASE

The Charter School leased office equipment under a non-cancelable lease agreement which expired in June 2018. In April 2017, the Charter School entered into a buyout agreement for the previous office equipment and entered into another non-cancelable lease agreement expiring in March 2022. Lease expense was approximately $37,000 and $26,000 for the years ended June 30, 2019 and 2018, respectively. The future minimum payments on these agreements are as follows:

Year ending June 30,	Amount
2020	$ 25,020
2021	25,020
2022	18,765
	$ 68,805

NOTE F: RETIREMENT PLAN

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

The Charter School did not make any contributions for the years ended June 30, 2019 or 2018.

NOTE G: CONTINGENCY

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

NOTE H: CONCENTRATIONS

At June 30, 2019 and 2018, approximately 97% and 79%, respectively, of grants and other receivables are due from New York State relating to certain grants.

For the years ended June 30, 2019 and 2018, 91% and 92%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

NOTE I: FUNCTIONAL EXPENSES

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

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

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

Board of Trustees
Harbor Science and Arts Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Harbor Science and Arts Charter School, which comprise the statement of financial position as of June 30, 2019 and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 2, 2019.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of This Report

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

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 2, 2019

SUNY Charter Schools Institute
The State University of New York

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

Charter School Name:	Harbor Science and Arts Charter School
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 01, 2019
Date Submitted:	Thursday, October 31, 2019
School Fiscal Contact Name:	Mark Johnson
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Michelle M. Cain, CPA
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	[redacted]

Please submit the Annual Financial Statement and other associated documents
to BOTH
SUNY Charter Schools Institute
AND
New York State Education Department

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: https://my.epicenternow.org/home.aspx

Required 8 Items:

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

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

		If not included, state the reason(s) below. Or, *if not applicable fill in* **"N/A"**):
4)	Management Letter	Included
5)	Management Letter Response	n/a
6)	Form 990; or Extension Form 8868	Included
7)	Federal Single Audit/ Uniform Guidance in 2 CFR Part 200	n/a

7)	Guidance in 2 CFR Part 200, Subpart F	
8)	Corrective Action Plan	n/a

NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:

Online Portal: https://nysed-cso-reports.myreviewroom.com/

Required Items:

1) This transmital form (a copy of the Excel file containing the four schedules Does NOT need to be included);
2) Audited Financial Report;

And, if applicable:

3) Management Letter and Response;
4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2019

ASSETS	2018-19	2017-18
CURRENT ASSETS		
Cash and cash equivalents	$ 133,825	$ 9,353
Grants and contracts receivable	139,679	129,016
Accounts receivables	4,683	35,334
Prepaid expenses	78,263	105,116
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	356,450	278,819
PROPERTY, BUILDING AND EQUIPMENT, net	298,490	336,102
OTHER ASSETS	105,000	105,000
TOTAL ASSETS	**759,940**	**719,921**
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 66,725	$ 79,326
Accrued payroll and benefits	325,056	302,853
Deferred Revenue	4,050	1,559
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT	395,831	383,738
LONG-TERM LIABILITIES		
Deferred Rent	134,316	141,096
All other long-term debt and notes payable, net current maturities	-	-
LIABILITIES	134,316	141,096
TOTAL LIABILITIES	530,147	524,834
NET ASSETS		
Unrestricted	229,793	195,087
Temporarily restricted	-	-
TOTAL NET ASSETS	229,793	195,087

TOTAL LIABILITIES AND NET ASSETS	**759,940**	**719,921**
CK - Should be zero	-	-

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
Statement of Activities
as of June 30, 2019

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	$ 3,987,362	$ -	$ 3,987,362	$ 3,668,962
Students with disabilities	198,156	-	198,156	113,251
Grants and Contracts				
State and local	19,692	-	19,692	19,625
Federal - Title and IDEA	199,235	-	199,235	182,012
Federal - Other	4,925	-	4,925	2,909
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	173,753	-	173,753	140,715
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,583,123	-	4,583,123	4,127,474
EXPENSES				
Program Services				
Regular Education	$ 2,872,289	$ -	$ 2,872,289	$ 2,715,028
Special Education	1,088,656	-	1,088,656	972,686
Other Programs	-	-	-	-
Total Program Services	3,960,945	-	3,960,945	3,687,714
Management and general	596,964	-	596,964	617,627
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	4,557,909	-	4,557,909	4,305,341
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	25,214	-	25,214	(177,867)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	$ -	$ -	$ -	$ -
Individuals	6,984	-	6,984	13,568
Corporations	-	-	-	-
Fundraising	2,508	-	2,508	3,175
Interest income	-	-	-	-
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	9,492	-	9,492	16,743

CHANGE IN NET ASSETS	34,706	-	34,706	(161,124)
NET ASSETS BEGINNING OF YEAR	195,087	-	195,087	356,211
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	$ 229,793	$ -	$ 229,793	$ 195,087

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2019

	2018-19	2017-18
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ 34,706	$ (161,124)
Revenues from School Districts	-	-
Accounts Receivable	(10,663)	(27,124)
Due from School Districts	-	-
Depreciation	49,440	50,713
Grants Receivable	30,651	96,401
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	26,853	(97,553)
Accounts Payable	(12,601)	(10,003)
Accrued Expenses	-	-
Accrued Liabilities	22,203	47,252
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	2,491	(11,195)
Interest payments	-	-
Other	-	-
Other	(6,780)	(8,114)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 136,300	$ (120,747)
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(11,828)	(24,698)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (11,828)	$ (24,698)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ -	$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ 124,472	$ (145,445)
Cash at beginning of year	9,353	154,797
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 133,825	$ 9,352

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2019

		2018-19						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
Personnel Services Costs		$	$	$	$	$	$	$
Administrative Staff Personnel	12.00	327,841	104,151	-	431,992	-	241,417	241,417
Instructional Personnel	26.00	1,205,263	507,587	-	1,712,850	-	-	-
Non-Instructional Personnel	6.00	195,807	53,037	-	248,844	-	3,064	3,064
Total Salaries and Staff	44.00	1,728,911	664,775	-	2,393,686	-	244,481	244,481
Fringe Benefits & Payroll Taxes		411,831	158,351	-	570,182	-	58,236	58,236
Retirement		-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	156,000	156,000
Other Purchased / Professional / Consulting Services		29,152	9,351	-	38,503	-	58,435	58,435
Building and Land Rent / Lease / Facility Finance Interes		269,221	103,517	-	372,738	-	38,070	38,070
Repairs & Maintenance		33,159	12,750	-	45,909	-	4,689	4,689
Insurance		29,514	11,349	-	40,863	-	4,174	4,174
Utilities		24,914	9,580	-	34,494	-	3,523	3,523
Supplies / Materials		52,862	16,955	-	69,817	-	-	-
Equipment / Furnishings		28,995	11,148	-	40,143	-	4,100	4,100
Staff Development		7,299	2,763	-	10,062	-	3,489	3,489
Marketing / Recruitment		5,489	2,110	-	7,599	-	776	776
Technology		25,099	9,651	-	34,750	-	3,549	3,549
Food Service		141,941	45,528	-	187,469	-	-	-
Student Services		22,493	7,215	-	29,708	-	-	-
Office Expense		13,561	5,214	-	18,775	-	1,917	1,917
Depreciation		32,400	12,458	-	44,858	-	4,582	4,582
OTHER		15,448	5,941	-	21,389	-	10,943	10,943
Total Expenses		$ 2,872,289	$ 1,088,656	$ -	$ 3,960,945	$ -	$ 596,964	$ 596,964

	2017-18
Total	
$	$
673,409	787,196
1,712,850	1,452,352
251,908	309,369
2,638,167	2,548,917
628,418	545,181
-	-
-	-
-	-
156,000	153,900
96,938	98,190
410,808	410,386
50,598	47,512
45,037	42,506
38,017	41,009
69,817	43,574
44,243	33,676
13,551	10,189
8,375	4,841
38,299	28,414
187,469	161,589
29,708	18,510
20,692	20,432
49,440	50,713
32,332	45,802
$ 4,557,909	$ 4,305,341

Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >**"Prior Year"** column may *initially* be completed based upon preliminary data, and *subsequently* adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >**"Prior Year"** column may *initially* be completed based upon preliminary data, and *subsequently* adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and *approved* by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >**"Prior Year"** column may be *initially* completed based upon preliminary data, and *subsequently* adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.

6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE containe guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 20190603

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

SUNY Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Harbor Science and Arts Charter School

SCHOOL

Name:	Harbor Science and Arts Charter School

CONTACT INFORMATION

Contact Name:	Mr. Mark Johnson
Contact Title:	Principal
Contact Email:	[redacted]
Contact Phone:	[redacted]

REPORT PERIOD

Current Academic Year:	2019-20
Prior Academic Year:	2018-19

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
2019-20

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	26	26	26	28	28	28	32	32
TOTAL ENROLLMENT = 252								

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	***Revised***	Original	***Revised***	Original	***Revised***	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	0	252	0	252	0	252	0	252

***NOTE:** *If there are NO budget revisions at the time of quarterly submittal leave the 'REVISEI COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget column affected quarter(s) must be completed on tabs 2, 3 and 4.*

		PRIOR YEAR 2018-19	ANNUAL BUDGET						
			QUARTER 1		QUARTER 2		QUARTER 3		QUAR
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment
PRIMARY District	NYC CHANCELLOR'S OFFICE		252		252		252		252
SECONDARY District	(Select from drop-down list) →								

		PRIOR YEAR	ANNUAL BUDGET						
		2018-19	QUARTER 1		QUARTER 2		QUARTER 3		QUAR
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment

8	9	10	11	12
26				

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
'D' Column(s) s for the				

	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
2019-20

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.*

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3*

***NOTE:** Each quarter, the actual FTE shou*

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Executive Management												
Instructional Management		2.0		2.0		2.0		2.0				
Deans, Directors & Coordinators		4.0		4.0		4.0		4.0				
CFO / Director of Finance												
Operation / Business Manager		1.0		1.0		1.0		1.0				
Administrative Staff		2.0		2.0		2.0		2.0				
TOTAL ADMINISTRATIVE STAFF	0.0	9.0	0.0	9.0	0.0	9.0	0.0	9.0	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Teachers - Regular		16.0		16.0		16.0		16.0				
Teachers - SPED		6.0		6.0		6.0		6.0				
Substitute Teachers		0.0		0.0		0.0		0.0				
Teaching Assistants		5.0		5.0		5.0		5.0				
Specialty Teachers		0.0		0.0		0.0		0.0				
Aides		0.0		0.0		0.0		0.0				
Therapists & Counselors		1.0		1.0		1.0		1.0				
Other		0.0		0.0		0.0		0.0				
TOTAL INSTRUCTIONAL	0.0	28.0	0.0	28.0	0.0	28.0	0.0	28.0	0.0	0.0	0.0	0.0

NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Nurse												
Librarian												
Custodian		2.0		2.0		2.0		2.0				
Security		1.0		1.0		1.0		1.0				
Other		2.0		2.0		2.0		2.0				
TOTAL NON-INSTRUCTIONAL	0.0	5.0	0.0	5.0	0.0	5.0	0.0	5.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	42.0	0.0	42.0	0.0	42.0	0.0	42.0	0.0	0.0	0.0	0.0

SCIENCE AND ARTS CHARTE
2019-20

PLAN - FULL TIME EQUIVALE

***NOTE:** Enter the number of FTE positions in the "blue" cells.*	*ld be input.*

***NOTE:** State the assumptions that are being made for personnel FTE levels.*

ADMINISTRATIVE PERSONNEL FTE		Description of Assumptions
	Q4 Actual	
Executive Management		
Instructional Management		
Deans, Directors & Coordinators		
CFO / Director of Finance		
Operation / Business Manager		
Administrative Staff		
TOTAL ADMINISTRATIVE STAFF	0.0	

INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions
	Q4 Actual	
Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		
Aides		
Therapists & Counselors		
Other		
TOTAL INSTRUCTIONAL	0.0	

NON-INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions
	Q4 Actual	
Nurse		
Librarian		
Custodian		
Security		
Other		
TOTAL NON-INSTRUCTIONAL	0.0	

TOTAL PERSONNEL SERVICE FTE	0.0	

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	**1,155,670**	-	-	**1,265,070**	-	-	**1,213,070**
Total Expenses	-	**697,466**	-	-	**1,286,353**	-	-	**1,158,403**
Net Income	-	**458,203**	-	-	**(21,283)**	-	-	**54,666**
Actual Student Enrollment	-	**252**	-	-	**252**	-	-	**252**

	Prior Year Actua	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2018-19 Revenue Per Pupil	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES {*enter descriptions below*}								
Example - Add Back Depreciation	-	14,750	-	-	14,750	-	-	14,750
Other	-	-	-	-	-	-	-	-
Total Operating Activities	-	14,750	-	-	14,750	-	-	14,750
INVESTMENT ACTIVITIES {*enter descriptions below*}								
Example - Subtract Property and Equipment Expenditures	-		-	-		-	-	
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {*enter descriptions below*}								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	**14,750**	-	-	**14,750**	-	-	**14,750**
NET INCOME	-	**472,953**	-	-	**(6,533)**	-	-	**69,416**
Beginning Cash Balance	-	-	-	-	**472,953**	-	-	**466,420**
ENDING CASH BALANCE	-	**472,953**	-	-	**466,420**	-	-	**535,836**

Total Revenue	-	-	**1,237,624**	-	-
Total Expenses	-	-	**1,690,257**	-	-
Net Income	-	-	**(452,633)**	-	-
Actual Student Enrollment	-	-	**252**	-	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES {*enter descriptions below*}					
Example - Add Back Depreciation	-	-	14,750	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	14,750	-	-
INVESTMENT ACTIVITIES {*enter descriptions below*}					
Example - Subtract Property and Equipment Expenditures	-	-		-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES {*enter descriptions below*}					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	**14,750**	-	-
NET INCOME	-	-	**(437,883)**	-	-
Beginning Cash Balance	-	-	**535,836**	-	-
ENDING CASH BALANCE	-	-	**97,953**	-	-

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	**4,871,432**	**4,871,432**	**-**	**4,871,432**	**4,871,432**
Total Expenses	**4,832,479**	**4,832,479**	**-**	**(4,832,479)**	**(4,832,479)**
Net Income	**38,953**	**38,953**	**-**	**38,953**	**38,953**
Actual Student Enrollment					

	Total Year			VARIANCE		
	Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**	**DESCRIPTION OF ASSUMPTIONS**
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES {*enter descriptions below*}						
Example - Add Back Depreciation	59,000	59,000	-	59,000	59,000	
Other	-	-	-	-	-	
Total Operating Activities	59,000	59,000	-	59,000	59,000	
INVESTMENT ACTIVITIES {*enter descriptions below*}						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES {*enter descriptions below*}						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**59,000**	**59,000**	**-**	**59,000**	**59,000**	
NET INCOME	**97,953**	**97,953**	**-**	**97,953**	**97,953**	
Beginning Cash Balance	**-**	-	-	-	-	
ENDING CASH BALANCE	**97,953**	97,953	**-**	**97,953**	**97,953**	

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
ALANCE SHEET
2019-20

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

							2019-20	
Total Revenue		-	1,155,670	-	-	1,265,070	-	-
Total Expenses		-	697,466	-	-	1,286,353	-	-
Net Income		-	458,203	-	-	(21,283)	-	-
Actual Student Enrollment		-	252	-	-	252	-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
REVENUE								
REVENUES FROM STATE SOURCES	2019-20							
Per Pupil Revenue	Per Pupil Rate							
NYC CHANCELLOR'S OFFICE	16,150		1,017,450	-		1,017,450	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
ALL OTHER School Districts: (Count = 0)	-		-	-		-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	-	1,017,450	-	-	1,017,450	-	-
Special Education Revenue			96,111	-		96,111	-	
Grants								
Stimulus			-	-		-	-	
DYCD (Department of Youth and Community Development)			-	-		-	-	
Other			-	-		-	-	
NYC DoE Rental Assistance			-	-		-	-	
Other			12,159	-		12,159	-	
TOTAL REVENUE FROM STATE SOURCES		-	1,125,720	-	-	1,125,720	-	-
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-		42,000	-	
Title I			10,500	-		31,500	-	
Title Funding - Other			1,200	-		13,600	-	
School Food Service (Free Lunch)			17,000	-		51,000	-	
Grants								
Charter School Program (CSP) Planning & Implementation			-	-		-	-	
Other			-	-		-	-	

2019-20

Total Revenue	-	**1,155,670**	-	-	**1,265,070**	-	-
Total Expenses	-	**697,466**	-	-	**1,286,353**	-	-
Net Income	-	**458,203**	-	-	**(21,283)**	-	-
Actual Student Enrollment	-	**252**	-	-	**252**	-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
Other		-	-		-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	28,700	-	-	138,100	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-		-	-	
Fundraising		1,250	-		1,250	-	
Erate Reimbursement		-	-		-	-	
Earnings on Investments		-	-		-	-	
Interest Income		-	-		-	-	
Food Service (Income from meals)		-	-		-	-	
Text Book		-	-		-	-	
OTHER		-	-		-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	1,250	-	-	1,250	-	-
TOTAL REVENUE	-	**1,155,670**	-	-	**1,265,070**	-	-

2019-20

Total Revenue	-	**1,155,670**	-	-	**1,265,070**	-	-
Total Expenses	-	**697,466**	-	-	**1,286,353**	-	-
Net Income	-	**458,203**	-	-	**(21,283)**	-	-
Actual Student Enrollment	-	**252**	-	-	**252**	-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
		Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
EXPENSES	Quarter 0							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	-		-	-		-	-	
Instructional Management	-		27,583	-		64,360	-	
Deans, Directors & Coordinators	-		34,079	-		79,519	-	
CFO / Director of Finance	-		-	-		-	-	
Operation / Business Manager	-		6,346	-		14,808	-	
Administrative Staff	-		6,329	-		14,767	-	
TOTAL ADMINISTRATIVE STAFF	-	-	74,337	-	-	173,453	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-		138,317	-		322,739	-	
Teachers - SPED	-		46,812	-		109,227	-	
Substitute Teachers	-		1,385	-		3,231	-	
Teaching Assistants	-		23,138	-		53,989	-	
Specialty Teachers	-		-	-		-	-	
Aides	-		-	-		-	-	
Therapists & Counselors	-		5,942	-		13,865	-	
Other	-		-	-		-	-	
TOTAL INSTRUCTIONAL	-	-	215,593	-	-	503,051	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-		-	-		-	-	
Librarian	-		-	-		-	-	
Custodian	-		6,655	-		15,529	-	
Security	-		7,309	-		17,054	-	
Other	-		27,284	-		74,483	-	
TOTAL NON-INSTRUCTIONAL	-	-	41,248	-	-	107,067	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	331,179	-	-	783,571	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			27,499	-		64,165	-	
Fringe / Employee Benefits			51,895	-		107,099	-	
Retirement / Pension			1,005	-		1,005	-	
TOTAL PAYROLL TAXES AND BENEFITS		-	80,399	-	-	172,269	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	411,578	-	-	955,839	-	-

2019-20

Total Revenue	-	**1,155,670**	-	-	**1,265,070**	-	-
Total Expenses	-	**697,466**	-	-	**1,286,353**	-	-
Net Income	-	**458,203**	-	-	**(21,283)**	-	-
Actual Student Enrollment	-	**252**	-	-	**252**	-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
CONTRACTED SERVICES							
Accounting / Audit		41,750	-		41,750	-	
Legal		-	-		-	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		2,300	-		2,300	-	
Special Ed Services		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		10,960	-		12,880	-	
TOTAL CONTRACTED SERVICES	-	55,010	-	-	56,930	-	-

2019-20

Total Revenue	-	1,155,670	-	-	1,265,070	-	-
Total Expenses	-	697,466	-	-	1,286,353	-	-
Net Income	-	458,203	-	-	(21,283)	-	-
Actual Student Enrollment	-	252	-	-	252	-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
SCHOOL OPERATIONS							
Board Expenses		250	-		250	-	
Classroom / Teaching Supplies & Materials		7,050	-		7,050	-	
Special Ed Supplies & Materials		-	-		-	-	
Textbooks / Workbooks		-	-		-	-	
Supplies & Materials other		750	-		750	-	
Equipment / Furniture		9,035	-		9,035	-	
Telephone		3,285	-		3,285	-	
Technology		8,395	-		8,395	-	
Student Testing & Assessment		1,625	-		1,625	-	
Field Trips		423	-		1,270	-	
Transportation (student)		-	-		-	-	
Student Services - other		2,575	-		3,975	-	
Office Expense		5,875	-		5,875	-	
Staff Development		1,050	-		1,050	-	
Staff Recruitment		2,125	-		2,125	-	
Student Recruitment / Marketing		119	-		119	-	
School Meals / Lunch		27,729	-		68,187	-	
Travel (Staff)		625	-		625	-	
Fundraising		250	-		250	-	
Other		2,509	-		2,509	-	
TOTAL SCHOOL OPERATIONS	-	73,670	-	-	116,374	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		15,256	-		15,256	-	
Janitorial		-	-		-	-	
Building and Land Rent / Lease / Facility Finance Interest		106,403	-		106,403	-	
Repairs & Maintenance		10,000	-		10,000	-	
Equipment / Furniture		-	-		-	-	
Security		-	-		-	-	
Utilities		10,800	-		10,800	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	142,459	-	-	142,459	-	-
DEPRECIATION & AMORTIZATION		14,750	-		14,750	-	
RESERVES / CONTINGENCY		-	-		-	-	
DEFERRED RENT		-	-		-	-	

2019-20

Total Revenue	-	1,155,670	-	-	1,265,070	-	-
Total Expenses	-	697,466	-	-	1,286,353	-	-
Net Income	-	458,203	-	-	(21,283)	-	-
Actual Student Enrollment	-	252	-	-	252	-	-

*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
TOTAL EXPENSES	-	697,466	-	-	1,286,353	-	-
NET INCOME	-	458,203	-	-	(21,283)	-	-

Total Revenue	-	1,155,670	-	-	1,265,070	-	-
Total Expenses	-	697,466	-	-	1,286,353	-	-
Net Income	-	458,203	-	-	(21,283)	-	-
Actual Student Enrollment	-	252	-	-	252	-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
ENROLLMENT - *School Districts Are Linked To Above Entries*							
NYC CHANCELLOR'S OFFICE	-	252	-	-	252	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	252	-	-	252	-	-
REVENUE PER PUPIL	-	4,586	-	-	5,020	-	-
EXPENSES PER PUPIL	-	2,768	-	-	5,105	-	-

RTER SCHOOL
n

Total Revenue		**1,213,070**	**-**	**-**	**1,237,624**	**-**
Total Expenses		**1,158,403**	**-**	**-**	**1,690,257**	**-**
Net Income		**54,666**	**-**	**-**	**(452,633)**	**-**
Actual Student Enrollment		**252**	**-**	**-**	**252**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
		Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
REVENUE						
REVENUES FROM STATE SOURCES	2019-20					
Per Pupil Revenue	Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	16,150	1,017,450	-		1,017,450	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
ALL OTHER School Districts: (Count = 0)	-	-	-		-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	1,017,450	-	-	1,017,450	-
Special Education Revenue		96,111	-		96,111	-
Grants						
Stimulus		-	-		-	-
DYCD (Department of Youth and Community Development)		-	-		-	-
Other		-	-		-	-
NYC DoE Rental Assistance		-	-		-	-
Other		12,159	-		32,213	-
TOTAL REVENUE FROM STATE SOURCES		1,125,720	-	-	1,145,774	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	-		-	-
Title I		31,500	-		31,500	-
Title Funding - Other		3,600	-		3,600	-
School Food Service (Free Lunch)		51,000	-		51,000	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-		-	-
Other		-	-		-	-

RTER SCHOOL
n

Total Revenue	**1,213,070**	**-**	**-**	**1,237,624**	**-**
Total Expenses	**1,158,403**	**-**	**-**	**1,690,257**	**-**
Net Income	**54,666**	**-**	**-**	**(452,633)**	**-**
Actual Student Enrollment	**252**	**-**	**-**	**252**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
Other	-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	86,100	-	-	86,100	-
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-		4,500	-
Fundraising	1,250	-		1,250	-
Erate Reimbursement	-	-		-	-
Earnings on Investments	-	-		-	-
Interest Income	-	-		-	-
Food Service (Income from meals)	-	-		-	-
Text Book	-	-		-	-
OTHER	-	-		-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,250	-	-	5,750	-
TOTAL REVENUE	**1,213,070**	**-**	**-**	**1,237,624**	**-**

RTER SCHOOL
n

Total Revenue		**1,213,070**	**-**	**-**	**1,237,624**	**-**
Total Expenses		**1,158,403**	**-**	**-**	**1,690,257**	**-**
Net Income		**54,666**	**-**	**-**	**(452,633)**	**-**
Actual Student Enrollment		**252**	**-**	**-**	**252**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
		Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
EXPENSES	Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	-	-	-		-	-
Instructional Management	-	55,165	-		91,942	-
Deans, Directors & Coordinators	-	68,159	-		113,598	-
CFO / Director of Finance	-	-	-		-	-
Operation / Business Manager	-	12,692	-		21,154	-
Administrative Staff	-	12,657	-		21,095	-
TOTAL ADMINISTRATIVE STAFF	-	148,674	-	-	247,789	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	276,634	-		461,056	-
Teachers - SPED	-	93,623	-		156,038	-
Substitute Teachers	-	2,769	-		4,615	-
Teaching Assistants	-	46,276	-		77,127	-
Specialty Teachers	-	-	-		-	-
Aides	-	-	-		-	-
Therapists & Counselors	-	11,885	-		19,808	-
Other	-	-	-		-	-
TOTAL INSTRUCTIONAL	-	431,187	-	-	718,645	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-		-	-
Librarian	-	-	-		-	-
Custodian	-	13,311	-		22,185	-
Security	-	14,618	-		24,363	-
Other	-	70,799	-		85,536	-
TOTAL NON-INSTRUCTIONAL	-	98,728	-	-	132,084	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	678,588	-	-	1,098,518	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		54,999	-		91,664	-
Fringe / Employee Benefits		93,298	-		148,501	-
Retirement / Pension		1,005	-		1,005	-
TOTAL PAYROLL TAXES AND BENEFITS		149,301	-	-	241,171	-
TOTAL PERSONNEL SERVICE COSTS	-	827,890	-	-	1,339,689	-

RTER SCHOOL
n

Total Revenue	**1,213,070**	**-**	**-**	**1,237,624**	**-**
Total Expenses	**1,158,403**	**-**	**-**	**1,690,257**	**-**
Net Income	**54,666**	**-**	**-**	**(452,633)**	**-**
Actual Student Enrollment	**252**	**-**	**-**	**252**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	RTER SCHOOL n Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
CONTRACTED SERVICES					
Accounting / Audit	41,750	-		41,750	-
Legal	-	-		-	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	-	-		-	-
Payroll Services	2,300	-		2,300	-
Special Ed Services	-	-		-	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	12,880	-		12,880	-
TOTAL CONTRACTED SERVICES	56,930	-	-	56,930	-

RTER SCHOOL
n

Total Revenue	**1,213,070**	**-**	**-**	**1,237,624**	**-**
Total Expenses	**1,158,403**	**-**	**-**	**1,690,257**	**-**
Net Income	**54,666**	**-**	**-**	**(452,633)**	**-**
Actual Student Enrollment	**252**	**-**	**-**	**252**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
SCHOOL OPERATIONS					
Board Expenses	250	-		250	-
Classroom / Teaching Supplies & Materials	7,050	-		12,400	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	-	-		14,704	-
Supplies & Materials other	750	-		750	-
Equipment / Furniture	9,035	-		9,035	-
Telephone	3,285	-		3,285	-
Technology	8,395	-		8,395	-
Student Testing & Assessment	1,625	-		1,625	-
Field Trips	1,270	-		1,270	-
Transportation (student)	-	-		-	-
Student Services - other	3,975	-		3,975	-
Office Expense	5,875	-		5,875	-
Staff Development	1,050	-		1,050	-
Staff Recruitment	2,125	-		2,125	-
Student Recruitment / Marketing	119	-		119	-
School Meals / Lunch	68,187	-		68,187	-
Travel (Staff)	625	-		625	-
Fundraising	250	-		250	-
Other	2,509	-		2,509	-
TOTAL SCHOOL OPERATIONS	116,374	-	-	136,428	-
FACILITY OPERATION & MAINTENANCE					
Insurance	15,256	-		15,256	-
Janitorial	-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest	106,403	-		106,403	-
Repairs & Maintenance	10,000	-		10,000	-
Equipment / Furniture	-	-		-	-
Security	-	-		-	-
Utilities	10,800	-		10,800	-
TOTAL FACILITY OPERATION & MAINTENANCE	142,459	-	-	142,459	-
DEPRECIATION & AMORTIZATION	14,750	-		14,750	-
RESERVES / CONTINGENCY	-	-		-	-
DEFERRED RENT	-	-		-	-

RTER SCHOOL

n

RTER SCHOOL

n

Total Revenue	1,213,070	-	-	1,237,624	-
Total Expenses	1,158,403	-	-	1,690,257	-
Net Income	54,666	-	-	(452,633)	-
Actual Student Enrollment	252	-	-	252	-

*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
TOTAL EXPENSES	1,158,403	-	-	1,690,257	-
NET INCOME	54,666	-	-	(452,633)	-

RTER SCHOOL

n

Total Revenue	**1,213,070**	**-**	**-**	**1,237,624**	**-**
Total Expenses	**1,158,403**	**-**	**-**	**1,690,257**	**-**
Net Income	**54,666**	**-**	**-**	**(452,633)**	**-**
Actual Student Enrollment	**252**	**-**	**-**	**252**	**-**

Quarter - 1/1 - 3/31

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	252	-	-	252	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-
TOTAL ENROLLMENT	**252**	**-**	**-**	**252**	**-**
REVENUE PER PUPIL	**4,814**	**-**	**-**	**4,911**	**-**
EXPENSES PER PUPIL	**4,597**	**-**	**-**	**6,707**	**-**

HARBOR SCIENCE AND ARTS CHARTER SCH

Budget / Operating Plan

	2019-20							
Total Revenue	-	-	-	4,871,432	(4,871,432)	-	-	4,871,4
Total Expenses	-	-	-	4,832,479	4,832,479	-	-	4,832,4
Net Income	-	-	-	38,953	(38,953)	-	-	38,9
Actual Student Enrollment	-	-	-			-	-	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	2019-20 Per Pupil Rate	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Origin Budget -
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue									
NYC CHANCELLOR'S OFFICE	16,150	-	-	-	4,069,800	(4,069,800)	-	-	4,069,8
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	-	-	-	4,069,800	(4,069,800)	-	-	4,069,8
Special Education Revenue		-	-	-	384,442	(384,442)	-	-	384,4
Grants									
Stimulus		-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	
NYC DoE Rental Assistance		-	-	-	-	-	-	-	
Other		-	-	-	68,690	(68,690)	-	-	68,6
TOTAL REVENUE FROM STATE SOURCES		-	-	-	4,522,932	(4,522,932)	-	-	4,522,9
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs		-	-	-	42,000	(42,000)	-	-	42,0
Title I		-	-	-	105,000	(105,000)	-	-	105,0
Title Funding - Other		-	-	-	22,000	(22,000)	-	-	22,0
School Food Service (Free Lunch)		-	-	-	170,000	(170,000)	-	-	170,0
Grants									
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	

HARBOR SCIENCE AND ARTS CHARTER SCH

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	**4,871,432**	**(4,871,432)**	-	-	**4,871,4**
Total Expenses	-	-	-	**4,832,479**	**4,832,479**	-	-	**4,832,4**
Net Income	-	-	-	**38,953**	**(38,953)**	-	-	**38,9**
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Actual**	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**	**Origin Budget -**
Other	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	339,000	(339,000)	-	-	339,0
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	4,500	(4,500)	-	-	4,5
Fundraising	-	-	-	5,000	(5,000)	-	-	5,0
Erate Reimbursement	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	9,500	(9,500)	-	-	9,5
TOTAL REVENUE	-	-	-	**4,871,432**	**(4,871,432)**	-	-	**4,871,4**

HARBOR SCIENCE AND ARTS CHARTER SCH

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	**4,871,432**	**(4,871,432)**	-	-	**4,871,4**
Total Expenses	-	-	-	**4,832,479**	**4,832,479**	-	-	**4,832,4**
Net Income	-	-	-	**38,953**	**(38,953)**	-	-	**38,9**
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Actual**	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**	**Origin Budget -**
EXPENSES	Quarter 0								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions								
Executive Management	-	-	-	-	-	-	-	-	
Instructional Management	-	-	-	-	239,050	239,050	-	-	239,0
Deans, Directors & Coordinators	-	-	-	-	295,355	295,355	-	-	295,3
CFO / Director of Finance	-	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	55,000	55,000	-	-	55,0
Administrative Staff	-	-	-	-	54,848	54,848	-	-	54,8
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	644,253	644,253	-	-	644,2
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-	-	-	-	1,198,746	1,198,746	-	-	1,198,7
Teachers - SPED	-	-	-	-	405,700	405,700	-	-	405,7
Substitute Teachers	-	-	-	-	12,000	12,000	-	-	12,0
Teaching Assistants	-	-	-	-	200,530	200,530	-	-	200,5
Specialty Teachers	-	-	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	51,500	51,500	-	-	51,5
Other	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	-	-	-	-	1,868,476	1,868,476	-	-	1,868,4
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	57,680	57,680	-	-	57,6
Security	-	-	-	-	63,345	63,345	-	-	63,3
Other	-	-	-	-	258,103	258,103	-	-	258,1
TOTAL NON-INSTRUCTIONAL	-	-	-	-	379,128	379,128	-	-	379,1
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	2,891,856	2,891,856	-	-	2,891,8
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		-	-	-	238,327	238,327	-	-	238,3
Fringe / Employee Benefits		-	-	-	400,792	400,792	-	-	400,7
Retirement / Pension		-	-	-	4,020	4,020	-	-	4,0
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	643,139	643,139	-	-	643,1
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	3,534,995	3,534,995	-	-	3,534,9

HARBOR SCIENCE AND ARTS CHARTER SCH

Budget / Operating Plan

	2019-20							
Total Revenue	-	-	-	4,871,432	(4,871,432)	-	-	4,871,4
Total Expenses	-	-	-	4,832,479	4,832,479	-	-	4,832,4
Net Income	-	-	-	38,953	(38,953)	-	-	38,9
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Actual**	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**	**Origin Budget -**
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	167,000	167,000	-	-	167,0
Legal	-	-	-	-	-	-	-	
Management Company Fee	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	
Payroll Services	-	-	-	9,200	9,200	-	-	9,2
Special Ed Services	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	49,600	49,600	-	-	49,6
TOTAL CONTRACTED SERVICES	-	-	-	225,800	225,800	-	-	225,8

HARBOR SCIENCE AND ARTS CHARTER SCH

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	4,871,432	(4,871,432)	-	-	4,871,4
Total Expenses	-	-	-	4,832,479	4,832,479	-	-	4,832,4
Net Income	-	-	-	38,953	(38,953)	-	-	38,9
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Actual**	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**	**Origin Budget -**
SCHOOL OPERATIONS								
Board Expenses	-	-	-	1,000	1,000	-	-	1,0
Classroom / Teaching Supplies & Materials	-	-	-	33,550	33,550	-	-	33,5
Special Ed Supplies & Materials	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	14,704	14,704	-	-	14,7
Supplies & Materials other	-	-	-	3,000	3,000	-	-	3,0
Equipment / Furniture	-	-	-	36,140	36,140	-	-	36,1
Telephone	-	-	-	13,140	13,140	-	-	13,1
Technology	-	-	-	33,580	33,580	-	-	33,5
Student Testing & Assessment	-	-	-	6,500	6,500	-	-	6,5
Field Trips	-	-	-	4,233	4,233	-	-	4,2
Transportation (student)	-	-	-	-	-	-	-	
Student Services - other	-	-	-	14,500	14,500	-	-	14,5
Office Expense	-	-	-	23,500	23,500	-	-	23,5
Staff Development	-	-	-	4,200	4,200	-	-	4,2
Staff Recruitment	-	-	-	8,500	8,500	-	-	8,5
Student Recruitment / Marketing	-	-	-	475	475	-	-	4
School Meals / Lunch	-	-	-	232,290	232,290	-	-	232,2
Travel (Staff)	-	-	-	2,500	2,500	-	-	2,5
Fundraising	-	-	-	1,000	1,000	-	-	1,0
Other	-	-	-	10,035	10,035	-	-	10,0
TOTAL SCHOOL OPERATIONS	-	-	-	442,847	442,847	-	-	442,8
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	61,025	61,025	-	-	61,0
Janitorial	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	425,612	425,612	-	-	425,6
Repairs & Maintenance	-	-	-	40,000	40,000	-	-	40,0
Equipment / Furniture	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Utilities	-	-	-	43,200	43,200	-	-	43,2
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	569,837	569,837	-	-	569,8
DEPRECIATION & AMORTIZATION	-	-	-	59,000	59,000	-	-	59,0
RESERVES / CONTINGENCY	-	-	-	-	-	-	-	
DEFERRED RENT	-	-	-	-	-	-	-	

HARBOR SCIENCE AND ARTS CHARTER SCH

Budget / Operating Plan

	2019-20							
Total Revenue	-	-	-	4,871,432	(4,871,432)	-	-	4,871,4
Total Expenses	-	-	-	4,832,479	4,832,479	-	-	4,832,4
Net Income	-	-	-	38,953	(38,953)	-	-	38,9
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Origin Budget -
TOTAL EXPENSES	-	-	-	4,832,479	4,832,479	-	-	4,832,4
NET INCOME	-	-	-	38,953	(38,953)	-	-	38,9

HARBOR SCIENCE AND ARTS CHARTER SCH

2019-20

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	4,871,432	(4,871,432)	-	-	4,871,4
Total Expenses	-	-	-	4,832,479	4,832,479	-	-	4,832,4
Net Income	-	-	-	38,953	(38,953)	-	-	38,9
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Actual**	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**	**Origin Budget -**
ENROLLMENT - *School Districts Are Linked To Above Entries*	*** Enrollment Data Based on Last Actual Quarter Completed**							
NYC CHANCELLOR'S OFFICE	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-	
TOTAL ENROLLMENT	-	-	-			-	-	
REVENUE PER PUPIL	-	-	-			-	-	
EXPENSES PER PUPIL	-	-	-			-	-	

	L		
Total Revenue	**(4,871,432)**	**-**	**-**
Total Expenses	**4,832,479**	**-**	**-**
Net Income	**(38,953)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY**	**Actual CY vs. Actual PY**
REVENUE				
REVENUES FROM STATE SOURCES	2019-20			
Per Pupil Revenue	Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	16,150	(4,069,800)	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	(4,069,800)	-	-
Special Education Revenue		(384,442)	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		-	-	-
Other		(68,690)	-	-
TOTAL REVENUE FROM STATE SOURCES		(4,522,932)	-	-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		(42,000)	-	-
Title I		(105,000)	-	-
Title Funding - Other		(22,000)	-	-
School Food Service (Free Lunch)		(170,000)	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		-	-	-

	L		
Total Revenue	**(4,871,432)**	**-**	**-**
Total Expenses	**4,832,479**	**-**	**-**
Net Income	**(38,953)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY**	**Actual CY vs. Actual PY**
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(339,000)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	(4,500)	-	-
Fundraising	(5,000)	-	-
Erate Reimbursement	-	-	-
Earnings on Investments	-	-	-
Interest Income	-	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(9,500)	-	-
TOTAL REVENUE	**(4,871,432)**	**-**	**-**

	L		
Total Revenue	**(4,871,432)**	**-**	**-**
Total Expenses	**4,832,479**	**-**	**-**
Net Income	**(38,953)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY**	**Actual CY vs. Actual PY**
EXPENSES	Quarter 0			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions			
Executive Management	-	-	-	-
Instructional Management	-	239,050	-	-
Deans, Directors & Coordinators	-	295,355	-	-
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	-	55,000	-	-
Administrative Staff	-	54,848	-	-
TOTAL ADMINISTRATIVE STAFF	-	644,253	-	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	1,198,746	-	-
Teachers - SPED	-	405,700	-	-
Substitute Teachers	-	12,000	-	-
Teaching Assistants	-	200,530	-	-
Specialty Teachers	-	-	-	-
Aides	-	-	-	-
Therapists & Counselors	-	51,500	-	-
Other	-	-	-	-
TOTAL INSTRUCTIONAL	-	1,868,476	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	57,680	-	-
Security	-	63,345	-	-
Other	-	258,103	-	-
TOTAL NON-INSTRUCTIONAL	-	379,128	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	2,891,856	-	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		238,327	-	-
Fringe / Employee Benefits		400,792	-	-
Retirement / Pension		4,020	-	-
TOTAL PAYROLL TAXES AND BENEFITS		643,139	-	-
TOTAL PERSONNEL SERVICE COSTS	-	3,534,995	-	-

	L		
Total Revenue	**(4,871,432)**	**-**	**-**
Total Expenses	**4,832,479**	**-**	**-**
Net Income	**(38,953)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**L** **Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY**	**Actual CY vs. Actual PY**
CONTRACTED SERVICES			
Accounting / Audit	167,000	-	-
Legal	-	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	9,200	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	49,600	-	-
TOTAL CONTRACTED SERVICES	225,800	-	-

	L		
Total Revenue	**(4,871,432)**	**-**	**-**
Total Expenses	**4,832,479**	**-**	**-**
Net Income	**(38,953)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY**	**Actual CY vs. Actual PY**
SCHOOL OPERATIONS			
Board Expenses	1,000	-	-
Classroom / Teaching Supplies & Materials	33,550	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	14,704	-	-
Supplies & Materials other	3,000	-	-
Equipment / Furniture	36,140	-	-
Telephone	13,140	-	-
Technology	33,580	-	-
Student Testing & Assessment	6,500	-	-
Field Trips	4,233	-	-
Transportation (student)	-	-	-
Student Services - other	14,500	-	-
Office Expense	23,500	-	-
Staff Development	4,200	-	-
Staff Recruitment	8,500	-	-
Student Recruitment / Marketing	475	-	-
School Meals / Lunch	232,290	-	-
Travel (Staff)	2,500	-	-
Fundraising	1,000	-	-
Other	10,035	-	-
TOTAL SCHOOL OPERATIONS	442,847	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	61,025	-	-
Janitorial	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	425,612	-	-
Repairs & Maintenance	40,000	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	43,200	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	569,837	-	-
DEPRECIATION & AMORTIZATION	59,000	-	-
RESERVES / CONTINGENCY	-	-	-
DEFERRED RENT	-	-	-

	L		
	L		
Total Revenue	(4,871,432)	-	-
Total Expenses	4,832,479	-	-
Net Income	(38,953)	-	-
Actual Student Enrollment		-	

*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
TOTAL EXPENSES	4,832,479	-	-
NET INCOME	(38,953)	-	-

	L		
			-
			-
			-
Total Revenue	**(4,871,432)**	-	-
Total Expenses	**4,832,479**	-	-
Net Income	**(38,953)**	-	-
Actual Student Enrollment		-	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY**	**Actual CY vs. Actual PY**
ENROLLMENT - *School Districts Are Linked To Above Entries*			
NYC CHANCELLOR'S OFFICE		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
ALL OTHER School Districts: (Count = 0)		-	-
TOTAL ENROLLMENT		-	-
REVENUE PER PUPIL		-	-
EXPENSES PER PUPIL		-	-

Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

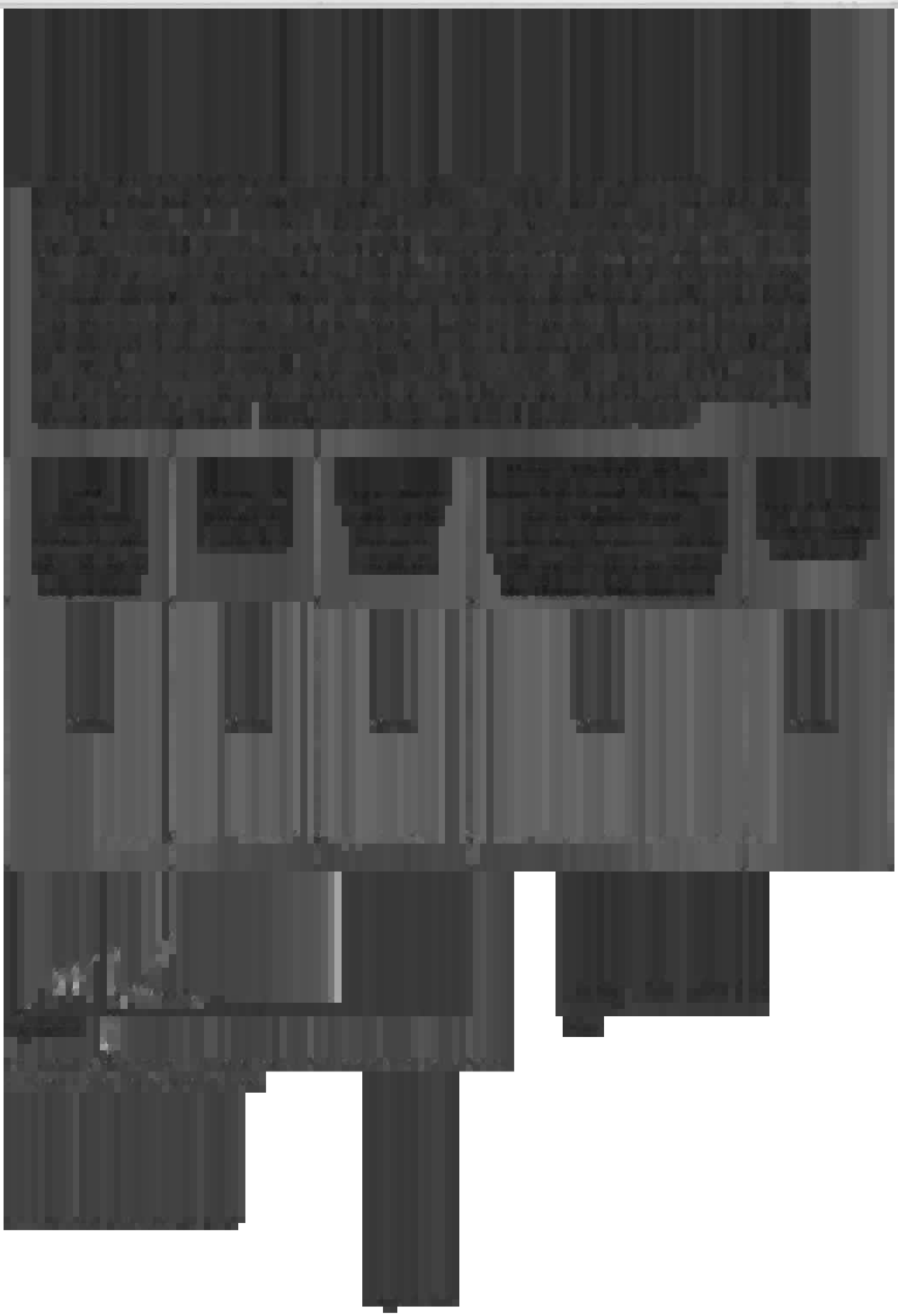
2019-20

Administrative expenditures per pupil:	$0.00
Per NYS Statute	Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

[redacted]

[redacted]



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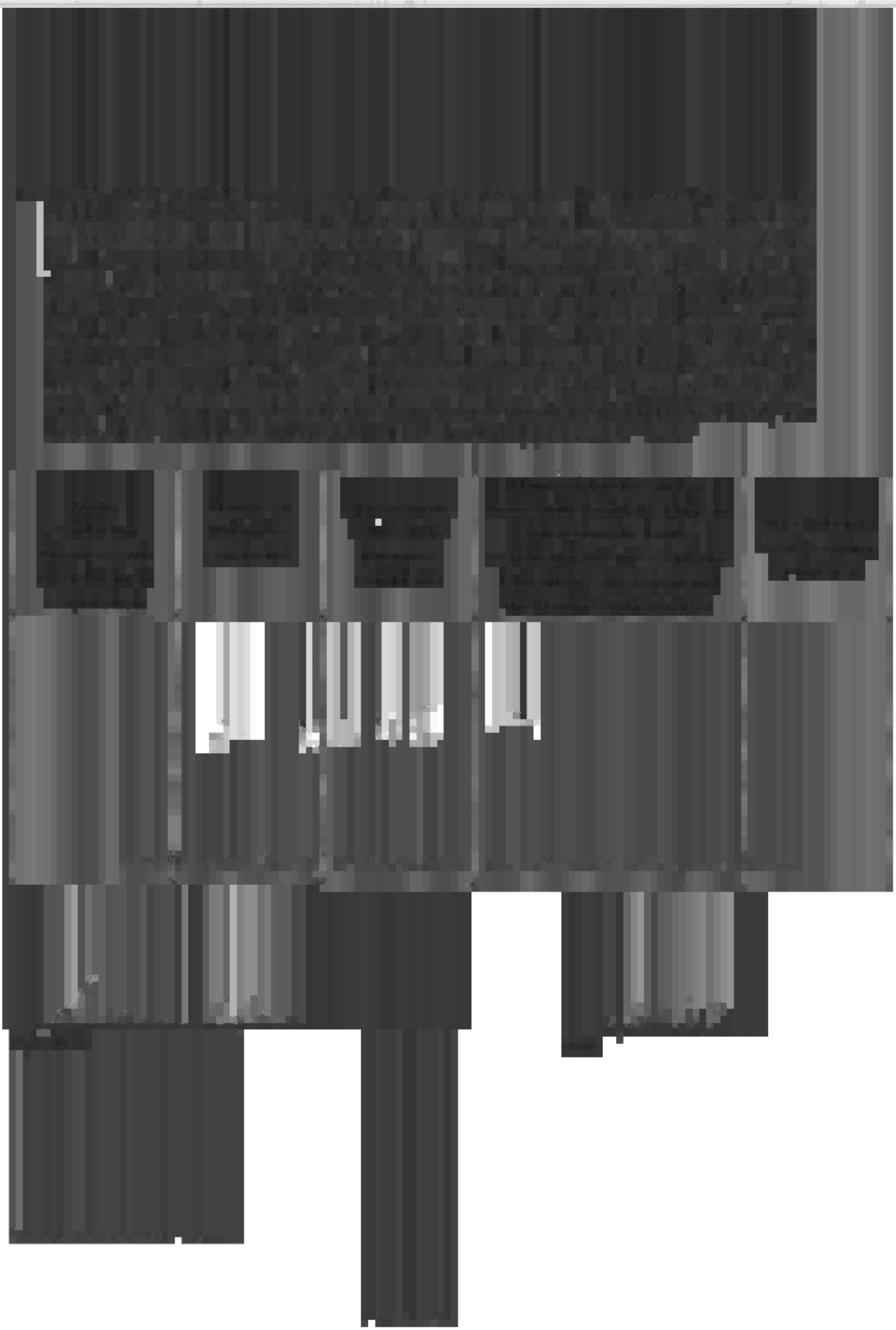
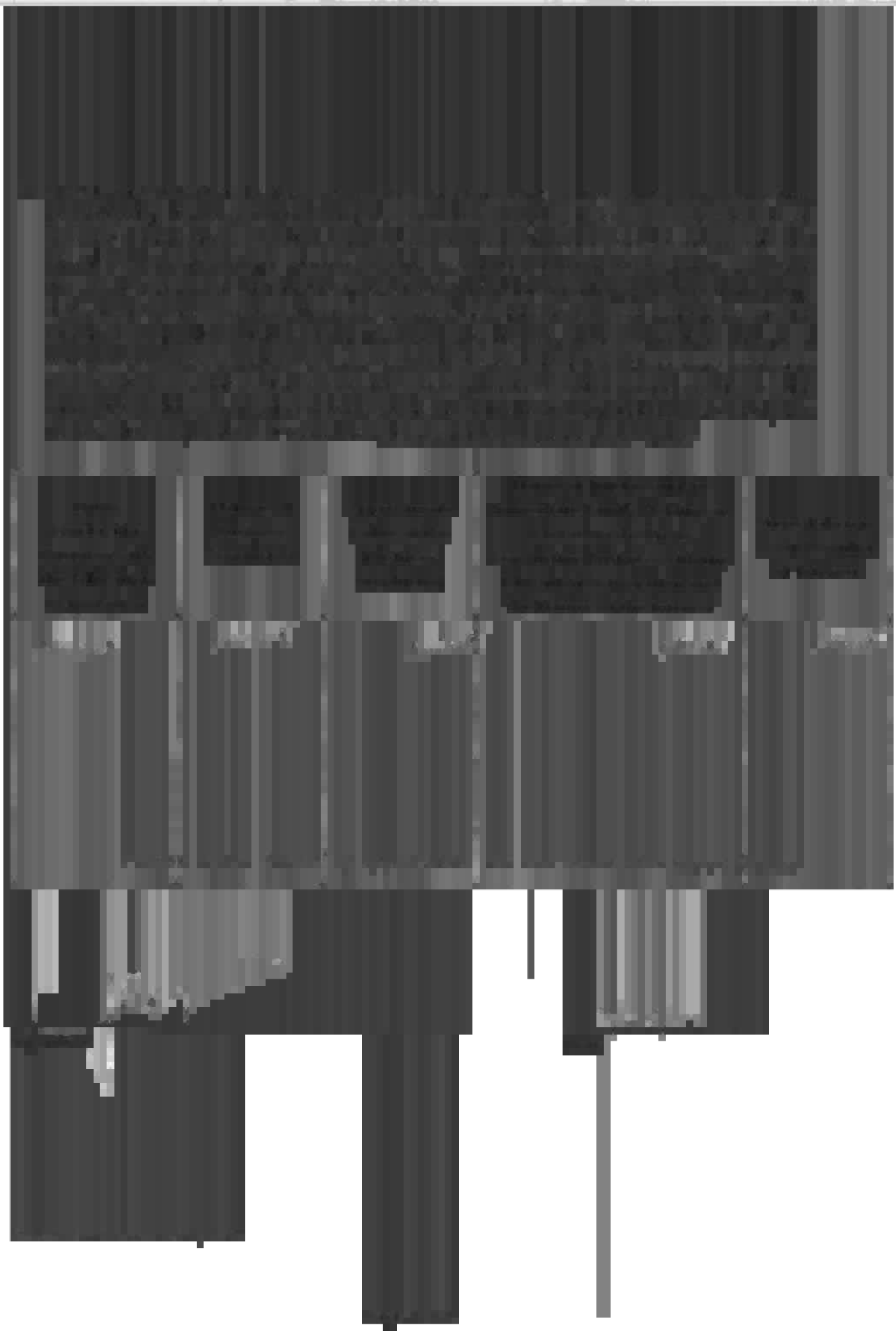
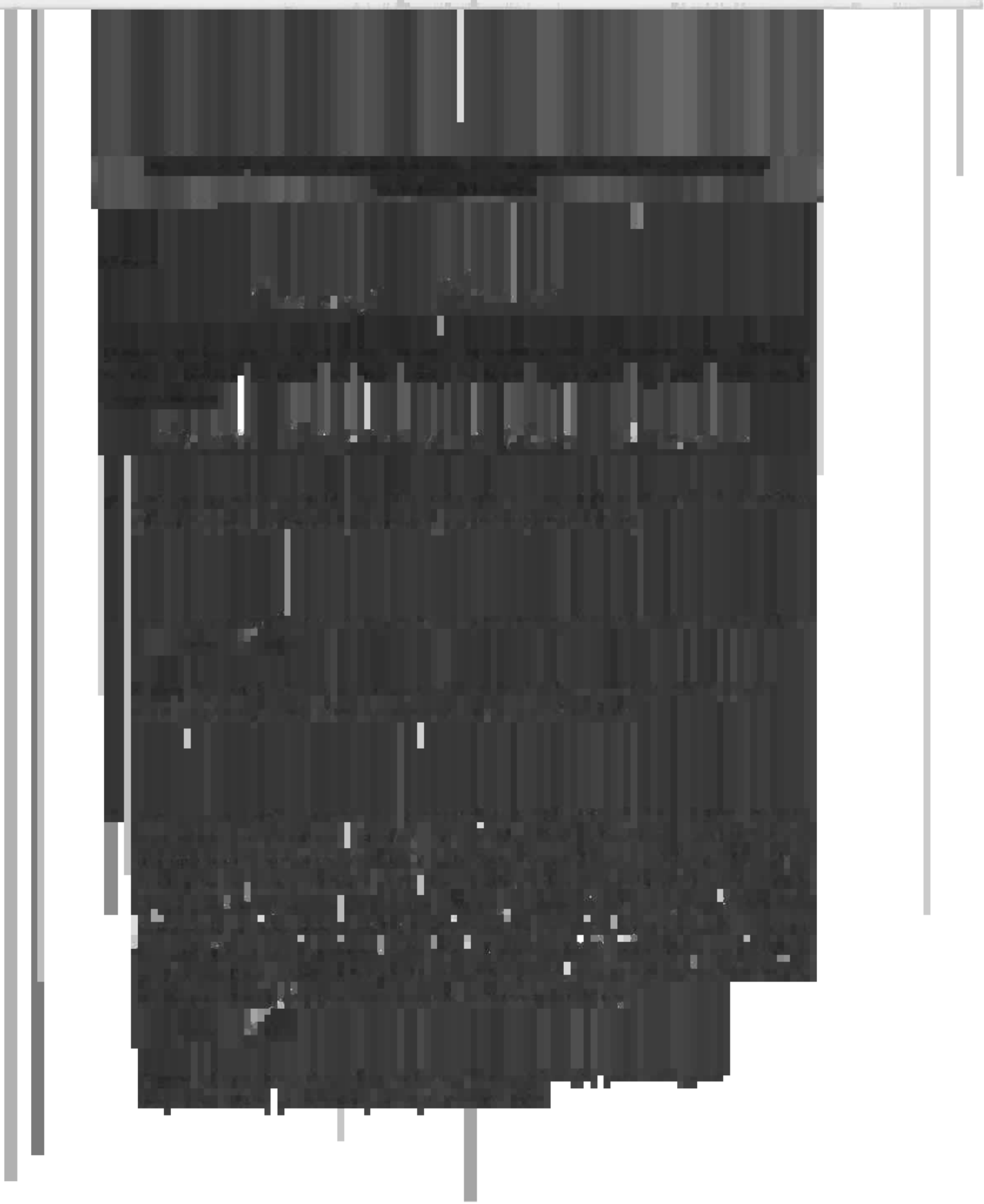
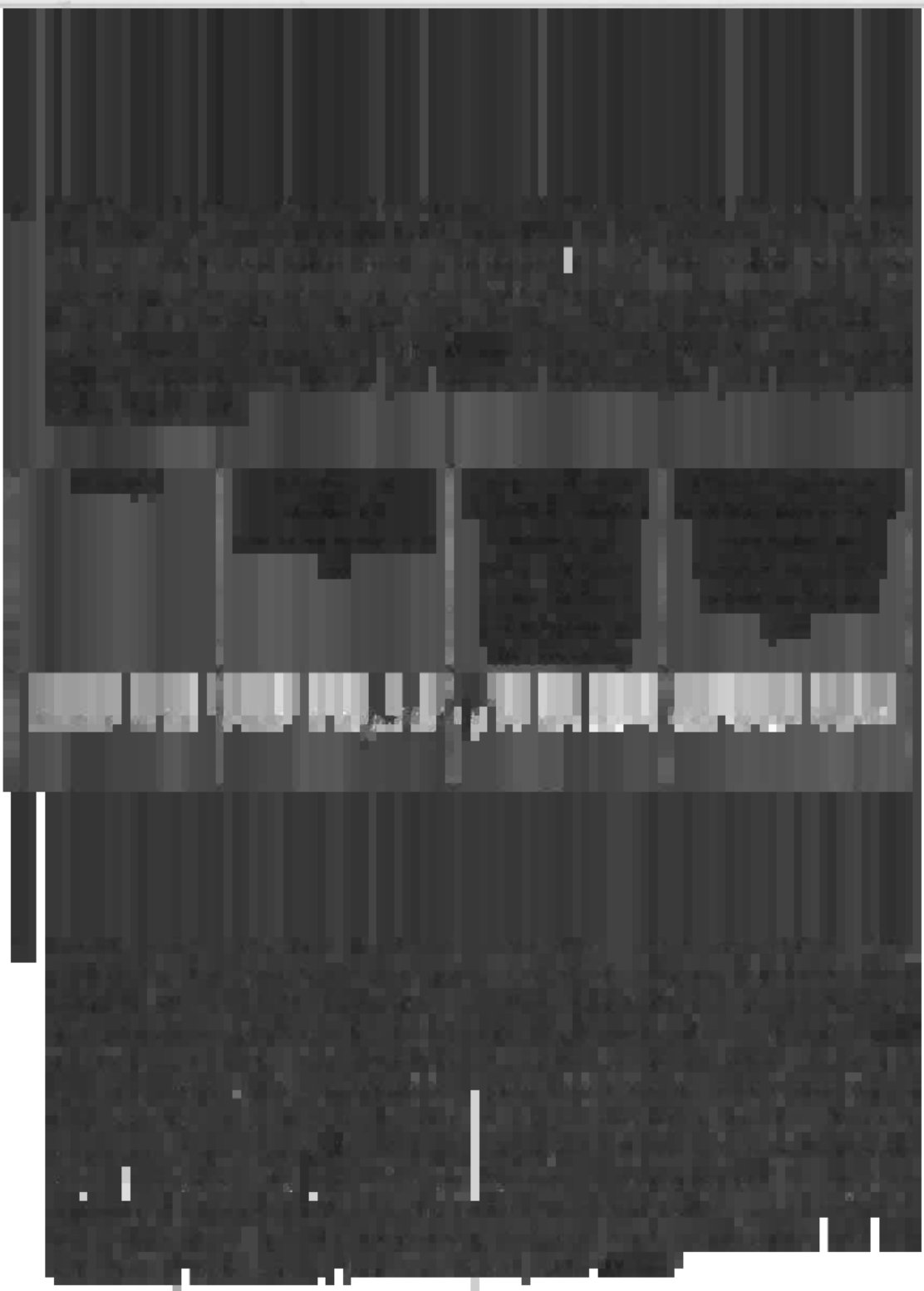
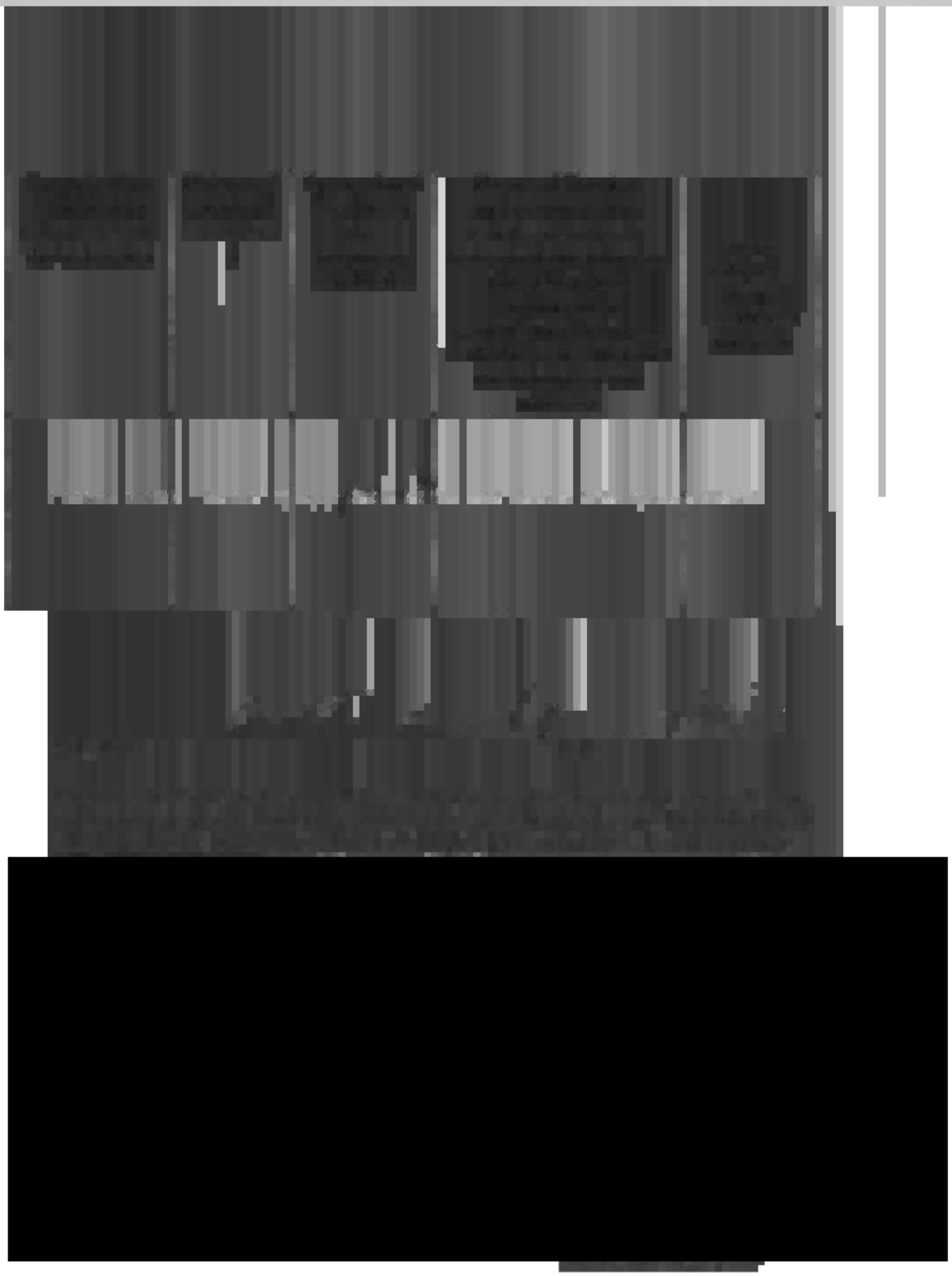


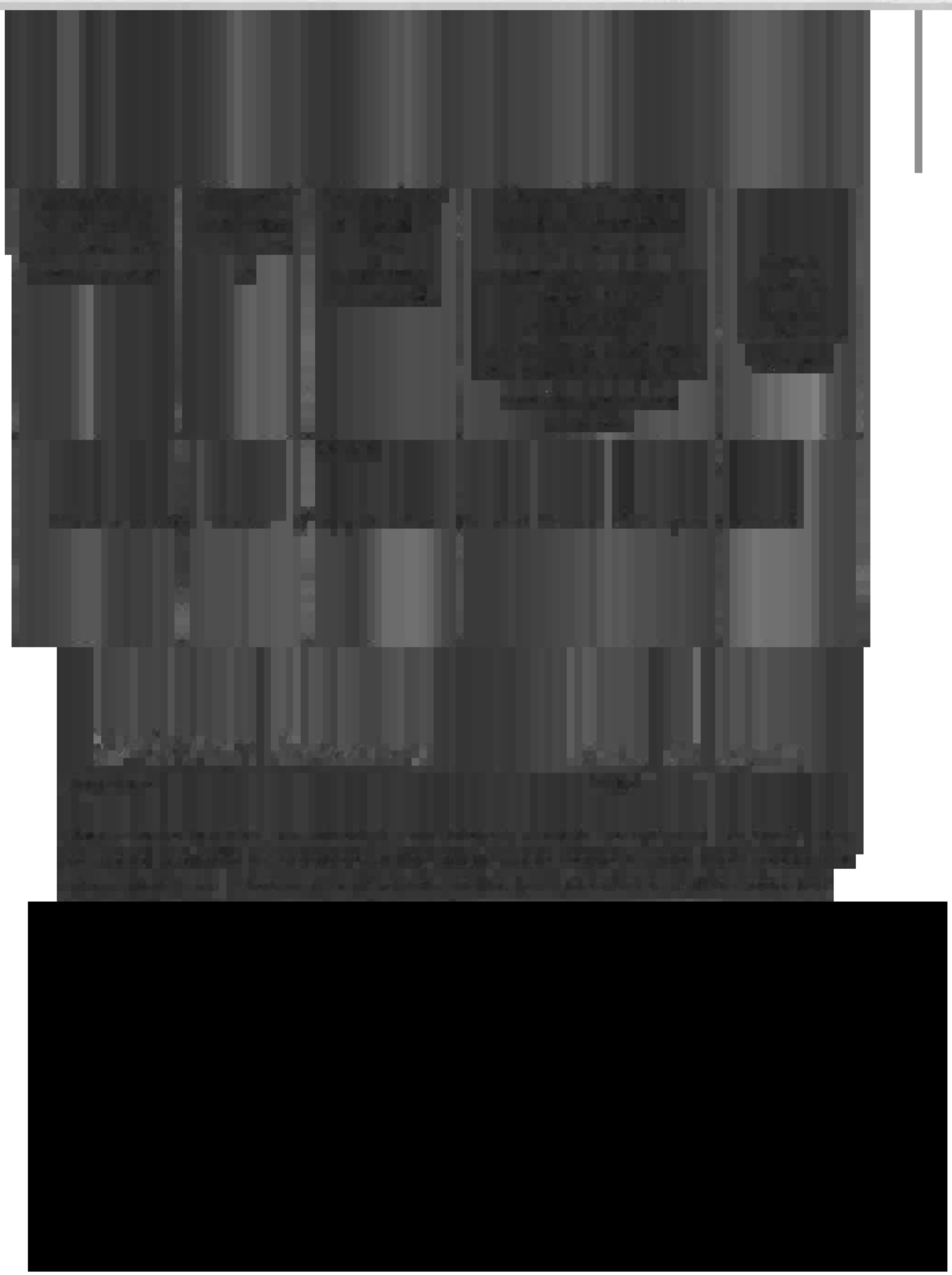








[redacted]



[redacted]

Entry 8 BOT Table

Last updated: 07/23/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	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 2018 19
1	Phil Salmon, [redacted]	Chair	Finance	Yes	6	09/25/2018	09/24/2020	5 or less
2	Alvin Patrick, [redacted]	Vice Chair	Development Chair	Yes	7	09/25/2018	09/24/2020	5 or less
3	Lisa Stenson Desamours, [redacted]	Treasurer	Finance Chair	Yes	9	09/25/2018	09/24/2020	5 or less
4	Dr. Robert North, [redacted]	Secretary	Development	Yes	9	09/25/2018	09/24/2020	5 or less
5	Richard Asche, [redacted]	Trustee/Member	Finance	Yes	9	09/25/2018	09/24/2020	6
	Susan							

6	Etess, [redacted]	Trustee/Member	Education Chair	Yes	6	09/19/2017	09/18/2019	5 or less
7	Cortney Thomas, [redacted]	Trustee/Member	Development	Yes	2	09/19/2017	09/18/2019	5 or less
8	Joanne Hunt, [redacted]	Trustee/Member	Education	Yes	1	09/25/2018	09/24/2020	5 or less
9	Arielle Patrick	Trustee/Member	Development	Yes		05/15/2018	05/14/2020	

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 2018 19
10	Seson Adams, [redacted]	Parent Rep		Yes		01/23/2019	01/22/2020	5 or less
11								
12								
13								
14								
15								

1c. Are there more that 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, 2019	10
b.Total Number of Members Added During 2018 19	2
c. Total Number of Members who Departed during 2018 19	1
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2018-19	6
4. Number of Board meetings scheduled for 2019-20	6

Thank you.

Entry 10 Enrollment and Retention of Special Populations

Created: 07/23/2019 • Last updated: 07/31/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 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 2019 20.

HARBOR SCIENCE AND ARTS CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	Harbor Science and Arts Charter School's recruitment team of one administrator, our parent coordinator, and our support services coordinator visited Head Start programs, neighborhood after school programs, and New York City Housing Authority (NYCHA) based community centers, and other community based organizations who serve economically disadvantaged youth to distribute enrollment materials and make presentations on site in an effort to recruit families of economically disadvantaged students. Our recruitment team established relationships with these programs and organizations in order to be able to duplicate these efforts on an ongoing basis. We have recommended some of these programs to families seeking services that these organizations provide, and reciprocally these organizations/programs recommended our school to families they serve.	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% 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 prioritize 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 will continue 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 reach out to other such organizations/programs in our neighborhood who have similar goals.

English Language Learners/Multilingual Learners	Situated in East Harlem, or “Spanish Harlem,” where, according to the 2017 American Community Survey (ACS), 32% of the neighborhood’s population cites Spanish as the language spoken at home, which is double the rate of Spanish speaking households throughout all of New York City (16%), and less than 11% of the population cites another language other than English as the language spoken at home. Therefore, our recruitment team focused its ELL recruitment efforts on Spanish speaking families by visiting bilingual pre kindergarten programs during our recruitment process to distribute enrollment materials in both English and Spanish, as well as to conduct on site presentations, and invite parents to tour the school and attend bilingual open houses/school tours. Additionally all of our enrollment materials and applications are in both English and Spanish.	Harbor Science and Arts Charter School (HSACS) will continue to rely on referrals from parents of ELL students currently enrolled in HSACS. Additionally, we plan to post dual language (in English and Spanish) fliers in community centers and other community based organizations with whom HSACS has established a working relationship, and will continue to host recruitment events, presentations, and open houses in both English and Spanish, and ensure that all of our enrollment materials and applications are in both English and Spanish.
Students with Disabilities	As a small, family focused school, we relied on our network of parents to serve as ambassadors for our school. As such, we asked current parents of students with disabilities to communicate their positive experiences with our school to other parents in the East Harlem community in an effort to attract more students with disabilities. Also, at all recruitment events, presentations and open houses, in addition to having current parents available to share their experiences, we had staff available who could explain and answer questions about the various services we provide for students with disabilities, and scheduled one on one meetings with our academic support coordinator, where applicable.	Harbor Science and Arts Charter School (HSACS) will once again 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 plan to post and distribute fliers highlighting the special education services HSACS provides in the community centers and other community based organizations with whom HSACS has established a working relationship, and will continue to emphasize these offerings at all of our recruitment events, presentations, and open houses, and ensure that staff responsible for coordinating and/or providing these services are accessible and available at all these events. Lastly, for the first time in our history, we will offer 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.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
	This year the percentage of students who	As HSACS is located in East Harlem, in an area where 31.6% of households live below

Economically Disadvantaged	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.	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.
English Language Learners/Multilingual Learners	During the 2018 2019 school year, our Academic Support Services Coordinator and our Counselor worked very closely with ELL students and their families. Both coordinators 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.	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 to connect with students and their families through staff and student community building events where staff and students engage in team building activities involving friendly competition and emphasizing good sportsmanship and encouraging each other. Additionally, families and staff enjoy a potluck dinner two times each year, where parents, students, staff build and reinforce strong school family relationships. Further HSACS has an open door policy that allows parents to visit the school and their child's classroom(s) as often as they like. Also, the principal of the school greets all parents in the morning as they drop off their child/children at school and is present in front of the school as children dismiss so that he is always accessible to parents which enables him to build a close, open, and trusting relationship with all parents of the school community. Moreover, the building is open to the school community early in the morning before the school day commences, as well as late in the evening well after the school day has concluded for students to spend time with faculty, and/or ask for assistance, academically, socially or emotionally. 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. Along with our Academic Support Services Coordinator and our Counselor continuing to work very closely with each of

		our ELL students and their families, we will continue to foster an all inclusive environment where all feel welcome, including our ELL student population and their families.
Students with Disabilities	During the 2018 2019 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 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, when four of our second grade students moving up to third grade had a change to their Individualized Education Plan (IEP) that called for Integrated Co Teaching services, at the parents’ requests, we created an ICT classroom setting in third grade so that	Currently, 27% of our returning students are designated as “students with disabilities”. As stated above, the Harbor Science and Arts Charter School (HSACS) prides itself on being “the home the 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 to connect with students and their families through staff and student community building events where staff and students engage in team building activities involving friendly competition and emphasizing good sportsmanship and encouraging each other. Additionally, families and staff enjoy a potluck dinner two times each year, where parents, students, staff build and reinforce strong school family relationships. Further HSACS has an open door policy that allows parents to visit the school and their child’s classroom(s) as often as they like. Also, the principal of the school greets all parents in the morning as they drop off their child/children at school and is present in front of the school as children dismiss so that he is always accessible to parents which enables him to build a close, open, and trusting relationship with all parents of the school community. Moreover, the building is open to the school community early in the morning before the school day commences, as well as late in the evening well after the school day has concluded for students to spend time with faculty, and/or ask for assistance, academically, socially or emotionally. 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 students with disabilities. Along with our Academic Support Services Coordinator continuing to closely monitoring the progress of each student with a disability and working extensively with

	those four students could remain at our school.	their families, their teachers, and their service providers, we will continue to foster an all inclusive environment where all feel welcome, including our 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 grades 4 8 Due to the fact that sixteen of our current students having changes made to their Individualized Education Plan (IEP) 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 11 Classroom Teacher and Administrator Attrition

Last updated: 07/23/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/3019
	17	2	2	0	17

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	5	1	0	0	4

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

During the 2018 2019 school year, the Harbor Science and Arts Charter School promoted the Math Coach to the position of Assistant Principal, and eliminated the position of Math Coach. The staff member who held the position of assistant principal during the 2017 2018 school year, did not return for the 2018 2019 school year.

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
2019-2020 OFFICIAL SCHOOL CALENDAR
Number of School Days: 181

July

15-26 Main Office Open Daily, Monday – Friday, Hours: 8:00 a.m. – 4:00 p.m.

August

19, Mon Main Office Reopens for 2019-2020 School Year; Open Daily except on School Holidays, Monday – Friday, Hours: 8:00 a m. – 4:00 p.m.
28, Wed Meet-the-Teachers Meeting for Parents & Students, Grades 1-8, 6:00 – 7:00 p m.
(*Parents need only attend one session; if you have more than one child enrolled at HSACS, then please plan to attend both sessions*!)
29, Thu Meet-the-Teachers Meeting for Parents & Students, Kindergarten, 6:00 – 7:00 p.m.
30, Fri LABOR DAY RECESS – **School Closed**

September

2, Mon LABOR DAY – **No School**
3, Tue Professional Development Day for All Staff, **No School** for students
4, Wed First Day of School for Students in Grades 1-8
5, Thu First Day of School for Kindergarten Students
19, Thu Back-to-School (Curriculum) Night, 6:00 PM
23, Mon *Tentative Date*: Picture Day (All students must wear uniform as class pictures are taken at the Autumn Picture Day)

October

14, Mon COLUMBUS DAY – **No School**
17, Thu P.T.A. Meeting, 6:00 PM

November

5, Tue ELECTION DAY – Professional Development Day for All Staff, **No School** for students
11, Mon VETERAN'S DAY – **No School**
12, Tue First Day of Extended Day Program (Grades K-5)
15, Fri ***Last day of 1st marking period***
21, Thu P.T.A. Meeting, 6:00 PM
26, Tue Parent-Teacher Conferences – **Noon Dismissal, Conferences: 1:00 – 4:00 & 5:00 – 8:00 PM**
27, Wed No Extended Day Program today (Grades K-5)
28, Thu THANKSGIVING DAY – **No School**
29, Fri THANKSGIVING RECESS – **No School**

December

3, Tue First Day of Extended-Extended Day Test Prep Program (Grades 3-8)
10, Tue Open House for New Applicants 6:00 PM
19, Thu P.T.A. Meeting, 6:00 PM
23-31 WINTER RECESS – **No School**

January

1, Tue NEW YEAR'S DAY – **No School**
2, Thu No Extended Day Program today (Grades K-5)
16, Thu P.T.A. Meeting, 6:00 PM
20, Mon DR. MARTIN LUTHER KING, JR. DAY – **No School**
24, Fri ***Last day of 2nd marking period***

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
2019-2020 OFFICIAL SCHOOL CALENDAR
Number of School Days: 181

February

6, Thu	2nd Quarter Report Cards available in Gradelink
13, Thu	P.T.A. Meeting, 6:00 PM
17-21	MID-WINTER RECESS – **No School**
27, Thu	Informational Session/Open House for New Applicants 6:00 PM

March

8, Sun	*Daylight Savings Time* begins ("Spring ahead!")
9, Mon	MARCH PROFESSIONAL DEVELOPMENT DAY – Professional Development Day for All Staff, **No School** for students
13, Fri	*Tentative Date*: Picture Day (Students are not required to wear uniform at the Winter Picture Day)
19, Thu	P.T.A. Meeting, 6:00 PM
19, Thu	Last Day of Extended Day and Extended-Extended Day Programs
20, Fri	***Last day of 3rd marking period***
25, Wed	**NYS ELA Exam** (Grades 3-8)
26, Thu	**NYS ELA Exam** (Grades 3-8)
27, Fri	**NYS ELA Exam** (Grades 3-8)

April

1, Wed	Application Deadline for new applicants, 4:00 PM
2, Thu	Parent-Teacher Conferences – **Noon Dismissal, Conferences: 1:00 – 4:00 & 5:00 – 8:00 PM**
6-13	SPRING RECESS – **No School**
15, Wed	New Applicants' Public Lottery, (*time tbd*)
21, Tue	**NYS Mathematics Exam** (Grades 3-8)
22, Wed	**NYS Mathematics Exam** (Grades 3-8)
23, Thu	**NYS Mathematics Exam** (Grades 3-8)
23, Thu	P.T.A. Meeting, 6:00 PM

May

14, Thu	P.T.A. Meeting, 6:00 PM
18-29	**NYS Science Performance Test** (Grades 4 & 8)
25, Mon	MEMORIAL DAY – **No School**
28, Thu	*Tentative HSACS Field Day (All grades)*

June

1, Mon	**NYS Science Written Test** (Grades 4, 8)
5, Fri	JUNE CLERICAL DAY – **No School**
11-12	*Tentative Date*: Senior Trip
13, Sat	*Tentative Date*: Senior Prom
16, Tue	***Last day of 4th marking period***
17, Wed	GRADUATION DAY – Professional Development Day for All Staff, **No School** for students; Graduation Ceremony, 10:00 a.m.
18, Thu	P.T.A. Meeting, 6:00 PM
19, Fri	HSACS Carnival
23, Tue	Last Day of School for Students – **Noon Dismissal**
23, Tue	4th Quarter Report Cards available in Gradelink

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

Hearings Division

Mailing date of this order: 04/22/2019
Respondent: GREATER HIGHWAY DELIVER TEMPLE
Summons # : [redacted]

[redacted]

GREATER HIGHWAY DELIVER TEMPLE
132 E 111TH ST 1/305
NEW YORK NY 10029-2602

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 # : [redacted]

[redacted]

GREATER HIGHWAY DELIVER TEMPLE
132 E 111TH ST 1/304
NEW YORK NY 10029-2602

[redacted]

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.

FDNY SUMMONS • FOR CIVIL PENALTIES ONLY

[redacted]

SUMMONS NUMBER: 11681446H

ENFORCEMENT AGENCY NAME: NEW YORK CITY FIRE DEPARTMENT **DIVISION: FP Unit:** 94 **Admin CO** E019
AGENCY ADDRESS AND PHONE NUMBER: 9 MetroTech Center, 1st Flr, Bklyn, NY 11201-3657, (718) 999-2392

RESPONDENT: GREATER HIGHWAY DELIVER TEAM INC **DBA:** [redacted]
MAILING ADDRESS: 132 E 111 ST NEW YORK, NY 10029 **ACCOUNT NUMBER:** [redacted]
UNIT PHONE NUMBE [redacted]
CELL PHONE: N/A

DATE OF OCCURRENCE: 03/21/19 **TIME OF INSPECTION:** 12:00 AM PM
PLACE OF OCCURRENCE: 132 EAST 111 ST AKA: 132-42 **BOROUGH:** NEW YORK, NY 10029

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) _____ of _____ in violation of permit/quantity/location restrictions.

☐ **VC5 Recordkeeping:** Failed to (maintain/produce) records for RECORD OF ALL INSPECTION FOR THE STANDPIPE 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 MAINTENANCE OF THE STANDPIPE SYSTEM.

☐ **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 _____.

Repeat Violation (§15-229)

☐ Repeat violation of VC(s) _____ as previously cited on Summons# _____. (Respondent must appear at hearing)

False Certification (§15-220.1)

☐ Willfully falsified Certificate of Correction for Summons# _____. (Respondent must appear at hearing.)

Failed to Comply with Commissioner's Order to Correct and Certify (§15-231)

☐ On previously cited Summons# _____. (Respondent must appear at hearing)

☐ **Other Fire Code/Rule Violations:** _____

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: _____ **Print Name/ID:** JUSTIN MONEREAU/1662953 **Title:** FDI

CERTIFICATE OF CORRECTION (COMPLETE REVERSE SIDE)

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.

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

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
132/142 East 111th Street, New York, NY 10029
P: 917-261-2700 F: 212-360-7429

Mengel, Metzger, Barr & Co. LLP
Certified Public Accountants
100 Chestnut Street, Suite 1200
Rochester, New York 14604

This representation letter is provided in connection with your audits of the financial statements of Harbor Science and Arts Charter School, which comprise the statement of financial position as of June 30, 2019 and 2018, and the related statements of activities and changes in net assets, functional expenses and cash flows for the years then ended, and the related notes to the financial statements, for the purpose of expressing an opinion on whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm that to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of the date of this letter.

Financial Statements

- We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated May 3, 2019, for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
- Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
- All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
- We have complied with all contractual agreements, grants, and donor restrictions.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
132/142 East 111th Street, New York, NY 10029
P: 917-261-2700 F: 212-360-7429

- We have maintained an appropriate composition of assets in amounts needed to comply with all donor restrictions.
- We have accurately presented the entity's position regarding taxation and tax-exempt status.
- The bases used for allocation of functional expenses are reasonable and appropriate.
- We have included in the financial statements all assets and liabilities under the entity's control.
- We have designed, implemented, and maintained adequate internal controls over the receipt and recording of contributions.
- Classifications between net asset classes are proper.
- Methods and significant assumptions used by management to determine fair values, their consistency in application, and the completeness and adequacy of fair value information for financial statement measurement and disclosure purposes are appropriate.
- We have reviewed the Organization's draft financial statements prepared by you based upon financial information we provided to you. We have reviewed all supporting schedules and accept full responsibility for the Organization's financial statements prepared in accordance with U.S. GAAP.
- We have considered the accounting and reporting requirements of FASB ASC 740-10. We believe there are no material liabilities (or reduction in amounts refundable) required for unrecognized tax benefits related to our tax positions, as defined and described in FASB ASC 740-10-20.

Information Provided

- We have provided you with:
  - Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters;
  - Minutes of the meetings of the Board of Trustees and other committees, or summaries of actions of recent meetings for which minutes have not yet been prepared;
  - Additional information that you have requested from us for the purpose of the audit; and
  - Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
- All transactions have been recorded in the accounting records and are reflected in the financial statements.
- We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
  - Management;
  - Employees who have significant roles in internal control; or
  - Others when the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others.
- We have no knowledge of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.

HARBOR SCIENCE AND ARTS CHARTER SCHOOL
132/142 East 111th Street, New York, NY 10029
P: 917-261-2700 F: 212-360-7429

- We are not aware of any pending or threatened litigation and claims whose effects should be considered when preparing the financial statements and we have not consulted legal counsel concerning litigation or claims.
- We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware.

Very truly yours,

HARBOR SCIENCE AND ARTS CHARTER SCHOOL

M. Johnson

Mark Johnson, Principal