

September 16, 2014

**Charter School Annual Report
Harbor City International School, District #4085
Duluth, Minnesota
2013-2014 School Year
Completed September 2014**



Harbor City International School is authorized by:
Volunteers of America of Minnesota
Charter School Authorizing Program
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Harbor City International School Introduction

History

Opening in 2002, key components of the HCIS educational program were: integrated core curriculum; project based learning; service learning; cultural immersion; Friday block electives; and two three week symposiums a year. While students reported anecdotally and on the Gates Foundation Hope Survey a high satisfaction with HCIS, test results (MCA, MAP, PLAN, ACT) did not indicate adequate progress in preparing students for college, or that students were making progress over time in reading, language arts and math. In 2008 HCIS began program changes that included more time for core subjects and less time for electives, and the development of a vertically aligned, rigorous academic curriculum to prepare students for AP classes. In 2009-2010 student test results improved. In 2013-2014, three AP courses were offered. AP Computer Programming was added for 2014-2015.

Mission Statement

Harbor City International School is a tuition-free, college preparatory charter high school. We are a small community that nurtures a sense of belonging and academic excellence.

Mission Directives

- Serve the student who believes learning is a life-long pursuit that continues beyond the doors of the school building and continues after graduation.
- Serve the student who is stimulated by a challenging curriculum that will prepare them for a world that requires diverse, flexible, and creative thinkers.
- Serve the student who recognizes that a well-rounded perspective is global in its reach.
- Serve the student who seeks the opportunity to learn both independently and with direction.
- Create a school culture that gives students reasons to be active community members as well as energetic learners.

Vision Statement

Harbor City International School is a tuition-free, college preparatory, charter high school. We are a small community that nurtures a sense of belonging and academic excellence. We prepare students for college by offering a vertically aligned curriculum that combines content knowledge with skill development leading to participation in Advanced Placement coursework. Participation in our curriculum and the life of the school instills the ethics of our four "R" philosophy. The four R's stand for Respect, Responsibility, Relationship and Reach. Our goal is to instill these values in our students for the rest of their lives. We support students through a vibrant community of highly qualified teachers and staff. Education and training is provided to families for effective partnering that benefits students' achievement and goal setting for their futures. Service learning and volunteer programs serve the greater community and provide leadership opportunities for students. Our school is fiscally sound and effectively managed so that students, families, employees, and the greater community benefits from our existence.

Annual Report Purpose

The HCIS Annual Report provides data and information about how the school is operating and educating students and includes sections on school governance, academic performance, teachers

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and staff, financial accountability, program challenges and future plans. The report is available online and in the school's office. The report is due annually to Volunteers of America, the school's authorizer.

Statutory Purpose

Harbor City International School's purpose is to improve pupil learning and student achievement.

The HCIS Student Vibe (Written by Student Forum, Summer 2002)

We as students will strive to create a place to learn that is comfortable, safe, and full of laughter. We will have respect and trust for teachers and fellow students, with freedom and responsibility. We'd like HCIS to be a place where everyone can be themselves and where everyone can fit in. It will be a place where all are teachers and learners. We want to create a fun environment where we can be comfortable with our self-images. We are looking for a "uni-clique"—everyone working and living as one. We, as contributive HCIS students, will be engaged in our learning. We believe in actively sharing ideas through debate, positive conversation, and discussion of current events. HCIS is **our** school.

Authorizer

Harbor City International School has been sponsored by Volunteers of America-Minnesota (VOA-MN) since 2002. In May of 2011 our contract was renewed for four years through 2015.

Three essential questions drive VOA's accountability of charter schools:

Is the school's Learning Program a success?

Is the school financially viable?

Is the organization effective and well run?

HCIS benefits from a strong, supportive relationship with our charter authorizer. Volunteers of America-Minnesota's role as an authorizer goes beyond the compliance based model set forth in state law. They actively participate in our process of continuous improvement vigilantly monitoring financial and academic performance through visits and reviews of reports and data. Several times each year the sponsor liaison visits the school, observes classes, staff meetings, and board meetings, and provides feedback to the director and the board. VOA-MN also receives testing results, financial reports and various communications from the school and in return provides feedback to aid in the growth of the school. This approach to shared accountability sets a tone and mindset for ongoing improvement. This is a key ingredient to success as it focuses the schools efforts on genuine, school-wide continuous improvement. See the Accountability Plan Data under Academic Program.

Volunteers of America of Minnesota

www.voamncharters.org

Authorizer Liaison:

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School Governance and Management, 2013-2014

The HCIS BOD has 9 voting member including five teachers, three parents and one non-parent community member. The executive director is ex-officio.

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Seated	Term Expires	Phone Number	E-Mail Address
Mary Dontje	Chair	Parent	May 2011	May 2014	218-722-7574 x 311	hcis.board@harborcityschool.org
Anne Wise	Vice Chair, then ex-officio in 7/2013	Teacher, 220894	May 2011	May 2014	218-722-7574 x 311	hcis.board@harborcityschool.org
Lynn Maclean	Treasurer	Community Member	May 2011	Resigned May 2014	218-722-7574 x 311	hcis.board@harborcityschool.org
Carol Furchert	Secretary	Teacher, 428820	May 2012	May 2015	218-722-7574 x 311	hcis.board@harborcityschool.org
Peter Langr	Treasurer 14-15	Teacher, 318748	May 2013	May 2015	218-722-7574 x 311	hcis.board@harborcityschool.org
Ted Buck	Ex-officio as co-director	Teacher, 462093	May 2013	Resigned June 2013, then ex-officio until 6/2014	218-722-7574 x 311	hcis.board@harborcityschool.org
Susan Sauls		Parent	May 2013	May 2015	218-722-7574 x 311	hcis.board@harborcityschool.org
Kim Lakhan	Vice chair	Parent	May 2012	May 2015	218-722-7574 x 311	hcis.board@harborcityschool.org
Jenny Ahern	Chair 14-15	Teacher, 459023	May 2013	May 2016	218-722-7574 x 311	hcis.board@harborcityschool.org
Tom Maloney		Teacher	Appt. Nov. 2013	May 2017	218-722-7574	hcis.board@harborcityschool.org
Hella Wartman	May 2014	Teacher	May 2014	Resigned June 2014	218-722-7574	hcis.board@harborcityschool.org

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Patricia Lewis		Parent	May 2014	Resigned 6/2014		
Lisa Walsh		Parent	June 2014		722-7574	hcis.board@harborcityschool.org
Sumair Sheikh	Vice chair 14-15	Non parent, comm.. member	May 2014		722-7574	hcis.board@harborcityschool.org
Ted Anderson		Teacher	May 2014		722-7574	hcis.board@harborcityschool.org
Sara Walsh, Lauren Pakingham	Student members		Oct. 2013	June 2014	722-7574	
Justin Strom		Teacher	By Appt.	May 2014	722-7574	hcis.board@harborcityschool.org
Elizabeth Holte		Teacher	May 2014		722-7574	hcis.board@harborcityschool.org
Sara Floerke	Secretary 14-15	Parent	May 2017		722-7574	hcis.board@harborcityschool.org
Matt Semaan, Susannah Myers	Student members		August 2014	June 2014		

2013-2014 Board of Directors

2013-2014 Board of Director's Meeting Attendance

Meeting date	Number in attendance	Meeting date	Number in attendance
September 2013	9	March 2014	8
October 2013	9	April 2014	9
November 2013	8	May 2014	8
December 2013	8	June 2014	8
January 2014	8	July 2013	9
February 2014	9	August 2013	9

Board Training Dates

Name	Finance	Board Governance	Employee Law
Anne Wise	6/11/10	5/25/10	6/11/10
Mary Dontje	10/15/11	10/15/11	10/15/11
Lynn McLean	8/9/11	8/9/11	10/15/11

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Darin Bergsven	6/11/10	5/25/10	6/11/10
Amy Hexum	4/26/12	3/1/12	3/1/12
Kim Lakhan	4/26/12	3/1/12	3/1/12
Carol Furchert	4/26/12	3/1/12	3/1/12
Steve Cherne	4/26/12	3/1/12	3/1/12
Susan Sauls	6/18/13	6/1/13	6/1/13
Pete Langr	6/18/13	6/1/13	6/1/13
Tom Maloney	New to BOD 9/13		
Ted Buck	6/18/13	6/1/13	6/1/13
Jenny Ahern	6/18/13	6/1/13	6/1/13

Name	Finance	Board Governance	Employee Law
Anne Wise	6/11/10	5/25/10	6/11/10
Ted Buck	6/18/13	6/1/13	6/1/13
Mary Dontje	10/15/11	10/15/11	10/15/11
Lynn McLean	8/9/11	8/9/11	10/15/11
Kim Lakhan	4/26/12	3/1/12	3/1/12
Carol Furchert	4/26/12	3/1/12	3/1/12
Jenny Ahern	6/18/13	6/1/13	6/1/13
Pete Langr	6/18/13	6/1/13	6/1/13
Tom Maloney		9/13/14	
Ted Anderson			
Elizabeth Holte		5/20/14	
Sara Floerke		5/20/14	
Lisa Walsh			
Liz Wright		5/20/14	
Sumair Sheikh		5/20/14	

2013-2014 School Management /Administrative Team

Harbor City International School's management structure included Co- Executive Directors (two teachers, one a master teacher and the other a teacher and a founding school stakeholder) who were named in the outgoing director's succession plan. The Executive Directors led the school

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with the Operations Manager and Technology Director coordinating the daily operations of the school. The Operations Manager supervised the Facilities Manager and the Lunch Coordinator. The Special Education Coordinator managed all aspects of the Special Education Team, the guidance counselor coordinated support activities for students, and the Leadership Team worked with one Executive Director to evaluate teaching staff, guide the curriculum, and plan staff in-service events.

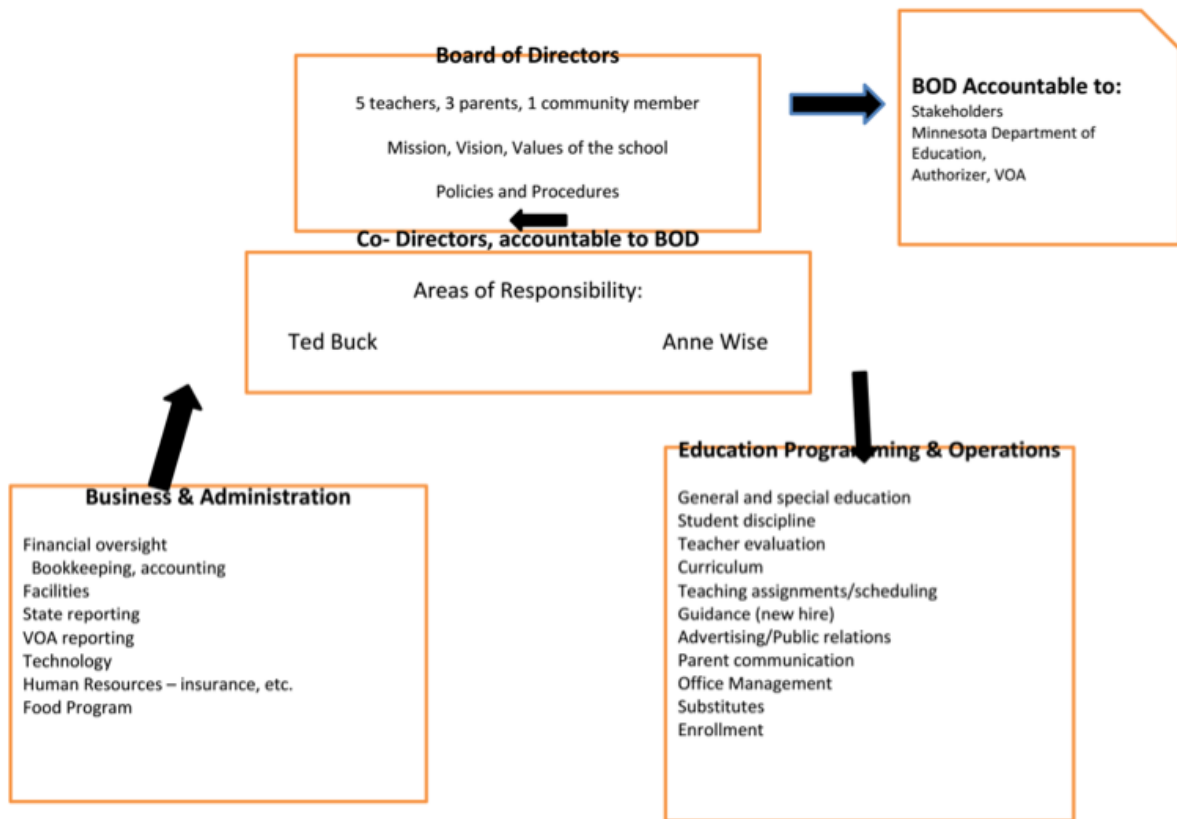
A financial team including a bookkeeper and an accountant supported the Co-Executive Directors. Both are contract workers with a long history of working with the school.

The managerial flow chart:

Co-Executive Director 1 ----> Leadership Team ----->Departments----->Individual Faculty

Co-Executive Director 2 worked with the bookkeeper, school accountant and the bod treasurer; collaborated with the co-director to effective and efficiently run the school.

HCIS Interim Organizational Structure, August 1, 2013



2013-2014 Staffing

School Management/Administration Team Information

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Name	Title/File # if applicable	Year hired	Left 13/14
John Haire	Executive Director	2008	7/2013
Anne Wise	Co-director, teacher, 220894	2004	
Ted W. Buck	Co-director 2013-2014; Technology Coordinator, Teacher, 462093	8/2009	
Dawn Buck	Operations/Office Manager	6/2009	
Josh Gosar	Facilities Manager 432500	6/2010	
Emma Rustan	Nutrition Specialist/Office Asst.	10/2009	11/2013
Lynetta Martin	Facilities/Operations	8/2013	7/2014
Michael Furchert	Student Nutrition	11/2013	
Breanna Greenly	Social Worker	8/2009	
Andy Larson	Guidance Counselor	2007	7/2013
Tricia Neubarth	Guidance Counselor	8/2013	
Kris McNeal, 453997	Special Ed Instructional Aide	4/2013	
Sumair Sheikh	Special Ed Instructional Aide	8/2013	12/2014
Brain Scott, 470188	Special Ed Instructional Aide	8/2013	
Leah Biezuns	Special Ed Instructional Aide	8/2013	
Kris Miller	Tech Asst., Spec. Ed. para	8/2013	

Teaching Faculty Information

Teacher's Name	MDE File	Assignment	2013-2014 status	Not returning 13/14
Jenny Ahern	459023	Mathematics	Same as 2012-2013	
Theodore C Anderson	388209	Language Arts	Same as 2012-2013	
Aryn L Bergsven	401434	Creative Arts	Same as 2012-2013	
Darin M Bergsven	405077	Music	Same as 2012-2013	
Ted W. Buck	462093	Engineering	Co-director & teaching	
Gregg A Dold	380800	Social Studies	Same as 2012-2013	
Carol Furchert	428820	Social Studies	Same as 2012-2013	
Josh Gosar	432500	Special Education	4/2013 teaching in spec. ed.	
Robert Henderson	302172	Special Education		Left April 2013
Amy L Hexum	383871	Science	Same as 2012-2013	
Karl Hoeschen	479994	Language Arts	New	Moved June 2014
Elizabeth Holte	446564	Spanish	Same as 2012-2013	
Ruth Kivisto	322847	Mathematics		Moved 6/13
Peter Langr	318748	Chemistry and Physics	Same as 12-13	

Emily Lanik Parr	385361	Speech and Drama	Same as 12-13	
Sarah Lindahl	234647	Language Arts	New September 2013	
Thomas Maloney	363361	Mathematics	Same as 2012-2013	
Hella Wartman	357599	Special Education	Same as 2012-2013	Left in summer 2014
Anne B Wise	220894	Language Arts	Co-director and teaching	
Glen Sorenson	243685	AP History,symposia	Long term sub	Temp.
Justin Strom	447759	Mathematics	New 13-14	
Robert Turner	459367	Spanish 1 & 2	New 13-14	
Scott Totten-Hall	408866	Special Education	8/2008	

Enrollment, Student Attrition and Retention

ISD 709 in Duluth is Harbor City International School's resident school district. For fall of 2011, ISD 709 moved to a two high school model, eliminating the centrally located high school, "Central High School." Duluth East and Denfeld are the remaining public high school options in the 709 District. Harbor City International School is the remaining centrally located high school and the only small, tuition free option for high school in the greater Duluth area. The local district has increased the average class size over the past several school years and parents report choosing HCIS for the small class sizes and overall small school model. They also report that HCIS provides a rigorous academic curriculum along with an environment that gives students a strong sense of belonging. We are now maintaining a waiting list.

Retention has improved over previous years. We started the 12-13 year with 173 students (Oct 1) and an ADM estimate of 168 (due to PSEO). We ended the school year with 170 students and an ADM of 166.27. For the fall of 2013 year, only 4% of last year's students eligible to return did not.

This table identifies the number of students enrolled during the 2007-2008, 2009-2010, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014 and est. fall 2014 enrollment. Data is based on October 1 enrollment.

Enrollment Grade Comparison							
Grade	Fall 08-09	Fall 09-10	Fall 10-11	Fall 11-12	Fall 12-13	Fall 13-14	Est. Fall 14-15
9	45	43	55	34	41	56	58
10	53	53	47	57	48	49	54
11	47	54	45	47	50	55	51
12	51	49	45	44	34	48	51
Totals	196	199	192	182	173	208	214

Harbor City Student Population Oct 1, 2013, 41.1 % of students qualified for educational benefits (free and reduced meals). The following MDE data contains demographics for HCIS in the fall of 2013:

Ethnicity	Count	Percent
American Indian/Alaskan Native	10	4.8%
Asian/Pacific Islander	9	4.3%
Hispanic	3	1.4%
Black, not of Hispanic origin	12	5.7%
White, not of Hispanic origin	175	83.7%
All Students	209	100%

	Count	Percent
English Learner	0	0.0%
Special Education	54	25.8%
Free/Reduced Priced Lunch	86	41.1%

Enrollment Process

Admissions Policies and Procedures

Harbor City International School follows Minnesota state law in admitting students who apply. HCIS follows Minnesota Statutes 124D.10 subd. 9 in its enrollment practices:

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish a lottery policy and process that it must use when accepting pupils by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision. The charter school shall not distribute any services or goods of value to students, parents or guardians as an inducement, term, or condition of enrolling a student in a charter school.

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HCIS does not discriminate on the basis of race, religion, gender, social or economic background, or sexual orientation.

HCIS follows a lottery system should enrollment requests exceed the number of spaces available per grade before April 1st of the previous year. If enrollment requests exceed the target enrollment number anytime after April 1st, then HCIS has wait lists for each grade (9-12). Please see "Application Form," for more details (Appendix).

Academic Performance

Harbor City International School is a college preparatory school that helps students attain the educational knowledge, skills, and attributes necessary to succeed in college. The academic program is based on the vertical alignment model of Advanced Placement coursework, emphasizing content knowledge, skill development, and critical-thinking strategies. To support this model there is an emphasis on creating a college going culture that sets high standards for state and national test scores, creates a supportive culture for high academic achievement, and educates students about the process of preparing for, applying to, and succeeding in college. In the spring parent satisfaction survey, 92% of parents report that they agree or strongly agree with the statement "HCIS provides a strong academic environment". In the same survey, 95.4% of parents surveyed were satisfied with their child's experience at Harbor City. From the moment students and families come into contact with HCIS they are given the message that we are here to prepare students for college.

In September 2011, the HCIS Board of Directors set academic performance goals that were accepted by VOA and the HCIS Administration. These goals are in place for four years (school years starting in Fall 2011, 2012, 2013, and 2014).

Academic Performance Goals:

Result: Harbor City School students will meet the requirements of AYP under the No Child Left Behind Act as established by federal and state law.

- *Indicator:* HCIS students will meet AYP as measured by MDE's system of accountability for all subgroups.

Result: Harbor City School students will perform as well or better than school with comparable demographics in the state of Minnesota.

- *Indicator:* HCIS students on average will meet or exceed by 5 percentage points comparison group scores on MCA reading test.
- *Indicator:* HCIS students on average will meet or exceed by 5 percentage points comparison groups on MCA mathematics test.

Result: Harbor City School students will meet or exceed national growth rates for the NWEA on Measures of Academic Progress.

- *Indicator:* Sixty percent of HCIS students will meet their RIT growth goals on MAP testing in reading and mathematics.

Result: Test results on MCA II's for Free and Reduced Lunch students will be within five percentage points of test results for non-Free and Reduced Lunch students.

Report on Results of Academic Performance Goals:

Academic Performance Goal #1:

Result: Harbor City School students will meet the requirements of AYP under the No Child Left Behind Act as established by federal and state law.

- *Indicator: HCIS students will meet AYP as measured by MDE's system of accountability for all subgroups.*

Adequate Yearly Progress (AYP) is reported according to the following accountability areas as measured, in part, by the *Minnesota Comprehensive Assessments (MCA)* – accountability tests for AYP:

- Regarding Reading and Mathematics tests: all student groups of 40 or more must have a 95% participation rate in the accountability tests and all student groups of 20 or more must be proficient or there is a reduction in the number of non-proficient students when compared to the previous year.
- Regarding Attendance: a school must show an attendance rate of 90% or .1% improvement in attendance rate from the previous year.
- Regarding Graduation: a school must have an 85% graduation rate or show a 2% improvement when compared to the previous year.

AYP status as released from the State of Minnesota reports are as follows:

- Regarding Participation:
 - Math participation was 50 of 50 students (100%).
 - Reading participation was 46 of 46 students (100%).
- Regarding Proficiency:
 - Math proficiency is indicated with an “A” for AYP status. An “A” is defined as *above target*.
 - Reading proficiency is indicated with an “A-2yr” for AYP status. An “A-2yr” is defined as *above target using a 2 year average*.
- Regarding Attendance: Attendance rate was 93.3%. Harbor City received a “A” for AYP status. An “A” is defined as *above target*. It should be noted that the attendance rate in the AYP calculation is not for the 13-14 school year (the year covered by this report) but rather the 12-13 school year. The attendance rate for the 13-14 school year was 93.1%, well above target.
- Regarding Graduation Rate: The 4 year graduation rate is 72.97%. The graduation rate target is 90%. Harbor City received an “A-5yr” for AYP status. This is defined *using a 5-year average*.

Academic Performance Goal #2:

Result: Harbor City School students will perform as well or better than schools with comparable demographics in the state of Minnesota.

- *Indicator: HCIS students on average will meet or exceed by 5 percentage points comparison group scores on MCA reading test.*
- *Indicator: HCIS students on average will meet or exceed by 5 percentage points comparison groups on MCA mathematics test.*

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MCA-II and GRAD test results as released from the State of Minnesota are as follows in Mathematics and Reading for Harbor City students as compared to two other schools of similar demographics is presented in the following chart:

<i>School*</i>	MCA-II Math proficiency	MCA-III Reading proficiency
Harbor City	56.0%	50.0%
Duluth - Denfeld	27.6%	45.1%
Trek North	32.3%	75.0%

* data from MDE website

As the data indicates, HCIS has achieved the noted indicators with the exception of reading compared to Trek North. HCIS is taking action to bolster our reading program for 9th and 10th graders. HCIS will be enacting a program of literacy across all content areas in the 2014-2015 school year. HCIS is recruiting reading tutors from local colleges in the Duluth area.

As well, instructors in all content areas will infuse reading and writing practices/strategies into all their daily classes. The school will have literacy tutors available to students throughout the school day.

HCIS will use NWEA scores to target students who are struggling with reading skills. These students will be offered tutoring and direct intervention services through our Base-camp Instructors, Student Advisory Team and our Language Arts department.

HCIS will, also, do practice MCA Reading tests preceding the actual MCA state testing. This mock testing would be done mostly to familiarize students with the testing process in order to ease their nervousness on the actual test dates.

Academic Performance Goal #3:

Result: Harbor City School students will meet or exceed national growth rates for the NWEA on Measures of Academic Progress (MAP) tests.

- *Indicator: Sixty percent of HCIS students will meet their RIT growth goals on MAP testing in reading and mathematics.*

Fall to Spring MAP growth data for fall 2013 to Spring 2014

The chart below indicates the percent of students that met or exceeded typical growth according to the NWEA norming study. NWEA does not have normative data for the 11th and 12th grades. A student's scores are counted only if they had a valid score in both the Fall 2011 and Spring 2012 testing sessions.

<i>FY14 data</i>	Math	Reading	Language	General
------------------	------	---------	----------	---------

			Usage	Science
9 th grade	60.0%	61.8%	42.3%	71.4%
10 th grade	59.3%	58.6%	57.7%	64.9%
11 th grade	<i>No Data from NWEA*</i>	<i>No Data from NWEA*</i>	<i>No Data from NWEA*</i>	<i>No Data from NWEA*</i>
12 th grade	<i>No Data from NWEA*</i>	<i>No Data from NWEA*</i>	<i>No Data from NWEA*</i>	<i>No Data from NWEA*</i>
TOTALS:	59.7%	60.3%	50.0%	68.6%

* NWEA does not have growth data for grades 11 and 12

As the data indicates, HCIS has achieved the noted indicator as at least sixty percent of HCIS students will meet their RIT growth goals on MAP testing in reading and mathematics.

Academic Performance Goal #4:

Result: Test results on MCA II's for Free and Reduced Lunch students will be within five percentage points of test results for non-Free and Reduced Lunch students.

	<i>Math MCA - F/R</i>		<i>Math - Non-F/R</i>		<i>Reading - F/R</i>		<i>Reading - Non-F/R</i>	
	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
Exceeded Standards	3	15.8%	6	19.4%	3	16.7%	9	32.1%
Met Standards	5	26.3%	14	45.2%	2	11.1%	9	32.1%
Total	8	42.1%	13	44.8%	5	27.8%	18	64.2%

- In the case of reading, the data indicates that HCIS needs to continue to increase efforts to close the gap across economic classes.
- It should be noted that the very small counts make year over year swings in percentages very large.

Percent Proficient MCA Reading and Math

Percent Meeting or Exceeding on MCA II Math, 2013-2014 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 11	50	38%	18%

Percent Meeting or Exceeding on MCA III Reading, 2013-2014 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 10	46	23.9%	26.1%

2013 Data (2014 not available at this time)

Math Grade 11 - All Students 2013 Data			
Status	Low	Medium	High
Proficient	3%, 1 student was proficient but made low growth	15.2%, 5 students continued to grow	36.4%, 12 students made exceptional growth
Not Proficient	3%, 1 student was not proficient and made low growth	3%, 1 student was not proficient but made some growth	39.4%, 13 students were not proficient but made exceptional growth

Students Measured: 33 Percent of AYP Count: 73.3%

Reading Grade 10 - All Students 2013 Data			
Status	Low	Medium	High
Proficient	28.6%, 8 students were proficient but made low growth	25.0%, 7 students continued to grow	25.0%, 7 students made exceptional growth
Not Proficient	0%, 0 student was not proficient and made low growth	7.1%, 2 student was not proficient but made some growth	14.3%, 4 students were not proficient but made exceptional growth

Students Measured: 28 Percent of AYP Count: 66.7%

Regarding MAP testing at HCIS:

- In 2013-2014, all students in grades 9-12 were administered tests in Reading, Language Usage, Mathematics, and Science MAP tests in the Fall and Spring. Achievement Growth targets were based on the NWEA Fall-to-Spring expected growth data. We had 90% participation in nearly all grades in each subject area for students enrolled in classes in the given subject.
- The MAP data was one of several assessments and evaluations that staff used to measure student growth over time and to guide curriculum development. Numerous discussion

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were held during staff meetings and staff development days to teach staff how to use the NWEA resources that guide curriculum development as MAP data indicates need.

- In 2014-2015, we will continue to administer MAP tests in both Fall and Spring to all students who are enrolled in a subject-area course similar to that which is tested by MAP. This includes Reading, Language Usage, Mathematics, and Science
- MAP data has the significant limitation of no norm data for grades 11 and 12.

College Readiness 2013-2014

All students will develop the skills and knowledge necessary to be successful in a post-secondary educational program. HCIS is committed to preparing all students to be successful in post-secondary academics.

Average ACT Composite Score Six Year Trend

Graduation Year	Harbor City Avg. Composite Score	Minnesota Avg. Composite Score
2008	21.0	22.6
2009	22.0	22.7
2010	23.4	22.9
2011	22.7	22.9
2012	22.9	22.8
2013	24.1	23.0
2014	23.7	22.9

Program Highlights:

- HCIS continues to employ a full-time guidance counselor.
- 2013-2014 continued with the *Senior Seminar* class. All Seniors were expected to take this class unless significant progress was already made in college readiness preparations. Seniors reviewed career research, college research, scholarship information, financial aid information, as well as transitional tools for being prepared for post-secondary life.
- The guidance counselor engaged in individual college counseling with 100% of HCIS students.
- All seniors were presented with the opportunity to apply to at least one post-secondary institution with the help of the counselor. The majority of students received assistance applying to several schools. Eighty-five percent of seniors had applied to at least one college by the Thanksgiving break; ninety-five percent had applied by December break.

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- All seniors had at least one (95% had multiple), one-to-one meeting(s) with the guidance counselor regarding their post-secondary plans. During these meetings the counselor assisted students on career investigation, college research, applying to colleges, searching for scholarships, learning how to apply for Financial Aid, etc.. This usually consists of the counselor sitting down at the computer with the student, going to relevant website(s) and helping them through the process, as well as providing them and their families other resources.

College Prep Sessions at School

The guidance counselor:

- Met with juniors in October to go over the college assessment testing process(ACT/SAT).
- Met with juniors in February to go over a one-year time line.
- Hosted local scholarship night at Harbor City
- Met with all freshmen and sophomores individually to create a four year plan, do a Career Skills interest inventory and explore these career/college opportunities.
- Took students (grades 9-11) to Kids Plus Pathways to Careers (Oct 2013) to explore different fields of interest.
- Hosted college and career experts to answer students' questions.
- Invited a Financial Literacy Advocate to speak with Juniors/Seniors and their parents regarding college expenses. (Mar 2014??)
- Attended the Career Awareness & College Fair at FDL (March 2014) with students
- Counselor connected with the Boys & Girls Club to do "Career Launch" for 9th graders (Mar-April 2014)

College Assessment Testing and Preparation on Campus

- The PSAT was administered on campus in October for Sophomores & Juniors.
- This was reviewed with the guidance counselor in a follow-up session.
- All 10th grade students took the PLAN in November.
- This was reviewed with the guidance counselor in follow up session.
- The school hosted a ZAPS Learning Company, ACT prep seminar in February.

College nights for families:

- Scholarship Night (Nov.) and Financial Aid Night (Jan.)

Frequent college representation contact:

- College admissions representatives and community experts visited our school
- Students attended the UW-Superior Fall College Fair
- Students attended WITC Career Day
- Students attended the FDLTCC Career Day
- Students participated in admission sessions & tours at 20 different post-secondary schools in the local and regional areas.

PSEO (Post Secondary Enrollment Options)

- During the 2013-2014 school year, 11 students participated in the PSEO program at local colleges and universities.
- PSEO continues to be a viable option for eligible students who seek challenge and independence.

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- Students and parents have experienced HCIS to be flexible in order to support their participation in PSEO.

2013- 2014 Special Honors/Accomplishments of Students and Teams

Seniors with Academic High Honors (GPA +4.0 - 3.75): 3

Seniors with Academic Honors (GPA 3.74 – 3.25): 7

Seniors who received scholarships: 30% of the graduates

HCIS Varsity Knowledge Bowl Team qualified for the Minnesota State Tournament

HCIS Junior Varsity Knowledge Bowl advanced to the regional tournament.

School Climate

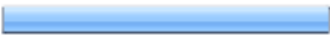



Student conferences were well attended. Approximately 78 families attended fall conferences; 70 families attended spring conferences.

The charts below represent data from the 2014 Parent/Guardian Survey conducted in the spring.

Indicator: The annual satisfaction survey will indicate 75% satisfaction rates on HCIS culture, welcoming atmosphere, and supportive learning environment.

As indicated by the 2013-2014 school satisfaction survey, 95.4% of respondents indicated that they are satisfied with their experience at HCIS. There are additional results from the survey included below. The staff, faculty, and board of directors review the survey results and uses the data in making changes to programs and procedures.

Spring 2014

2. I am satisfied with my child's experience at HCIS.			
		Response Percent	Response Count
Strongly Agree		53.2%	58
Agree		42.2%	46
Disagree		0.9%	1
Strongly Disagree		3.7%	4
answered question			109
skipped question			0

Spring 2014

14. Please rate the following statements.							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Rating Count
My student feels welcome at Harbor City International School.	70.4% (69)	26.5% (26)	1.0% (1)	1.0% (1)	1.0% (1)	1.36	98
The building is easily accessible and is in a safe location.	36.7% (36)	45.9% (45)	12.2% (12)	4.1% (4)	1.0% (1)	1.87	98
The building is clean and well-maintained.	48.5% (47)	43.3% (42)	5.2% (5)	3.1% (3)	0.0% (0)	1.63	97
Parents feel welcome at Harbor City International School.	59.8% (58)	32.0% (31)	6.2% (6)	2.1% (2)	0.0% (0)	1.51	97
The faculty and staff at HCIS know my student.	67.3% (66)	28.6% (28)	2.0% (2)	2.0% (2)	0.0% (0)	1.39	98
I feel that I am a partner in my student's education.	43.9% (43)	40.8% (40)	11.2% (11)	4.1% (4)	0.0% (0)	1.76	98
HCIS provides a strong academic environment in the classroom.	45.4% (44)	46.4% (45)	5.2% (5)	3.1% (3)	0.0% (0)	1.66	97
HCIS provides a strong academic environment outside the classroom.	34.0% (33)	41.2% (40)	18.6% (18)	6.2% (6)	0.0% (0)	1.97	97

Finances

The 2013 - 2014 school budget was based on an ADM of 195. The school completed the year with an ADM of 203.69. Additionally, strict adherence to line item allowances resulted in an overall surplus and contribution to the fund balance. The school finished the year current on all financial expectations included but not limited to: payroll taxes, insurance payroll and terms. Harbor City International School completed the year with a 24.42% fund balance.

The FY 2014 Audit report prepared by Wipfli, LLP, revealed “no findings.”

Each week the Executive Director and the bookkeeper met to discuss all financial transactions, including signing checks. These transactions and all other expenses/revenues are reviewed at the monthly Board Finance Committee meetings, including the check registry for the month. The Board Finance Committee presents their review at the monthly Board meeting with an update on current financial status, line item status, and check registry review. All necessary resolutions are presented and approved at the monthly Board of Director's meeting.

September 16, 2014

HARBOR CITY INTERNATIONAL SCHOOL
 CHARTERED SCHOOL DISTRICT NO. 4085
 STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - GENERAL FUND
 FOR THE YEAR ENDED JUNE 30, 2014
 (UNAUDITED)

	Adopted Budget	% of Revenue	Revised Budget	% of Revenue	(Unaudited) Actual	% of Revenue
Revenue						
Local revenue	6,500.00	0.32%	6,500.00	0.29%	14,154.20	0.62%
Revenue from state sources	1,938,354.00	95.20%	2,148,024.00	95.80%	2,205,705.31	96.28%
Revenue from federal sources	91,260.00	4.48%	87,665.00	3.91%	71,094.93	3.10%
Interest income	0.00	0.00%	0.00	0.00%	1.00	0.00%
Total revenues	<u>2,036,114.00</u>	<u>100.00%</u>	<u>2,242,189.00</u>	<u>100.00%</u>	<u>2,290,955.44</u>	<u>100.00%</u>
Expenditures						
School administration	249,328.00	12.25%	201,866.00	9.00%	196,027.77	8.56%
School support services	124,150.00	6.10%	140,525.00	6.27%	143,411.32	6.26%
Regular instruction	788,368.00	38.72%	813,787.00	36.29%	807,170.71	35.23%
Exceptional instruction	306,497.00	15.05%	304,234.00	13.57%	335,895.13	14.66%
Instructional support services	2,500.00	0.12%	4,600.00	0.21%	5,440.98	0.24%
Pupil support services	114,297.00	5.61%	108,727.00	4.85%	107,665.42	4.70%
Sites, buildings and equipment	473,770.00	23.27%	506,819.00	22.60%	528,597.57	23.07%
Fiscal and other fixed costs programs	9,000.00	0.44%	9,000.00	0.40%	8,107.24	0.35%
Total expenditures	<u>2,067,910.00</u>	<u>101.56%</u>	<u>2,089,558.00</u>	<u>93.19%</u>	<u>2,132,316.14</u>	<u>93.08%</u>
Excess (deficit)	(31,796.00)	-1.56%	152,631.00	6.81%	158,639.30	6.92%
Transfers	<u>(13,034.00)</u>	-0.64%	<u>(13,034.00)</u>	-0.58%	<u>(23,952.48)</u>	-1.05%
Net change in fund balance	(44,830.00)	-2.20%	139,597.00	6.23%	134,686.82	5.88%
Fund balance, beginning	<u>424,748.68</u>	20.86%	<u>424,748.68</u>	18.94%	<u>424,748.68</u>	18.54%
Fund balance, ending	<u>379,918.68</u>	18.66%	<u>564,345.68</u>	25.17%	<u>559,435.50</u>	24.42%

Innovative Practices and 2013-2014 Awards

HCIS continued to develop and expand its Directed Studies program during the 2013-2014 school year. When their schedules would permit, students lacking proficiency in reading or writing were assigned a Language Arts Directed Studies class in addition to their regular language arts class. A licensed language arts teacher taught this Directed Studies class. The Math Directed Studies courses were expanded to be math course specific. For example, there were geometry, algebra, and algebra 2 Directed Studies classes. This made it possible for the licensed math teachers to work more effectively on specific skills. During the 2013-2014 school year we also expanded our after school tutoring lab as well as made after school tutoring available in the Achievement Center.

This was our first year to employ an America Corps Promise Fellow, who worked intensely and effectively with at-risk students on a daily basis, as well as assisting with the tutoring labs.

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In September 2013, Harbor City International School was designated as a Reward School by the Minnesota Department of Education. The designation places our school among the top 15% of schools in Minnesota for helping students reach proficiency in reading and mathematics, meet their education growth goals, and graduate from high school. This was the second year HCIS achieved the award.

Harbor City International School continued this past year to work in vertical teams by discipline to ensure our curriculum is aligned to the Advanced Placement standards. With the addition of support through Directed Studies class, tutoring, and homework labs, the approach has led to significant improvements in students' mathematical proficiency and their ability to reach their growth goals, as well as success on AP examinations.

Students continue to be placed in courses that require them to meet academic challenges beyond their current level, but within reach so success is achievable. Each student is evaluated for skill level and academic achievement and enrolled in classes using the concept of "zones of proximal development." This has been successful in preventing boredom or teaching skills beyond the reach of students. "Zones of proximal development" places students where they are most likely to be challenged and meet with success. Students are advanced to the next level of rigor when the necessary skills have been mastered.

Innovative special education practices at Harbor City are continuing to align special education programming with a college preparatory mission. Current practices use executive functioning constructs and a standards-based context to accelerate academic progress and ensure post-secondary readiness for all special education students. Additionally, specialized instruction in the special education setting is focused on empowering students to understand how they learn best, to think about their learning across school settings, and to problem solve with staff when they experience barriers to the learning process. School wide priorities for special education students in general education settings include the use of reference sheets during independent work time, the availability of lecture notes at the end of class, the prioritization process for assignments, and the use of active learning strategies using information processing strengths.

Educational needs in the areas of time management/organizational skills, self-advocacy, assistive technology, learning strategies (reading, writing, and math-focused) and study/test-taking skills continue to be a focus during the evaluation or IEP process. Paraprofessional support is focused on math/science classes, and is staffed by licensed math/science staff. Given this support, special education students are successfully progressing through Algebra, Geometry, and a pre-Algebra II class in the general education setting, as well as in Biology, Physical Science, and Applied Chemistry or Physics. Paraprofessional support is also provided during an after school special education-focused tutoring lab.

Service Learning

Service Learning is incorporated as a part of several classes and clubs at HCIS.

Some examples of service learning opportunities at HCIS:

United Way Chili Cook-off volunteers

Homelessness Service Project through HCIS Base Camps

Red Cross Blood Drive

Damiano Center Kid's Café volunteer

Science classes participate in the Beach Sweep, where students organize, prepare for, and clean up an assigned area on the shore of Lake Superior.

Camp Miller Service Learning, examines the non-profit world, focusing on the YMCA, and then spends a week at Duluth YMCA's Camp Miller, assisting staff in preparing the camp for the summer season.

Superior Hiking Trail Building. Students plan and build sections of the trail.

Habitat for Humanity. Week long symposium where students work 6 days on HFH projects.

The Recreational Computing Club: Extra-curricular club hosted evening game nights with the proceeds supporting a local homelessness program.

Program Challenges

The greatest challenge of the 2013-2014 school year was to launch the year successfully after the sudden departure in July 2014 of our executive director. A Board Policy regarding director succession in the event of a sudden loss of directorship identified two staff members as co-directors. Ted Buck and Anne Wise assumed this co-directorship in August of 2013 and provided successful leadership for the school year 2013-2014. Enrollment remained strong, and AP courses as well as new electives were added. Staff worked together as a team to guide the school and maintain academic excellence, financial viability, and a strong positive reputation in the community. Please see organizational chart. A new director was hired in the spring, and he began work in July of 2014.

Future Plans

From Paul McGlynn, Executive Director, August 2014

Our most important future plan remains the expansion of our school program to include a middle school. The HCIS school board has designated the current Executive Director to continue researching both internal and external site options. The Executive Director will continue negotiations with Oneida and Duluth Plumbing Supply to expand in our current location. However, external sites are still a possibility, as well.

HCIS, also, has plans for improving the quality of the school's internal organization. The internal improvements have been designated in the five 2014-2015 goals for the Executive Director.

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1. The Executive Director is tasked with improving communications and trust among staff to be measured by staff surveys at the end of the year.

2. The Executive Director will provide clarity about roles, processes, expectations, and outcomes, including the following:

- written job descriptions for all positions
- clear expectations and state-mandated processes for teacher and staff evaluations
- clear understanding of staff decision-making processes
- an employee compensation guideline document that serves as an explanation of employee compensation

3. The Executive Director will work with the HCIS board of directors to complete a strategic plan that addresses the school's long-term identity and necessary planning, especially as it applies to middle school and long-term facilities planning.

4. The Executive Director will work with staff to decrease absenteeism by 20% and implement strategies to achieve this end.

5. The Executive Director will lead HCIS, through an appropriate process, to develop a plan for employee health benefits.

This plan will take into consideration the changing healthcare landscape and seek to maximize the benefits to employees while minimizing the cost to the district.

Note: Evidence for the successful completion of the above results should come from multiple sources

and may include: specific initiatives, staff surveys, or documents (IE- meeting minutes, e-mails, letters, testimonials, etc.) that clearly delineate progress toward these goals.

Non-Profit Status

Minnesota Business Name

Harbor City International Charter School

Business Type Nonprofit Corporation (Domestic)	MN Statute 317A
File Number 1X-93	Home Jurisdiction Minnesota
Filing Date 02/23/2001	Status Active / In Good Standing
Renewal Due Date: 12/31/2015	Registered Office Address 332 W Michigan Str #300 Duluth MN 55802 1610 USA
Registered Agent(s) (Optional) None provided	President Paul McGlynn 332 W Michigan Str #300 Duluth MN 55802 1610 USA

Appendix A - Director Review Process

Revised: 01/17/2012

Board Policy II J i

The executive director's performance will be evaluated annually by the board of directors. The Director Review Committee is responsible for facilitating this process in a timely manner.

Measures:

1. Compliance with the law
2. Compliance with board policy, including the "executive director's limitations"
3. Progress toward the executive director's annual results
4. Staff input on executive director's effectiveness
5. Annual Compiled Performance Evaluation

Process / Time Line:

1. Compliance with board policy, including director limitations, are monitored monthly by the board of directors (in event of non-compliance, see Board Policy III D.)
2. Progress toward the executive director's annual results is monitored quarterly based on executive director report to the board
3. January: staff survey distributed in late-January, and collected in mid-February
4. February: Director Review committee meets to compile staff survey, finalize evaluation form for members of the board of directors, and distribute evaluation form to board members at February meeting
5. March: in early March, BOD members meet to discuss and compile Director's Annual Performance Evaluation

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6. March: at end of March BOD meeting, a closed session to review and approve the Annual Performance Evaluation; and by late March, Executive Committee meets with the Executive Director to review the Annual Performance Evaluation results

Attachment: Annual Performance Evaluation Template

Appendix B – Sample Symposium Descriptions

Symposium Offerings Spring 2014

Course Title	Description	Assessment
Dice, Probability and Game Design	I will give you the skills and time to put together your own game (RPG, card, or just good ol' board game). Time will be divided between game writing, playing, testing, and learning fundamentals of probability so that you can make Math work for you. You may repeat this course if you earned a B or better last time.	Participation, final game, probability quizzes
Science Stuff You Didn't Get To Do In Class	In this class we will do sciencey projects that are too interesting to do in a regular science class. Some of our activities may include rockets of one or two types, lipstick chromatography, clock reactions (chemical reactions that keep time), geocaching, using cell phones to analyze objects falling from heights, some geology, and maybe a field trip. We'll try to apply scientific principles and ideas to have an understanding of whatever we do, but mainly try to do whatever projects interest us. We will try to take a field trip to a science site of interest. (Sandstone or Tower-Soudan?)	Most of the grade will be from active participation. Part of the grade will be from completion and quality of activities and study guides.
Softball/Baseball	For this class students will develop their skills and techniques in America's favorite pastime. Players will work through drills to improve their abilities in	Most of the grade will come from willingness to be coached, working with others, and active

	fielding and hitting and then scrimmage to get in game practice. Must be open to try every position in the field. If you are on a spring or summer softball team this is the perfect way to kick off the rust from the long winter. Bring your glove!	participation. Students also must demonstrate the 4 Rs.
Dying to Know about Death	There is one thing we all have in common: We are going to die. Many of us are not sure what to make of that, and many of us haven't thought about it much at all. Some of us have just never been given the opportunity to ask questions about it. What exactly is death anyway? Is it "the end"? How do various cultures view death? How does death affect the way I live my life? The medical examiner (who works at the morgue) will pay us a visit. We will visit a cemetery and a funeral home, and it has become a tradition to take a class picture in front of a hearse! CAUTION: This class will take an academic and philosophical view of death. If you are unable to be open about this subject, it probably isn't the right class for you. A sense of humor is also appreciated!	Journals, participation, project
Nature Writing	Do you have a passion for the natural world? Do you enjoy reading? Do you want to pour your thoughts out in a journal, or learn how? Do you desire to spend more time outside? If you answered "yes" to these questions, then this clearly is the class for you! We will spend our mornings journaling, reading nature-oriented literature, and discussing various philosophical perspectives on the human-earth relationship. In the afternoons, we will grab our journals and spend time hiking and contemplating several natural areas in Duluth. Students of all ability levels welcome. The class will involve hikes of up to three miles.	Daily journaling, participation, final collection of writing.
Camp Miller	Camp Miller, a summer residential camp for kids, is part of the Duluth YMCA and dedicated to making their programs accessible to everyone regardless of their ability to pay. As a part of this HCIS Service Learning symposium class, you will assist Camp Miller in achieving its vision of building strong kids, strong families, and strong communities. You will stay at Camp four days and three nights, helping camp staff get ready for the coming summer. Application required to be in the class. Please see Ms. Parr or pick up forms in the office.	Participation
Ballroom Dancing - Dancers	Shall we dance? Students will learn several basic ballroom dances, including swing, foxtrot, and salsa, from a professional ballroom dancer at the Superior Ballroom Dance Studio, then practice dancing with a live band at HCIS. While resting their dancing feet, students will do a dance related research project, as well as enjoy dance related videos. All ability levels are welcome. So put on your dancing shoes and let's dance!	Participation in lessons/rehearsals
Ballroom Dancing - Band	Strike up the band! You can't dance without music and live music is always better. We'll learn several jazz styles to accompany the dancers including:	Participation in rehearsals

	swing, salsa, rumba, cha cha, tango, etc. Instructor approval is required for this class; see Mr. Bergsven if you'd like to play in the band! All Jazz Combo members should register for this class.	
Video Production	In this class, students will work in groups to prepare interviews, record, compile, edit, and produce a video of HCIS Spring 2014 Symposiums. Individual or group video projects of interest if time allows.	Participation, 4Rs, videos
Children's Books: writing and illustrating	Do you like to draw? (I know you do!) Do you like to let your imagination run wild? (I know you do!) This class is perfect for you then! We will write and illustrate our own children's books, and then we will take them on the road and read them to actual, real, live children!	Participation, 4Rs, books
Japanese Culture and Appreciation	Students will cultivate an understanding of Japanese culture by studying an overview of the food, language, music, and entertainment of Japan. Activities will include basic language and historical analysis, dining etiquette and some film appreciation. Hands-on activities will involve origami lessons, musical instrument demonstrations and interactive learning games. Students will be assessed in this course with short presentation projects and activity participation.	Japanese writing practice, presentation projects, activity participation and documentary review assignments.
One Billion Years of Geology in Duluth	This geology symposium will explore the geologic history of the area. Park Point, Spirit Mountain, Lake Superior, local gravel pits, agates, and more will be explored geologically. We will travel from Lester River to Dond du Lac and points in between. Significant walking will take place.	A rock collection with descriptions of formation processes (about 16 varieties), will be made by each student.
Sailing	Course Description: Ride your bicycle out to the end of park point each morning and then spend the day sailing. You can learn everything from basic knot tying to advanced racing tactics. We will learn sailing fundamental in one-person one-sail boats. We may also sail 5-6 person keel boats where you will learn crew positions and be ready to sail with Duluth Yacht Club's Wednesday night series. Students will need to pass a basic swimming test to continue in the class beyond day #1.	participation, knot tying, vocabulary, physical skills, ability to follow directions and be reliable off campus
Anatomy of a Computer	Students will learn how to disassemble a computer, name each individual part, and reassemble one to working order. A project of building a dream computer and a computer on a budget will be assigned as well. Other work includes: soldering, 3D printing, tinkercad, Lego robot, raspberry pi, etc. Students must work well in a group and very willing to help others. (You may build a personal computer during class but all parts must be purchased by you)	Participation, 4 Rs, project results (demonstrating new skills, working with others, sharing)
African Music Ensemble Tour	You must be a current or past member of the African Music Ensemble or Choir to take this class. We will visit and perform for several area schools, parks, and other organizations. Expect full days of rehearsal and performance. We will have at least one off campus performance each day.	Students are assessed daily on their knowledge of our basic repertoire, attentive performance in ensemble, and preparedness for performances.
Volunteering for	Cheryl Skafte from Duluth Parks & Recreation is	Participation

Parks & Rec	busy right now preparing activities for us to do! She needs your help in beautifying our city. Some projects we have done in the past: tree-planting, flower-planting, readying a community garden, preparing the library for its big summer book sale, maintaining park paths, constructing steps on park paths, removing buckthorn, and simply cleaning up garbage. We typically get to travel to a different location each day. Spend your whole symposium outside, being helpful!	
Trail Work Volunteering for the City, and More	For this class we will help maintain some of Duluth's many trails. When not working, we will read about trails, watch video about trails, or maybe hike a few of our own.	
Spring Activity Sampler	We will explore ways to be active and keep fit in our community in the spring and summer months. We will hike, play outdoor games, visit the YMCA, visit the Boy's and Girl's club, and find things to do to keep us busy in the long boring months between June and September when we all get to come back to school!!!	Participation
Poetry Out Loud	Poetry Out Loud is a national competition and curriculum centered around the recitation of published poetry. The competition was in March, so this class will serve as a general introduction to all things poetry, leaving open the possibility for some students to compete next year. We'll read poems, recite poems, discuss poems, memorize poems, and write poems. We'll also discuss the purpose of poetry, learn about poets, and maybe even host our own poetry slam.	Daily work and final portfolio.
Music Appreciation	In this class, students will learn about and share their favorite music. Students will research and prepare presentations about musicians/bands, genres, periods, songs, and lyrics. Topics and presentations are primarily based on student interest, but some investigations will be specified/assigned.	Participation, 4Rs, presentations
Superior Hiking Trail: Duluth Section	In this class, students will have the opportunity to hike the Duluth section of the Superior Hiking Trail. Starting on the east end near Hawk Ridge and ending near Jay Cooke State Park, students will hike more than 40 miles of the SHT that weave through the hillside and streets of Duluth. Daily hikes will range from 6 to 9 miles. Although we won't do any camping, we will be spending full days out on the trail, so students must be prepared for moderate to difficult hiking and dress appropriately for late spring in Duluth. (Sturdy footwear and wind and/or rain-resistant jackets are a must). Don't miss this opportunity to enjoy trails that many Harbor City students helped build during past Symposiums!	
Life through Narrative: A Multi- Genre Project	"Those who have no record of what their forebears have accomplished lose the inspiration which comes from the teaching of biography and history."	Daily work and final culminating project

	<p>Students will delve into the life of someone they want to know more about. Are they still alive, or a part of ancient history? Is it an author, athlete, or leader? They will search for exciting anecdotes and forgotten secrets. They will also debate the question, "What counts as writing?" They will explore different genres (poetry, advertisements, letters, cards, lyrics, etc). Students will combine fact, interpretation, and imagination to compile a creative multi-genre research project.</p>	
<p>Film Photography</p>	<p>Learn to use film cameras and develop and print your own black and white photographs! In 6 days you will take 2 rolls of film and print 6-10 images using the Duluth Art Institute's darkroom. Expect to walk most days on photo excursions. Reading, research, and class critiques will be part of class as well. Please find your own SLR manual camera if possible. Classroom cameras must be shared.</p>	<p>Attendance, 4 highest quality prints, 1+ successful roll of film, short research project and presentation.</p>

Appendix C – Authorizer Performance Results

Academic Performance

These are the four academic performance goals in the contract with VOA:

Result: Harbor City School students will meet the requirements of AYP under the No Child Left Behind Act as established by federal and state law.

- *Indicator: HCIS students will meet AYP as measured by MDE's system of accountability for all subgroups.*

Result: Harbor City School students will perform as well or better than schools with comparable demographics in the state of Minnesota.

- *Indicator: HCIS students on average will meet or exceed by 5 percentage points comparison group scores on MCA reading test.*
- *Indicator: HCIS students on average will meet or exceed by 5 percentage points comparison groups on MCA mathematics test.*

Result: Harbor City School students will meet or exceed national growth rates for the NWEA on Measures of Academic Progress.

- *Indicator: Sixty percent of HCIS students will meet their RIT growth goals on MAP testing in reading and mathematics.*

Result: Test results on MCA II's for Free and Reduced Lunch students will be within five percentage points of test results for non-Free and Reduced Lunch students.

College Preparedness

Result: All Harbor City School students will be prepared to enter college upon graduation.

- *Indicator: HCIS students, on average, will exceed national average ACT scores.*
- *Indicator: HCIS students, on average, will meet or exceed the ACT average scores for students in Minnesota*
- *Indicator: At minimum, 75% of HCIS juniors and seniors will complete the ACT or SAT college entrance tests.*
- *Indicator: HCIS will increase the number of sophomores and juniors completing the PSAT tests.*
- *Indicator: All HCIS sophomores will complete the PLAN test.*
- *Indicator: For students completing Advanced Placement Tests, 60% will score a 3 or higher.*

Qualitative Measure of Success

Result: Harbor City School's academic program will exemplify the school's mission and vision.

- *Indicator: The Board of Directors will review quantitative data to ensure that students enrolled at HCIS are achieving performance levels commensurate with the school's mission and vision.*

Result: Harbor City School's curriculum, instruction, and assessments provide the elements necessary for the school to meet its expectations for success and accomplish its mission and vision.

September 16, 2014

- *Indicator:* The HCIS Board of Directors will set yearly Director's Results that ensure compliance with Board policy and with success in meeting the school's mission and vision.

Result: Harbor City School will maintain a positive school culture, welcoming all learners while providing an environment supporting high academic achievement.

- *Indicator:* HCIS will log no more than two EEOC complaints a year.
- *Indicator:* The annual satisfaction survey will indicate 75% satisfaction rates on HCIS culture, welcoming atmosphere, and supportive learning environment.

Result: Harbor City School focuses on academic effectiveness and instructional excellence guided by effective school leadership.

- *Indicator:* HCIS students, on average, meet academic proficiency standards as measured by MCA tests, growth goals as measured by MAP tests, and college readiness as measured by ACT scores, SAT scores, PSAT tests, PLAN tests, and the number of students attending college following graduation from HCIS.

Result: Harbor City School students will be actively engaged in their school community.

- *Indicator:* Minimally, thirty-five percent of HCIS students will be involved in an extracurricular activity.

Financial Viability

Result: Harbor City School has adequate resources to provide current year programming.

- *Indicator:* The school's budget is based on conservative and accurate enrollment figures.
- *Indicator:* The budget is balanced, optimally with surplus funds to contribute to the Fund Balance at the conclusion of the school year.
- *Indicator:* The school is current on all financial expectations, including but not limited to: pension payments, payroll taxes, insurance payments, payroll, and terms.

Result: Harbor City School will maintain a healthy financial position to ensure long-term viability.

- *Indicator:* The school's Fund Balance will comply with Board Policy IV.C.

Compliance

The HCIS BOD and the Executive Director work together to ensure that the school follows state and federal laws including the laws listed below. The school's policies in regard to these statutes can be found within the student handbook, the employee handbook and the board and school policy binder.

1. Minnesota Open Meetings Law (Minn. Stat. 471.705)
2. Public Employment Relations Act (Minn. Stat. 179A)
3. School district audit requirements (Minn. Stat. 123B.75 to 123B.83)
4. Student immunization records (Minn. Stat. 121A.15)
5. Minnesota Human Rights Act (Chapter 63)
6. Equal opportunity in athletic programs (Minn. Stat. 121A.04)
7. Minnesota Pupil Fair Dismissal Act (Minn. Stat. 124A.40 to 121A.56)
8. Minnesota Public Schools Fee Law (Minn. Stat. 123B.34 to 123B.39)
9. Education of Special Education students (Minn. Stat. 125A.02, 125A.03, 125A.24, 125A.65)
10. Educational data and records (Minn. Stat. 13.32, 120A.22 subd. 7, and 121A.75)
11. Teacher licensure (Minn. Stat. 122A.18 subd. 1)
12. Student legal records (Minn. Stat. 260B.171 subds. 3 and 5)
13. The Pledge of Allegiance (Minn. Stat. 121A.11 subd. 3)

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14. Revenue for a charter school (Minn. Stat. 124D.11)
15. PERA and TRA (Minn. Stat. 353, 354, and 354a)
16. Applicable state and local health and safety requirements
17. Minnesota Charter School Law (Minn. Stat. 124D.10)
18. Conformance of the school's governance structure pursuant to Section 4 of the contract
19. Ongoing presence of management and financial controls required by Section 8 of the contract
20. Administration of an open enrollment process and lottery pursuant to Section 7 of the contract

Application Form 2013-2014

HarborCity
INTERNATIONAL
SCHOOL

332 W. Michigan St, Suite 300 Duluth, MN 55802
(218) 722-7574 FAX (218) 625-6068
www.harborcityschool.org

Application Form

STUDENT INFO

Date _____

Last Name _____ First _____ Middle _____

Home Phone Number _____ Grade Level in **2013 – 2014** _____

Parent's Email Address _____

Address _____

City _____ State MN Zip Code _____ Alternate phone _____

PARENT/GUARDIAN INFO

Mother/Guardian _____ Work/Cell _____

Father/Guardian _____ Work/Cell _____

Name/grade of any other students in your household attending HCIS: _____

X _____ Relationship to
student _____

Signature of person completing registration form. By signing this form, you are verifying that the information provided above is accurate.

Return To: Harbor City International School
ATTN: Admissions
332 W Michigan St, Ste 300
Duluth, MN 55802

Or scan & email to the operations manager.

For Questions or more information:
Dawn Buck, Operations/Office Manager
Phone 722-7574 x225, 218-393-4219

Email dbuck@harborcityschool.org

Harbor City International School follows Minnesota state law in filling openings in its classes. April 1, 2013 is our deadline to fill open spaces in classes for the 2013-2014 school year. After April 1, 2013 application forms submitted for classes with openings will be accepted until the class is full.

After April 1, 2013 enrollment interest forms submitted for a class that is full will be kept until a space opens in class. At that time, first preference will be based on all applicants on the waiting list with a sibling of an enrolled pupil, to a foster child of that pupil's parents and enrolling children of the school's teachers before accepting other pupils by lot. If there are no applicants with siblings or teachers at the school are on the list, the selection will be conducted with a waiting list of chronological completed forms starting with the oldest.

STATE LAW

HCIS follows Minnesota Statutes 124D.10 subd. 9 in its enrollment practices. The text of the law is provided below.

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish a lottery policy and process that it must use when accepting pupils by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision. The charter school shall not distribute any services or goods of value to students, parents or guardians as an inducement, term, or condition of enrolling a student in a charter school.

HCIS, a tuition-free public school, does not discriminate on the basis of race, religion, gender, social or economic background, or sexual orientation.

Harbor City International School is authorized by Volunteers of America – Minnesota; Stephanie Olsen, representative, 612-270-1998