



Annual Report Completed September 2015



Minnesota Department of
Education

Reward School Recognition 2012, 2013, 2014, 2015

Harbor City International School, District 4085

**Volunteers of America of Minnesota
Charter School Authorizing Program
VOA-MN Education Center, Phone: 612-270-1998 www.voamncharters.org**

Table of Contents

HARBOR CITY INTERNATIONAL SCHOOL INTRODUCTION	3
MISSION STATEMENT	3
VISION STATEMENT	3
THE HCIS STUDENT VIBE	4
ANNUAL REPORT PURPOSE	4
STATUTORY PURPOSE	4
AUTHORIZER	4
SCHOOL GOVERNANCE AND GOALS	5
SCHOOL MANAGEMENT	9
STAFFING & TEACHING FACULTY INFORMATION AND PROFESSIONAL DEVELOPMENT	12
SCHOOL ADMISSIONS AND ENROLLMENT	13
STUDENT ATTRITION & RETENTION RATE	14
STUDENT POPULATION 2014-2015	16
ACADEMIC PROGRAM AND SCHOOL PERFORMANCE	16
2014-2015 VOA SMART GOALS FOR HCIS ACADEMIC GROWTH	17
ACADEMIC PERFORMANCE	19
PERCENT GROWTH ON MCA II READING/MATH, 2014-2015 SCHOOL YEAR	19
COLLEGE READINESS 2014-2015	20
AVERAGE ACT COMPOSITE SCORE EIGHT YEAR TREND	20
SCHOOL CLIMATE	22
FINANCES	24
INNOVATIVE PRACTICES AND 2014-15 AWARDS	25
SERVICE LEARNING	27
PROGRAM CHALLENGES	28
FUTURE PLANS	28
WORLD'S BEST WORKFORCE REPORT (WBWF)	28
DISTRICT/SCHOOL GOALS AND BENCHMARKS FOR INSTRUCTION AND STUDENT ACHIEVEMENT	30

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.

The HCIS Student Vibe

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. (Written by Student Forum, Summer 2002)

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 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.

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. In May of 2014, VOA renewed our contract through June 2020.

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 school's efforts on genuine, school-wide continuous improvement.

Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Manager
VOA Charter School Authorizing Program
VOA-MN Education Center
924 – 19th Avenue South
Minneapolis, MN 55404
Phone: 612-270-1998



E-Mail: solsen@voamn.org

School Governance and Goals

Harbor City continues to meet its primary purpose “to improve all pupil learning and all student achievement” through the rigor and reach of its academics, so that all students are afforded a challenging and compassionate educational environment allowing for optimal growth towards a successful post-secondary life. Our vertically aligned courses place students in classes so that they are challenged, but also so that they can make progress towards mastery where skills are deficient. Our Reward School status for this past year identifies that our achievement gap is closing, and that our MCA scores show marked improvement.

Harbor City improved its MCA Reading and Science scores this year. (See data, beginning on page 17.) There was a small decline in our MCA Math scores. Harbor City enacted a Literacy/Reading Remediation Program in the 2014-2015 school year. This program targeted students who indicated low skills on an OLPA practice test in the fall of 2014. These students were placed in a Reading Strategies course and worked one-on-one with a reading specialist. This program showed marked success with some of these targeted students significantly increasing their MCA Reading scores. Overall, reading scores on the MCA increased by 16%.

Our Reward School status for four consecutive years indicates that we are achieving our WBWF Goals by closing the achievement gap, increasing postsecondary opportunities for students through academic achievement, and increasing graduation rates.

Harbor City achieved many of its annual goals for student learning opportunities. In Professional Learning Communities, teachers created Student Learning Goals and all teachers were evaluated, in part, based upon the integrity and success of these goals. Also, through PLCs, staff developed literacy strategies for each course they taught, enacting a school-wide, inter-disciplinary literacy program. Math tutoring was offered before and after school hours to increase the learning support and possibilities for all students to understand and be successful in math courses. Harbor City increased the rigor and staffing of its Homework Lab, which met for 90 minutes four

days every week. All these achievements increased the learning opportunities, level of student learning, and academic progress school-wide.

Harbor City’s mission and vision aligns with the VOA Hallmarks. HCIS focuses on keeping small class sizes that provide nurturing and challenging academics. We serve a diverse population of students from nearly all socio-economic and racial backgrounds. In the 2014-2015 school year, 42.5% of our student population qualified for Free and Reduced Lunch. Harbor City International School promotes community engagement through elective classes, symposiums, clubs, volunteer opportunities and events in the local community.

On November 2, 2014, the Harbor City Board of Directors conducted a strategic planning session which included a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. Using the analysis as a guide, the strategic planning committee identified key focus areas to steer the school’s development over the next four years.

The focus areas are:

Determining the viability of adding a middle school

Optimal use of facilities (including lease negotiation vs. building purchase, vs. moving from current location);

Development of policies and procedures that promote transparency and efficiency in decision-making; the promotion of a healthy, inclusive school culture;

Development of the school’s international programming.

The committee’s goals for moving forward are to create the Annual Results for 2015/2016; review the mission, vision, student and employee handbooks, and review the board governance model used.

2014-2015 School Year Charter Public School Board

This table contains information for ALL board members.

2014-15 Election Date

February 11, 2014

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Phone Number	E-Mail Address	Member Meeting Attendance Rate (percent)
-------------	-----------------------	---	---------------------	--------------------	------------------------	---------------------	-----------------------	---

Jennifer Ahern	President	Teacher (#459023)	2/12/13	5/14/13	5/12/16	(218) 722-7574 x409	jahern@harborcityschool.org	100%
Theodore Anderson		Teacher (#388209)	2/11/14	5/13/14	5/14/15	(218) 722-7574 x414	tanderson@harborcityschool.org	100%
Sara Floerke	Secretary	Parent	2/11/14	5/13/14	5/11/17	(218) 340-5302	sarafloerke@gmail.com	100%
Elizabeth Holte		Teacher (#446564)	2/11/14	5/13/14	5/11/17	(218) 722-7574 x410	eholte@harborcityschool.org	92%
Peter Langr	Treasurer	Teacher (#318748)	2/11/15 (appointed 5/14/13)	6/11/13	5/10/18	(218) 722-7574 x417	plangr@harborcityschool.org	100%
Sarah Lindahl		Teacher (#351760)	2/11/15	5/14/15	5/10/18	(218) 722-7574 x467	slindahl@harborcityschool.org	100%
Thomas Maloney		Teacher (#363361)	2/11/14 (appointed 8/20/132)	9/10/13	5/12/16	(218) 722-7574 x302	tmaloney@harborcityschool.org	92%
Shannon RedBrook		Parent	2/11/15	5/14/15	5/10/18	(218) 722-7574	ahawi-akota@hotmail.com	67%
Sumair Sheikh	Vice President	Community Member	2/11/14	5/13/14	5/11/17	(517) 775-1426	ssheikh@harborcityschool.org	85%
Lisa Walsh		Parent	appointed 5/13/14	6/10/14	5/12/16	(218) 722-5014	duluthmom@hotmail.com	100%
Elizabethada Wright		Parent	appointed 4/22/14	5/13/14	5/14/15	(218) 726-8091	ewright@d.umn.edu	92%

Annual Training Completed by Board Members in 2014-2015

Member Name note "full board" where applicable	Type of Activity	Date	Location
Full Board	Finance Training	May 14, 2015	Harbor City International School, Duluth

2015-16 Anticipated or actual election date: February 11, 2015

BASIC TRAINING COMPLETED BY SEATED BOARD MEMBERS

Board Member Name	Governance Basic Training Completed	Finance Basic Training Completed	Employment Basic Training Completed	Dates, locations and trainers for each Basic
Jennifer Ahern	6/1/13	6/18/13	6/1/13	6/1/13: North Star Academy, Duluth (MACS) 6/18/13: North Star Academy, Duluth

				(MACS)
Theodore Anderson	11/12/14	--	12/18/14	11/12/14: Phone (Booth Law Group) 12/18/14: North Star Academy, Duluth (MACS)
Sara Floerke	5/20/14	10/8/14	12/18/14	5/20/14: North Star Academy, Duluth (MACS) 10/8/14: Online (MACS) 12/18/14: North Star Academy, Duluth (MACS)
Elizabeth Holte	5/20/14	11/3/14	12/18/14	5/20/14: North Star Academy, Duluth (MACS) 11/3/14: Online (MACS) 12/18/14: North Star Academy, Duluth (MACS)
Peter Langr	6/1/13	6/18/13	6/1/13	6/1/13: North Star Academy, Duluth (MACS) 6/18/13: North Star Academy, Duluth (MACS)
Sarah Lindahl	--	--	--	--
Thomas Maloney	10/23/13	10/8/14	10/7/14	10/23/13: Harbor City International School, Duluth (MACS) 10/7/14: LoveWorks Academy, Golden Valley (MACS) 10/8/14: Online (MACS)
Shannon RedBrook	--	--	--	--
Sumair Sheikh	5/20/14	10/8/14	12/18/14	5/20/14: North Star Academy, Duluth (MACS) 10/8/14: Online (MACS) 12/18/14: North Star Academy, Duluth (MACS)
Lisa Walsh	6/10/15	11/3/14	6/10/15	11/3/14: Online (MACS) 6/10/15: Phone (Booth Law Group)
Elizabethada Wright	5/20/14			5/20/14: North Star Academy, Duluth (MACS)

School Management

Harbor City International School was managed by an Executive Director (licensed administrator) who collaborated with the Leadership Team, the Guidance Department, and the Operations Team to run the school. A Director of Teaching and Learning worked with the Professional Learning Community groups and the Teacher Development and Evaluation process. Professional development for this position included: Attended MDE conferences on design and implementation of Minnesota's Teacher Development and Evaluation process, and another on creating Student Learning Goals. A bookkeeper and an accountant supported the Executive Director in financial matters. These individuals are long-time contractors with the organization.

HCIS Director Review Process

HCIS Director Review Committee

Board Approved Timeline 2014-15

- The Director Review committee will prepare, distribute and tally teacher surveys in time for April BOD meeting

- At the April BOD meeting, the BOD will...
 - review ED performance relating to annual results.
 - review ED performance relating to director limitations.
 - Review results of teacher survey

- Sharing Results
 - The BOD will share it's findings from the above three bullets before the June BOD meeting.

- Writing 2015-16 Annual Results
 - In late April, stakeholders will be invited to share input for 2015-16 annual results. A rough outline of these ideas will be shared with the board at the May meeting.
 - An annual results committee will form and meet once or twice to solidify the annual results to be voted on at the June Meeting.

Appendix C

Executive Director Review Process

Revised: 03/11/2012

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 mid-January, and collected in late-January
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: BOD members meet to discuss and compile Director's Annual Performance Evaluation
6. April: at end of April BOD meeting, a closed session to review and approve the Annual Performance Evaluation; and in late April, Executive Committee meets with the Executive Director to review the Annual Performance Evaluation results

School Management

Name	Title/File # if applicable	Year hired	Left 14/15	Not Returning 15/16
Paul McGlynn	Executive Director 383556, Licensed Administrator	5/2014		
Anne Wise	Director of Teaching and Learning 220894	8/2004		
Ted W. Buck	Technology Coordinator, Teacher, 462093	8/2009		
Dawn Buck	Operations Manager	6/2009		
Roger LePage	Operations and Facilities	7/2014		
Michael Furchert	Student Nutrition Coordinator	11/2013		
Kim Holak	Operations and Admin. Asst., Teacher 373141	8/2014		
Breanna Greenly	Social Worker	8/2009		
Tricia Neubarth	Guidance Counselor	8/2013		
Kris McNeal	Special Ed Instructional Aide, Teacher 453997	4/2013		
Megan Anderson	Special Ed Instructional Aide 480408	8/2014		X
John Peterson	Special Ed Instructional Aide, Teacher 481046	8/2014		
Brain Scott	Special Ed Instructional Aide, Teacher 470188	8/2013		
Leah Biezuns	Special Ed Instructional Aide	8/2013		
Angela Egger- Enzmann	Special Ed Instructional Aide 479510	8/2014	12/2014	
Paul Belsito	Special Ed Instructional Aide, 483476	12/2014		

Kris Miller	Tech asst., Spec.Ed Asst.	8/2013		X
-------------	---------------------------	--------	--	---

Staffing & Teaching Faculty Information and Professional Development

Professional Development

Harbor City International School's professional development was embedded in Professional Learning Communities (PLC) and the Teacher Development and Evaluation process. The 2014-2015 school year's professional development focused on a school wide Reading Initiative to meet the challenges of the newest Minnesota Comprehensive Assessment in Reading. As a whole group, faculty received instruction on how to implement reading strategies in all academic subjects, and individually met with the Reading Specialist to plan for the use of literacy strategies in their classrooms. In the small content area focus groups, teachers conducted action research, discussed outcomes, and collaborated on the use of classroom literacy strategies.

In 2014-2015, HCIS met the Minnesota requirements for the teacher development and evaluation process. Harbor City developed and implemented a new evaluation procedure for all staff. The Executive Director and the Director of Teaching and Learning utilized MDE teacher development resources to develop an evaluation form and process for all Harbor City teachers. All teaching staff were evaluated twice in the 2014-2015 school year by the Director of Teaching and Learning and by the Executive Director. The process for each evaluation included a pre-observation meeting, a teacher self-evaluation, a classroom observation, and a post-observation meeting. Teachers set Student Learning Goals and completed IDPs (Individual Development Plans). All other Harbor City staff were evaluated by the Executive Director.

2014-15 Teaching Faculty Information

This table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).

Teacher's Name	MDE File	Assignment	Left during 14/15	Not returning 15/16
Jenny Ahern	459023	Mathematics		X
Theodore C. Anderson	388209	Language Arts		

Aryn L. Bergsven	401434	Creative Arts		
Darin M. Bergsven	405077	Music		
Ted W. Buck	462093	Engineering, Math		
Gregg A. Dold	380800	Social Studies		
Carol Furchert	428820	Social Studies		
Josh Gosar	432500	Special Education		X
Amy L. Hexum	383871	Science		
Elizabeth Holte	446564	Spanish		
Peter Langr	318748	Chemistry and Physics		
Emily Lanik Parr	385361	Speech and Drama		
Sarah Lindahl	234647	Language Arts		
Thomas Maloney	363361	Mathematics		
Sharon Hexum	166958	Reading Consultant		
Sandra Radtke	456230	Special Education		
Justin Strom	447759	Mathematics		
Scott Totten-Hall	408866	Special Education		
Robert Turner	459367	Spanish 1 & 2		
Anne B. Wise	220894	Language Arts		

School Admissions and Enrollment

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, college preparatory, 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. A waiting list for ninth and tenth grade is maintained.

Admissions Policy

Harbor City International School follows Minnesota state law in admitting students who apply.

HCIS follows Minnesota Statute 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.

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 March 1st of the previous year. If enrollment requests exceed the target enrollment number anytime after March 1st, then HCIS has wait lists for each grade (9-12).

Please see “Application Form,” for more details (Appendix).

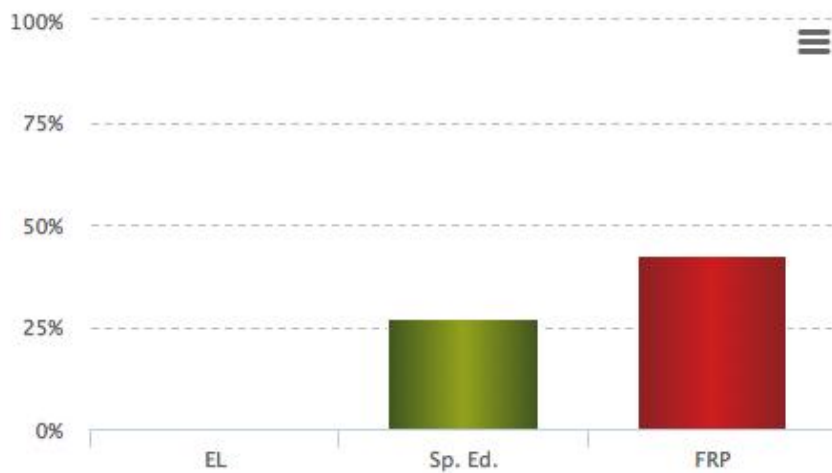
Student Attrition & Retention rate

Enrollment by Grade Comparison

Data is based on October 1 enrollment from MARSS reporting system

Grade	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 enrollment as of 9/17/15
9	45	43	55	34	41	56	59	61
10	53	53	47	57	48	49	52	63
11	47	54	45	47	50	55	50	58
12	51	49	45	44	34	48	49	41
Totals	196	199	192	182	173	208	210	223

Retention continues to improve. We ended the school year with approximately 200 students and an ADM of 198.46. The budget was based on an ADM of 200. A higher number of eligible students enrolled for the following fall. Several students who left and enrolled at other schools during 2014-2015 re-enrolled or sought enrollment for the fall of 2015.

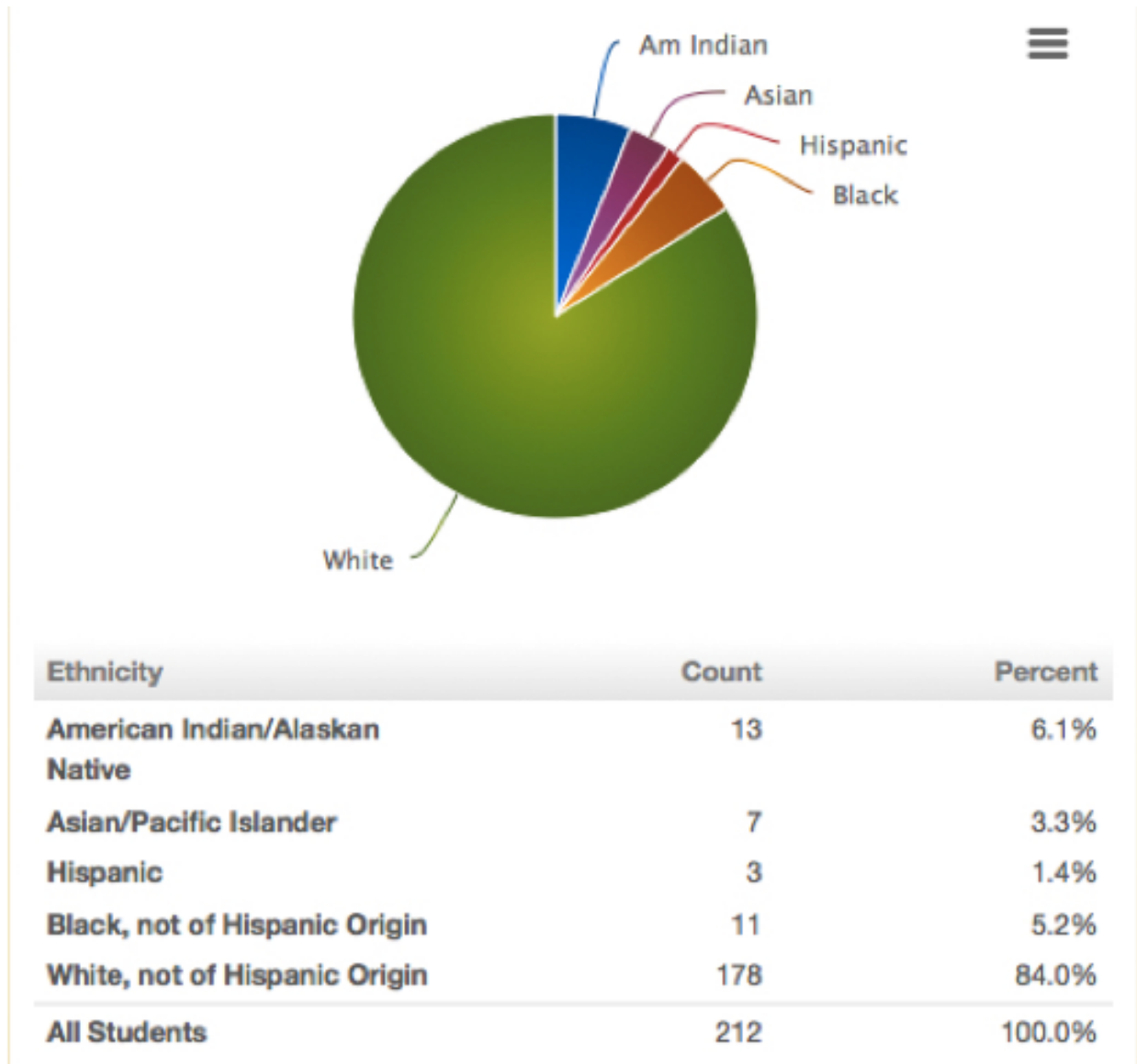


	Count	Percent
English Learner	0	0.0%
Special Education	57	26.9%
Free/Reduced Priced Lunch	90	42.5%

Special Population 2014-2015, see graphic above.

- Previous year 2013-2014 Special Education 25.8%
- Previous year 2013-2014 Free/Reduced 41.1 %

Student Population 2014-2015



Academic Program and School Performance

The academic program is based on the vertical alignment model of Advanced Placement coursework. Harbor City International School in 2014-2015 offered three levels of academic curricula in language arts, social studies, and science - AP/Honors, pre AP, and Fundamentals. By offering these three levels of academic curricula, HCIS faculty is able to provide instruction within students' zone of proximal development maximizing the possibility of academic growth. If students arrive at HCIS without proficiency at grade level, fundamentals courses are offered for building and practicing necessary skills, gaining necessary content knowledge, and exploring the content using critical thinking. The HCIS Math Department offers many levels of courses, ensuring that students are able to master new

content, build and develop skills, and make academic progress. Harbor City International School used vertical alignment of curriculum readying students for AP coursework. Course objectives are clearly articulated in yearly syllabus unit plans, and daily plans, which are all posted on teachers' websites. Students not making adequate progress have the opportunity to meet with faculty during their office hours, attend after school Homework Lab, and before school Math Lab.

- Harbor City International School began as a combination traditional and project-based high school, with emphasis on an integrated and experiential curriculum. Five years ago HCIS began its move to vertical alignment of curricula, and four years ago offered its first AP course. HCIS has earned Reward School Status from the state of Minnesota for the past four years, and its ACT scores have improved, both indications that our curricula, tools, and techniques support student achievement.
- Harbor City International School faculty, as part of their Professional Learning Community work, meet in Vertical Alignment Teams (subject matter teams), to review curricula and ensure all Minnesota State Academic Standards are met, and students are prepared for AP and college courses.
- HCIS assists educationally and economically disadvantaged students to succeed academically through the following programs and services:
 - Title I - Math Directed Studies, parent meetings, community resources
 - Homework Lab
 - Before and after school teachers' office hours
 - Tutoring
 - Math lab before school
 - Teacher conferences
 - Base camp student conferences
 - Parent meetings
 - Individually working with Promise Fellows (9th and 10th graders)

HCIS has shown continued academic growth as evidenced by the increases in proficiency on MCA tests, higher ACT tests scores, and Reward School status for 2014-2015. MCA results from the previous year, 2013-2014, informed our decision to focus on reading strategies in every classroom, add a Reading Strategies class, and hire a Reading Specialist. In addition, the MCA reading scores also informed our decision to make literacy the topic of our Professional Learning Community for 2014-2015. Math Directed Studies classes were also continued in 2014-2015.

2014-2015 VOA SMART GOALS for HCIS Academic Growth

2014-2015

READING – The percentage of all students enrolled October 1 in grade 10 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all

reading state accountability tests (MCA, MOD, MTAS) will increase from 52.4% in 2014 to 53.9% in 2015. *(Increase of 1.5 percentage points)*

The percentage of all students enrolled October 1 in grade 10 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MOD, MTAS) will continue to close the gap between the state by making a 1.5% increase in proficiency during the 2015 school year, compared to the previous school year.

Result: Harbor City International School reading test proficiency increased to 66.7% proficient for students enrolled on October 1st, 2014. This is an increase of 14.3%, exceeding not only the one year goal but also the five year goal. The volatile percentile changes are to be expected with the small number of students tested (48). Another way to look at the result is HCIS increased reading proficiency by 6.8 students.

MATH - The percentage of all students enrolled October 1 in grade 11 Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will increase from 58.3% in 2014 to 59.3% in 2015. *(Increase of 1 percentage points)*

The percentage of all students enrolled October 1 in grade 11 at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MOD, MTAS) will continue to close the gap between the state by making a 1 % increase in proficiency during the 2015 school year, compared to the previous school year.

Result: Harbor City International School math test proficiency decreased to 55.3% proficient for students enrolled on October 1st, 2014. The volatile percentile changes are to be expected with the small number of students tested (38). Another way to look at the result is HCIS missed the goal by 1.5 students.

SCIENCE -

The percentage of all students enrolled October 1 in grade HS at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all science state accountability tests (MCA, MOD, MTAS) will increase .5 percentage point from the previous available score *(Increase of .5 percentage point, when data is available.)*

The percentage of all students enrolled October 1 in grade HS at Harbor City International who earn an achievement level of Meets the Standards or Exceeds the Standards on all science state accountability tests (MCA, MOD, MTAS) will continue to close the gap between the state by making a .5 percentage point increase in proficiency during the 2015 school year, compared to the previous available score.

Result: Harbor City International School science MCA test proficiency increased to 66.0% proficient for students enrolled on October 1st, 2014. This is an increase of 8.3%, exceeding not only the one year goal but also the five year goal. The volatile percentile changes are to be expected with the small number of students tested (38). Another way to look at the result is the HCIS increased proficiency by 8.3 students.

Growth

Growth is measured using the “Growth Z-score” provided by the state. A 0.0 (zero) score means that the students are growing at the same rate as the state average. A positive score means they are growing faster and negative means that they are growing slower than the state average. In order to obtain a growth score a student must have taken the associated MCA test in 8th grade as well as 10th or 11th

grade. This excludes many of our students that transfer in from other states, countries and private or home schools.

READING - The average growth score on the state reading accountability tests (MCA, MOD, MTAS) for all students enrolled the full academic year and taking the same test in consecutive testing years in grades 10 at Harbor City International will increase from -0.2772 (negative) in 2014 to -0.2072 (negative) in 2015. (Increase of 0.07)

Result: The average growth for reading in 2015 was 0.10190, an increase of .3792, far exceeding the target of 0.07 for the goal. In fact, HCIS has met the growth target for the 5 year renewal period. It will be our internal goal to have average growth z-scores above 0.0 for the remainder of the contract.

MATH - The average growth score on the state math accountability tests (MCA, MOD, MTAS) for all students enrolled the full academic year and taking the same test in consecutive testing years in grades 11 at Harbor City International will remain at or above 0.0.

Result: The average growth score for math in 2015 was 0.23387, well above the target of zero. It was also an increase above the previous year's score by 0.097.

Academic Performance

Percent Meeting or Exceeding on MCA II Reading/Math, 2014-2015 School Year (all students)					
	<u>Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>	<u>Total Proficient</u>	<u>Percent Partially Meeting</u>
Math, Grade 11	42	38.1%	16.7%	54.8%	16.7%
Reading, Grade 10	52	38.5%	26.9%	65.8%	15.4%

Percent Growth on MCA II Reading/Math, 2014-2015 School Year

Math All Grades All Students

Growth Over the 2015 School Year for HARBOR CITY INTERNATIONAL CHARTER

Status	Low	Medium	High
Proficient	21.7% 5 students were proficient but made low growth	8.7% 2 students continued to grow	21.7% 5 students made exceptional growth
Not Proficient	8.7% 2 students were not proficient and made low growth	8.7% 2 students were not proficient but made some growth	30.4% 7 students were not proficient but made exceptional growth
Students Measured: 23		Percent of AYP Count: 60.5%	

Reading All Grades All Students

Growth Over the 2015 School Year for HARBOR CITY INTERNATIONAL CHARTER

Status	Low	Medium	High
Proficient	13.9%	38.9%	11.1%
Not Proficient	5.6%	13.9%	16.7%
	5 students were proficient but made low growth	14 students continued to grow	4 students made exceptional growth
	2 students were not proficient and made low growth	5 students were not proficient but made some growth	6 students were not proficient but made exceptional growth
Students Measured: 36		Percent of AYP Count: 75.0%	

Data From MDE Secure reports. Please note that the data above is only for students that took Middle school MCA tests.

College Readiness 2014-2015

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 Eight 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
2015	25.6	22.7

Program Highlights:

- HCIS continues to employ a full-time guidance counselor.
- 2014-2015 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 transition 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 postsecondary 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.
- 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.
- Hosted college and career experts to answer students' questions.
- Hosted a Financial Literacy Advocate to speak with Juniors/Seniors and their parents regarding college expenses.
- Worked with students in Freshman Seminar regarding careers and colleges, as well as, transcripts, graduation requirements.

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.

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 participated in admission sessions & tours at different post-secondary schools in the local and regional areas.

PSEO (Post Secondary Enrollment Options)

- During the 2014-2015 school year, 12 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.
- Students and parents have experienced HCIS to be flexible in order to support their participation in PSEO.

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 advanced to the regional tournament.

School Climate

The charts below represent data from the 2015 Parent/Guardian Survey conducted in the spring.

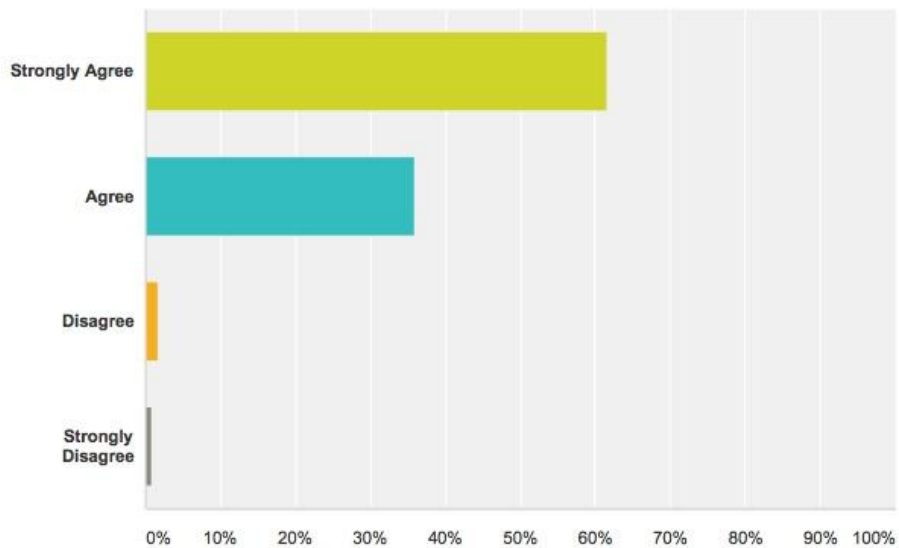
Indicator: The annual satisfaction survey will indicate 75% satisfaction rates on HCIS culture, welcoming atmosphere, and supportive learning environment.

The staff, faculty, and board of directors review the survey results and uses the data in making changes to programs and procedures.

As indicated by the 2014-2015 Parent Satisfaction Survey, 97.4% of parents responding report satisfaction with their experience at HCIS. This is higher than that of the 2013-2014 school year satisfaction rate which was 95.4%.

Q2 I am satisfied with my child's experience at HCIS.

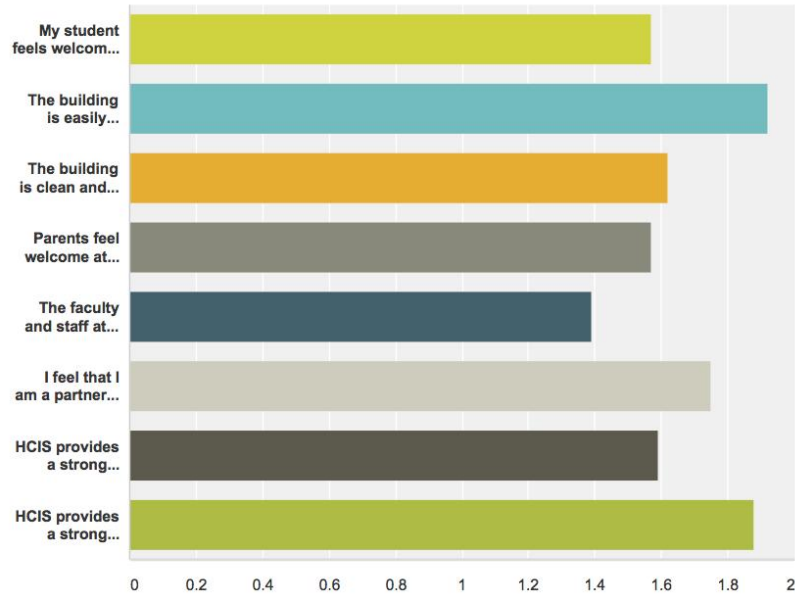
Answered: 117 Skipped: 0



Answer Choices	Responses
Strongly Agree	61.54% 72
Agree	35.90% 42
Disagree	1.71% 2
Strongly Disagree	0.85% 1
Total	117

Q14 Please rate the following statements.

Answered: 113 Skipped: 4



	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Weighted Average
My student feels welcome at Harbor City International School.	53.10% 60	39.82% 45	5.31% 6	0.88% 1	0.88% 1	113	1.57
The building is easily accessible and is in a safe location.	34.51% 39	43.36% 49	17.70% 20	4.42% 5	0.00% 0	113	1.92
The building is clean and well-maintained.	49.56% 56	39.82% 45	9.73% 11	0.88% 1	0.00% 0	113	1.62
Parents feel welcome at Harbor City International School.	53.98% 61	37.17% 42	7.08% 8	1.77% 2	0.00% 0	113	1.57
The faculty and staff at HCIS know my student.	66.37% 75	28.32% 32	5.31% 6	0.00% 0	0.00% 0	113	1.39
I feel that I am a partner in my student's education.	46.43% 52	36.61% 41	12.50% 14	4.46% 5	0.00% 0	112	1.75
HCIS provides a strong academic environment in the classroom.	52.21% 59	38.05% 43	7.96% 9	1.77% 2	0.00% 0	113	1.59
HCIS provides a strong academic environment outside the classroom.	37.17% 42	40.71% 46	18.58% 21	3.54% 4	0.00% 0	113	1.88

#	Comments	Date
---	----------	------

Student conferences were well attended. Approximately 80 families attended fall conferences; 70 families attended spring conferences.

Finances

The 2014 - 2015 school budget was based on an ADM of 200. The school completed the year with an ADM of 198.46. 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 22.67% fund balance. A 20% fund balance is the goal with future increased allocations for educational opportunities for students.

The FY 2015 Audit report prepared by Wipfli, LLP:

Financial Statement Findings: None

Minnesota Legal Compliance Findings: None

Wipfli LLP

1502 London Road

Suite 200

Duluth MN 55812

218-722-4705

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 is made up of the school's accountant, bookkeeper, the board treasurer, an additional board member, and the executive director. 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.

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, 2015
 (UNAUDITED)

	Adopted Budget	% of Revenue	Revised Budget	% of Revenue	(Unaudited) Actual	% of Revenue
Revenue						
Local revenue	6,500.00	0.28%	6,500.00	0.28%	42,664.41	1.71%
Revenue from state sources	2,228,808.00	97.34%	2,228,808.00	97.34%	2,362,130.60	94.49%
Revenue from federal sources	54,383.00	2.38%	54,383.00	2.38%	94,785.93	3.79%
Interest income	0.00	0.00%	0.00	0.00%	251.11	0.01%
Total revenues	2,289,691.00	100.00%	2,289,691.00	100.00%	2,499,832.05	100.00%
Expenditures						
School administration	249,493.00	10.90%	249,493.00	10.90%	270,687.89	10.83%
School support services	160,794.00	7.02%	160,794.00	7.02%	164,401.09	6.58%
Regular instruction	937,412.00	40.94%	937,412.00	40.94%	973,102.50	38.93%
Exceptional instruction	315,070.00	13.76%	315,070.00	13.76%	455,060.49	18.20%
Instructional support services	12,600.00	0.55%	12,600.00	0.55%	4,194.17	0.17%
Pupil support services	121,268.00	5.30%	121,268.00	5.30%	111,689.16	4.47%
Sites, buildings and equipment	531,037.00	23.19%	531,037.00	23.19%	491,060.57	19.64%
Fiscal and other fixed costs programs	9,000.00	0.39%	9,000.00	0.39%	10,308.73	0.41%
Total expenditures	2,336,674.00	102.05%	2,336,674.00	102.05%	2,480,504.60	99.23%
Excess (deficit)	(46,983.00)	-2.05%	(46,983.00)	-2.05%	19,327.45	0.77%
Transfers	(22,438.00)	-0.98%	(22,438.00)	-0.98%	(31,669.22)	-1.27%
Net change in fund balance	(69,421.00)	-3.03%	(69,421.00)	-3.03%	(12,341.77)	-0.49%
Fund balance, beginning	578,980.17	25.29%	578,980.17	25.29%	578,980.17	23.16%
Fund balance, ending	509,559.17	22.25%	509,559.17	22.25%	566,638.40	22.67%

Innovative Practices and 2014-15 Awards

In the 2014-2015 school year HCIS began a Literacy Program using OLPA reading scores to identify students predicted to not reach proficiency on the MCA Reading test. After students were identified, the school director and the director of teaching and learning met with each student to explain how they had been identified and describe the new Reading Strategies class. Parents were contacted. Using monies from a Northland Foundation grant, HCIS contracted with a licensed literacy coach who worked with students one-on-one, assisted with a Reading Strategies class, worked with individual teachers on incorporating literacy strategies in their classrooms, and provided literacy across the content areas in-service training to teachers.

Harbor City's Literacy/Reading Remediation Program showed a marked success with nearly half of those targeted students Meeting Standards on the spring MCA. HCIS reading scores on the MCA improved by 16%.

Freshman Seminar was launched in 2014/2015 to make the transition from middle school to high school positive and successful. The goals were to orient students to the academic culture of high school in general and HCIS in particular, emphasize the importance of student accountability and responsibility, and teach strategies for organizing and prioritizing academically as well as socially.

Senior Seminar was continued in 2014-2015. The main goal of Senior Seminar was to facilitate post-secondary planning and self-discovery. Specifically, students gained a deeper and broader understanding of post-secondary opportunities. Seniors created a post-secondary plan, wrote a college application essay, created a resume, explored and applied for scholarships, visited several local colleges, interviewed a staff member, and engaged with guest speakers/community members who represented various post-secondary experiences.

During the 2014-2015 school year we continued our after school Tutoring Lab. We made tutoring available in the Achievement Center (special education) after school, and in teacher classrooms. Math tutoring was available to students each morning before school in math teachers' classrooms.

2014-2015 was our 2nd year to employ two AmeriCorps Promise Fellows who worked intensely and effectively with at-risk students on a daily basis, as well as assisting with the tutoring labs.

Harbor City International School was designated as a Reward School by the Minnesota Department of Education for 2014-2015. 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 fourth 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 classes, 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 Calculus examinations.

Students continued to be placed in courses that required them to meet academic challenges beyond their current level but within reach, making success achievable. Each student was evaluated for skill level and academic achievement and enrolled in classes using the concept of "zones of proximal development." This has been successful in challenging students and or teaching skills needed for reaching proficiency or mastery. "Zones of proximal development" places students where they are most likely to be challenged and meet with success. Students advance to the next level of rigor when skills are mastered.

Innovative special education practices at Harbor City continue 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. 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 employees. 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 after school special education-focused tutoring lab.

Service Learning

Service Learning is accomplished through classes, base camps, symposium courses, and clubs at HCIS.

- In the fall of 2014, the HCIS community held a clothing/household item drive for the local Safe Haven Women's/Children's Domestic Abuse Shelter. Base Camps (advisor groups) participated in a contest which encouraged donations. Attendance at the event and the amount of donation was more than expected. Sixteen industrial size construction bags full of items were donated.
- In the spring of 2015, HCIS wrote a grant through Delta Dental to organize the making of Smile Kits which included toothbrush, toothpaste, floss, soap, shampoo and a comb. The kit, also, included an educational pamphlet for youth and adults to understand the importance of hygiene. The kits were delivered to Damiano Center, CHUM, and LifeHouse, organizations which work with impoverished families. Harbor City students were involved by initially discussing what they felt they could do to make a difference in their community. They helped develop the educational pamphlet, assemble the kits, and participated in the delivery of the kits. After the kits were delivered, the students who were involved met for a reflection component.

Other examples of service at HCIS:

- United Way Chili Cook-off volunteers
- Toy Drive for the Union Gospel Mission
- Red Cross Blood Drives
- Camp Miller Service Learning Symposium spends a week at Duluth YMCA's Camp Miller, assisting staff in preparing the camp for the summer season, Ms. Parr
- Harbor City Volunteer Corps - YMCA Award June 2015 for setting up Camp Miller
- Volunteering for Duluth Parks and Recreation – Spring Symposium, Ms. Ahern
- Trail Work Volunteering for the City, and More- Spring Symposium, Mr. Langr
- CHUM Fundraiser for food-shelf: Technology club hosted two “Ghost in the Machine” events with proceeds to CHUM.

Program Challenges

Harbor City's greatest challenge is continuing to increase the high-level of our academic program by increasing the number of honors and AP courses, while, at the same time, maintaining the integrity of our inclusive, welcoming and diverse school culture that serves all sociological, economic and educational needs and challenges of students and families.

Our goal is to serve all students well in our college going culture. Our small school model allows teachers to know each student's strengths and needs. Base camp advisers monitor progress, as does the guidance department; students don't "fall through the cracks."

Another charter high school is slated to open in the fall of 2017. Will Harbor City's enrollment be affected by this new option in the community? Parents continue to report that they are choosing Harbor City for the small class sizes, individual attention for their students, high expectations for academics, opportunities in the arts, and a nurturing environment.

Future Plans

Harbor City is exploring options for new locations for high school and middle school sites. The middle school working group has been meeting to determine how to most efficiently and effectively grow our school, allowing HCIS to better serve the greater community's needs. The HCIS board continues to support these steps towards opening a middle school in the fall of 2017.

World's Best Workforce Report (WBWF)

Harbor City International School educates our students with a strong emphasis on the 4Rs- Respect, Responsibility, Relationships and Reach in order to prepare them for a post-secondary education and to be positive citizens in the community.

Overview:

The World's Best Workforce Plan (state statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. In order to create the world's best workforce, Harbor City International School must make progress toward the following:

- Closing the identified achievement gaps in the district
- Making sure all students attain college, postsecondary and career readiness before graduating from high school
- Making sure all students graduate from high school

This progress was measured through any combination of the following:

- Student performance in the classroom and their grade results
- Student performance on NWEA Assessment
- Student performance on Minnesota Comprehensive Assessments along with other relevant assessments
- Student performance on OLPA Assessments
- Student performance on ACT Assessment
- Analysis of assessment data as it relates to achievement gaps in student sub-groups (racial groups, ethnic groups, English Language Learners, students receiving special education services and/or students living in poverty).
- High School Graduation rates
 - College and Career Readiness Assessments

PSAT (juniors)

The PSAT/NMSQT and PSAT 10 are tightly aligned with the redesigned SAT and provide educators and students with the chance to check in on student progress. Both exams will support all students with a clear focus on the skills and knowledge that matter most for college and career success. Educators will be able to:

- Measure and follow student performance.
- Pinpoint areas for development.
- Prepare students for the redesigned SAT.

SAT (Optional for students)

The SAT Suite of Assessments makes it easier for students to navigate a path through high school, college, and career by providing unmatched benefits to students, educators, districts, and states. The suite features:

- Focused, clear, and useful assessments that reflect the knowledge and skills that current research shows are essential for college and career readiness and success.
- Free, personalized, focused practice resources for all students.
- College opportunities through scholarships, fee waivers, and AP credit.
- Powerful career-planning partnerships and a focus on coding and STEM.

PLAN (sophomores)

The PLAN Student Score Report contains a lot of information about your skills, interests, plans, and goals.

You can use this information to:

- Make sure your remaining high school courses are the best ones possible to prepare you for college
- Help you consider your options for after high school

ISEEK skills assessment (freshmen) - ISEEK is Minnesota's comprehensive career, education, and job resource. I use this as a tool to start freshmen thinking about their likes/dislikes and how that translates into careers and college choices.

District/School Goals and Benchmarks for Instruction and Student Achievement

District Math Goals:

- The percentage of Harbor City Students in grade 11 scoring a Meets or Exceeds on the MCA Math Test will increase by 2%

District Reading Goals:

- The percentage of Harbor City Students in grade 10 scoring a Meets or Exceeds on the MCA Reading Test will increase by 2%.

Assessing and Evaluating Student Progress

9-12 Assessment System

9th Grade-NWEA twice a year, MCA Science with Biology bi-annually.

10th Grade-MCA Reading, ACT Plan, Reading OLPA, NWEA twice a year

11th Grade- MCA Math, ACT plus Writing, NWEA twice a year

Data Utilization:

*Testing results are utilized by Guidance Counselor and teachers to determine student placement in different level courses.

*Testing results will be used to identify students needing remedial interventions through a Reading Strategies program.

*Testing results are used in Student Advocacy Team (SAT) meetings to determine student strengths and weaknesses.

*Testing results are used to determine effective pedagogy and curriculum.

Systems of Review and Evaluation:

- *All grade levels and content areas build vertical curriculum maps.
- *All curriculums are aligned with state and national standards.
- *All curriculums are reviewed by departments on a yearly basis.
- *All curriculums are reviewed at the district level on a yearly basis.

Teacher Development and Evaluation Plan:

Teacher development and growth are important to Harbor City's success with students. Harbor City uses a self-created model for teacher evaluations that is partially based on the state model and partially based on the unique educational process of our school. The evaluation is done annually for all staff. Teachers complete annual targeted growth plans that are submitted to administration. Teachers participate in PLCs and reflect on their professional growth.

Executive Director Evaluation:

- *The director is reviewed annually using the Policy of Limitations and Director's Annual Results.

Strategies for Improvement of Instruction, Curriculum and Student Achievement in District/High School:

- *PLCs allow for review and reflection of learning initiatives, assessment of data and evaluation of effectiveness.
- *MAP scores, NWEA scores and MCA scores allow for targeted focus on student needs in reading, math and science.
- *Core Course Departments meet regularly to reflect and discuss Vertical Alignment Strategies
- *Guidance counselor office and Ameri-Core Fellows work with students who are in need of remedial academic help.
- *Homework Lab is offered to all students four afternoons a week, which allows students direct one-on-one tutoring with their homework.
- *F-Troop is a committee that meets weekly to discuss strategies for reaching out to low performing students

Effective Practices:

- *Teacher Development and Evaluation Plan utilizes observations and evaluation based on the specific school pedagogical model and state standards of evaluation. The evaluation offers teachers feedback on their strengths and challenges.
- *PLCs are used to provide a collaborative teaching/learning culture in which teachers can continue their professional growth as educators.

*The director is evaluated annually using the Policy of Limitations and Director's Annual Results.

Annual Budget for Sustaining Implementation of District Plan:

*The budget will be reviewed annually. Staff development dollars will be set aside from the general fund to finance opportunities both within the school and outside of the school for teachers and administration to engage in best practice training and strategies.

Reporting Requirements:

*The school board will publish this report on Harbor City International Charter School's website.

*The school board will hold an annual public meeting to review and revise the World's Best Workforce Plan, as well as, the district's success in achievement and improvement plans that may enhance the WBWF.

*The school board will send an electronic summary of its report to the Commissioner of the Minnesota Department of Education each fall.

WBWF Committee:

*The district has a WBWF Committee that periodically meets and reviews the WBWF Plan for Harbor City, which is comprised of parents, board members and the school director.

*Anyone wishing to be a part of this WBWF Committee may contact the Harbor City Board or the school director.

*The committee meets about three times a year and meetings are open to the public.

Non-Profit Status

Charity Search Results

Organization Name	Harbor City International Charter School
Organization Type	TRUST
Contact Person	Paul McGlynn
Address	332 West Michigan Street, Suite 300
City	Duluth
State	MN
Zip Code	55802-1610
Purpose or Description	Operates a chartered school, providing a free grade 9-12 education.
Phone Number	(218) 722-7574
Status	Active
Extension	None

Appendix



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 **2014 – 2015** _____

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

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

Or scan & email to the operations manager

Email dbuck@harborcityschool.org

Harbor City International School follows Minnesota state law in filling openings in its classes. April 1, 2014 is our deadline to fill open spaces in classes for the 2014-2015 school year. After April 1, 2014 application forms submitted for classes with openings will be accepted until the class is full.

After April 1, 2014 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

