

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 01, 2014

Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

310300860875 HARLEM LINK CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 3

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
20 West 112th Street New York, NY 10026	212-289-3249	212-289-3686	info@harlemlink.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Steven Evangelista
Title	Executive Director
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

<http://www.harlemlink.org/>

6. DATE OF INITIAL CHARTER

2004-09-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2005-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 K

 1

 2

 3

 4

 5**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	20 West 112th Street New York, NY 10026	212-289-3249	CSD 3	K-5	Yes	DOE space

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Steven Evangelista	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Nadeisha Greene	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Nadeisha Greene	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Steven Evangelista	[REDACTED]	[REDACTED]	[REDACTED]

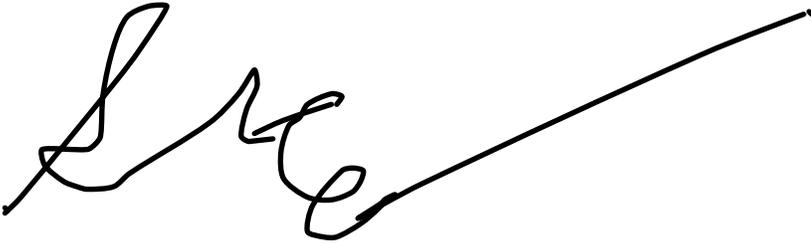
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

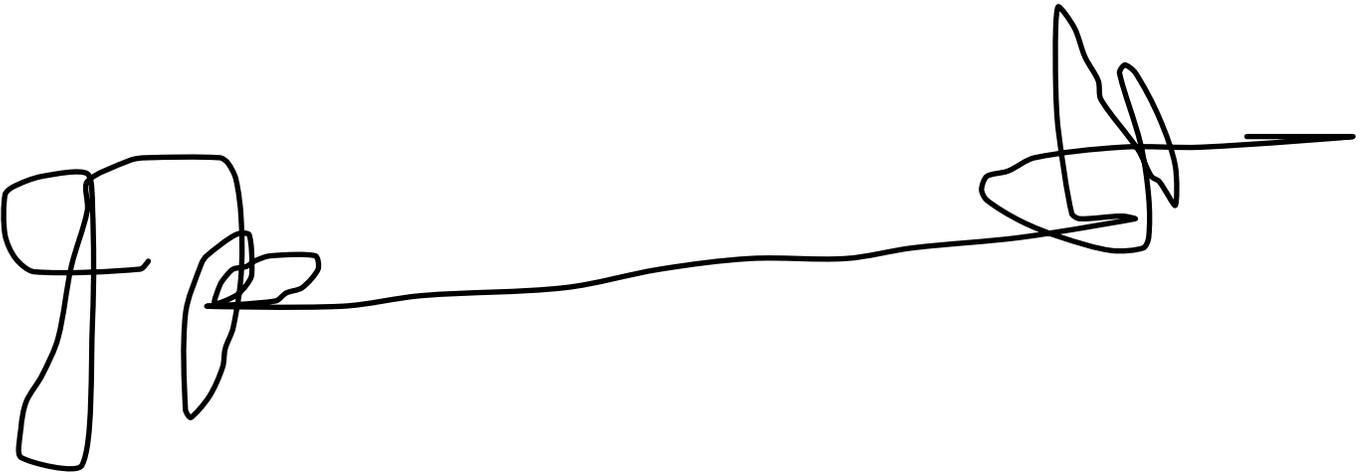
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in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

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink, featuring a large, stylized initial 'J' on the left, followed by a long horizontal line, and ending with a complex, looped flourish on the right.

Thank you.

Appendix A: Link to the New York State School Report Card

Created Monday, July 28, 2014

Page 1

Charter School Name: 310300860875 HARLEM LINK CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?instid=800000058135&year=2013&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attenda>



**Harlem Link
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Steven Evangelista

20 West 112th Street, 3rd Floor
New York, New York 10026
(212) 289-3249

Steven Evangelista, Principal, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jonathan Barrett	Chair/President, Executive, Development, Finance
Krista Barron	Trustee, Education
David Brown	Secretary, Executive
Bianna Cardinale	Trustee, Education
Peter Carry	Trustee, Development
Kenneth Catandella	Trustee, Development
Sean Coar	Treasurer, Finance, Executive
Brandilyn Dumas	Trustee, Education, Executive
Rachel Field	Trustee, Education, Development, Executive
John Reddick	Trustee

Steven Evangelista has served as the Principal since 2011 and served as the Co-Director from 2004 to 2011.

INTRODUCTION

Harlem Link is an independent charter school initially chartered to serve grades K-4 in Central Harlem. The school opened with grades K-1 in September 2005 with the mission of graduating articulate scholars who meet or exceed state performance standards and active citizens who learn and serve in their communities. The school reached grades K-5 in 2008 and plans to remain at these grades through the next charter period, choosing to focus on honing the academic programs in the elementary grades before pursuing charter authorization for middle school. Harlem Link currently aids its fourth and fifth grade students to gain admission to high performing, competitive public and private middle schools. The SUNY Charter Schools Institute granted Harlem Link a three-year charter renewal in 2010 and a five-year renewal in 2013.

The school design is distinguished by an emphasis on teaching students critical thinking skills, encouraging students to take an active role in their own learning and thus empowering themselves to develop good character. Harlem Link's culture emphasizes collaboration, which is embodied in the co-teaching model as well as the numerous community and institutional partnerships the school uses to advance student learning. As such, Harlem Link vigorously embraced New York State's transition to Common Core Standards, in which there is an increased emphasis on literary analysis, mathematical thinking and process, and student discussion. These elements have always been a part of Harlem Link's instructional vision.

With the exception of fifth grade, Harlem Link enrolls 54 students per grade. (Since many charter schools and other competitive middle school programs begin in fifth grade, the school experiences and even encourages greater student attrition. In 2012, for example, the school facilitated four top students to gain admission to the Upper West Side's exclusive Center School, and nominated them as honorary Harlem Link alumni.) Each year, the school has attracted an increasing number of families eligible for free or reduced-price lunch, a federal indicator of poverty level. In 2013-14, approximately 87% of Harlem Link students fell into this category. Throughout the eight years of the school's existence, the ethnic and neighborhood demographics have held constant, approximately 80% of students are African-American, non-Hispanic with remaining students identifying as Hispanic. Though the school is located in Community School District 3 in upper Manhattan, a plurality of students reside in Community School District 5, which encompasses central Harlem. The remainder of students resides in more than 10 other districts throughout New York City.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2010-11	48	53	49	53	54	38	295
2011-12	50	50	51	52	52	37	292
2012-13	55	51	51	51	54	40	302
2013-14	50	53	53	48	53	48	305

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers and writers of the English language.

Background

Harlem Link uses a balanced literacy approach to teaching English Language Arts (ELA). Teachers use the Reader's and Writer's Workshop as a guide for instruction. This includes the use of read aloud, shared reading, guided reading and other small group instruction, independent reading with teacher conferencing, shared writing, interactive writing, guided writing and independent writing as elements of classroom instruction. Teachers use individual conferences and a variety of unit-level and term-level formal assessments to gauge student achievement and to plan differentiated instruction based on individual student needs. Harlem Link uses the Developmental Reading Assessment (DRA) as a school-wide reading level benchmarking tool. Teachers use results to plan small group instruction goals.

Harlem Link also employs two Academic Intervention Services (AIS) teachers to provide support to struggling readers and writers through a robust Student Support and Response to Intervention (RTI) process. Harlem Link's RTI program is organized through Child Study Team meetings. Each student as part of RTI receives targeted goals with expected periods for improvement, interventions and frequent progress monitoring. The school emphasizes classroom-based interventions with the goal of using the Committee on Special Education sparingly and only when school-based interventions are ineffective, in accordance with the Individuals with Disabilities Education Act. Despite identifying a small percentage of enrolled students as disabled, the school maintains a similar rate of enrollment of students with disabilities to the surrounding community.

Harlem Link's curriculum is completely aligned to the Common Core State Standards (CCSS), the culmination of a process that began with staff, administrators and faculty in January 2011. As part of this transition, the school modified the Reading and the Writing scopes and sequences in each grade to include more nonfiction reading and persuasive writing. Based on these and other small changes to the ELA program, for the first time in the school's history, a large percentage of returning students are arriving to the school on or above grade level for ELA.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in third through fifth grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	48	-	-	-	48
4	53	-	-	-	53
5	48	-	-	-	48
All	149	0	0	0	149

Results

During the 2013-14 academic year, 15.0% of students enrolled at Harlem Link for two or more years achieved proficiency on the state English Language Arts (ELA) exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	22.9	48	17.1	35
4	9.4	53	11.4	44
5	12.5	48	17.1	41
All	14.8	149	15.0	120

Evaluation

Harlem Link did not meet the measure for 2014 with only 15.0% of students across the school attaining proficiency on the state’s ELA exam. This performance falls below the measure’s target of 75% proficiency. Students in the third and fifth grade achieved the highest levels of proficiency in the school at 17.1%, which represents an increase over the grades performance on the 2013 administration of the exam.

This performance mirrors the results from the 2013 administration of the state’s ELA exam, when across the state student proficiency dropped by an average of 24.0 percentage points with the administration of a Common Core aligned exam. Over the last three years, Harlem Link has

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

adjusted and strengthened its program to meet the higher standards of the Common Core. The 2014 scores demonstrate the school’s long transition from its former school-based learning standards to the New York State Common Core Curriculum Standards, which has resulted in some successes such as the year-to-year increase in performance for the school’s third and fifth grades.

Additional Evidence

The 2012-13 academic year began a new Accountability Period for the school with a new test. As evidenced by the results of the 2014 administration of the ELA exam, Harlem Link, similar to many schools across the state, continues to face challenges with meeting the demands of the new test.

The following chart depicts Harlem Link student performance on the state’s ELA exam during the three most recent years. Generally, students enrolled at the school for two or more years perform better than those who have benefitted from the school’s program for less time. In addition, the school experienced year-to year gains with third and fifth grade student performance.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	55.2	29	13.9	36	17.1	35
4	52.4	42	26.6	43	11.4	44
5	50.0	34	13.9	36	17.1	41
All	52.4	105	18.3	115	15.0	120

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

Harlem Link's Performance Level Index for 2014 is 77.4.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	38.3	47.5	13.3	1.7

$$\begin{array}{rcccccccc} \text{PI} & = & 47.5 & + & 13.3 & + & 1.7 & = & 62.4 \\ & & & & 13.3 & + & 1.7 & = & \underline{15.0} \\ & & & & & & \text{PLI} & = & 77.4 \end{array}$$

Evaluation

Harlem Link's PLI did not meet the state's AMO of 89 by 12 points.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

Harlem Link saw 15.0% of its students attain proficiency on the state exam as compared with 49% of students in District 3 and 14.4% of students in District 5 attaining proficiency. While the school is physically located in District 3, a significant number of Harlem Link's students reside in District 5. Harlem Link students outperformed students in District 5 but did not exceed the performance of students in District 3 as shown in the chart below.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency					
	Charter School Students In At Least 2 nd Year		All District 3 Students (Local District)		All District 5 Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	17.1	35	45.0	1394	13.9	932
4	11.1	44	54.0	1415	16.0	899
5	17.1	41	48.0	1268	13.0	769
All	15.0	120	49.0	4077	14.4	2600

Evaluation

Based on its student population characteristics, Harlem Link’s performance is compared to District 5 for the 2013-14 academic year. When compared to District 5, the residence of a noteworthy majority of the school’s students, Harlem Link’s students having outperformed District 5 students in all grades except for fourth. As such, Harlem Link has met this measure.

In previous years, the school was compared to District 3 based on its location. While the school is technically located in the relatively high-performing and diverse District 3, the majority of Harlem Link’s students live in the low-performing and low-income District 5. In District 3, the majority of schools are located on the wealthy Upper West Side, with a small number of schools (including Harlem Link and its co-located schools) being located in the southern part of Harlem.

Additional Evidence

The change in state cut scores in 2010 established the pattern of Harlem Link not surpassing Community School District 3, but outperforming the local schools in the Harlem community. Over time, the school had closed the performance gap between Harlem Link and District 3 from over 20 percentage points to fewer than 10 percentage points in 2012. However, those gains were lost in 2013 and not yet reclaimed in 2014 as the school once again fell more than 20 percentage points behind District 3’s performance.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students						
	2011-12		2012-13		2013-14		
	Charter School	District 3	Charter School	District 3	Charter School	District 3	District 5
3	55.2	61.7	13.9	48.8	17.1	45.0	13.9
4	52.4	65.3	26.2	44.5	11.4	54.0	16.0
5	50.0	58.5	13.5	41.3	17.1	48.0	13.0
All	52.4	61.9	18.3	45.0	15.0	49.0	14.4

In addition, Harlem Link students continue to outperform the combined third through fifth grade students enrolled at P.S. 208, a district school with which Harlem Link shares a building.

**English Language Arts Performance of
School and Comparison School(s) by School year**

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All students in Comparison School(s) Scoring Proficient on the State Exam by Year			
		Harlem Link		P.S. 208	
		Percent	Number Tested	Percent	Number Tested
2010-11	3-5	35.7	115	29.2	195
2011-12	3-5	52.4	105	39.5	172
2012-13	3-5	18.3	115	7.7	155
2013-14	3-5	15.0	120	12.8	141

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Harlem Link achieved a -0.03 effect size during the previous school year. Data for the current school year is not yet available.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		51	11.8	18.1	-6.3	-0.54
4		54	24.1	17.7	6.4	0.54
5		40	15.0	16.8	-1.8	-0.16
All	90.5	145	17.3	17.6	-0.4	-0.03

School's Overall Comparative Performance:
<i>Lower than expected</i>

Evaluation

Overall, Harlem Link did not meet this measure performing lower than expected. However, the performance of fourth graders exceeded the prediction with students performing higher than expected to a small degree.

Additional Evidence

The school met the target in 2011-12, the final year of its accountability term. Harlem Link has yet to meet the target during the new charter term.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	78.0	143	32.9	40.5	-0.05
2011-12	3-5	74.6	141	51.0	43.9	0.45
2012-13	3-5	90.5	145	17.3	17.6	-0.03

Goal 1: Growth Measure⁵

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

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

Harlem Link's mean growth percentile for 2012-13 of 57.6 exceeds the statewide median of 50.0. In particular, students in the fourth grade cohort exceeded the grade-level median by more than 10 points.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	N/A	50.0
4	63.8	50.0
5	48.8	50.0
All	57.6	50.0

Evaluation

Harlem Link met this measure for the 2012-13 academic year. Data for 2013-14 is not yet available. The school's overall mean growth percentile is greater than the state median of the 50th percentile. In addition, fourth grade students far surpassed the state median attaining the 63.8 percentile.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Additional Evidence

Given the change to the state's testing program, multi-year comparison data is not yet available.

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

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3			NA	50.0
4			63.8	50.0
5			48.8	50.0
All			57.6	50.0

⁷ Grade level results not available.

Summary of the English Language Arts Goal

Data is only available for three of the five measures applicable for the 2013-14 academic year. Of the three measures with available data, Harlem Link has achieved one measure but has not yet achieved the others. As a result, Harlem Link has not yet met its ELA goal. Data is available for two of the five measures applicable for the 2012-13 academic year. Harlem Link has achieved one of these measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

Action Plan

The Harlem Link staff, board and community are committed to students achieving the high standards set by the state and within the school’s Accountability Plan goals. Harlem Link has not yet met these goals and standards during the charter term. As a result, Harlem Link leaders have developed and are implementing an aggressive plan to increase student achievement. With the transition toward common core and a suspension of Harlem Link’s historical program features to focus solely on those efforts proven to increase student learning, some of these changes are well underway and producing promising results. These changes include:

- New, highly qualified teaching staff in the upper grades who are committed to continuous improvement through the implementation of feedback and professional development
- Curriculum shift from large, thematically themed units to small genre-based units
- Implementation of a 90-minute reading workshop to give students additional reading instruction and that offers students up to five different opportunities to receive small group instruction
- Renewed emphasis on social studies content
- Refinement of the school’s assessment program to provide teacher’s with clarity on how and when to use data

- Implementation of structured, ongoing professional learning communities that meet monthly and collectively and consciously work toward meeting quarterly and annual content area goals

Younger students, exposed to Harlem Link's new approach since joining the school, are experiencing significant learning gains over students in prior years as evidenced by internal assessments such as the DRA and MAP exams. As an example, 74% and 80% of second and third graders, respectively, for the 13-14 academic year are arriving to the school performing at or above grade level from the prior school year. Performance for students in lower grades is comparable. This is compared to fourth and fifth graders who are having difficulty adjusting to new strategies and content. These students are arriving to the school with significantly less students performing at or above grade level. We strongly believe that the state's testing exams administered in 2015 will mirror the results seen at the school level. Consequently, Harlem Link will continue to implement the strategies above.

However, in response to recent student performance on the state exam, Harlem Link also plans to increase student performance in all grades through implementation of the following:

- Closely align the school's social studies and ELA curriculum to provide students with supplemental ELA instruction
- Increased coaching of teacher implementation of the 90-minute reading workshop to focus on questioning techniques, decreasing teacher thinking time and placing the emphasis and thought work on students, guidance on conferencing (one-on-one instruction) implementation
- Increased teacher professional development on the ongoing use of student data for making instructional decisions including external training for school leaders and staff
- The addition of a tier to the school's Response-to-Intervention (RTI) program to provide students with additional structured support as needed

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in understanding and application of mathematical computation and problem-solving.

Background

In the nine years of its existence, Harlem Link has built a math curriculum that is standards-based, philosophically aligned with the school's mission and comprehensive in its approach. This curriculum has gone through a thorough review for the 2013-14 school year, to address gaps between it and the Common Core State Standards as identified by school staff in 2012-13.

Harlem Link teachers implement the TERC math program in the classrooms, along with skills practice during Morning Meeting, direct skills instruction through assessment-driven, teacher designed instruction, and the Contexts for Learning program, which supplements conceptual gaps in TERC such as measurement of time and money and basic number sense but uses the same pedagogical philosophy. This combination of programs ensures students have the number sense and basic number fact recall to wrestle with and master conceptual problems. It also allows students to understand and apply mathematical computation and problem solving to situations that arise in everyday life.

As constructivist math programs, TERC and Contexts for Learning foster mathematical thinking. Calendar study provides daily practice with basic skills, and teachers create individualized math stations and lead Guided Math groups to differentiate instruction and meet the needs of all students.

The school's shift away from Harlem Link school standards to New York State standards and then Common Core State Standards in two overlapping phases has mirrored that of the ELA, but has required much less effort from the leadership and teachers since the school was already substantially teaching in a manner consistent with CCSS. The school has identified two major concepts as key to faithful implementation of CCSS and preparation for PARCC in math: embedding the eight Standards for Mathematical Practice in daily math routines and a logical sequence of skill development from grades K to 5.

The eight Standards for Mathematical Practice, with their focus on student argumentation, communication, and problem solving, are consistent with the school's structured constructivist approach. The CCSS vertical sequence of skills, particularly the major emphasis on number sense in the early grades and the comparatively disproportionate focus on fractions in the upper elementary grades, has led to a change in the school's use of TERC and Contexts for Learning modules. In many cases this change has pushed units previously taught at the school into a prior grade. The school is well prepared to support teachers in this transition and well-practiced in the use of TERC modules to deliver effective math instruction.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in third through fifth grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	48	-	-	-	48
4	53	-	-	-	53
5	47	-	-	-	48
All	148	0	0	0	148

Results

Student enrollment data at the time Harlem Link administered the state mathematics exam differs from that at the time Harlem Link administered the state ELA exam. This is due to the transfer of a student to another school between test administrations.

Overall, 48.6 percent of Harlem Link’s students in grades 3-5 attained proficiency on the state’s math exam. Students enrolled with the school for two or more years achieved proficiency at higher rates with 52.9 percent of these students attaining proficiency. This jump in performance provides evidence of the value of Harlem Link’s mathematics program when students participate for two or more years.

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	37.5	48	40.0	35
4	60.4	53	63.6	44
5	46.8	47	52.5	40
All	48.6	148	52.9	119

Evaluation

Harlem Link has not yet met this measure. With 52.9 percent of students enrolled in at least their second year attaining proficiency, this performance falls about 20 points below the performance determined by the measure. Of the three grades tested, the fourth grade attained the performance with 63.6 percent of students attaining proficiency.

Additional Evidence

Harlem Link’s performance in the 13-14 academic year far exceeds its performance in the prior year by more than 20 percentage points providing evidence of the school’s success with adjusting to the state’s Common Core Learning Standards and its associated state exam. As shown in the table below, Harlem Link is making clear progress toward attainment of this measure.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	69.0	29	8.3	36	40.2	34
4	97.6	41	60.5	43	63.6	45
5	97.1	34	19.4	36	52.5	40
All	89.4	104	31.3	115	52.9	119

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

Harlem Link's PLI for the 13-14 academic year is 141. This performance significantly surpasses the state's AMO of 86. Harlem Link is further encouraged by the fact that the bulk of students, who did not attain Level 3 or 4 on the state math exam, did attain a Level 2, a small distance to move students toward achievement.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11.8	35.2	42.0	10.9

$$\begin{array}{rccccccccc} \text{PI} & = & 35.2 & + & 42.0 & + & 10.9 & = & 88.1 \\ & & & & 42.0 & + & 10.9 & = & \underline{52.9} \\ & & & & & & \text{PLI} & = & 141 \end{array}$$

Evaluation

Harlem Link has met this measure outperforming the state's AMO by more than 55 points.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

Results

Harlem Link students outperformed those in District 5 and came four points shy of meeting District 3 student performance.

2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency					
	Charter School Students In At Least 2 nd Year		District 3 Students		District 5 Students	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	40.0	35	54.0	1401	17.0	939
4	63.6	44	61.0	1430	18.0	915
5	52.5	40	55.0	1283	15.0	786
All	52.9	119	<u>56.7</u>	4114	16.8	2640

Evaluation

Harlem Link has met this measure. Harlem Link students outperformed the students of District 5, the residence of most Harlem Link students, by 35 percentage points. Students in the historically higher performing District 3, Harlem Link's geographical district of location, only surpassed Harlem Link's students by 3.8 percent, significantly closing the achievement gap between this district and Harlem Link's students.

Additional Evidence

With the transition to the Common Core aligned state exams in 2012-13, Harlem Link performance trailed that of District 3's performance by more than 15 percentage points and the performance of District 5 by four percentage points. In the most recent year, Harlem Link erased the gap between District 5 and closed the gap between District 3 by more than two thirds.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2011-12		2012-13			2013-14		
	Charter School	District 3	Charter School	District 3	District 5	Charter School	District 3	District 5
3	69.0	66.9	8.3	52.1	36.8	40.0	54.0	17.0

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

4	97.6	73.6	60.5	51.9	39.7	63.6	61.0	18.0
5	97.1	67.5	19.5	40.0	41.5	52.5	55.0	15.0
All	89.4	69.4	31.3	48.0	35.8	52.9	56.7	16.8

Harlem Link also outperforms the third through fifth grade performance of P.S. 208, a school that resides in the same facility as Harlem link.

Mathematics Performance of School and Comparison School(s) by School year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All students in Comparison School(s) Scoring Proficient on the State Exam by Year			
		Harlem Link		P.S. 208	
		Percent	Number Tested	Percent	Number Tested
2010-11	3-5	66.1	121	31.8	194
2011-12	3-5	89.4	115	43.1	201
2012-13	3-5	31.3	105	6.4	157
2013-14	3-5	52.9	119	17.4	144

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Harlem Link performed higher than expected to a small degree as compared to school's across the state with a similar demographic population. The school realized a 0.47 effect size for the 2012-13 academic year. Students in grade four performed higher than expected by a large degree with an effect size of 1.72.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		51	9.8	21.7	-11.9	-0.77
4		54	51.8	23.4	28.4	1.72
5		40	22.5	17.3	5.2	0.36
All	90.5	145	28.9	21.1	7.9	0.47

School's Overall Comparative Performance:
<i>Higher than expected to a small degree</i>

Evaluation

Harlem Link met this measure during the 2012-13 academic year performing better than expected to a small degree. Two out of three grades exceeded expectations with fourth grade performing better than expected to a large degree and fifth grade performing better than expected to a small degree.

Additional Evidence

In comparison to similar schools statewide, Harlem Link has performed better than expected during the last three academic years. The school's actual performance has consistently exceeded predictions.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	70.9	139	61.1	50.6	0.58
2011-12	3-5	78.0	143	65.0	50.1	0.80
2012-13	3-5	90.5	145	28.9	21.1	0.47

Goal 2: Growth Measure¹²

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

With the second year of testing on the state’s new math assessment, Harlem Link has exceeded the statewide average student growth on the math exam. The statewide average is 50 and Harlem Link attained growth of 57.7. To attain this growth percentile, the state used data for Harlem Link’s grades four and five. Harlem Link’s fourth grade students, in particular, far surpassed state performance obtaining a 67.7 mean growth percentile.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	NA	50.0
4	67.7	50.0
5	43.3	50.0
All	57.7	50.0

Evaluation

Harlem Link has met this measure. The school’s mean growth percentile is greater than the state median of the 50th percentile.

¹³ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Additional Evidence

This is the first year that Harlem Link is able to calculate its mean growth percentile, as this is only the second year that the state has administered the new math exam. Consequently, Harlem Link is unable to examine historical trends at this time.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3			NA	50.0
4			67.7	50.0
5			43.3	50.0
All	-	-	57.7	50.0

¹⁴ Grade level results not available.

Summary of the Mathematics Goal

Harlem Link has met its math goal for the 2013-14 academic year. Three of the five measures to evaluate performance toward meeting the 2013-14 goal have data available at this time. Harlem link has met all but one of these measures and has met the two measures for 2012-13 where data is now available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

Action Plan

To improve math performance, Harlem Link will continue implementing a constructivist instructional model in alignment with the school’s founding educational philosophy. As part of the transition to common core, the school began implementing an I, we, you approach to math instruction which placed the burden of critical thinking on the teachers rather than the students. The constructivist approach is better aligned to the Common Core State Standards as well as the school’s goals to create responsive classrooms with rigorous instruction. Harlem Link’s teachers have defined rigor to emphasize thinking and effort. Implementation of this definition ensures that students carry the burden for critical thinking throughout each lesson and that students complete their work and continue trying and seeking to understand content.

Harlem Link will continue training all math teachers to implement the constructivist approach using a classroom format that begins with introducing a problem, having the class come together to explore different ways of solving the problem and coming to a solution and then providing time for independent work and exploration. To support this transition, in addition to working directly with a math coach, Harlem Link teachers will conduct lesson studies throughout the year. This will take place as part of the school’s professional learning communities. Teachers will come together to watch a teacher’s lesson and then provide them with feedback. In addition, teachers will visit other schools that are successfully implementing the constructivist model.

SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

Background

Harlem Link uses and supplements the FOSS (Full Option Science System) program, an inquiry-driven set of units that align to New York State Learning and Performance Standards. The school staffs science instruction with two Specialty Teachers. Students receive science instruction three periods per week. The school also sets aside time and when necessary extra funding for external enrichment programs that support science units. The school takes advantage of its proximity to Central Park and the variety of museums in New York City for hands-on experiences that support curriculum units.

Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits. For the past six years, the school has hired an independent contractor, Garo Tekeyan, with extensive experience in FOSS instruction, to provide professional development to the teaching staff twice a month. The school has also begun adjusting the science curriculum to meet Common Core learning standards. As a result, science instruction is closely aligned to ELA standards, mirrors the constructivist math approach and includes small and whole group instruction.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Forty-four of the 53 Harlem Link students who took the 2013-14 state science exam were enrolled at the school for two or more years. Of these students, 90.9 percent attained a Level 3 or Level 4 on the state science exam.

**Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	90.9	44	NA	NA

Evaluation

Harlem Link far exceeded this measure by more than 15 percentage points. Overall, Harlem Link is accustomed to attaining 100% proficiency on the state’s science exam. The school attributes this decrease in performance to a transition in the science program at the start of the school year.

Additional Evidence

Harlem Link has met the science goal throughout the charter term. During the two previous academic years, all students enrolled at the school for two or more year’s attained proficiency on the state’s science exam. In the 2013-14 academic year, Harlem Link continues to meet the goal with 90.9% of all students enrolled for two or more years attaining proficiency. This performance exceeds the goal by 14 percentage points and demonstrates the school’s record of maintaining a high level of performance in science.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100.0	41	100.0	43	90.9	44
All	100.0	41	100.0	43	90.9	44

Goal 3: Comparative Measure

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in

which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

District performance data is not yet available. As a result, Harlem Link is unable to determine whether this goal was met.

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	90.9	44	NA	NA

Evaluation

District data is not yet available.

Additional Evidence

During the two most recent years, Harlem Link met this measure and outperformed the district by 7 to 11 percentage points.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100.0	89.0	100.0	93.0	90.9	
All	100.0	89.0	100.0	93.0	90.9	

Summary of the Science Goal

Harlem Link fully expects to meet its science goal for the 2013-14 academic year. At this time, the school does not yet have sufficient data to evaluate the outcome of this goal. However, of the two measures for this goal, Harlem Link has met one and fully expects to meet the other when data is available.

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

Action Plan

Harlem Link will continue implementing its science program, with no significant changes planned for curriculum or instruction.

NCLB

Goal 4: NCLB

The school will make adequate yearly progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Harlem Link is in good standing this year.

Evaluation

Harlem Link has met the measure.

Additional Evidence

The New York State Education Department has deemed Harlem Link in good standing each year since inception.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 30, 2014

Page 1

Charter School Name: 310300860875 HARLEM LINK CS

B. Financial Information

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

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	5197702
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	316
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	16448

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	490145
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	155657
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	645802
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	316
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	2044

Thank you.

HARLEM LINK CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

HARLEM LINK CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
HARLEM LINK CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Harlem Link Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

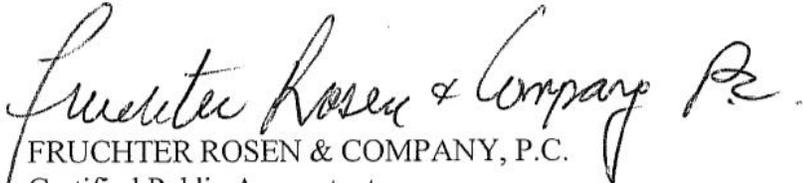
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and our report dated October 21, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 29, 2014

HARLEM LINK CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2014	2013
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,733,829	\$ 1,526,171
Grants and contracts receivable	90,685	260,641
Prepaid expenses and other current assets	72,108	7,127
Total current assets	1,896,622	1,793,939
Property and equipment, net of accumulated depreciation and amortization of \$278,049 and \$250,514, respectively	32,037	59,572
Restricted cash	75,154	75,119
TOTAL ASSETS	\$ 2,003,813	\$ 1,928,630
 LIABILITIES AND NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 109,252	\$ 62,274
Accrued payroll and payroll taxes	388,404	360,103
Refundable advances	11,336	-
Total current liabilities	508,992	422,377
Net assets:		
Unrestricted	1,485,261	1,463,895
Temporarily restricted	9,560	42,358
Total net assets	1,494,821	1,506,253
TOTAL LIABILITIES AND NET ASSETS	\$ 2,003,813	\$ 1,928,630

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

HARLEM LINK CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2014			2013
	Unrestricted	Temporarily Restricted	Total	
Revenue and other support:				
Public school district				
Regular student enrollment	\$ 4,181,480	\$ -	\$ 4,181,480	\$ 4,045,899
Students with disabilities	719,308	-	719,308	560,536
Grants and contracts				
State and local	20,241	-	20,241	17,939
Federal - E-Rate, IDEA, and Titles	171,920	-	171,920	209,325
Federal - other	8,000	-	8,000	-
Total revenue and other support	<u>5,100,949</u>	<u>-</u>	<u>5,100,949</u>	<u>4,833,699</u>
Expenses:				
Program services				
Regular education	3,753,603	-	3,753,603	4,112,323
Special education	769,098	-	769,098	383,736
Total program services	<u>4,522,701</u>	<u>-</u>	<u>4,522,701</u>	<u>4,496,059</u>
Supporting services				
Management and general	582,347	-	582,347	609,189
Fundraising	78,159	-	78,159	36,100
Total expenses	<u>5,183,207</u>	<u>-</u>	<u>5,183,207</u>	<u>5,141,348</u>
(Deficit) from operations	(82,258)	-	(82,258)	(307,649)
Support and other revenue:				
Contributions:				
Foundations	5,579	25,000	30,579	50,000
Individuals	24,845	11,908	36,753	40,966
Corporations	55	-	55	-
Fundraising	2,309	-	2,309	9,101
Interest income	1,130	-	1,130	1,413
Net assets released from restriction	69,706	(69,706)	-	-
Total support and other revenue	<u>103,624</u>	<u>(32,798)</u>	<u>70,826</u>	<u>101,480</u>
Changes in net assets	21,366	(32,798)	(11,432)	(206,169)
Net assets - beginning of year	<u>1,463,895</u>	<u>42,358</u>	<u>1,506,253</u>	<u>1,712,422</u>
Net assets - end of year	<u>\$ 1,485,261</u>	<u>\$ 9,560</u>	<u>\$ 1,494,821</u>	<u>\$ 1,506,253</u>

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

HARLEM LINK CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in net assets	\$ (11,432)	\$ (206,169)
Adjustments to reconcile changes in net assets to net cash provided by (used in) operating activities:		
Depreciation and amortization	27,535	35,284
Changes in certain assets and liabilities:		
Decrease (Increase) in grants and contracts receivable	169,956	(51,840)
(Increase) Decrease in prepaid expenses and other current assets	(64,981)	68,492
Increase in accounts payable and accrued expenses	46,978	23,736
Increase (Decrease) in accrued payroll and payroll taxes	28,301	(90,393)
Increase in refundable advances	11,336	-
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	207,693	(220,890)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	-	(45,844)
(Increase) in restricted cash	(35)	(50)
NET CASH (USED IN) INVESTING ACTIVITIES	(35)	(45,894)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	207,658	(266,784)
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	1,526,171	1,792,955
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 1,733,829	\$ 1,526,171

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

HARLEM LINK CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Harlem Link Charter School (the "School") is a New York State, non-for-profit educational corporation that was incorporated on September 10, 2004 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on September 10, 2004, valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its charter for an additional five-year term expiring on July 31, 2018. The School's mission is to provide its students with a solid foundation for academic success. The School provided education to approximately 309 students in kindergarten through fifth grade in the 2013-2014 academic year.

The School shares space with a New York City public school beginning in May 2005. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than security related to the School's programs that take place outside the district's school day.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as a School described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School did not have net unrelated business income for the years ended June 30, 2014 and 2013.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2010, and prior.

HARLEM LINK CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board (“FASB”) in its Accounting Standards Codification (“ASC”) No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Unrestricted net assets of the School are assets whose use has not been restricted by an outside donor or by law. The unrestricted net assets represent the portion of expendable funds that are available for the support of the operations of the School.

Temporarily Restricted

Temporarily restricted net assets of the School represent those amounts that have been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Permanently restricted net assets of the School result from contributions whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no permanently restricted net assets at June 30, 2014 and 2013.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School’s current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local governments resulting from the School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

HARLEM LINK CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

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

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Furniture and fixtures	7 years
Computers and equipment	3 and 5 years
Software	3 years

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Refundable Advances

The School records certain government grants and contracts as refundable advances and deferred revenue until related services are performed, at which time it is recognized as revenue.

HARLEM LINK CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Reclassifications

Certain 2013 accounts have been reclassified to the 2014 financial statements presentation. The reclassifications have no effect on 2013 total assets, liabilities, net assets, and change in net assets.

Comparative Financial Information

The accompanying statements of activities and schedule of functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2013 financial statements from which the summarized information was derived.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

	2014	2013
Furniture and fixtures	\$ 36,381	\$ 36,381
Computers and equipment	262,627	262,627
Software	11,078	11,078
	310,086	310,086
Less: Accumulated depreciation and amortization	278,049	250,514
	\$ 32,037	\$ 59,572

Depreciation and amortization expense was \$27,535 and \$35,284 for the years ended June 30, 2014 and 2013, respectively.

NOTE 4 - CONTINGENCY

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

HARLEM LINK CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 5 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 7 - PENSION PLAN

The School provides a pension plan qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. Under the plan, the School is not required to match employee contributions. For the years ended June 30, 2014 and 2013, the School did not match contributions.

NOTE 8 - TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets consist of the following at June 30,:

	2014	2013
Chess program and student initiative	\$ -	\$ 20,008
After school activities	9,560	22,350
	\$ 9,560	\$ 42,358

Net assets for the years ended June 30, 2014 and 2013, were released from donor restrictions by satisfying the purpose specified by donor as follows:

	2014	2013
Chess program and student initiative	\$ 20,008	\$ -
After school activities	49,698	-
	\$ 69,706	\$ -

NOTE 9 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through September 29, 2014, the date the financial statements were available to be issued.

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
HARLEM LINK CHARTER SCHOOL

We have audited the financial statements of Harlem Link Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated September 29, 2014, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 29, 2014

HARLEM LINK CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2014						2013
	Program Services			Supporting Services			
	Regular Education	Special Education	Total	Management and General	Fundraising	Total	
Personnel services costs							
Administrative staff personnel	\$ 593,323	\$ 121,524	\$ 714,847	\$ 372,667	\$ 62,664	\$ 1,150,178	\$ 348,078
Instructional personnel	2,108,227	431,806	2,540,033	-	-	2,540,033	3,108,998
Total salaries and staff	<u>2,701,550</u>	<u>553,330</u>	<u>3,254,880</u>	<u>372,667</u>	<u>62,664</u>	<u>3,690,211</u>	<u>3,457,076</u>
Fringe benefits and payroll taxes	555,484	113,774	669,258	76,627	12,885	758,770	748,077
Legal services	-	-	-	8,005	-	8,005	17,487
Accounting/audit services	-	-	-	23,834	-	23,834	23,635
Other purchased/professional/consulting services	142,136	29,112	171,248	22,905	-	194,153	106,049
Facility expenses	1,867	382	2,249	301	-	2,550	11,219
Insurance	26,506	5,429	31,935	3,655	615	36,205	33,295
Instructional materials	20,974	4,342	25,316	-	-	25,316	57,671
Classroom and office supplies	43,398	8,889	52,287	6,992	-	59,279	64,674
Non-capitalized equipment/technology	23,207	4,753	27,960	3,202	538	31,700	45,769
Professional development	66,248	13,569	79,817	10,675	-	90,492	265,207
Marketing and recruitment	29,363	6,079	35,442	11,814	-	47,256	65,296
Telephone and internet	7,898	1,617	9,515	1,090	183	10,788	12,837
Staff lunches and team building	34,758	7,119	41,877	4,794	806	47,477	51,312
Student services	65,533	13,567	79,100	-	-	79,100	71,886
Postage, printing, and shipping	14,523	3,007	17,530	5,844	-	23,374	53,238
Travel and conference	-	-	-	2,843	-	2,843	4,877
Depreciation and amortization	20,158	4,129	24,287	2,780	468	27,535	35,284
Miscellaneous	-	-	-	24,319	-	24,319	16,459
Total	<u>\$ 3,753,603</u>	<u>\$ 769,098</u>	<u>\$ 4,522,701</u>	<u>\$ 582,347</u>	<u>\$ 78,159</u>	<u>\$ 5,183,207</u>	<u>\$ 5,141,348</u>

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

TO THE BOARD OF TRUSTEES OF
HARLEM LINK CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Harlem Link Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 29, 2014.

Internal Control Over Financial Reporting

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

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

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

TO THE BOARD OF TRUSTEES OF
HARLEM LINK CHARTER SCHOOL

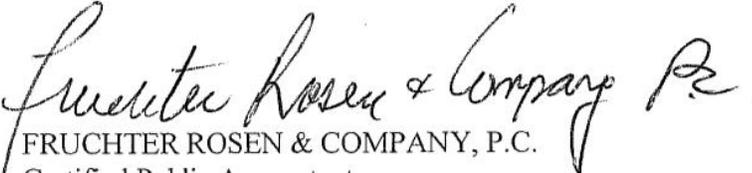
Compliance and Other Matters

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

We noted certain matters that we reported to the management of the School in a separate letter dated September 29, 2014.

Purpose of this Report

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


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 29, 2014

HARLEM LINK CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2014

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
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September 29, 2014

Board of Trustees of
Harlem Link Charter School
20 West 112th Street
New York, NY 10026

In planning and performing our audit of the financial statements of Harlem Link Charter School (the "School") as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

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

Exhibit I accompanying this letter summarizes an observation for the year ended June 30, 2014 that we determined did not constitute a significant deficiency or material weakness. Exhibit II summarizes current year status of prior year's observation. Exhibit III summarizes corrective actions taken by the School during the year ended June 30, 2014, on prior year's observations. Management's responses to the observations have not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be, and should not be, used by anyone other than these specified parties.

We appreciate your cooperation and the assistance we received during the course of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 29, 2014

HARLEM LINK CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2014

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HARLEM LINK CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CURRENT YEAR OBSERVATION

A. SUPPORTING DOCUMENTATION AND APPROVAL OF CREDIT CARD PURCHASES

Observation

During our 2014 audit, we reviewed four monthly credit card statements issued to authorized School personnel. We noted that a portion of credit card charges, amounting to approximately 7% of purchases tested, were not adequately supported by receipts, invoices, and evidence of approval. We also noted that credit card charges for the Co-Founders were approved by either the Director of Finance or one of the other Co-Founders.

Recommendation

To strengthen internal controls over disbursements, especially the credit card transactions, it is recommended that appropriate support be provided and maintained for all disbursements. The School should establish a process requiring written evidence of approval of the Co-Founders' credit card charges by a person on the Board of Trustees (e.g. Treasurer or a Finance Committee member).

Management's Response

Management has already emphasized the need for proper documentation and approval of all School expenses with the staff. Charges and reimbursements will not be processed without proper documentation, which will include written explanations where receipts are not available. Management will ensure adherence to our existing approval policy which includes the requirement that staff who report to the Board (currently, only the co-founders) obtain approval from a supervisor, in this case, the Board Chairman or Treasurer, for all School expenses.

HARLEM LINK CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT II – CURRENT YEAR STATUS OF PRIOR YEAR OBSERVATION

In conjunction with performing the audit of the School's financial statements for the year ended June 30, 2014, we followed up on the status of implementation of audit recommendations made for the year ended June 30, 2013. The status update on those matters is summarized below.

A. SALES TAX

Observation

We noted during our 2013 audit that the School paid sales tax to vendors through the School's credit card. The School is a 501(c)(3) organization that is generally exempt from payment of New York State Sales and Use Tax on its purchases.

Recommendation

We recommend that the Director of Finance review all invoices to ensure that there is no sales tax being charged. The School can claim exemption for sales tax by completing the NYS Form ST-119.2, exemption purchase certificate. Once the School establishes exempt status, it may be entitled to a refund of sales tax previously paid by using NYS Form AU-11 to request a refund of taxes paid.

Current Year Status

During our 2014 audit, we noted that the School continues to pay sales tax to vendors through credit card charges. We noted that the School paid sales tax on approximately \$2,500 of credit card purchases.

Management's Updated Response

Management has aggressively pursued registration with all major vendors for sales tax exemption. One major exception has been with Amazon Marketplace. Amazon itself does not charge HLCS sales tax; however, many orders are distributed to the Amazon Marketplace, a large number of smaller vendors utilized by Amazon with HLCS made aware only after the fact. This is controlled by Amazon, and management has not yet been able to get the exemption passed on to these vendors. However, management has in the past, and will continue to apply to New York State for refunds of sales taxes paid.

In addition, for any supply purchases made by employees for HLCS, management has informed all staff that sales taxes paid for any purchases will not be reimbursed.

HARLEM LINK CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT III – CORRECTIVE ACTIONS TAKEN ON PRIOR YEAR OBSERVATIONS

A. CAPITAL ASSETS

Observation

Although the School maintains a detail fixed asset ledger for financial statements purpose, identified and tagged fixed assets, took an annual physical inventory, it does not have in place a clear trail from the manual physical inventory to the fixed asset ledger maintained in the books and records.

Recommendation

Fixed asset acquisitions should be identified, tagged and entered into a detailed fixed asset ledger. Tags should be placed in a visible area and there should be a clear trail of tracing the capital asset to the fixed asset ledger maintained by the School. On an annual basis, the School should take a physical inventory of all capital assets to ensure the completeness and accuracy of the School's records. Fixed asset ledger should contain a clear trail to the inventory listing.

Corrective Action Taken

During fiscal year 2013-2014, the School created and maintained a fixed asset ledger containing a clear trail to the physical inventory listing.

B. INCOMPLETE EMPLOYEE FILES

Observation

We noted the following exceptions during our tests of 15 employee files:

- 3 files did not contain W-4 form.
- 5 files did not contain I-9 form.
- 1 file did not contain fingerprint clearance form.
- 4 files did not contain signed employment agreement.

Recommendation

In an effort to ensure that employee files are complete, we recommend developing a checklist that includes all required documentation. This checklist should be utilized periodically to insure that information is complete and updated for each employee file.

Corrective Action Taken

During our 2014 audit, we noted that employee files contained all the necessary documentation.

HARLEM LINK CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT III – CORRECTIVE ACTIONS TAKEN ON PRIOR YEAR OBSERVATIONS (CONTINUED)

C. INCOMPLETE STUDENT FILES

Observation

We noted the following exceptions during our tests of 25 student files:

- 2 files did not contain copy of birth certificate.
- 1 file did not contain student registration form signed by parent/legal guardian.
- 1 file did not contain application for admission for 2012-2013.
- 4 files did not contain home language identification survey.
- 2 files did not contain student ethnic identification survey.
- 7 files did not contain proof of residency.
- 2 files did not contain student's medical records.
- 2 files did not contain photo/media release form.

Recommendation

In an effort to ensure that student records are complete, we recommend developing a checklist that includes all required documentation to insure that information is complete and updated for each student file.

Corrective Action Taken

During our 2014 test of 20 student files, we only noted a few missing documents in the student files.

D. GRANT MANAGEMENT

Observation

Forms FS-25 (request for funds for a federal or state project) for Title I and Title IIA were not submitted to The New York State Education Department periodically during fiscal year 2012-2013.

Recommendation

Throughout the year, forms FS-25 should be filed to collect reimbursements from The New York State Education Department for expenditures incurred on federal or state projects. This will increase cash flow efficiency and the overall operation of the School.

Corrective Action Taken

During fiscal year 2013-2014, the School did file forms FS-25 (request for funds for a federal or state project) for Title I and Title IIA.



Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

HARLEM LINK CHARTER SCHOOL

Contact Name: BIFF HARNEY

Contact Email:

Contact Phone:

Prior Year: 2013-14

Current Year: 2014-15

Appendix E: Disclosure of Financial Interest Form

Created Monday, July 21, 2014

Page 1

310300860875 HARLEM LINK CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Monday, July 21, 2014

Updated Friday, August 01, 2014

Page 1

310300860875 HARLEM LINK CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Jonathan Barrett	Chair/President	Yes	Finance	Term expires June 2017	Executive, Finance, Development
2	Krista Barron	Member	Yes	Education	Term expires June 2017	Education
3	David Brown	Secretary	Yes	Legal and compliance	Term expires June 2015	Executive, Development
4	Bianna Cardinale	Member	Yes	Education	Term expires June 2016	Education
5	Peter Carry	Member	Yes	Business Management	Term expires June 2015	Development
6	Kenneth Cantandella	Member	Yes	Development	Term expires June 2016	Development
7	Sean Coar	Treasurer	Yes	Public Relations	Term expires June 2015	Finance, Executive
8	Brandilyn Dumas	Member	Yes	Legal	Term expires June 2016	Education, Executive, Development
9	Rachel Field	Member	Yes	Finance	Term expires June 2015	Education, Development
10	John Reddick	Member	No	Community Engagement	Term expires June 2017	N/A
11	Steven Evangelista	Member Ex-Officio	No	Education, Executive, Development, Finance		Education, Executive, Development, Finance

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

17

5. How many times did the Board meet during the 2013-14 school year?

11

6. How many times will the Board meet during the 2014-15 school year?

11

Thank you.

Harlem Link Charter School

Focus Area – D. Appendix H: Enrollment and Retention Efforts

Harlem Link Charter School utilizes a variety of strategies to attract and retain students with disabilities, English Language Learners (ELL), and students who are eligible for free or reduced price lunch. Through these recruitment and retention methods, the school has generally met the community based targets for these student categories established by the Charter Schools Institute each year since we were founded.

Starting with the 2012-13 school year, the school began implementing a more robust program that was further developed in the 2013-2014 school year. This program is described below.

Recruitment Strategies

In order to reach a wide range of students, Harlem Link has for five years worked with the New York City Department of Education (DOE) to send a mailing to every family living in the various communities of Harlem. With word of mouth and visits to local day care centers, this mailing is one of the three primary ways Harlem Link engages in student recruitment.

The school has always included an application in both English and Spanish in this mailing. The school also offers a copy of its student application at the school and on its website in Spanish and French. In addition, the school has partnered with the New York City Charter Schools Center to participate in its recruitment efforts aimed at English Language Learners. Harlem Link was one of 20 schools to pilot the Charter Center's 2011 initiative to create a common online application, for example, and has continued to participate in the program since.

In its information sessions, orientation sessions and contact with parents prior to enrollment, the school does not ask families whether their children have been identified as having disabilities. Doing so could discourage families who fear the stigma of Individualized Education Programs (IEPs) from enrolling. Instead, the school uses the DOE's "SEGIS" network to identify whether new enrollees are eligible for special education services. Also, the school promotes the fact that special education students are treated with a high level of attention and are integrated with other students throughout the school, mainly through the use of Collaborative Team Teaching on each grade level.

Through word of mouth, Harlem Link has gained a reputation in the community as a haven for families who are living in poverty or whose children have a disability. The school will continue to provide staff time at information sessions in a variety of day care centers throughout Harlem. Two in particular tend to enroll students who are English Language Learners: the Dorothy Day Head Start at 583 Riverside Drive in West Harlem, and Addie Mae Collins Head Start at 110 East 129th Street in East Harlem. The school has regularly provided information session at numerous other early childhood centers including the Adair House, the Abyssinian Development Corporation's day care center, and Harlem GEMS. At these locations the school encounters a high percentage of families living at or below the poverty line, as defined by the United States Department of Agriculture through its Free and Reduced Price Lunch program.

Understanding the great number of at-risk families already in the community, Harlem Link has not set aside any seats in its admissions policies for specific subgroups.

Organizational Support

Partly in response to the expectations inherent in the 2010 reauthorization of the Charter Schools Act, in 2011 Harlem Link convened a Recruitment Team for the first time to plan improvements in student recruitment, orientation and ultimately retention. This team consisted of the Principal, one Assistant Principal, the Parent Coordinator, the Special Projects manager, and the Acting Director of Operations and Human Resources. The team met biweekly for half the school year to discuss and devise plans for recruitment and orientation.

The Director of Operations and Human Resources is responsible for overseeing recruitment efforts, working with the two members of the office staff on providing outreach and materials to families. She also maintains a recruitment manual and documents recruitment efforts.

The school will continue to evaluate its recruitment efforts by measuring *new student* enrollment against the targets established by the Charter Schools Institute. The school does not believe that simply using the percentages of each subgroup represented among the current student body is a sufficiently sophisticated method to determine whether the school is meeting the intention of the law; Harlem Link is slow to refer students for special education services in the interest of avoiding over-referral, and will look to support students with identified disabilities and English Language Learners so that their services terminate as soon as they are no longer necessary. The school does not have sufficient information to judge whether the surrounding school district takes a similar approach; schools in the local community may provide little support for these students, causing them to languish with an English Language Learner or disabled label far longer than is necessary.

Retention Strategies

Many of the student retention strategies the school utilizes did not begin as such; they are simply the results of a school vision that places itself as a community school, respecting the challenges that many families bring to the school due to their language or poverty circumstances.

For example, the school has always required students to wear uniforms, initially doing so in response to parent requests at the founding family input sessions. Parents expressed an interest in the sense of safety and unity conferred by uniforms, but also at the low cost provided by school uniforms. In 2007 the school switched uniform vendors due to parent complaints that the prices had become unwieldy. Finally, the school has always provided uniforms, including footwear, free of charge to families that express economic hardship.

General retention strategies include fostering the safe, warm and open environment that the school is known for in the community. Having an open door policy and frequent communication assures parents that their child is learning in a safe, high-achieving school community.

The school has redeveloped its program to meet the needs of English Language Learners. This program is described in Renewal Exhibit 20. The school also provides translation services when needed and has hired many Spanish speaking staff members to assist with frequent translations.

English Language Learners Program

1) *Identification*

Harlem Link identifies ELL students, begins providing services and supplemental resources, and collects and analyzes available data within the first 2 weeks of the school year. The school identifies both students who have been served in the New York City Department of Education before, and those who have newly entered the city system. The school uses a Home Language Identification Survey (HLIS) given at the time of registration and New York State's Language Assessment Battery-Revised (LAB-R) test, if necessary to identify new students. Students in the system are identified using their available LAB-R or New York State English as a Second Language Achievement Test (NYSESLAT) data in the ATS system. These steps are described in greater detail in Exhibit 20.

2) *Support*

Harlem Link provides support for ELLs in two distinct ways: in-class differentiation, and for eligible students a pull-out English as a Second Language (ESL) program using the *English Now!* program. Both of these initiatives are research-based and follow recommendations from the New York City Charter Schools English Language Learner Consortium, of which Harlem Link is a member. In addition, both are currently in place at the school. Resources are in place: differentiation as described below is part of the school's regular professional development program for all staff, and appears at no cost on the school's lesson plan template; teachers are currently working additional hours, within the confines of the general operating budget, to provide the intervention support to small groups as described below.

Differentiation

All Identified ELLs receive instructional supports in the classroom. Teachers plan specific interventions as part of the school's revised lesson plan format, targeting the ELL students in their classes. These are research-based interventions that include:

- Think time
- Talk time
- Nonlinguistic representation
- Tiered questioning
- Positive reinforcement with sentence corrections

In addition, the following resources are available in the classroom to support ELL students:

- Audiovisual Equipment
- Books on Tape
- Labels
- Manipulatives
- Picture Dictionaries and Thesauruses
- Vocabulary Wall/Growing Picture Dictionary

Intervention support

Students scoring at a Beginning or Intermediate Performance level on the NYSESLAT or the LAB—and, depending on availability and space, all other students who are identified as ELL—receive pull-out ESL services from a teacher a minimum of twice per week. The intervention teacher and classroom teacher will determine 2-3 academic goals for each student. This intervention may be provided in small groups

with other ELLs in the K-1, 2-3, or 4-5 grade span or individually. The intervention instruction will be based on the following curriculum for ELLs:

English Now! Elementary and Secondary

Develops ELL students' reading, writing, listening, and speaking skills so that students can read with fluency, ask and answer questions, and orally retell a story. The program targets the four language modalities (speaking, listening, reading, and writing), has an elementary full-year program, an **elementary intervention program**, and a secondary program.

Testing Accommodations for ELLs and Former ELLs

In addition, all ELLs and former ELLs may receive testing accommodations on all classroom tests created by the teacher or school and the ELA, Math, and Science state tests. The following test accommodations list was provided by the New York State Education Department in a 2008 testing memo:

- Time extension (all exams)
- Separate location (all exams)
- Third reading of listening section (ELA exams only)
- Bilingual glossaries (all exams except foreign language exams)
- Simultaneous use of English and Alternative Language Editions (not allowed for ELA or foreign language exams)
- Oral translations for lower-incident languages
- Writing responses in their native language (all exams except ELA exams)

3) *Program Evaluation*

Harlem Link will measure the success of the program using four criteria:

- Track record of exiting students from the program through the NSYESLAT
- Success on the New York State Testing Program assessments
- Success on the school's internal Level 4 (term-level) assessments: Measures of Academic Progress, Developmental Reading Assessment, and EdVistas
- Assessments built into the *English Now!* program

Each year, the school will evaluate the program throughout the year by examining subgroup data and make a determination, as part of the leadership team summer strategic planning, about any changes that are needed for the program.

In addition, the school will continue to work with the aforementioned Consortium to determine additional evaluation criteria and methods.

Appendix I: Teacher and Administrator Attrition

Created Monday, July 21, 2014

Updated Tuesday, July 29, 2014

Page 1

Charter School Name: 310300860875 HARLEM LINK CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
32	7	6

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
18	0	0

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 22, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/5ba68>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Rachel Field

2. Charter School Name:

Harlem Link Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Development Committee Lead

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Nurhuda J", written across the page.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/d6a60>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Krista Barron

2. Charter School Name:

Harlem Link Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

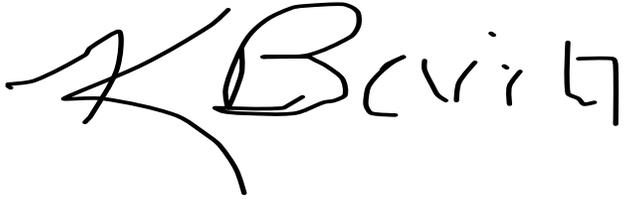
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "K. B. Currier". The signature is written in a cursive style with a large, sweeping initial "K" and a distinct "B".

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 24, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/cc040>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Bianna Cardinale

2. Charter School Name:

Harlem Link Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Education Committee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 25, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/3ab2e>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Sean Coar

2. Charter School Name:

Harlem Link Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Treasurer
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 25, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/fl00d>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

B. Peter Carry

2. Charter School Name:

Harlem Link Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

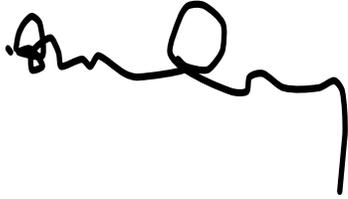
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of loops and a long vertical stroke at the end.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Monday, May 18, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f035a>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jonathan Barrett

2. Charter School Name:

Harlem Link Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Board Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

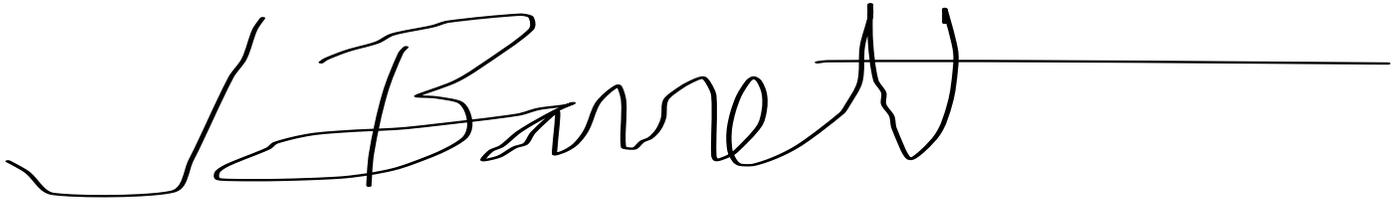
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "J. Barrett", is written over a solid horizontal line. The signature is cursive and extends to the right of the line.