

The State Education Department
The University of the State of New York

Office of Instructional Support and Development

Public School Choice Programs

462 EBA

Albany, New York 12234

518-474-1762

Charter School Annual Report

2008 - 2009

Charter School Information and Cover Page

Name of Charter School Harlem Link Charter School

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BEDS # 310300860875

District/CSD of Location New York City, Community School District #3

Charter Entity State University of New York Board of Trustees

Head of School (Contact Person) Steven Evangelista
(print name)

E-mail address of contact person [REDACTED]

President, Board of Trustees Jonathan Barrett
(print name)

E-mail address and Phone Number of Board President

[REDACTED]

**Other Student Assessment Data
2008-09**

Name of Charter School: Harlem Link Charter School

Name of Test: Terra Nova

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
K	June 2009	51	0	0	0	51	NCE	49.6	
1	June 2009	54	0	0	0	54	NCE	56.2	
2	June 2009	54	0	0	0	54	NCE	48.1	
3	June 2009	54	0	0	0	54	NCE	49.6	
4	June 2009	51	1	0	0	50	NCE	48.0	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2008-09**

Name of Charter School: Harlem Link Charter School

Name of Test: Terra Nova

Subtest: Language

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
K	June 2009	51	0	0	0	51	NCE	54.1	
1	June 2009	54	0	0	0	54	NCE	58.5	
2	June 2009	54	0	0	0	54	NCE	55.7	
3	June 2009	54	0	0	0	54	NCE	50.6	
4	June 2009	51	1	0	0	50	NCE	46.6	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2008-09**

Name of Charter School: Harlem Link Charter School

Name of Test: Terra Nova

Subtest: Mathematics

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
K	June 2009	51	0	0	0	51	NCE	40.3	
1	June 2009	54	0	0	0	54	NCE	63.3	
2	June 2009	54	0	0	0	54	NCE	46.5	
3	June 2009	54	0	0	0	54	NCE	53.3	
4	June 2009	51	1	0	0	50	NCE	45.0	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

13. Student Achievement Goals

Provide a description of the student achievement goals for the proposed school's educational program.

Harlem Link will utilize the entire Accountability Plan created during its first charter, with modifications added for the fifth grade. A revised Accountability Plan is presented below.



Harlem Link Charter School Accountability Plan

MISSION

Harlem Link Charter School, a K-4 public school, links academics, values and community to graduate articulate scholars who meet or exceed New York State Performance Standards and active citizens who learn and serve in their communities. Families, staff and community join together to provide a safe, supportive learning environment that empowers students to take an active role in learning and demonstrate good character.

May 27, 2008

Harlem Link Charter School

ACCOUNTABILITY PLAN FOR 2005-06 THROUGH 2008-09¹

Academic Goals

English Language Arts

Goal: Students will become proficient readers and writers of the English Language.

Absolute Proficiency

Required outcome measures

Each year, 75 percent of third through fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.

Each year, the school's aggregate Performance Index on the State ELA exam will meet the Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) accountability system.

Comparative Proficiency on State Exams

Required outcome measures

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.

Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis, performed by the Charter Schools Institute, controlling for students eligible for free lunch among all public schools in New York State.

Value Added to Student Learning

Required outcome measure

For the 2008-09 school year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent

¹ At the time of the school's initial renewal review, the Harlem Link Charter School will present student achievement data through the 2008-09 school year as evidence of the extent to which it has met its Accountability Plan goals. This is due to the fact that official student achievement data for the last year of the school's charter term (2009-10, the year in which the renewal review will occur) will not be available when the State University Trustees must make a renewal decision. As such, should the school be renewed for a renewal charter period to begin during the 2010-11 school year, the renewal Accountability Plan will incorporate the school year of the short-term planning year renewal charter term (2009-10).

at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Mathematics

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

Absolute Proficiency

Required outcome measures

Each year, 75 percent of third through fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

Each year, the school's aggregate Performance Index on the State math exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.

Comparative Proficiency on State Exams

Required outcome measures

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of student in the same tested grades in the local school district.

Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis, performed by the Charter Schools Institute, controlling for students eligible for free lunch among all public schools in New York State.

Value Added to Student Learning

Required outcome measure

For the 2008-09 school year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Science

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

Absolute Proficiency

Required outcome measures

Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

Comparative Proficiency on State Exams

Required outcome measure

Each year, the percent of 4th grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of 4th grade students in the local school district.

Social Studies

Goal: Students will demonstrate competency in content and conceptual knowledge in Social Studies.

Absolute Proficiency

Required outcome measures

Each year, 75 percent of fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

Comparative Proficiency on State Exams

Required outcome measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of the local school district.

Additional Required Academic Measure

Required outcome measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**HARLEM LINK
CHARTER SCHOOL**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 3, 2009

By Steve Evangelista

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

Steven Evangelista, Co-Director for Operations, prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jonathan Barrett	Chair, Member: Development, Executive, Finance Committees
David W. Brown	Secretary, Member: Development, Executive Committees
Steven Evangelista	<i>Ex Officio</i>
Rachel K. Field	Member: Development, Executive Committees
John Reddick	<i>Nonvoting member</i>
Margaret Ryan	<i>Ex Officio</i>
Kesha Young	Member: Education Committee

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, and the aim of eventually expanding to grades K-8 with the goal of gaining admission for graduates to high performing, competitive public and private high schools. Granted a Short-Term Planning Year Renewal in 2008, the school has reached a grades K-5 consolidation phase and plans to remain at these grades into the next charter period, choosing to focus on honing the academic programs in the elementary grades before pursuing charter authorization for middle school at a future point.

The school design is distinguished by an emphasis on teaching students critical thinking skills – as the mission explicitly mentions students taken an active role in their own learning and being empowered to develop good character – as well as an emphasis on collaboration, embodied in the Co-Director and co-teaching model as well as the numerous community institutional partnerships for programming.

The charter anticipates 54 students per grade, and the school has generally held to this number. 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 2008-2009, approximately 87.5% of Harlem Link students fell into this category. Throughout the four years of the school’s existence, the ethnic and neighborhood demographics have held fairly constant, approximately 80% of the students being African-American, non-Hispanic (and the balance Hispanic) and approximately 80% from Upper Manhattan (with the balance from the South Bronx).

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2004-05	PLANNING YEAR													
2005-06	54	54												108
2006-07	54	54	54											162
2007-08	51	52	54	53										210
2008-09	53	54	54	54	50									266

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). Read Aloud, Shared Reading, Guided Reading, and Independent Reading with teacher conferencing are all elements of the Reader's Workshop instruction. Shared Writing, Interactive Writing, Guided Writing, and Independent Writing are all elements of the Writer's Workshop instruction that takes place in the classrooms. Teachers use individual conferences and written, school-wide interim assessments to gauge student achievement and to plan differentiated instruction based on individual student needs. The Developmental Reading Assessment (DRA) is used as a school-wide reading level benchmarking tool. Harlem Link also employs three Academic Intervention Services (AIS) teachers to provide support to struggling readers and writers.

Goal 1: Absolute Measure

Each year, 75 percent of third through fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) examination

Method

The school administered the New York State Testing Program ELA assessment to students in Grades 3 and 4 in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	54	0	0	0	54
4	50	0	0	0	50
All	104	0	0	0	104

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

Results

Harlem Link had 73.8% of the 80 students in at least their second year performing at Levels 3 & 4. The remaining 21 students in at least their second year all scored at Level 2. No students tested at Harlem Link performed at a Level 1. The average scale score for students in at least their second year was 668.1, above the cut score for Level 3 of 650.

**Harlem Link Charter School Performance on 2008-09 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0.0%	24.1%	70.4%	5.6%	75.9%	54
	Students in At Least 2 nd Year	0.0%	27.3%	68.2%	4.5%	72.7%	44
4	All Students	0.0%	36.0%	60.0%	4.0%	64.0%	50
	Students in At Least 2 nd Year	0.0%	25.0%	69.4%	5.6%	75.0%	36
All	All Students	0.0%	29.8%	65.4%	4.8%	70.2%	104
	Students in At Least 2 nd Year	0.0%	26.3%	68.8%	5.0%	73.8%	80

Evaluation

As noted above, Harlem Link did not meet the goal of 75% of students in at least their 2nd year performing at a Level 3 or 4, falling short of this goal by 1.2%, with all of the students who did not achieve proficiency scoring in Level 2. In 2008-09, Harlem Link made tremendous progress toward meeting the 75% goal. School-based decisions related to staffing and curriculum and assessment development have led to the improvement in scores, as discussed below.

Staffing

Through a combination of strategic decision-making and unforeseen events which will benefit the school in the medium and longer term but caused significant short term disruption, the third grade at Harlem Link in 2007-2008 (the sole testing grade that year) was not provided with strong human resources as compared to other grades. A major staffing change in September affected student performance across the grade for months, and wasn't resolved until the week before the ELA exam was administered. This staffing change presaged a number of personnel decisions at the end of the school year in which, following a school year that saw expectations for teachers increase dramatically and become far more explicit than they had been before, led to a faculty to begin the 2008-2009 school year with a higher level of experience in, expertise in and commitment to the school's mandated curriculum.

With two third grade teachers departing the school, Harlem Link had the opportunity to create greater stability in the testing grades by moving teachers from the earlier grades to these testing grades. Rather than following such a strategy, which had been unsuccessful for third grade in 2007-2008, the leadership hired six teachers new to the school to fill the four new fourth grade slots and the two newly available third grade slots. Through a combination of the school's reputation in the education community increasing and changing to highlight the critical thinking skills emphasized in the curriculum and the availability of the aforementioned more explicit roles and responsibilities for teachers, the school was able to hire teachers far more appropriately prepared for the school's

curriculum than those hired in the prior year. While the average number of prior years of teaching experience actually decreased (2.0 years for the four third grade teachers in third grade in September 2007, and 1.7 years for the eight teachers in third and fourth grade beginning September 2008), a qualitative analysis shows that the relevant experience of the faculty in these grades increased drastically. While none of the four third grade teachers in 2007-08 had prior relevant experience related to Harlem Link's curriculum (including two who taught at the school in 2006-07, prior to the dramatic improvement and consolidation of the written curriculum), six of the eight in 2008-09 had such experience or expertise; two had a successful year at Harlem Link in 2007-08; two joined the school from another New York City charter school with a more scripted curriculum after a combined five years' experience there because they were ready to move to a more advanced pedagogical model; and two had just completed Teach For America while completing their Masters degree at Bank Street College of Education, bringing with them a critical understanding of curriculum from the latter and a robust understanding of how to turn student data into student outcomes that is now a staple of the former.

Incidentally, the success rate of the two teachers without this relevant experience was not good. Both new teachers, one had a successful year but the other, a fourth grade teacher, resigned early in the school year, unable to keep up with the demands of Harlem Link's challenging curriculum and approach. The school replaced her with another new teacher in January 2009, who will move to teach fifth grade in 2009-10. The Action Plan section below details the school's planned response to this issue.

Finally, as in 2007-08 the testing grades continued to be served by two full-time Academic Intervention Services teachers. The school credits the work of these two teachers with helping to ensure no students scored at Level 1, the lowest level of achievement on the state exam.

Instructional leadership

Instructional leadership improved a great deal in 2008-09. Each year at Harlem Link, expectations for teachers have grown increasingly explicit and even demanding. In 2008-09, the system for teacher oversight grew ever tighter, with teachers consistently held to submitting complete five-day plans each week, regular administrator feedback and modification of those plans. Administrators conducted regular walkthroughs of all classrooms, not only spending time to address concerns in classrooms where pedagogical growth needed to be prioritized, but also more effectively allocating time to ensure that a greater portion of classrooms than in the past received high quality oversight.

Three major factors facilitated this improvement. It was partly accomplished by the school streamlining the lines of supervision for teachers and utilizing consultants, SchoolWorks, to suggest additional modifications. In 2007-08, partly due to the expansion to a new, split site, four different members of the Leadership Team supervised classroom teachers, including the Co-Director for Operations and the Student Support Coordinator. With the Lower School stable and requiring less oversight, the former was transferred off this duty at the outset of the 2008-09 school year, and the latter during the course of the school year at the suggestion of external consultants. SchoolWorks also reviewed and affirmed goals and priorities set by the Co-Director for Instruction and Lower School Director for teachers under their supervision.

The third factor leading to this improvement was the execution of the school's first complete, aligned curriculum plan. For the first time, administrators had a firm document on which to rely in determining whether teachers were following plans appropriately regardless of the subject, grade or time of year. As with the introduction of the third grade in 2007-08, the curriculum plans were least

complete in the newest grade, the fourth grade in 2008-09. The relatively novice level of this plan was one factor in the overall lower performance of the fourth grade on the ELA exam.

Taken in sum, the improvement in instructional leadership illustrates the schoolwide priority of improving literacy, determined by the Co-Director for Instruction in the wake of the 2008 ELA exam, and approved by the school board's Education Committee in the fall of 2008.

Use of data

In 2008-09, teachers were better able to use data to inform instruction and ensure mastery of standards by all students, but the inevitable performance shortfall with any new system prevented this factor from increasing student achievement to the absolute level required in the Accountability Plan.

With regard to internal student data, this past year relevant data was more available for teachers, there were better and more consistent systems for them to discuss and analyze it, and the teachers themselves were more equipped to make good use of it through their own expertise. For the first time at the start of a school year, the beginning of 2008-09 saw the implementation of systems to ensure a consistent teacher approach to using data effectively. Teachers met regularly with the Co-Director for Instruction, looking at student work and at the results of quizzes and tests, to produce changes in instructional strategies based on the needs identified. The Curriculum and Assessment Coordinator also led a new Data Protocol initiative. The protocol is a way to see what the grade, individual classes, groups of children, and individual children need instructionally based on student data. Teachers use this protocol for formative curriculum-based assessments as well as more formal assessments such as the DRA and Interim Assessments. The Data Protocol is available at the school for inspection and will be submitted with the school's Initial Renewal Application.

The improved use of data resulted in a more-improved performance on the state test for those lagging in the Developmental Reading Assessment. In 2007-08 only 25% of students who scored below grade level on DRA passed the ELA exam, while in 2009 a total of 15 out of 38 such students, or 39.5%, scored at Level 3 or 4. (89.4% who were at DRA benchmark or above it passed, 59 of 66, compared with 76.5% in 2008.)

With regard to formal interim assessments, the school for the first time had these in place in 2008-09, largely created by teachers with administrative oversight. As discussed below, the rollout of these interim assessments was more effective in Mathematics than in ELA. The experience of administering the state exam showed teachers that many of the questions on the internal interim tests were not valid with regard to the state exam, and issues of reliability of questions also arose.

Preparation and Curriculum Growth in Grades K-2

Achievement on state standardized tests in the testing grades partly reflects instruction and student achievement in the early childhood grades, as many of the learning standards examined on these tests are introduced or explicitly taught in the early grades.

Harlem Link attributes the growth in the scores, and anticipates further growth in the future, partly to the continued improvement of the teaching staff and their pedagogy in grades K-2. Both tested cohorts, the rising fourth and fifth graders, are the original cohorts from the school's founding year, when it opened in 2005-06 with kindergarten and first grade. While the curriculum was new at Harlem Link that year – and by design is home-grown and therefore impossible to have fully fleshed out before its first full year of implementation – it has been new every year for the grade of the leading cohort. With each successive year, the curriculum in each grade has grown strong, more

refined and more complete. Minor variations such as the higher scores in fourth grade than in third grade are to be expected, but the school expects to see a general increase in the scores of the respective grade cohorts over the years.

Issues within Subgroups

Each year, Harlem Link’s percentage of students in poverty has risen, up to 87.5% schoolwide in 2008-09. As in 2007-08, the population of students eligible for Free or Reduced Price Lunch proved to be a significant challenge – 26 of 30 students (86.7%) not eligible for Free or Reduced Price Lunch scored at Level 3 or higher, but only 63.5% of the 74 students below the poverty line did so.

In last year’s report, the school discussed the question of whether language minority children were scoring lower on the state exam due to language barriers, but the issue was not discussed at length due to an extremely small sample size. This year’s administration somewhat lays to rest concerns from the 2008 test, with 76.2% of the 21 Hispanic third or fourth graders passing in 2009. The figure is in fact even higher when isolating only those deemed Language Minority. Aside from a commensurate increase in effective English as a Second Language strategies that comes with more explicit improved instruction by teachers generally, the school did not implement any new interventions for those with a foreign language spoken at home and did not prioritize this subgroup.

Additional Evidence

Since the school has only two years of comparative data to show growth over time, the issues surrounding improvement in test scores are largely treated above. However, the tables below show the explicit trends in improvement.

An interesting coincidence that demonstrates Harlem Link’s acceleration of student achievement this year is that students enrolling within the last two years from the local districts performed in 2009 at the same level that Harlem Link’s students who have been with the school longer performed in 2008.

In addition, a scale score analysis, albeit with a small sample size and a small difference, confirms that students who have been at Harlem Link for at least two years performed better than their more recent enrollee peers.

**English Language Arts Performance
by Grade Level and School Year**

Grade	Pct. of Students Enrolled in At Least Their Second Year at Levels 3 and 4			
	2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested
3	58.3%	36	72.7%	44
4	N/A	0	75.0%	36
All	58.3%	36	73.8%	80

2008-09 English Language Arts Performance by Years Attending the School

Enrolled 2+ years			Enrolled <2 years		
Percent Passing	Average Scale Score	Number Tested	Percent Passing	Average Scale Score	Number Tested
73.8%	668.1	80	58.3%	665.4	24

The data above are consistent with the study recently published by the Center for Research on Education Outcomes (CREDO).² As a grantee of the Walton Family Foundation, Harlem Link participated in this study although New York State’s data was not included among the 16 states studied due to state policies on sharing information. The study concludes that students experience a decline in achievement in their first year attending a charter school, before the effect is reversed and student achievement improves in later years of enrollment. This observation is consistent with Harlem Link’s experience that a period of adjustment often takes place in which the student and family are striving to understand and internalize Harlem Link’s norms for behavior, study and cognitive demands. This could be especially true at a school such as Harlem Link that has both a somewhat nontraditional curriculum (emphasizing differentiation of instruction, the development of thinking skills, strategies and inquiry and placing rote learning into a small corner of the curriculum) and an expectation that families will learn about, understand and contribute to its implementation at home. The data below, further differentiating within the group that has been at Harlem Link for two years or more, illustrates this phenomenon at the school. The Mean Scale Score is generally lower for each successive entering group, and the students who have been at Harlem Link the longest have the highest achievement level within this group. (Please note, this table includes seven children who entered the school in 2007-08 but entered after BEDS Day 2007, hence their statistics are not included in the above calculations of students who have been in the school two or more years.)

2008-09 English Language Arts Performance by Year Entered Harlem Link

Year Entered	Pct. At Level 3 & 4	Mean Scale Score	Number Tested
05-06	78.0%	670.4	50
06-07	63.2%	664.1	19
07-08	66.7%	659.0	18
08-09	58.8%	660.0	17

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index on the State ELA exam will meet the Annual Measurable Objective set forth in the state’s No Child Left Behind (NCLB) accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual

² This study is available at http://credo.stanford.edu/reports/MULTIPLE_CHOICE_CREDO.pdf

Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2008-09 is 144. The PI 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 PI is 200.

Results

Harlem Link’s aggregate Performance Index value is 170. This value exceeds this year’s English language arts Annual Measurable Objective, 144.

Calculation of 2007-08 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	0	29.8%	65.4%	4.8%	104
	PI	= 30	+ 65	+ 5	= 100
			+ 65	+ 5	= 70
				PI	= 170

Evaluation

The Performance Index measure was met. Harlem Link’s PI value is 170. This exceeds this year’s English language arts AMO of 144. Based on this information, Harlem Link is making satisfactory progress toward the NCLB goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts.

Additional Evidence

As is evident from the chart below, Harlem Link has raised achievement levels consistent with the requirements of the rising AMO. The school continued to have no students, even the most recent arrivals, scoring at Level 1.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ³	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2007-08	3	50	0.0%	40.0%	58.0%	2.0%	160	133
2008-09	3-4	104	0.0%	29.8%	65.4%	4.8%	170	144

³ Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

Of the 80 students enrolled in at least their second year at Harlem Link, 73.8% performed at Levels 3 and 4. The performance of these students eclipsed the performance of the third and fourth graders in District 3, 73.1% of whom scored at Level 3 or 4. Harlem Link’s Upper School, where its third graders are housed, is located in District 3. The Grades 3 and 4 percentage of students passing in District 3 is very similar to the figure for the district in all grades 3-8, which is 73.2% scoring at Level 3 or 4. With 73.2% passing, District 3 ranks 13th among the 32 geographic school districts in New York City, and second among the six in Manhattan.

**2008-09 State English Language Arts Exam
Harlem Link Charter School and District 3 Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Harlem Link Students In At Least 2 nd Year		All District 3 Students	
	Percent	Number Tested	Percent	Number Tested
3	72.7%	44	71.8%	1,380
4	75.0%	36	74.5%	1,379
All	73.8%	80	73.1%	2,759

For its internal data analysis, the school also compares school performance to Harlem public schools rather than District 3 (as fewer than 10% of tested students resided in District 3, while over 55% resided in District 5), as will be discussed in more detail in the Additional Evidence section below. Of the 3,344 students tested in Harlem District 3 schools and all Manhattan District 5 schools, in other words all of Central Harlem, 58.1% performed at Levels 3 and 4. From this measure, Harlem Link is outperforming students in Harlem district public schools, overall by 12.1% and within the cohort of students enrolled for two or more years by 15.7%. The school conducts this additional analysis not only because most of its students reside in Central Harlem and not in District 3, which includes mostly Manhattan’s Upper West Side, but also because the demographic profile of District 5 more closely aligns with that of Harlem Link than does District 3. The Free and Reduced Price Lunch rate of schools in District 3 in 2007-08, the most recent year for which data are available, was 56%, while it was 78% in District 5 and 84% at Harlem Link.

Evaluation

Harlem Link Charter School met the goal, exceeding the aggregate District 3 performance in ELA by 0.7%. The school also exceeded the District 3 performance in each grade, by 0.9% in third grade and 0.5% in fourth grade.

Additional Evidence

While District 3 showed measurable improvement in 2008-09 on the state ELA exam, Harlem Link showed greater improvement. In 2007-08, the school did not exceed the performance level of District 3 (although it did achieve a higher percentage of Level 3 and Level 4 than the weighted average of Harlem district schools that would be attended by Harlem Link students, by 11.6%). 2007-08 was the first year of testing for Harlem Link.

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

Grade	Percent of Harlem Link Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to District 3 Students			
	2007-08		2008-09	
	Harlem Link	District 3	Harlem Link	District 3
3	58.3%	64.9%	72.7%	71.8%
4	N/A	N/A	75.0%	74.5%
All	58.3%	64.9%	73.8%	73.1%

As noted above, Harlem Link’s Upper School, which includes the school’s third and fourth grades, is technically located in Community School District 3, but the majority of the student body hails from District 5 (Central Harlem). In fact, Harlem Link’s Upper School sits on the northernmost border of District 3, and students living across the street from the school along with those living in the vast majority of the catchment area identified in the school’s charter are zoned for District 5 schools. 55.8% of the students who took the ELA exam in 2009 lived in District 5, compared to the 9.6% living in District 3.

District 3 elementary schools include all those on the Upper West Side as well as nine schools in Central Harlem: Public Schools 76, 145, 149, 163, 165, 180, 206, 208, 241 and 242. Generally, the performance of these schools is drastically different from their counterparts on the Upper West Side, along with their average poverty level, which is generally and sometimes drastically higher than the downtown District 3 schools as demonstrated above. In 2009, 63.0% of third and fourth graders in those nine northernmost schools passed the state ELA exam, compared to 80.5% of students in the remainder of the District.

Harlem Link’s third and fourth grade students in 2009 actually resided in eleven different Community School Districts – Districts 2 through 6 in Manhattan and 7 through 12 in the Bronx. The table below summarizes the number and portion of students attending Harlem Link living in each of those districts (at the time of the respective examinations), those districts’ performance on the ELA exam in 2009, as well as a weighted composite average performance.

**2008-09 State English Language Arts Exam
Composite of Student Body by Districts of Residence**

2009 ELA	All Harlem Link Students		District Passing Rate	Students Enrolled 2+ Years	
District	No. students	Pct. of HL population		No. students	Pct. of HL population
Dist. 2	2	1.9%	85.6%	1	1.0%
Dist. 3	10	9.6%	73.2%	7	6.7%
Dist. 4	2	1.9%	65.4%	2	1.9%
Dist. 5	58	55.8%	54.8%	49	47.1%
Dist. 6	13	12.5%	54.6%	11	10.6%
Dist. 7	2	1.9%	51.6%	1	1.0%
Dist. 8	3	2.9%	65.7%	1	1.0%
Dist. 9	5	4.8%	54.3%	1	1.0%
Dist. 10	3	2.9%	59.8%	3	2.9%
Dist. 11	3	2.9%	66.4%	1	1.0%
Dist. 12	3	2.9%	54.1%	3	2.9%
Composite District Passing Rate		58.0%		57.4%	

**2008-09 English Language Arts Exam
Harlem Link Charter School Comparison to Composite Student Districts of Residence**

All Harlem Link Students		Students Enrolled 2+ Years	
Harlem Link Pct. Passing	Composite Districts	Harlem Link Pct. Passing	Composite Districts
70.2%	58.0%	73.8%	57.4%

As the tables show, both in sum and considering only students with two or more years at the school, Harlem Link outperformed the composite of the districts from which its students came.

Due to the recent change in the charter law authorizing district preference and Harlem Link’s movement in buildings, the school’s enrollment patterns by district will be changing in the coming years. In 2007-08 and 2008-09, Harlem Link maintained a Lower School in District 5, and gave lottery preference for kindergarten (in 2007) and kindergarten and first grade (in 2008) to student residing in District 5. This preference ended in 2009, with the anticipation that the school will move to a more permanent location with all grades housed in District 3 beginning September 2009, a move that has been confirmed as of this writing. Hence, the prevalence of District 5 residents attending Harlem Link during testing grades can be expected to persist until 2012-13, when the first cohort of students with kindergarten lottery preference for District 3 in the school’s history will take the third grade exams.

Finally, the school compares its performance with the third grade students at two comparative schools – the two schools with which it shares space. While P.S. 242 is located in District 3 along with Harlem Link’s Upper School, P.S. 129, along with Harlem Link’s Lower School (which housed Harlem Link’s kindergarten and first grade in 2008-09) is located in District 5.

**2008-09 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools					
	Harlem Link		P.S. 242		P.S. 129	
	Pct. at Levels 3 and 4	Number Tested	Pct. at Levels 3 and 4	Number Tested	Pct. at Levels 3 and 4	Number Tested
3	72.7%	44	61.7%	47	53.9%	91
4	75.0%	36	47.8%	46	53.6%	69
5			57.9%	19	75.0%	56
6					79.6%	49
All	73.8%	80	55.4%	112	63.0%	265

As the table shows, the percentage of Harlem Link students in at least their second year passing the state ELA exam compares favorably with both schools' percentages, both schoolwide and within the tested grades.

Goal 1: Comparative Measure

Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis, performed by the Charter Schools Institute, controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

In 2007-08, Harlem Link outperformed the predicted level of achievement for third grade, but not by a significant amount. Hence, the aggregate Effect Size of Harlem Link's impact was too low to be considered a small improvement over the expected performance.

2007-08 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		50	60.00	57.53	2.47	0.19
4						
5						
6						
7						
8						
All	71.30	50	60.00	57.53	2.47	0.19

School's Overall Comparative Performance:
About the same as expected

Evaluation

In 2007-08, this measure was not met. However, the Effect Size was positive, as the school outperformed the typical public school in New York State with a similar poverty rate.

Additional Evidence

Since 2007-08 was the first year Harlem Link administered state exams, no past performance comparisons prior to that year are available.

ELA Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2007-08	3	71.3	50	60.0	57.53	0.19

Goal 1: Growth Measure

For the 2008-2009 school year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the

grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The one cohort eligible for this analysis surpassed the target of 70.8%, which is halfway between 66.7% (the portion of the 36 students who took the test in both years who scored at Level 3 or 4 in 2008) and 75.0%. 26 of these 36 students, or 72.2% of them, scored at Level 3 or Level 4 in 2009.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	36	66.7%	70.8%	72.2%	Yes
All	36	66.7%	70.8%	72.2%	Yes

Evaluation

The school met the target. Had one more student passed the state exam, 75% of this cohort would have done so, eliminating the gap completely.

A total of 5 students in this cohort improved, from Level 2 to Level 3 (four students), or from Level 3 to Level 4 (one student) between 2008 and 2009. Only two students fell by one level, from Level 3 to Level 2. Of the four students who moved up from Level 2 to Level 3, two of them achieved a Scale Score of 649 in 2008, which is 1 point below the cut score for Level 3. The other two are both students who entered Harlem Link in first grade, in the school’s first year, and live in homes where English is not spoken as the primary language or not spoken at all. The increasing number of years spent at Harlem Link having instruction consistently in English may have helped these children overcome language barriers that were not identified by the state Language Assessment Battery-Revised (LAB-R) exam in first grade.

Both students who fell by one level had mitigating circumstances that may have affected their performance. One student was living in temporary housing throughout the winter and most of the spring after a major crisis in which his family was evicted in the middle of the night. The other student received a 504 from his doctor in 2007-08 and would have again been eligible, but despite every effort from the school, with one parent out of state throughout the school year the family did not follow through and have the form signed by a doctor in 2009. Hence, the school was unable to provide the testing accommodations this child needed.

Further evidence that this cohort made acceptable progress can be found by examining ELA Scale Scores. 58.3% of these students achieved a higher Scale Score in 2009 than 2008. The average Scale Score for this cohort rose from 662.9 in 2008 to 669.3 in 2009.

Additional Evidence

Harlem Link has administered the Terra Nova exam in English Language Arts since 2006-07, although a school-administered norm-referenced exam is not a part of the school’s Accountability Plan. The scores below are for the full grades; because the administration of this exam occurred late in the school year and scoring into the summer, cohort data are not available at the time of this report. An actual cohort analysis will be available during the Renewal Visit.

Growth on Terra Nova Reading & Language Test from June 2008 to June 2009

Grade	Number tested	2007-08 Avg. NCE	Number tested	2008-09 Avg. NCE	Increase
K	48	52.4	51	51.9	-0.5
1	52	51.7	54	57.4	5.7
2	54	44.3	54	51.9	7.6
3	54	46.5	54	50.1	3.6
4			50	47.3	N/A
All	208	48.6	266	51.7	3.1

Summary of the English Language Arts Goal

Harlem Link did not achieve the goal of 75 percent of third graders who are enrolled in at least their second year performing at or above Level 3 on the ELA exam, but came within 1.2% of the goal. The school achieved the absolute measure of the Performance Index on the State ELA exam meeting the Annual Measurable Objective set forth in the state’s NCLB accountability system. The school is also outperforming students in the same tested grades in the districts in which its students reside as well as the district of location of the school.

Type	Measure	Outcome
Absolute	Each year, 75 percent of third through fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) examination	Close
Absolute	Each year, the school’s aggregate Performance Index on the State ELA exam will meet the Annual Measurable Objective set forth in the state’s No Child Left Behind (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 or above Level 3 on the State ELA 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 expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis, performed by the Charter Schools Institute, controlling for students eligible for free lunch among all public schools in New York State.	Data Not Available at Time of Submission
Growth	For the 2008-09 school year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and 75 percent at or above Level 3 on the current year’s State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	Achieved

Action Plan

The school has already taken a number of steps in order to maintain the academic gains demonstrated in the ELA results, and to close the gaps identified above. Some of these steps are also detailed in the school’s Link Improvement Plan (LIP), which is discussed in greater detail in the school’s Charter Renewal Application.

The LIP calls for a 2009-10 overall school ELA passing rate of 77.1%, which would exceed the absolute measure. The plan further calls for a stepwise improvement in schoolwide scores until the school has 95.0% of students passing the ELA exam by 2013-14. Harlem Link anticipates some

level of student turnover each year, given past school mobility rates and those of the community of location, leading to the 5.0% gap between the LIP goal and the No Child Left Behind goal of 100% of students passing the state exam. The school assigns responsibility for the small number of children who would be entering the school within two years of the 2014 state assessments to the districts of residence, and, short of an over-reliance on test preparation and “cramming,” cannot plan effective interventions for these students this far in advance.

Staffing Assignments & Teacher Experience

The school continues to make gains with regard to having experienced, qualified teachers in the classroom in testing grades. All of the teachers from grades 3 and 4 will return in 2009-2010, and together with the three new hires necessitated by expansion to fifth grade and one teacher who is moving from kindergarten to fourth grade at Harlem Link, at least 10 of the 12 teachers in testing grades will have the relevant experience cited above, and none of these 12 are brand new teachers. It will be the first time in the school’s history that expansion to a new grade has not also included hiring a teacher who is new to the profession to teach in the new grade. The school continues to make progress on this key input, moving from 0% to 75% to 83% of teachers in testing grades having relevant experience or expertise over the last three years. In fact, teacher experience is higher across the board. Below is a table showing the percentage of teachers in September of each year with no teaching experience (2009 is projected, based on current hires):

**Percentage of Harlem Link Faculty with No Teaching Experience
(September of each year)**

Year	Pct. of faculty
2005	20.0%
2006	11.8%
2007	23.8%
2008	23.1%
2009	6.7%

Curriculum Planning

The school is building on success in improving curriculum in 2008-09, and plugging identified gaps, by taking the next step in curriculum development. The school has devoted more resources to the Curriculum Mapping exercise than in the past, and focused more time and staff on preparing the fifth grade curriculum than any prior new grade. The product of this exercise is now a set of weekly plans for each of the 39 weeks of the coming school year, in each subject area and each grade. Also, in this process the fourth grade teachers in particular have examined the curriculum plans they executed along with preliminary results of the state exam, ensuring that standards that prevented students from achieving at higher levels will be address more completely in 2009-10. Finally, the school continues to build toward the mission goal of graduating active citizens by building a stronger Social Studies curriculum. The Curriculum Teams in each grade are now integrating Social Studies and English Language Arts into a single map, ensuring that there is greater coherence and alignment in these subjects across classrooms and across the grades.

Of major benefit to the school’s growth and stability is that, also for the first time in the fall of 2009, no major changes to the content or programs of the curriculum are being planned. The school will continue utilizing the balanced literacy workshop model as it has for the past two years, and implementing the Foundations phonics program as piloted in one class in 2007-08 and rolled out in

grades K-3 in 2008-09. Targeted after-school tutoring is also in place, as it was in 2008-09, and will be expanded in the coming year.

To summarize, major curriculum development steps each year of the school's growth have been:

- 2006-2007: Scope and Sequence introduced in each grade and subject area
- 2007-2008: Units of Study planned in major subjects documented in advance
- 2008-2009: Curriculum Mapping introduced and executed
- Summer 2009:
 - Larger, more robust map features 39 weekly plans in each grade & subject
 - 5th grade curriculum more fleshed out than any new grade in any prior year
 - Curriculum Teams integrated Social Studies & Literacy in one map

Use of Assessment Data

Harlem Link's Academic Dean of Curriculum and Assessment (whose title was Curriculum and Assessment Coordinator in 2007-08) is not only leading the 2009 Curriculum Mapping exercise, but she is also, with teacher input, revising the school's Interim Assessments. This year, the Interim Assessments will be administered in November, March and June. Each test will incorporate new standards that are expected to have been mastered by students in the preceding period (set up in three tiers of easy, medium and hard questions to allow students ready for challenges the opportunity to demonstrate so), as well as a purposeful set of review questions for standards from prior periods, beginning in March. In order to revise these documents, the Dean has been analyzing the prior material (for example, finding that the Open Response portions of the interim assessments have been more reliable than the multiple choice portions) and asking questions such as:

- Are the reading levels of the passages appropriate?
- Are the questions truly addressing the standards?

Instructional Leadership

In 2009-10, the school will continue with the stricter level of oversight of weekly five day plans and ensuring teachers follow the written Curriculum Plans, a level of oversight that has been developing for the past two years. All of the personnel in charge of evaluating teachers are planning to return.

One change the Co-Director for Instruction is making regards the Grade Team Leader role. This role was a new designation in 2008-09, one intended to allow for teacher leadership and to invest teachers with a higher level of responsibility in executing and evaluating the curriculum on an ongoing basis. With the role moving into its second year, expectations are raised for teacher involvement in the curriculum and the Co-Director will increase oversight of teachers who take on this work.

Professional Development

In keeping with the need to raise student achievement to levels that meet and exceed the Absolute achievement level stated in the Accountability Plan, and in concert with an increase in the capacity for its faculty to take on more sophisticated levels of development, Harlem Link will take the next logical, purposeful step in the evolution of its Professional Development program. The resources that Harlem Link provides will not drastically change, but will be used more efficiently, through Content Groups and Critical Friends Groups.

The Co-Director for Instruction offered teachers opportunities to pilot and explore aspects of these

two structures, allowing her to spend time evaluating them and discussing them with the school's contracted staff developers as well. Teacher leadership is needed for each of them, and has already been a contributing factor, as teachers designed the core elements of these structures with administrative oversight during the LIP process. Indeed, Content Groups and Critical Friends Groups form the core of the Professional Development Priority Area of the LIP.

The Content Group structure, which will be led by external consultants in Literacy and Mathematics, is inspired by the Japanese lesson study. At Harlem Link, each grade team will have the time and resources to have an intensive pre-lesson meeting and discussion, followed by a group observation of the lesson, and then a de-brief, once monthly. The grade teams will rotate in Math and ELA, so that each month, three grades are conducting Math Content Group lessons and the other three are conducting the format in ELA. During the debrief, the team will look at student work, any teacher-student conferencing notes and observation notes, and determine next steps for students together. The contracted staff developers will be on site throughout this process each week.

Critical Friends sessions are problem-solving sessions in which teachers raise issues and share potential solutions together. These sessions will respond to internal survey data stating that teachers want a greater opportunity for individualized professional development, also a stated goal in Harlem Link's charter. As at Excellence Charter School for Boys in Bedford-Stuyvesant, these meetings will be completely peer-led. Harlem Link administration and teachers observed a session there and met with administrative staff to discuss how to create a safe, non-evaluative environment for teacher learning and growth. Two Harlem Link teachers, one in second and one in fourth grade, are undergoing external weeklong Critical Friends training this summer at Rutgers University, preparing to become lead facilitators on monthly inquiry groups beginning in September or October. There will be two groups; one for all teachers in Grades K-2, and one for all teachers in Grades 3-5.

The school is providing support for teachers to prepare for the successful implementation of these two formats. Two teachers have also been selected as faculty leaders for the Content Group structure; although provided with additional training opportunities, this experience is an unpaid leadership opportunity. One has participated in such a structure for the past two years in Mathematics instruction with teachers from other schools in a school-sponsored group organized by Mathematics in the City. The other is enrolled in a math leadership program at Bank Street College of Education, seeking a second Masters degree. He is taking a Math Staff Development course at Bank Street this summer with Hal Melnick, a department head who has experience introducing the Japanese lesson study to schools in both Math and ELA. This teacher has chosen implementing the Content Groups (in both Math and ELA) as his practical project for the course, with Harlem Link's Co-Director for Instruction serving in an oversight role as part of the coursework, and the other faculty-leader teacher as well as the contracted school staff developers available for his coordination with them.

MATHEMATICS

Goal 2: Mathematics

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

Background

In the four 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.

Harlem Link teachers implement the TERC math program in the classrooms, along with skills instruction through the a daily calendar study 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 learn to understand and apply mathematical computation and problem solving to situations that arise in everyday life.

As constructivist math programs, the 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. Harlem Link has sent the majority of its teachers to a week-long course in constructivist philosophy through the Mathematics in the City (MITC) program and contracts a staff developer through the program, who meets with teachers weekly to support them in the implementation of these programs.

Goal 2: Absolute Measure

Each year, 75 percent of third through fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd and 4th grade in January 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	55	0	0	0	55
4	52	0	0	0	52
All	107	0	0	0	107

Results

Harlem Link had 91.3% of 80 students in at least their second year performing at Levels 3 & 4, with 20 of those students performing at Level 4. Of students in at least their second year, Harlem Link had 8.8% performing at Level 2. No students in at least their second year at Harlem Link performed at a Level 1.

**Charter School Performance on 2008-09 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0.0%	1.8%	67.3%	30.9%	98.2%	55
	Students in At Least 2 nd Year	0.0%	0.0%	70.5%	29.5%	100.0%	44
4	All Students	1.9%	23.1%	61.5%	13.5%	75.0%	52
	Students in At Least 2 nd Year	0.0%	19.4%	61.1%	19.4%	80.6%	36
All	All Students	0.9%	12.1%	64.5%	22.4%	86.9%	107
	Students in At Least 2 nd Year	0.0%	8.8%	66.3%	25.0%	91.3%	80

Evaluation

Harlem Link exceeded the goal of 75% of students in at least their 2nd year performing at a Level 3 or 4. The school exceeded this goal by 16.3%. Of the 80 students in at least their 2nd year, 91.3% performed at Levels 3 and 4. The TERC program, the centerpiece of math curriculum at the school, is designed to meet the needs of all learners and to develop students as mathematical thinkers, aspects that allow Harlem Link to prepare for the portions of the state exam that challenge students to explain their thinking and demonstrate strategies for problem solving.

There was a sharp difference between the third and fourth grade performance, with all third graders enrolled in at least their second year performing at Level 3 or Level 4, but only 29 out of 36, or 80.6%, of the same group in the fourth grade doing so. Possible reasons for this disparity are explored below. Regardless, the Absolute measure was met in both grades, and the school attributes these results to the dedication of the teachers and staff in following the curriculum and to the school's philosophy of differentiating instruction, meeting the individual needs of students requiring intervention services and challenging the students excelling in math. Of particular note is the percentage of third graders scoring at the highest level, Level 4, which was 30.9% overall this year.

⁴ 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

Many of the same factors that led to an increase in scores on the ELA exam were also at work with regard to the Mathematics program at Harlem Link. These factors, which were treated above to a greater extent and will therefore only be briefly reviewed here, include staffing; instructional leadership; use of data; and preparation and curriculum growth in the early childhood grades.

With regard to staffing, Harlem Link placed far more experienced and prepared teachers in the testing grades in 2008-09 than in 2007-08. One of the third grade teachers who was hired with four years' experience at another charter school has a particular bent toward mathematics instruction; he is the teacher mentioned above in the ELA Action Plan section undertaking a Masters in Math Leadership at Bank Street College.

Experience teaching TERC and the associated programs at Harlem Link is particularly important in Mathematics. While ELA instruction features a discrete set of strategies that teachers must master and a series of structures for teaching with varying levels of student independence and teacher support, excellent constructivist math instruction features those elements but also a clear understanding of the philosophy, which forces a teacher to be remarkably patient in facilitating discussion among students. This ability to draw out answers and mathematical thinking from students rather than provide answers for them must be fostered over time. Therefore, experience and strong professional development are all the more important in math instruction at Harlem Link.

Finally, the resignation of the aforementioned new teacher in October 2008 likely had a greater impact on math instruction than on ELA instruction. While the co-teacher who departed from class 208 was a new teacher, the remaining co-teacher, with four years experience, had been a reading teacher and had never taught math. As did one third grade class in 2007-08, this fourth grade class had a long-term substitute from October until the end of December due to the staffing change, preventing some routines from becoming firmly established. Naturally, the routines related to literacy were more firmly established and those related to math instruction suffered when compared to the other class. (It should be noted that the school views this teacher as highly competent, and is only making a relative analysis here, based on the data below and administrator observations.) The following table, indicating that class 208, where the teacher change occurred, outperformed the other fourth grade class in ELA but underperformed in math, illustrates this phenomenon:

2008-09 New York State Test Fourth Grade Achievement by Harlem Link Class

Class	Percentage at Levels 3 or 4	
	ELA	Math
4-206	63.0%	77.8%
4-208	68.2%	72.0%

In the areas of Instructional Leadership and curriculum development, in 2008-09 the school greatly tightened both the expectations on teachers for planning and execution and the systems by which they were supervised. A more complete set of mathematics curriculum plans in grades K-3 than the school has ever had presaged the small, but notable, increase in third grade test scores. The mathematics map had perhaps the greatest improvement among all the curriculum plans through the Curriculum Mapping process, capped by Mathematics in the City running a curriculum mapping process attended by Harlem Link teachers and administrators and the school's contracted math staff developer in the summer of 2008.

However, the impact of having a new grade is clearly seen in the nearly 14 point drop in the percentage of students scoring at Level 3 or 4 from 2008’s third grade administration to 2009’s fourth grade administration. The fourth grade teachers not only had the least complete curriculum map to work with of any of the grades, but experienced the necessary refinement that accompanies initial execution of curriculum units that prior grades had worked out in years past. As a school that requires teacher input to build curriculum over time, Harlem Link is faced with a disadvantage by design when introducing any new grade.

As noted above, the use of school-created internal interim assessments was stronger and more consistent in mathematics than in ELA. Teachers wrote the interim assessments at the start of the school year, and revised them as the school year went on. The tests proved to be fairly reliable, valid and closely aligned with the New York State exam. To illustrate this point, the Academic Dean for Curriculum and Assessment will be making far fewer changes to the math interim exams, which will be administered in November, March and June like the ELA interim exams, than to the latter.

Finally, successful results on the state math exams are partly a product of the constantly improving early childhood instruction at Harlem Link. The structure of the exams is a factor here; while the third grade exam can be passed by a student who has mastered basic arithmetic facts without a deep understanding of the concepts behind them, the same is not true of the fourth grade exam, in which students must demonstrate their thinking and apply math knowledge to a much greater extent. Since Harlem Link has been implementing the TERC program as a primary component of math instruction since 2005, and with varying but increasing levels of success and quality, it would follow that, particularly on the fourth grade exam, a child who has been with the school longer and had the benefit of the school’s constructivist philosophy would achieve higher. The following table illustrates performance on the state exam by year entered Harlem Link (and includes fourth grade as a subset):

2008-09 Math Performance by Year Entered Harlem Link

Year Entered	All students		Grade 4 only	
	Pct. at Level 3 or 4	Number Tested	Pct. at Level 3 or 4	Number Tested
05-06	92.0%	50	81.8%	22
06-07	89.5%	19	75.0%	8
07-08	77.8%	18	70.0%	10
08-09	80.0%	20	66.7%	12

Additional Evidence

Since the school has only two years of comparative data to show growth over time, the issues surrounding growth in test scores are largely treated above. However, the tables below show the explicit trends in improvement.

Harlem Link is firmly and consistently demonstrating a high level of performance in mathematics. The school has demonstrated in consecutive years an extremely high level of attainment on the third grade exam, suggesting that those skills and standards that are tested for that test are firmly established in the school’s curriculum. The school has set a strong baseline for fourth grade performance, surpassing the Absolute Accountability Plan measure of 75% passing although the

figure below represents a decline from the third grade score. In 2010, the school will not be able to meet the Growth Measure below for the cohort rising to fourth grade since 100% of returning students will have met the standard in 2009.

Mathematics Performance by Grade Level and School Year

Grade	Pct. of Students Enrolled in At Least Their Second Year at Levels 3 and 4			
	2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested
3	94.4%	36	100.0%	44
4			80.6%	36
All	94.4%	36	91.3%	80

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index on the State math exam will meet the Annual Measurable Objective 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 119. The PI 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 PI is 200.

Results

Harlem Link’s aggregate Performance Index value is 186. This value exceeds this year’s Mathematics Annual Measurable Objective, 119.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	0.9%	12.1%	64.5%	22.4%	107

$$\begin{aligned}
 \text{PI} &= 12 + 65 + 22 = 99 \\
 &+ 65 + 22 = 87 \\
 \text{PI} &= 186
 \end{aligned}$$

Evaluation

The Performance Index measure was met. Harlem Link’s PI value is 186. This exceeds this year’s Mathematics AMO of 119. Based on this information, Harlem Link is making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics.

Additional Evidence

As is evident from the chart below, Harlem Link has greatly surpassed the AMO each year. Even as the total percentage of students in Level 3 or Level 4 fell due to the fourth grade performance in the school’s first year of testing that grade, the chart illustrates that the percentage of students at Level 4 dramatically improved, suggesting that an increase in PI to 2008 levels is achievable in the years to come.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2007-08	3	53	0.0%	5.8%	79.2%	15.1%	194	102
2008-09	3-4	107	0.9%	12.1%	64.5%	22.4%	186	119

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

Of the 80 students enrolled in at least their second year at Harlem Link, 91.3% performed at Levels 3 and 4. The performance of these students exceeded that of the 2,790 District 3 students tested in the comparable grades, 89.4% of whom scored at Level 3 or 4. Harlem Link’s Upper School, where its third graders are housed, is located in District 3.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District 3 Students	
	Percent	Number Tested	Percent	Number Tested
3	100.0%	44	91.7%	1,406
4	80.6%	36	86.9%	1,384
All	91.3%	80	89.4%	2,790

For its internal data analysis, the school compares school performance to Harlem public schools rather than District 3 (as only 9.3% of third and fourth graders at the time of the math exam resided in District 3), as will be discussed in more detail in the Additional Evidence section below. Of the 3,292 students tested in Harlem District 3 schools and all Manhattan District 5 schools, 78.8% performed at Levels 3 and 4. From this measure, Harlem Link is outperforming students in Harlem District 3 schools and all Manhattan District 5 schools in mathematics.

Evaluation

Harlem Link Charter School exceeded the District 3 performance by 1.9%. The district's performance exceeded Harlem Link's performance in the fourth grade by 5.7%, and Harlem Link's performance exceeded the district's in third grade by 8.3%. These relative differences are consistent with the observations of internal inputs discussed in the Absolute Measure section above.

Additional Evidence

As the chart below shows, Harlem Link has outperformed Community School District 3 in Mathematics both years the school has administered the state tests, even though the majority of Harlem Link students reside in lower-performing District 5.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students			
	2007-08		2008-09	
	Harlem Link	District 3	Harlem Link	District 3
3	94.4%	87.6%	100.0%	91.7%
4			80.6%	86.9%
All	94.4%	87.6%	91.3%	89.4%

The school performed an analysis of the performance of the District 3 schools located in Harlem, those schools that its District 3 students are zoned to attend, as well as the performance of the other Districts in which its students reside. While the Upper School is technically located in District 3, as noted above in the ELA section, Harlem Link's student catchment area since opening has fallen far outside of District 3. (As also noted above in the ELA section, due to the school moving, for the first

time in 2009 a kindergarten class is being enrolled with a residence preference for District 3; therefore, the majority enrollment from District 5 in testing grades is likely to persist for several more years.) In fact, 57.0% of students enrolled during the math exam resided in District 5, compared to the 9.3% enrolled in District 3.

Harlem Link has 61 students enrolled that live in District 5. Of those 61, 49 are enrolled in at least their second year. Of these 49 students, 45 performed at Levels 3 and 4 on the math exam, 91.8%. This year, 81.5% of students from District 5 schools performed at Levels 3 and 4. Harlem Link students living in District 5 outperformed District 5 school’s students on the math exam by 10.3%.

**2008-09 State Mathematics Exam
Comparison to Composite Districts of Residence**

2009 Math District	All Harlem Link Students		District Passing Rate	Students Enrolled 2+ Years	
	No. students	Pct. of HL population		No. students	Pct. of HL population
Dist. 2	2	1.9%	93.3%	1	1.3%
Dist. 3	10	9.3%	89.4%	7	8.8%
Dist. 4	2	1.9%	81.7%	2	2.5%
Dist. 5	61	57.0%	81.5%	49	61.3%
Dist. 6	13	12.1%	80.3%	11	13.8%
Dist. 7	2	1.9%	84.5%	1	1.3%
Dist. 8	3	2.8%	84.5%	1	1.3%
Dist. 9	5	4.7%	84.9%	1	1.3%
Dist. 10	3	2.8%	85.1%	3	3.8%
Dist. 11	3	2.8%	82.8%	1	1.3%
Dist. 12	3	2.8%	80.6%	3	3.8%
Composite District Passing Rate		82.7%		82.4%	

**2008-09 Mathematics Exam
Harlem Link Charter School Comparison to Composite Student Districts of Residence**

All Harlem Link Students		Students Enrolled 2+ Years	
Harlem Link Pct. Passing	Composite Districts	Harlem Link Pct. Passing	Composite Districts
86.9%	82.7%	91.3%	82.4%

As the tables show, both in sum and considering only students with two or more years at the school, Harlem Link outperformed the composite of the districts from which its students came.

Finally, in the table below, the school compares its performance with the third and fourth grade students at two comparative schools – the two schools with which it shared space in 2008-09. While P.S. 242 is located in District 3 along with Harlem Link’s Upper School, P.S. 129, along with Harlem Link’s Lower School (which housed Harlem Link’s kindergarten and first grade in 2008-09) is located in District 5.

**2008-09 Math Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools					
	Harlem Link		P.S. 242		P.S. 129	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100.0%	44	78.7%	47	68.7%	67
4	80.6%	36	60.0%	50	69.4%	62
5			54.9%	51	72.5%	51
6					75.8%	58
All	91.3%	80	64.2%	148	71.4%	238

As the table shows, the percentage of Harlem Link students in at least their second year passing the state math exam compares favorably with both schools' percentages, both schoolwide and within the comparable tested grades.

Goal 2: Comparative Measure

Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis, performed by the Charter Schools Institute, controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The 2007-08 data show that Harlem Link greatly exceeded the predicted achievement level in Mathematics. The Effect Size for third grade, the only grade administered a state test in 2007-08, was 0.86.

2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		53	94.30	84.62	9.68	0.86
4						
5						
6						
7						
8						
All	71.30	53	94.30	84.62	9.68	0.86

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

The school exceeded the measure, which called for a score higher than expected by at least a small degree, due to having a large degree of difference indicated by the aggregate Effect Size.

Additional Evidence

Since 2007-08 was the first year Harlem Link administered state exams, no past performance comparisons prior to that year are available.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2007-08	3	71.3	53	94.3	84.6	0.86

Goal 2: Growth Measure

For the 2008-09 school year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in a previous year, the cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students

proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The data table below shows that Harlem Link’s lone cohort of students that took the state math exam in both 2007-08 and 2008-09 did not meet the intended target of any increase. The cohort did, however, remain at an achievement level above the Absolute benchmark of 75.0% scoring at Level 3 or Level 4.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	39	94.9%	Increase	76.9%	No
All	39	94.9%	Increase	76.9%	No

Evaluation

As shown above, the lone cohort tested in both years did not meet the intended target of increasing from 94.9% passing on the state math exam. The cohort’s performance dropped by 18 percentage points from 94.9% to 76.9% passing. The comments in the Absolute measure section above address in greater detail some of the reasons why this cohort’s performance fell, but to review them: the fourth grade staffing, which included four teachers all new to Harlem Link and one who departed within six weeks of the opening of school, was not optimal for high math achievement; and a new dynamic, home-grown curriculum could not be sufficiently complete to guarantee success on the state exam.

Additional Evidence

Harlem Link has administered the Terra Nova exam in English Language Arts since 2006-07, although a school-administered norm-referenced exam is not a part of the school’s Accountability Plan. The scores below are for the full grades; because the administration of this exam occurred late in the school year and scoring into the summer, cohort data are not available at the time of this report. An actual cohort analysis will be available during the Renewal Visit.

The data indicate that, albeit absent a true cohort analysis, the third grade group in 2007-08 performed at a higher achievement level than did the fourth grade group in 2008-09. This fact, along with the improvement of the rising third grade group in 2008-09 compared to the prior year, is consistent with the state test results.

Growth on Terra Nova Mathematics Test from June 2008 to June 2009

Grade	Number tested	2008-09 Avg. NCE	Number tested	2008-09 Avg. NCE	Increase
K	48	43.9	51	40.3	-3.6
1	52	58.9	54	63.3	4.4
2	54	42.6	54	46.5	3.9
3	54	43.8	54	53.3	9.5
4			50	45.0	N/A
All	208	48.5	266	49.7	1.2

Summary of the Mathematics Goal

Harlem Link achieved its goal of 75 percent of third graders who are enrolled in at least their second year performing at or above Level 3 on the Mathematics exam with 91.3% of 3rd and 4th graders performing at or above Level 3. Harlem Link achieved the absolute measure of the Performance Index on the State Mathematics exam meeting the Annual Measurable Objective set forth in the state’s NCLB accountability system. The school is also outperforming students in the same tested grades in the local school districts.

Type	Measure	Outcome
Absolute	Each year, 75 percent of third through fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index on the State math exam will meet the Annual Measurable Objective 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 or above Level 3 on the State Math exam will be greater than that of student in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis, performed by the Charter Schools Institute, controlling for students eligible for free lunch among all public schools in New York State.	Data Not Available at Time of Submission
Growth	For the 2008-09 school year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Math exam and 75 percent at or above Level 3 on the current year’s State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	Did Not Achieve

Action Plan

The school leadership has already taken a number of steps to maintain and improve upon the math performance of 2008-09, many of them noted above in the Action Plan of the ELA summary and contained in the LIP document as well.

With regard to staffing Assignments and teacher experience, the third, fourth and fifth grade students will undoubtedly be assisted in 2009-10 by the 100% retention of teachers in those grades, and the addition of new staff members with at least two years' teaching experience to fill three positions created by expansion to fifth grade. As noted above, teaching experience and, specifically, experience with the constructivist curriculum, may be more important in math instruction at Harlem Link than in any other subject.

In terms of use of assessment data and curriculum planning, the school has a strong basis on which to begin preparing for expansion to fifth grade. The Math Interim Assessments drafted by teachers and rolled out in 2008-09 needed fewer revisions after a test run for the 2009-10 year, and the new versions will be rolled out in November 2009 as originally planned. For curriculum planning, the school is taking steps to mitigate the dip in achievement that accompanied expansion to the new grade, but understands that, as noted above, to some extent a dip is highly likely because of the nature of Harlem Link's curriculum. In order to attempt to create a more robust curriculum plan at the outset, however, the school has contracted *all four* of the 2009-10 fifth grade teachers for spring weekend and summer work in executing the Curriculum Mapping process, something the school has not done before with any grade.

With regard to Professional Development, while teachers (guided by contracted staff developers) will drive the agendas for Critical Friends groups, equal time will be devoted by design to Mathematics and ELA in the monthly Content Group sessions for each grade. After a year (2007-08) in which the school prioritized Mathematics over ELA due to alarming low scores on the Terra Nova exam, since increased, and a year (2008-09) prioritizing ELA to address a 58.3% passing rate in the third grade, this Content Group structure is a sign that, in the eyes of the school leadership, the two subjects are now on equal footing.

SCIENCE

Goal 3: Science

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

Background

Harlem Link uses 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 teaches Science through two Specialty Teachers, one based this past year at each of the Upper School and Lower School. Students received science instruction for an average of 2.5 periods per week. In the Lower School, the school has had the resources for the past two years to dedicate a classroom to science instruction. The school also seeks and sets aside funding for external enrichment programs related to its Fieldwork project that support science units. For example, in 2007-2008, Upper School grade-specific trips took students to a nature center in the Meadowlands, New Jersey as part of their unit study of environments. In 2008-2009, both science teachers planned and led grade-specific trips to the Dana Discovery Center in Central Park, the American Museum of Natural History, the Central Park Zoo, and other curriculum-related learning centers. Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits.

For the past three years, the school has hired an independent contractor, Garo Tekeyan, with extensive experience in FOSS instruction, to provide professional development. In 2008-2009, the school had two teachers new to the school teaching Science (due to the departure of the Upper School Science Teacher and the promotion of the Lower School Science Teacher to Dean of Culture), and Harlem Link effectively doubled the number of days Garo visited to work with teachers, from approximately 18 to 36. In September 2009, for the first time at Harlem Link, both Science teachers will return as will Garo. The former Lower School Science Teacher will be located on the John Mercer Langston side of Harlem Link's new shared facility, and teach Grades K-2, and the former Upper School Science Teacher will be located on the Alain Locke side of the new site, teaching science to Grades 3-5. Each class will receive science approximately 3 times per week, and each science teacher will have a dedicated classroom for science instruction. Perhaps most importantly, the Grades K-2 Science teacher joined the Curriculum Team for the school's Curriculum Mapping process, working with the Instructional Leadership Team to ensure that 2009-10's science curriculum is complete and coherent in all grades, K-5.

Goal 3: Absolute Measure

Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 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 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Harlem Link tested 35 students enrolled in at least their second year on the state Science exam, and 91.4% of those students scored at Level 3 or 4.

**Charter School Performance on 2008-09 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0.0%	12.2%	59.2%	28.6%	87.8%	49
	Students in At Least 2 nd Year	0.0%	8.6%	57.1%	34.3%	91.4%	35

Evaluation

Harlem Link met the measure, exceeding the 75.0% Absolute measure by 16.4%. While this first cohort of students has experienced some turnover in science teaching, the consistency of a Science curriculum plan and the presence of the same, highly qualified staff developer over the past three years has kept the program strong. Harlem Link’s founding science teacher entered the classroom as a third grade teacher after two years teaching science, and a new teacher in 2007-08 transitioned out of the school at the end of that year. Harlem Link’s 2008-09 science teacher had taught science at another charter school using an inquiry-based philosophy for one year, hence he was ready to step in and use the school curriculum properly.

By using, and modifying as the staff developer and instructional leadership has seen fit, the FOSS program kits, the school has ensured that all students have had the opportunity over the years to master all of the standards tested on the state exam. Of particular note is student performance on the exam in light of the practical portion; eschewing standard textbooks in favor of a standards-based, inquiry-oriented program provided students with hands-on experience to prepare for this portion of the exam. Finally, the school made a programming decision in 2008-09, providing weekly extended science sessions for the fourth grade classes to allow for the greater set-up and break-down time for these “lab” sessions.

Several factors point to continued success on this exam in 2009-10. The science teacher is returning, he will now have a classroom dedicated to his work for the first time, and the preliminary classroom schedule will allow for not only an extended session weekly fourth grade but in third grade as well.

Additional Evidence

Harlem Link administered the state Science test for the first time in the 2008-2009 school year. For this reason, there are no year to year trends.

Goal 3: Comparative Measure

Each year, the percent of 4th grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of 4th grade students in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results/Evaluation

The district performance in fourth grade is unavailable at the time of this writing.

Additional Evidence

2008-09 was the first year Harlem Link administered the state science exam, hence there are no data from prior years from which to compare the school’s performance with that of the local district.

Summary

As noted above, Harlem Link exceeded the Absolute measure in the Accountability Plan, but Comparative data is not available at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not available at this time

SOCIAL STUDIES

Goal 4: Social Studies

Goal: Students will demonstrate competency in content and conceptual knowledge in Social Studies.

Background

At Harlem Link, Social Studies is integrated with literacy and the other subject areas but is also taught as a separate part of the school day when appropriate for a given Unit of Study. The school utilizes the Backward Design and Understanding by Designs protocol, and has now built a stock of Units of Study taught in the past, that serve as resources for teachers planning around state Learning and Performance Standards. The Social Studies curriculum, which is entirely home-grown, is driven by the mission mandate to graduate active citizens who learn and serve in their communities, and articulate scholars who take an active role and learning. It therefore emphasizes experiential learning through Fieldwork and classroom projects, and deep conceptual understanding at the expense of broad coverage of facts. This framework is grounded in the work of Jean Piaget and other researchers who developed the notion of schema, or anchor knowledge in a developing child's mind around concepts, categories and experiences, that fosters greater longer-term retention of facts and data than rote memorization or broad study.

The school also integrates social skills building into Social Studies curriculum, particularly in the first month of the school year. To this end, the school's two full time Social Workers took an active role in instruction in 2008-09, utilizing the Second Step program, which the school purchased for the first time. In 2009-10, as planned, classroom teachers who spent the year observing the Social Workers teaching Second Step lessons will take on the responsibility of executing these lessons, with the Social Workers transitioning to a support role.

To build the academic portions of Social Studies curricula, the school has used as resources successful Units taught at other schools with a similar philosophy (such as Midtown West and Community Roots Charter School), and the extensive set of resources available through the thesis program at the Bank Street College of Education library. The four Social Studies units per year, the first of which is Our Classroom Community in September in each grade and the others of which last approximately three months each, build in complexity from grade to grade and form a central cog of the annual Curriculum Mapping the school undertook, this year in the spring and summer of 2009. Teachers and Instructional Leadership Team members conducted several visits to the schools mentioned above and others to view successful curricula in action and bring resources back to the school.

Goal 4: Absolute Measure

Each year, 75 percent of fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

Goal 4: Comparative Measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of the local school district.

Method / Results / Evaluation / Summary

Harlem Link did not administer the state Social Studies exam in 2008-2009.

NCLB

Goal 5: NCLB

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Harlem Link was deemed “In Good Standing” for 2007-2008.

Evaluation

The measure has been met each year of the charter. Given incomplete data due to a lack of state testing in 2005-2007, there is no extensive record of changes over time.

Additional Evidence

The State Education Department utilized the nationally norm-referenced Brigance assessment administered by the school in 2005-2006 to judge the school “In Good Standing,” and Terra Nova to make the same judgment in 2006-2007.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing (expected)

**Charter School Student Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	2	0	1	1
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	6	11	3	8
Number of students leaving for more restrictive special education setting	1	1	4	2
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	29	25	27	17
Number leaving for other reasons (undetermined)	0	1	3	3
Total number of students leaving.	38	38	38	31
Highest Number Enrolled <i>(July 1 – June 30)</i>	270	210	162	108
Total Percent Attrition	14.1%	18.1%	23.5%	28.7%

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	21	18	12	9
Number of Special Area Teachers	6	5	5	3
Total Number of Teachers	27	23	17	12
Total Number of Teachers Leaving	2	9	3	2
Total Percent Attrition	7.4%	39.1%	17.6%	16.7%

**THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
CHOICE PROGRAMS
ROOM 462, EDUCATION BUILDING ANNEX
ALBANY, NEW YORK 12234**

**CHARTER SCHOOL ANNUAL
REPORT OF FISCAL PERFORMANCE
FOR THE SCHOOL YEAR ENDED 6/30/09**

Charter School Code:

3	1	0	3	0	0	8	6	0	8	7	5
---	---	---	---	---	---	---	---	---	---	---	---

Charter School Name: Harlem Link Charter School	
Contact Person: Steven Evangelista	Phone: [REDACTED]

REVENUES

A. STATE SOURCES	<u>\$ 21,114</u>
B. FEDERAL SOURCES	<u>\$ 153,555</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>\$3,273,797</u>
2. STATE AID-PUPILS WITH DISABILITIES	<u>\$236,238</u>
3. FED. AID-PUPILS WITH DISABILITIES	<u>\$23,243</u>
4. OTHER REV FROM PUB SCH DISTRICTS	<u>\$0</u>
D. ALL OTHER REVENUES	<u>\$91,561</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>\$3,799,508</u></u>
S. ENROLLMENT	<u>261.75</u>
T. EXPENDITURES PER PUPIL	<u>\$14,283</u> (R/S)

EXPENDITURES

	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	<u>\$307,100</u>	<u>\$46,546</u>	<u>\$353,646</u>
G. INSTRUCTIONAL SUPERVISION	<u>\$331,400</u>	<u>\$65,490</u>	<u>\$396,890</u>
H. ALL OTHER INSTRUCTION	<u>\$1,321,021</u>	<u>\$315,703</u>	<u>\$1,636,724</u>
I. PUPIL SERVICES	<u>\$235,250</u>	<u>\$42,499</u>	<u>\$277,749</u>
J. PUPILS WITH DISABILITIES	<u>\$260,250</u>	<u>\$47,126</u>	<u>\$307,376</u>
K. TRANSPORTATION	<u>\$0</u>	<u>\$4,575</u>	<u>\$4,575</u>
L. COMMUNITY SERVICE	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
M. OPERATION & MAINTENANCE	<u>\$90,400</u>	<u>\$200,585</u>	<u>\$290,985</u>
N. EMPLOYEE BENEFITS			<u>\$470,698</u>
O. DEBT SERVICE			<u>\$0</u>
P. SCHOOL LUNCH			<u>\$0</u>
Q. CAPITAL EXPENSE			<u>\$0</u>
R. GRAND TOTAL EXPENDITURES			<u><u>\$3,738,643</u></u>

**COMPLETED FORM MUST BE RETURNED
NO LATER THAN AUGUST 3, 2009**

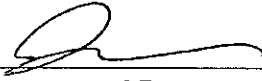
Signature: _____
Chief School Officer

Date: _____

Statement of Assurances

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.

Steven Evangelista
Print Name, Head of Charter School

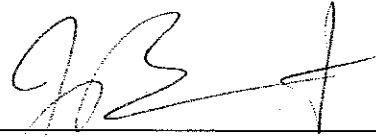
 8/1/09
Signature and Date

Subscribed and sworn to before me this 1st day of August, 2009

Victoria N. Jordan
Notary Public
My Commission Expires:
April 10, 2015

Victoria N. Jordan
Notary Public

Jonathan Barrett
Print Name, Chairman, Board of Trustees

 7/27
Signature and Date

Subscribed and sworn to before me this 27th day of July, 2009.

Alexandra Linares
Notary Public

ALEXANDRA LINARES
Notary Public, State of New York
No. 01LI6192833
Qualified in Bronx County
Commission Expires Sept. 15, 2012

NEW YORK STATE EDUCATION DEPARTMENT


Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09


Name (print) Steven Evangelista

Name of Charter School Harlem Link Charter School

Charter Entity State University of New York Trustees

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative):
Ex officio Trustee

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.
As one of the Co-Directors since the school's incorporation, I hold a nonvoting seat on the board. My salary for 2008-09 was \$91,000, and my basic responsibilities are to be the operations leader of the school and the school leader in the public eye and with external stakeholders.

4. Is the trustee an employee or agent of the management company? Yes No

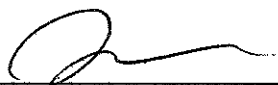
5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p><i>NONE</i></p>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			



Signature

7/31/09

Date

Subscribed and sworn to before me this 31 day of July, 2009.



 Notary Public

CYNTHIA L. MURPHY
 MY COMMISSION EXPIRES
 NOVEMBER 20, 2014

NEW YORK STATE EDUCATION DEPARTMENT

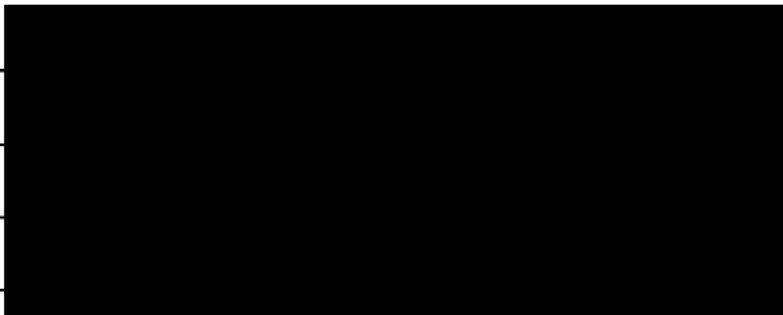
Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Margaret E. Ryan

Name of Charter School Harlem Link Charter School

Charter Entity State University of New York Trustees

Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____



1. List all positions held on board (e.g., chair, treasurer, parent representative): _____
Ex officio Trustee

2. Is the trustee an employee of the School? Yes No

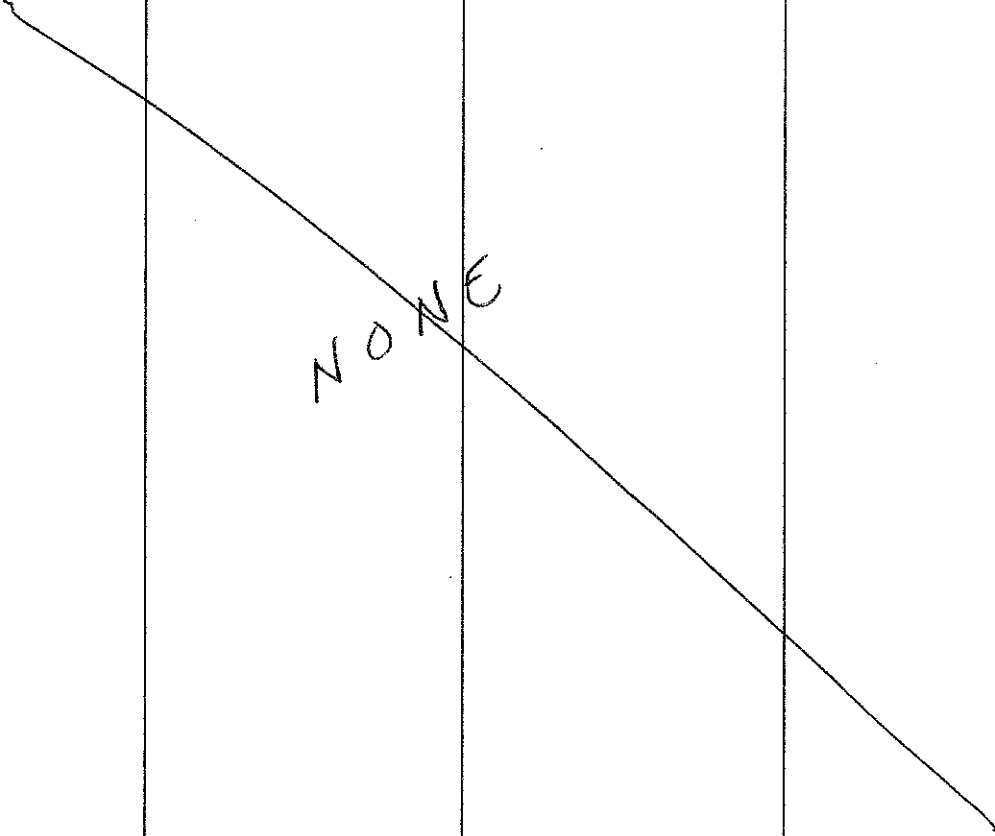
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

As one of the Co-Directors since the school's incorporation, I hold a nonvoting seat on the board. My salary for 2008-09 was \$91,000, and my basic responsibilities are to be the instructional leader of the school.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
 <p>NONE</p>			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<i>NONE</i>			

Maunt EB
 Signature

7.31.09
 Date

Subscribed and sworn to before me this 31 day of July, 2009

Cynthia L. Murphy
 Notary Public

CYNTHIA L. MURPHY
 MY COMMISSION EXPIRES
 NOVEMBER 20, 2014

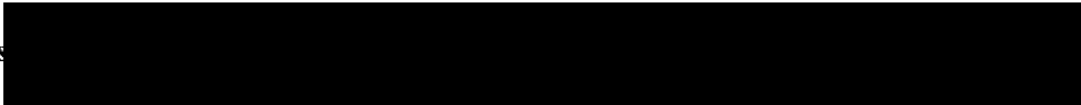
NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) BERNARD K. ADDMS

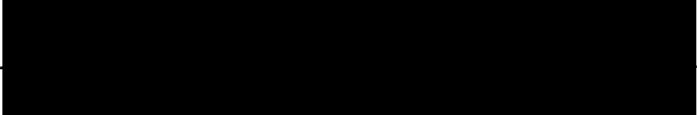
Name of Charter School Harlem Link Charter School

Charter Entity State University of New York Trustees

Home Address 

Business Address SAME

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): TREASURER - TERM EXPIRES JUNE 30, 2009
I'M NO LONGER ON THE BOARD

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

Paul R. [Signature]
Signature

07-21-2009
Date

Subscribed and sworn to before me this 21ST day of July, 2009

Ed H. [Signature]
 Notary Public OFFICER of the Superior Court

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) JONATHAN BARRETT

Name of Charter School Harlem Link Charter School

Charter Entity State University of New York Trustees

Home Address 301 E 66 ST #14E NY NY 10065

Business Address 1700 BROADWAY 38TH FLOOR NY NY 10019

Daytime Phone 212 618 3424

E-Mail Address JBARRETT@LUMINUSMGMT.COM

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair; Temp Treasurer.

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

N/A

4. Is the trustee an employee or agent of the management company? Yes No

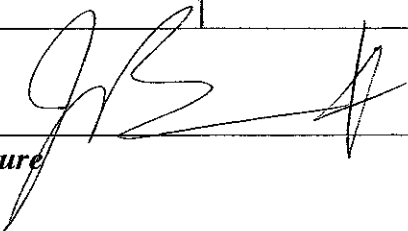
5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N/A			



Signature

7/19/09

Date

Subscribed and sworn to before me this _____ day of _____, 20__.

 Notary Public

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) David W. Brown

Name of Charter School Harlem Link Charter School

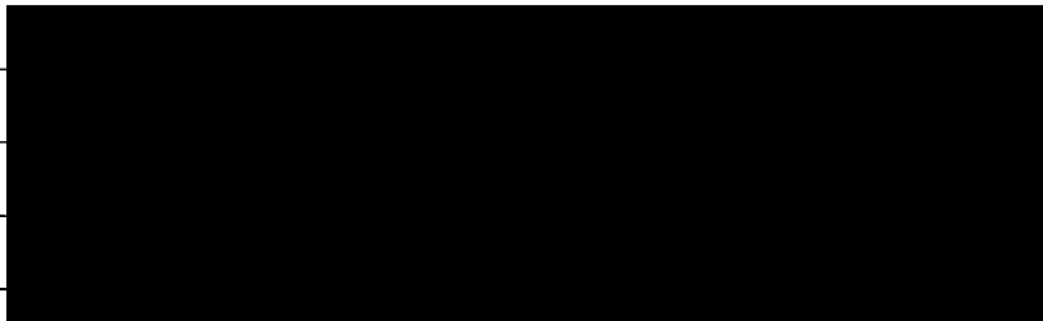
Charter Entity State University of New York Trustees

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____



1. List all positions held on board (e.g., chair, treasurer, parent representative): Board member & secretary

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

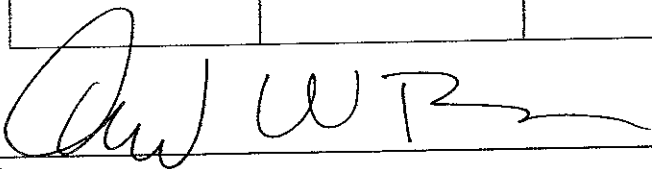
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

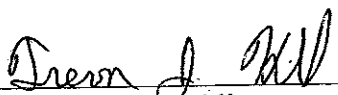


 Signature

7/24/09

 Date

Subscribed and sworn to before me this 24th day of July, 2009.



 Notary Public

TREVOR J. HILL
 Notary Public, State of New York
 No. 01H0181594
 Qualified in Bronx County
 Certificate Filed in New York County
 Commission Expires Feb. 04, 2012

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Rachel Field

Name of Charter School Harlem Link Charter School

Charter Entity State University of New York Trustees

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Chair of the Development Committee


2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

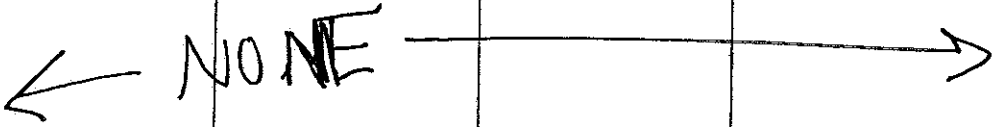
4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			

Rachel Field
Signature

7/21/09
Date

Subscribed and sworn to before me this 21st day of July 2009.

Sandra Narvaez
Notary Public

SANDRA NARVAEZ
Notary Public, State of New York
No. 03-4712419
Qualified in Bronx County
Certificate Filed in New York County
Commission Expires September 30, 2010

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee

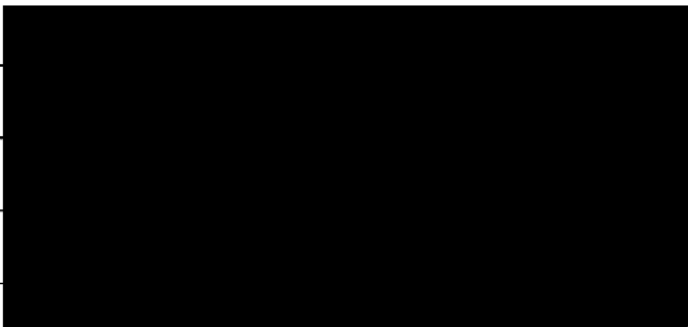
Annual Report 2008-09

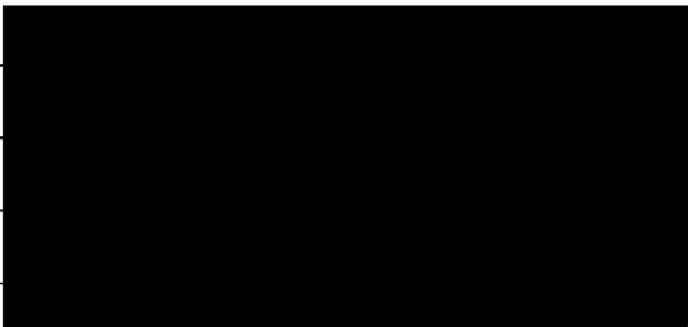
Name (print) Karen C. Hyland

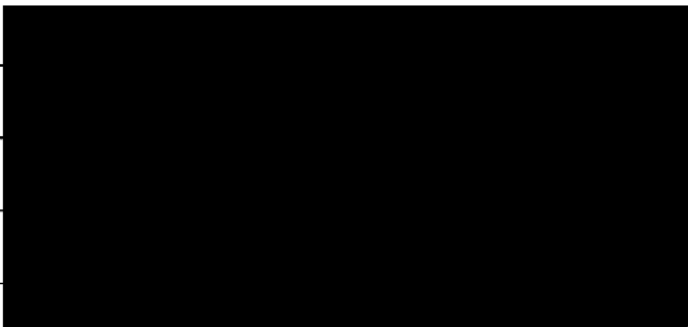
Name of Charter School Harlem Link Charter School

Charter Entity State University of New York Trustees

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

member of education committee

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date. _____

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
		<p>NONE</p>	

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family

member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<p>NONE</p>			

Karen C. Hyland
7/22/09

Signature *Date*

Subscribed and sworn to before me this _____ day of _____, 20__.

Notary Public

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Kesha M. Young

Name of Charter School Harlem Link Charter School

Charter Entity State University of New York Trustees

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

Trustee

2. Is the trustee an employee of the School? ___ Yes X No

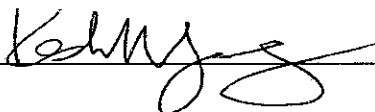
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes X No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes X No

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<p style="font-size: 48px; font-family: cursive;">NONE</p>			

Signature _____ 

Date _____ JULY 22, 2009

Subscribed and sworn to before me this _____ day of _____, 20__.

Notary Public

Harlem Link School Calendar 2008-2009

September 2008 (21 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
1 LABOR DAY	2 First day of school; K half-day	3 K half-day	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30 Rosh Hashana; School in session			

October 2008 (22 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
		1 Rosh Hashana; School in session	2	3
6	7	8	9 Yom Kippur; School in session	10
13 COLUMBUS DAY SCHOOL CLOSED	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November 2008 (16 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4 ELECTION DAY; STAFF DEV'T DAY; SCHOOL CLOSED	5	6	7
10	11 VETERANS DAY; SCHOOL CLOSED	12	13	14
17	18	19	20	21
24	25	26	27 THANKSGIVING SCHOOL CLOSED	28 THANKSGIVING SCHOOL CLOSED

December 2008 (17 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3 Evening parent conferences	4 Half Day; After-noon parent conf.	5
8	9	10	11	12
15	16	17	18	19
22	23	24 WINTER RECESS	25 WINTER RECESS	26 WINTER RECESS
January 2009 (18 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
5 PROFESSIONAL DEVELOPMENT; NO SCHOOL FOR STUDENTS	6	7	8	9
12	13	14	15	16
19 MARTIN LUTHER KING DAY SCHOOL CLOSED	20	21	22	23
26	27	28	29	30

February 2009 (14 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13 PROFESSIONAL DEVELOPMENT; NO SCHOOL FOR STUDENTS
16 PRESIDENT'S DAY SCHOOL CLOSED	17 RECESS	18 RECESS	19 RECESS	20 RECESS
23	24	25 Evening parent conferences	26 Half Day; After-noon parent conf.	27

March 2009 (22 21 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
2 SCHOOL CLOSED; SNOW DAY	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2009 (16 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	10 PROFESSIONAL DEVELOPMENT; NO SCHOOL FOR STUDENTS
13 RECESS	14 RECESS	15 RECESS	16 RECESS	17 RECESS
20	21	22	23	24
27	28	29	30	

May 2009 (20 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25 MEMORIAL DAY SCHOOL CLOSED	26	27	28	29

June 2009 (21 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4 STAFF DEVELOPMENT; SCHOOL CLOSED	5
8	9	10	11	12
15	16	17	18	19
22	23	24 Evening parent conferences	25 Half Day; Afternoon parent conf.	26
29	30			
July 2009 (3 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
		1 Half Day	2 Half Day	3 Half Day; Last Day
6	7	8	9	10
13	14	15	16	17

Total Days, 2008-2009

Month	Days
September	21
October	22
November	16
December	17
January	18
February	14
March	22 21
April	16
May	20
June	21
July	3
Total	190 189

Harlem Link School Public Calendar 2009-2010

August & September 2009 (17 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
Aug. 24 All staff reports	Aug. 25	Aug. 26	Aug. 27	Aug. 28
Aug. 31	1	2 Family Potluck! 6 pm	3	4
7 LABOR DAY	8 First day of school; K half-day	9 K half-day	10 K half-day	11 K half-day COG Meeting 6 pm
14	15	16	17	18
21	22	23 Board meeting 6:15 pm	24	25
28 YOM KIPPUR Half Day 12:30 pm dismissal	29	30		

October 2009 (21 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1 Back to School Night and COG Meeting 6 pm	2
5	6	7	8	9
12 COLUMBUS DAY SCHOOL CLOSED	13	14	15	16
19	20	21	22	23
26 Board meeting 6:15 pm	27	28	29	30 COG Halloween Ball 6 pm

November 2009 (18 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3 ELECTION DAY School is OPEN	4	5	6 COG Meeting/ Testing Workshop
9	10	11 VETERANS DAY; SCHOOL CLOSED	12	13
16 Grade 5 SS State Test	17 Grade 5 SS State Test	18	19	20
23 Board meeting 6:15 pm	24 Half Day 12:30 pm dismissal	25 Half Day 12:30 pm dismissal	26 THANKSGIVING SCHOOL CLOSED	27 SCHOOL CLOSED
30				

December 2009 (17 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1 Half Day 12:30 pm dismissal	2	3	4 COG Meeting 6:15 pm
7	8 Half Day 12:30 pm dismissal	9 Evening Family Conferences	10 Half Day; 11:30 pm dismissal; Afternoon Family Conferences	11
14	15	16	17 Winter Festival 6:30 pm	18
21 Board meeting 6:15 pm	22	23 Half Day 12:30 pm dismissal	24 WINTER RECESS	25 WINTER RECESS

January 2010 (19 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
4	5	6	7	8 COG Meeting 6:15 pm
11	12	13	14	15
18 MARTIN LUTHER KING DAY SCHOOL CLOSED	19	20	21	22
25 Board meeting 6:15 pm	26	27	28	29

February 2010 (15 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5 COG Meeting 6:15 pm
8	9	10	11 Black History Month Celebration 6 pm	12
15 PRESIDENT'S DAY SCHOOL CLOSED	16 RECESS	17 RECESS	18 RECESS	19 RECESS
22	23	24 Board meeting 6:15 pm	25	26

March 2010 (20 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5 COG Meeting 6:15 pm
8	9	10	11	12
15	16 Half Day 12:30 pm Dismissal	17	18	19
22 Board meeting 6:15 pm	23 Half Day 12:30 pm Dismissal	24 Evening Family Conferences	25 Half Day; 11:30 pm dismissal; Afternoon Family Conferences	26
29 RECESS	30 RECESS	31 RECESS		

April 2010 (20 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1 RECESS	2 RECESS
5 School is open	6 Half Day 12:30 pm Dismissal	7	8	9 COG Meeting 6:15 pm
12	13	14	15	16
19	20	21	22	23
26 Board meeting 6:15 pm State ELA Exam Gr. 3-5	27 State ELA Exam Gr. 3-5	28 State ELA Exam Gr. 3-5	29	30 Spelling Bee 6 pm

May 2010 (20 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5 State Math Exam Gr. 3-5	6 State Math Exam Gr. 3-5	7 COG Meeting 6:15 pm State Math Exam Gr. 3-5
10	11	12	13	14
17	18	19	20	21
24 State Science Exam Gr. 4 Performance window opens	25	26 Board meeting 6:15 pm	27	28
31 MEMORIAL DAY SCHOOL CLOSED				

June 2010 (22 school days)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3 State Science Exam Gr. 4 Performance window closes	4 COG Meeting 6:15 pm Science Fair
7 State Science Exam Gr. 4 Written portion	8	9	10	11
14	15 Half Day 12:30 pm Dismissal	16	17	18
21	22	23 Board meeting 6:15 pm	24 Evening Family Conferences	25
28 Half Day; 11:30 pm Dismissal; Afternoon Family Conferences	29 Half Day; 12:30 pm Dismissal; Kindergarten Achievement Celebration	30 Half Day; 12:30 pm Dismissal; Graduation Ceremony		
July 2010 (1 school day)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1 Last Day of School	2

Total Days, 2009-2010

Month	Days
September	17
October	21
November	18
December	17
January	19
February	15
March	20
April	20
May	20
June	22
July	1
Total	190