



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Harlem Link Charter School

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The school should broadly share the final version of the SUNY Charter Schools Institute’s renewal recommendation report with the entire school community. The Institute will post the final report on its website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION

Recommendation

Subsequent Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Harlem Link Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 5th grade in such configuration as set forth in its Application, with a projected total enrollment of 386 students.

Background and Required Findings

According to the SUNY Renewal Policies (p. 11):

In subsequent renewal reviews, and in contrast to initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period². This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act’s purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.

Harlem Link Charter School (“Harlem Link”) has applied for Subsequent Renewal. In the school’s eighth year of operation, and near the end of its second charter term, Harlem Link must

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (revised June 25, 2012) are available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Policies as the time the Accountability Plan was in effect. Because Harlem Link previously received a short-term renewal, the school’s Accountability Plan covers the last year of the previous charter term through the first two years of the charter term under review.

demonstrate that it has met the criteria for a Full-Term Renewal of five years. The SUNY Renewal Policies provide a Short-Term Renewal outcome only for schools in an initial charter term.

The SUNY Trustees voted to grant Harlem Link a first charter in July of 2004 and in January 2010 voted to renew the school for a short charter term of three years through July 31, 2013. Based on the Institute's review of the evidence of success posted by the school in the current charter term and that Harlem Link has provided including, but not limited to, the school's Application for Charter Renewal, evaluation visits conducted during the charter term, a renewal evaluation visit conducted in the last year of the current charter term, and most importantly, the school's record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met the criteria for a Full-Term Renewal.

As part of the renewal process, the Institute reviewed evidence submitted during the Accountability Period, the Application for Charter Renewal and supplemental information requested or provided. Based on the foregoing, the Institute makes the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations (with one exception noted below);
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and,
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

In addition, as required by Education Law subdivision 2851(4)(e), the Institute, acting on behalf of the SUNY Trustees, considered the means by which Harlem Link would meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the Board of Regents have finalized the methodology for setting targets but the Institute has not yet set final targets for individual schools. Therefore, the Institute, for this purpose, used district enrollment averages, and will assign final targets by the end of February 2013. Harlem Link will agree to substitute the final school targets for the district average targets as part of its renewal charter agreement. In accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

In accordance with the standard for Subsequent Renewal found in the SUNY Renewal Policies, the Institute recommends that the SUNY Trustees approve Harlem Link's Application for Charter Renewal and renew the school's charter for a full term of five years.

³ New York Education Law § 2850(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

Summary Discussion

Academic Success

Academic Accountability Plan Goals

In 2011-12, the final year of Harlem Link's three-year Accountability Period, the school has met both its English Language Arts ("ELA") and math goals for the first time during the charter term. The school made marked improvements in ELA compared to the previous two years. The school continues to meet essentially all measures in its math goal, as it has throughout the Accountability Period. The school has met its science and No Child Left Behind ("NCLB") goals.

The Institute presents Harlem Link's attainment of its accountability plan goals below under Academic Attainment and Improvement. Specific results for the key academic Accountability Plan goals in ELA and math appear on pages 19 and 20.

Based on results of the five measures in its Accountability Plan, Harlem Link met its ELA goal in 2011-12. In this final year of the Accountability Period, the school met its absolute target of 75 percent proficiency, with 88 percent of students scoring proficient⁵ compared to 78 percent in the previous year. The school continued to meet the Annual Measurable Objective ("AMO") set by the state and to perform better than the New York City Community School District 5 ("CSD 5") in Manhattan in which most of the students reside, outperforming it by more than 20 percentage points. In comparison to demographically similar schools statewide, the school performed better than expected, exceeding the target. This outcome is a notable improvement from the first two years of the Accountability Period, when the school performed worse than expected and was far from meeting the target. In terms of cohort growth, both grade-level cohorts met their growth targets in 2011-12, with both the 4th and 5th grades closing the gap between their previous performance and the overall proficiency target.

Based on the results of the five measures in its Accountability Plan, Harlem Link has consistently met its math goal. In 2011-12, the final year of the current Accountability Period, the school exceeded the absolute target of 75 percent proficiency, with 98 percent of students achieving proficiency,⁶ which was similar to the previous year. The school again exceeded the state's AMO

⁵For the purpose of evaluating the goal's absolute measure, the Institute has again adapted the New York State Education Department's ("SED's") "time-adjusted" ELA cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised ELA cut scores. As such, the cut scores for the NCLB Annual Measurable Objective ("AMO") and cohort growth are different from 2009-10 when the "time-adjusted cut score" was used instead.

⁶For the purpose of evaluating the goal's absolute measure, the Institute has again adapted SED's "time-adjusted" math cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised math cut scores. As such, the cut scores for the AMO and cohort growth are different from 2009-10 when the "time-adjusted cut score" was used instead.

and outperformed the CSD in which most of its students reside by nearly 50 percentage points in 2011-12. In comparison to demographically similar schools statewide, the school continued to meet its target, scoring much better than predicted, as it had throughout the Accountability Period. With respect to year-to-year cohort growth, the school again met its target, with both the 4th and 5th grades showing meaningful growth.

Qualitative Education Benchmarks⁷

Instructional Leadership. Harlem Link has established strong instructional leadership. At the time of renewal, the school had in place teacher development structures to support the implementation of a high quality program. The leadership team includes a principal who provides overall guidance and oversight of the academic program, a two-person curriculum and professional development team that oversees the development of curriculum and the school's professional development program, and two assistant principals who provide on-going, regular supervision and support to teachers. The school also employs three coaches who support teachers in on-going curriculum development and lesson implementation. In contrast to previous years, this new structure strategically deploys leaders to focus on student achievement rather than on administration and operations. At the time of renewal, leadership activities and supports for teachers linked to student performance and growth more closely than in the past. Moreover, the coordination and communication between leaders are greatly improved as evidenced by the connection between teachers' individual professional development goals and school-wide improvement goals.

Unlike earlier in the charter term, instructional leaders now articulate and implement a unified approach to improving instruction. In the most recent year, leaders began to set high expectations not only for student achievement but also for teacher performance. Leaders reinforce these high expectations by providing teachers with frequent observations and actionable feedback on individual and co-teaching performance. This sustained support, when tied to the use of rigorous evaluation protocols, allows the school to aggressively address teacher weaknesses and raises the quality of instruction to an extent not previously attained during the charter term.

The school conducts six cycles of informal evaluations and two cycles of formal evaluations each year. These informal evaluations include pre-observation meetings, in-class observations and debriefs. The informal observations inform the development of each teacher's goals; the principal, assistant principal and teacher collaborate to develop the goals. The school principal includes student achievement data in all formal teacher evaluations. School leaders and coaches provide timely feedback to teachers. When a teacher does not meet performance expectations after repeated modeling and verbal warnings, the principal issues a written warning with a timeframe for improvement. The principal dismisses teachers who fail to make sufficient progress. Three teachers were let go during or just after the 2011-12 school year.

Concurrently, leaders support teachers through a robust professional development program that includes both individualized goal setting and school-wide professional development commencing in the summer and reinforced throughout the year. In a significant change from early in the charter

⁷ The Qualitative Education Benchmarks are a subset of the SUNY Charter Renewal Benchmarks (the "SUNY Renewal Benchmarks") available at: <http://www.newyorkcharters.org/documents/SUNYRenewalBenchmarks5FINAL5-8-12.pdf> (p. 2).

term, the school determines professional development topics not only by teacher interest but also by school needs. Leaders regularly evaluate professional development through classroom observations and teacher developed lesson plans. In addition, the use of multiple coaches and their integration into the instructional leadership team ensures that all teachers receive coaching and that teachers are held accountable for implementing what they learn in professional development. The school's assessment coordinator is the link between the administration, coaches and teachers. She meets weekly with the school leaders and sets each coach's priorities for working with specific teachers, based on the leaders' observations.

Curriculum. Harlem Link develops curriculum that effectively supports teachers in their instructional planning. During the second year of the charter term, the school adopted a common approach to curriculum development and focused on ensuring that the curriculum aligns to state performance standards including the Common Core State Standards;⁸ this overhaul corresponds to increased scores on state assessments. The director of curriculum has led the development of vertically aligned subject specific scope and sequence documents that they use to develop unit plans and guide lesson planning. In a significant change from prior years, teachers now receive frequent, regular oversight from leaders to create well defined, detailed lesson plans to drive daily instruction. Moreover, school leaders regularly review and revise the curriculum in response to assessment results and staff feedback.

Use of Assessment Data. Accompanying its curriculum development, Harlem Link has recently implemented an assessment system that improves instructional effectiveness and student learning. Teachers create lower tiered assessments to check for student understanding and measure the efficacy of each lesson. The school creates mid-tier, curriculum-aligned unit level performance assessments with school-designed rubrics. Teachers analyze results at monthly data meetings in order to differentiate instruction and to identify lessons that need re-teaching. The school uses higher tiered assessments, such as the Development Reading Assessment ("DRA"), Northwest Evaluation Association's Measures of Academic Progress ("MAP") and Educational Vistas ("EdVistas"), to place students in intervention services and to measure the overall success of the school's programs. The school also uses New York State assessment results to hold teachers accountable and to develop school-wide and individual student achievement goals.

In contrast to previous years, the school's assessments now align to state and Common Core standards as well as the school's curriculum. In addition, teachers receive guidance and assistance from school leaders in analyzing data and developing effective classroom level assessments. This focus is in contrast to the school's earlier reliance on teacher anecdotes and other less reliable tools for assessing student performance. Moreover, the school is now more strategic in its delivery of student supports and provides targeted interventions to students performing below grade level on the state assessments. These recent actions, when combined with the school's greater emphasis on tracking student achievement toward school-wide and individual student goals, has resulted in

⁸ The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. They developed in collaboration with teachers, school administrators, and experts, a clear and consistent framework to prepare students for college training and the workforce. New York State adopted the Common Core State Standards in 2011 and began assessing student achievement toward meeting the standards in 2012.

the development of an assessment system that allows the school to effectively adjust instruction to meet the needs of students in a data-driven education program.

For the first time in the charter term, school leaders set individual student performance targets on the higher tiered assessments at the end of each assessment period based on student's 2011-12 performance on state exams. Leaders track student performance on these assessments, distribute results to teachers and also share the data with students. The school gives special recognition to students who meet their target performance on the state exams. Results for the Accountability Plan growth measure indicate that cohorts now meet their year-to-year growth targets.

Pedagogy. High quality instruction is evident in most classes. Based on Harlem Link's recently revamped approach to curriculum and assessment, teachers implement purposeful lessons that articulate clear expectations for student learning. Unlike earlier in the charter term when the school struggled with low-level misbehavior due to frequent, inefficient transitions, most teachers maximize learning time with appropriate pacing and smooth transitions between activities.

Two-teacher teams promote student engagement through well-rehearsed and executed lessons, either by simultaneously differentiating the same lesson to different groups or partner teaching the lesson. Teachers report that the increased efficiency of the co-teaching model is due largely in part to a more streamlined approach to curriculum and assessment planning. As teachers and leaders have planned most units of study and created assessments for these units well in advance, they are able to spend more time collaborating with their co-teachers on lesson implementation during common planning periods.

Teachers give students frequent opportunities to engage in rigorous classroom discourse by prescribing sentence starters to enable students to begin the verbal exchanges. During the renewal visit, paired student-to-student partner talk was substantive, reflective and on-topic. Teachers often use cold-calling as a check for understanding. For example, in one class when only three children raised their hand in response to a query, the teacher went through each step of a problem, calling on students who had not raised their hands to answer questions. During independent work, both co-teachers in classes typically circulate around the classroom to answer questions and gauge students' grasp of presented information, adjusting the planned lesson accordingly.

Teachers challenge students with various questioning techniques. They build on students' common experiences and promote higher order thinking by applying that knowledge to the day's lessons. Most teachers require students to justify their answers by citing specific evidence. In one lesson, after a teacher had read a persuasive essay identifying elements the author used to convince readers, students then had to explain why they found certain evidence compelling and whether their opinions had changed after reading the essay.

Most teachers have strong classroom management. Over the course of the charter term, the school's professional development focus on tightening school culture and standardizing routines is evident across all classrooms in the school. Teachers consistently reinforce school-wide expectations for how students should sit (with straight backs, feet on the floor and hands folded on their desks) and speak (using tiered volume levels for various activities, with zero being silent and

students being able to speak louder as numbers increase). Each class has well-practiced routines, such as how to move to and from the rug and who to partner with for turn and talk.

At-Risk Students. Harlem Link meets the educational needs of most at-risk students. The school provides significant resources to support struggling students including one academic intervention services (“AIS”) teacher per grade, who provides both push-in and pull-out services. The school identifies students for intervention services through the school’s assessment system or through teacher recommendation to the Child Study Team; it automatically enrolls students that enter the school more than one grade level behind in the AIS program. AIS teachers develop individualized goals for each targeted student and assess progress toward meeting these goals on a monthly basis. If a student does not make adequate progress toward meeting the goals, the AIS teacher will provide intensive one-on-one remediation and refer the student to the Child Study Team, which may consider the student’s eligibility for referral for special education services.

At least one teacher per grade level has special education certification and works in a collaborative team teaching classroom with the 49 currently enrolled students with disabilities. The school provides teachers with students’ Individualized Education Programs (“IEPs”) and teachers and administrators track the progress of these students’ assessment results. In 2011-12, 74 percent of students with disabilities scored proficient on the state’s math exam, though only 35 percent scored proficient on the ELA exam.

At the time of renewal with an enrollment of 10 ELLs, the school had developed, but not yet fully implemented a plan to address their needs. The school provided teachers with training on how to implement the *English Now* program, an English language acquisition program, and trained them on using specific strategies in their lesson plans to effectively differentiate instruction for ELLs. The school identifies students for the program through the implementation of the home language survey and the Language Assessment Battery – Revised (“LAB-R”) and has plans to monitor the progress of ELLs through the New York State English as a Second Language Achievement Test (“NYSESLAT”) and assessments included in the *English Now* curriculum.

Organizational Effectiveness and Viability

Mission. In meeting its Accountability Plan goals in the most recent year, Harlem Link is fulfilling its mission to “graduate articulate scholars who will meet or exceed New York State Performance Standards.” In pursuit of this mission, the school has implemented many of the key design elements contained in its charter including the development of rigorous expectations for teachers and students, sustained and effective professional development for teachers and protocols for ensuring that teachers deliver data-driven instruction.

Parent Satisfaction. Harlem Link relies on strong enrollment, high attendance rates and parent surveys to demonstrate parent satisfaction. The New York City Department of Education (“NYCDOE”) administered parent surveys show an average satisfaction rate compared to similar schools. Community demand for enrollment exceeds the school’s capacity. The school’s renewal application notes 106 students on the waitlist for the current school year. Harlem Link’s average daily attendance rate is in the low 90 percent range, which is average for New York City schools.

Organizational Capacity. Throughout the charter term, Harlem Link has experienced changes in key leadership positions. Teacher turnover has also been notable. However, at the time of renewal, the school had in place core structural elements that support a strong academic program including the establishment of clearly defined roles, responsibilities and lines of accountability for staff. A robust behavior management system with multiple levels of interventions to maintain a safe, orderly, and scholarly environment supports the school's culture and behavioral expectations. The school's leadership recently codified the school's expectations, processes and procedures into a school handbook and distributed it to staff.

Previously, Harlem Link suffered from a fragmented organizational structure. The school has moved to a single leader model, and the principal now delegates considerable responsibilities to the two assistant principals. This shift has enabled the principal to spend considerably more time in classrooms, thereby fulfilling his role as the school's instructional leader. The school has also learned from its frenetic curriculum and assessment change experience that contributed to the disjointed nature of the organization. The school now uses consultants and coaches strategically in its ongoing program review and revision process. The director of curriculum and instruction oversees all coaches and consultants, an example of the school's increased deliberateness with regard to staff roles. The director of curriculum and instruction is itself a new role at the school and an example of how Harlem Link has clarified roles and responsibilities.

Harlem Link has implemented a clear student discipline policy, which the dean of students consistently applies. The school reports that student culture has been steadily improving, credited to a more consistent application of relevant policies. School administrators review the discipline code annually and, as delegated by the education corporation board, make adjustments where appropriate. School leaders provide classroom teachers with significant professional development on school culture, student discipline and effective classroom management strategies designed to prevent student conduct from rising to a level warranting discipline.

Teachers, school leaders and the education corporation's board report that the positive side effect of Harlem Link's large staffing turnover late in the charter term is that those remaining at the school are more mission-aligned. This common vision has contributed to a stronger sense of community among the instructional staff and an overall improved school environment. The board's recent review of teacher attrition noted "the possibility that school management was lax in not dismissing teachers who were either insufficiently skilled or disinclined to follow the program laid out by the leadership" as having contributed to lower attrition in previous years. The board has expressed confidence that the school principal now readily holds teachers accountable. The introduction of more rigorous performance evaluations supports that conclusion.

In response to poor assessment results, the school now continually monitors the educational program with intensive data tracking including data displays throughout the school showing student performance results. School leaders review data for trends and track that information back to the curriculum, making changes as necessary.

Throughout the charter term, Harlem Link has generally maintained full enrollment with a sizable waitlist of students seeking entry each year. This year, however, the school has had a general

decrease in students seeking entry into the first grade, and Hurricane Sandy hampered efforts to supplement the first grade waitlist. Harlem Link backfills at all grades. The school has set forth procedures and policies, with specific outreach responsibilities delegated to school leadership, to record and monitor its enrollment and retention of ELLs, students with disabilities, and students eligible for the FRPL program. At the time of the renewal visit, Harlem Link was implementing an ELL instructional program with assistance from the Charter School ELL Consortium, and had in place sufficient staff to meet the needs of students with disabilities. Based on these factors, the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees.

Board Oversight. Harlem Link's board of trustees has strengthened its oversight of the educational program. Dissatisfied with a dip in student achievement results, the board took a number of steps to better support the school in meeting its academic Accountability Plan goals and achieve its mission. Most notably, the board made creating an effective and stable school leadership structure its top priority, suspending its development efforts and other activities to focus on improving organizational strength. Seeing that individual teacher responsibility for curriculum development up to the last school year was ineffective, the board took the initiative to hire consultants to update the curriculum over the summer. The board also conducted teacher exit interviews for the first time following the 2011-12 school year to gain a better understanding of the reasons for teacher turnover. The board revised the school leader's compensation package during the current charter term, tying a greater proportion of his remuneration to measurable student achievement outcomes.

Board members have education, business, law, media and deep finance experience. Board members continue to review regularly principal reports about the school's academic and fiscal health and also to conduct bi-annual staff surveys to assess teacher attitudes and morale. The board reflectively evaluates its own capacity, making changes to its composition and structure to address the needs of the school. It has added experienced educators and increased the responsibilities of its education committee to provide greater oversight and accountability for the redesign of the school's curriculum and assessments. Further, the board chose not to request an enrollment expansion to include more grades in its application for charter renewal as had previously been considered in recognition of the need to focus on maintaining the school's recent achievement gains at the school's current size. The board did, however, request an enrollment expansion, adding additional students to each grade, to meet community demand for seats and to minimize budgetary losses resulting from student attrition. The board is cognizant of the school's Accountability Plan and fully aware of the school's academic performance.

The education corporation board fulfills its responsibilities primarily as a whole, although it has an active committee structure that makes recommendations to the full board. The board has generally avoided creating conflicts of interest, and where conflicts exist, managed them in a clear and transparent manner through recusal. In all material respects, the education corporation board has implemented adequate board policies and procedures to ensure the effective governance and oversight of the school. The board regularly requests, and school leaders provide, regular reports and statements related to the academic performance and fiscal status of the school.

The board is formally involved in the personnel decisions only at the school leader level, all other personnel decisions are delegated to the school leader. The board communicates with the school

community primarily through regular board meetings, where parents are often given the opportunity to speak directly to the board. The school maintains an active parent's association with separate leadership. The school's parent coordinator attends all parent association functions, which are generally well attended, and regularly reports back to the board any parent concerns.

Board Governance. The board of Harlem Link did not have immediate plans to add new trustees. The education corporation board formally evaluates the principal, relying on reports and data supplied by the school leadership team. The board holds the school leader accountable for measurable student performance results and for maintaining a fiscally strong and legally compliant organization.

During the previous charter term, the full education corporation board has generally abided by its by-laws and has held its meetings generally in compliance with the Open Meetings Law. One noted exception is the board's committees, which have not consistently notified the public or generated minutes in past meetings. The board has effectively delegated the development and revision of school policies to the school leaders. School leaders revise the policies after consultation with the school leadership team. The school has in place a compliant complaint policy, though it received no formal complaints during the previous charter term.

In material respect, the education corporation board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The board reported that the school leadership has clear expectations, and demonstrated a thorough understanding of its role in holding school leadership accountable for academic results, fiscal soundness and legal compliance.

Legal Requirements. Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in material respect, Harlem Link has been in general and substantial compliance with the terms of its charter, by-laws, applicable state and federal law, rules and regulations. As noted above, minor deficiencies were noted in the Open Meetings Law compliance, particularly with respect to committee meetings. The school maintains a relationship with outside counsel, where necessary, and has substantially followed the terms of its monitoring plan.

The school's student discipline policy lacked clarity in the areas of mandatory alternative instruction for suspended students and, based on interviews with school staff, the school did not consistently provide such students with adequate alternative instruction. Education Law subdivision 2854(3)(a-1) requires that uncertified teachers, who must otherwise be Highly Qualified as defined by the federal NCLB Act, shall not in total comprise more than 30 percent of the teaching staff of the school, or five teachers, whichever is less. At the time of the renewal visit, five teachers were not certified; however, the school lacked appropriate documentation to verify NCLB Highly Qualified status. Therefore, the Institute will issue a violation letter to the school. Harlem Link must submit to the Institute full and complete documentation by August 1, 2013 to demonstrate that it is in compliance with the Education Law and federal law regarding certification and/or qualification of teachers. The school was also in violation of New York State law requiring that school personnel (and certain contractors with direct access to students) be subject to a fingerprint-supported criminal background check prior to appointment at the school. At the time of the renewal

inspection visit, the school was unable to produce evidence that two individuals had been appropriately cleared for employment, indicating that inadequate controls were in place to verify clearance prior to their appointment, notwithstanding the fact that the education corporation board has previously utilized emergency conditional appointments. The Institute will similarly follow up through the violation letter process.

Fiscal Soundness

Budgeting and Long Range Planning. Throughout the charter term, Harlem Link has maintained fiscal soundness through conservative budgeting practices and routine monitoring of revenues and expenses, and has made appropriate adjustments when necessary. The education corporation develops annual budgets as a collaborative effort among the principal, the director of finance and its board. The board's finance committee reviews and examines the proposed budget prior to the principal's presentation of it to the full board. The school's leadership has implemented a strategic approach when considering spending trends, staffing and instructional needs in the development of its budgets. The principal and director of finance, who routinely analyze the budget, routinely present budget updates including variances to the board. Operating costs have been generally lower than budgeted.

Internal Controls. The education corporation has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies. The director of finance works with the principal and the education corporation board to ensure that school staff follows the established policies and procedures. The education corporation's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of non-compliance. The lack of any other deficiencies in the reports provides some, but not absolute, assurance that Harlem Link has maintained adequate internal controls and procedures.

Financial Reporting. The education corporation has complied with financial reporting requirements during the charter term. It filed its budget, quarterly and annual financial statement audit reports in an accurate and complete manner. Each of the education corporation's annual financial audits indicate that school staff followed and conducted reports in accordance with generally accepted accounting principles and received an unqualified opinion indicating that in the auditor's opinion the education corporation's financial statements and notes represent fairly, in all material respects, the its financial position, changes in net assets, and cash flows. The education corporation board has reviewed and approved various quarterly reports along with the annual financial audit reports.

Financial Condition. Harlem Link is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. At fiscal year-end June 30, 2012, it had approximately \$1.8 million in cash and a similar amount in unrestricted net assets.

The SUNY Fiscal Dashboard, a multi-year financial data and analysis tool for SUNY authorized charter schools, is an appendix to this report. As illustrated in the school analysis section, Harlem Link has a “fiscally strong” financial responsibility composite score rating over the current charter term that includes fiscal year 2012, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school’s performances on key financial indicators. The blended score offsets its financial strengths against areas where there are financial weaknesses. Over the years, the education corporation has averaged a “low risk/excellent” rating in its working capital ratio and quick ratio, indicating that the education corporation has had sufficient short-term assets to cover liabilities due in the near to medium term. The education corporation has averaged a “low risk/excellent” rating debt-to-asset ratio indicating the low proportion of debt the education corporation has relative to its assets. The education corporation has no long-term debt; it operates in a NYCDOE facility that is cost free. The education corporation’s months of cash ratio averaged 3.6 months, meeting the Institute’s minimum three months of cash guideline, which is the length of time the education corporation could continue its operations without tapping into other non-cash forms of financing in the event that state revenues were to cease flowing to the school. The education corporation averaged 87 percent of all expenses allocated to program services over the current charter term. It also showed revenues exceeding expenses per student on an average of 2.5 percent.

Based on all of the foregoing, Harlem Link has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Term

Renewal Charter Exhibits. Harlem Link has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable. The school’s design elements would remain consistent with the core features of the educational program in place during the current charter term.

Harlem Link proposes continuing to use the following mission for its next charter term:

Harlem Link Charter School, a K-5 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.

Harlem Link would continue to implement its key design elements: rigorous, high expectations and a belief in students; a data-driven curriculum and pedagogy that support the school’s mission; high levels of professional development; family and community involvement strategies; and a supportive school culture.

Plans for the Educational Program. Harlem Link would continue to provide instruction to students in Kindergarten through 5th grade in its current location. The school plans to increase its enrollment

during the next charter term, growing to a total projected enrollment of 386 students. These enrollment and facility plans are likely to meet the needs of the educational program.

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve Harlem Link in the next charter term and may add additional members in the future.

Fiscal and Facility Plans. Harlem Link has presented a reasonable and appropriate fiscal plan for the term of the next charter including budgets that are feasible and achievable. The education corporation has taken a conservative approach to budgeting and planning for the next charter term. It has developed an operating plan that would use the current per pupil funding in year one, and two percent annual increase in per pupil funding from years two to five, while expenses are increased at reasonable rates including a two to three percent annual increases in salaries. The Institute notes that the assumed annual increase in per pupil funding is reasonable. The plan includes one additional section in Kindergarten, first and second grades, if additional space is made available by the NYCDOE, while also accounting for the corresponding increases in teaching staff and related expenses. The education corporation also plans to supplement its revenues by increasing fund development efforts in the next charter term. The operating plan shows balanced operations with positive cash flows in each year contingent upon the school continuing to meet enrollment goals that it has met in the past.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. Harlem Link would be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the education corporation's track record of fiscal soundness, the Institute finds that Harlem Link has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

Harlem Link plans to continue its use of NYCDOE space and continue to provide instruction in its current location.

The Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended other key aspects of the renewal application, to include the proposed by-laws and code of ethics to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	July 12, 2004
Date Initial Charter Approved by Regents	September 10, 2004
School Opening Date	September 5, 2005

Renewal History

Renewal Type	Date
Short-Term Renewal Granted by SUNY Trustees	January 14, 2010

Location

School Year(s)	Location(s)	Grades	District ⁹
2005-06 to 2006-07	134 W 122 nd St., New York, NY	K-2	NYC CSD 3
2007-08	134 W 122 nd St., New York, NY	1-3	NYC CSD 3
	425 W 130 th St., New York, NY	K	NYC CSD 5
2008-09	134 W 122 nd St., New York, NY	2-4	NYC CSD 3
	425 W 130 th St., New York, NY	K-1	NYC CSD 5
2009-10 to Present	20 W 112 th St., New York, NY	K-5	NYC CSD 3

Current Mission Statement

Harlem Link Charter School, a K-5 public school, links academics, values and community to graduate articulate scholars who will 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 their learning and demonstrate good character.

Current Key Design Elements

- | |
|--|
| <ul style="list-style-type: none"> • Rigorous, high expectations and a belief in all students; • data-driven instruction; • high levels of professional development; • family and community involvement; and • a supportive school culture. |
|--|

⁹ This table notes the school's physical district of location. While the school has been partially or fully located CSD 3 during various years of its existence, the vast majority of its students live in CSD 5. For accountability purposes, the Institute compares the school's performance to that of the CSD 5.

School Characteristics

School Year	Original Chartered Enrollment	Actual Enrollment ¹⁰	Original Chartered Grades	Actual Grades
2005-06	108	101	K-1	K-1
2006-07	162	162	K-2	K-2
2007-08	216	195	K-3	K-3
2008-09	270	262	K-4	K-4
2009-10	324	300	K-5	K-5
2010-11	320	295	K-5	K-5
2011-12	320	300	K-5	K-5
2012-13	320	310 ¹¹	K-5	K-5

Student Demographics

	2008-09 ¹²		2009-10		2010-11	
	Percent of School Enrollment	Percent of NYC CSD 3 Enrollment	Percent of School Enrollment	Percent of NYC CSD 3 Enrollment	Percent of School Enrollment ¹³	Percent of NYC CSD 3 Enrollment ¹⁴
Race/Ethnicity						
American Indian or Alaska Native	0	0	0	0	0	0
Black or African American	80	34	82	31	80	29
Hispanic	18	38	18	36	20	36
Asian, Native Hawaiian, or Pacific Islander	0	6	0	7	0	7
White	0	22	0	25	0	27
Multiracial	2	0	1	0	0	0
Special Populations						
Students with Disabilities	N/A	N/A	N/A	N/A	14	N/A
English Language Learners	2	10	7	9	4	8
Free/Reduced Lunch						
Eligible for Free Lunch	71	47	71	48	78	47
Eligible for Reduced-Price Lunch	16	8	16	7	8	6

¹⁰ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

¹¹ Source: 1st Quarter Financial Statement, January 2013.

¹² Source: 2008-09, 2009-10 and 2010-11 School Report Cards, SED.

¹³ Source: The 2010-11 Students with Disabilities statistic is derived from the school's October 2010 student enrollment report to SED (2010-11 BEDS Report).

¹⁴ Source: District-level Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012. Based on the state's Empirical Analysis of Enrollment Targets, the CSD's 2011-12 Students with Disabilities enrollment is 18 percent compared to 16 percent for the school.

Current Board of Trustees¹⁵

Board Member Name	Term	Position/Committees
Jonathan Barrett	June 2014	Chairman
David W. Brown	June 2015	Secretary
B. Peter Carry	June 2015	Trustee
Sean Coar	June 2015	Treasurer
Steven Evangelista	N/A	Ex Officio
Julie Crane	June 2013	Trustee
Brandilyn Dumas	June 2013	Trustee
Rachel Field	June 2015	Ex Officio
Michael MacLeod	June 2014	Trustee
Bianna Cardinale	June 2013	Trustee
John Reddick	June 2014	Trustee
Kesha M. Young	June 2013	Trustee
Krista Barron	June 2014	Trustee

School Leader(s)

School Year	School Leader(s) Name and Title
2005-06 to 2009-10	Steven Evangelista, Co-Director for Operations Margaret Ryan, Co-Director for Instruction
2009-10 to Present	Steven Evangelista, Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2005-06	First-Year Visit	Institute	March 15, 2006
2006-07	Routine Visit	Institute	March 13, 2007
2007-08	Routine Visit	External (RMC Research)	April 16-17, 2008
2008-09	Routine Visit	Institute	March 24, 2009
2009-10	Initial Renewal Visit	Institute	October 27-29, 2009
2010-11	Routine Visit	Institute	March 1-2, 2011
2011-12	Routine Visit	Institute	January 17-19, 2012
2012-13	Subsequent Renewal Visit	Institute	November 7-8, 2012

¹⁵ Source: Institute Board Records.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and NCLB goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The required subject-area outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. The school may have also elected to include optional goals and measures in the Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute¹⁶		Comparative		Growth
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	◆	◆	◆	◆	◆
Math	◆	◆	◆	◆	◆
Science	◆		◆		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which a school demonstrates in large part by meeting the goals in its Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals. A general analysis of the key academic goals appears above under Academic Accountability Plan Goals in the summary of the school's academic success. The ensuing format divides the data into two sections: 1) the key goals of ELA, math; and 2) the additional goals of science and NCLB. The analysis consists of the three years of the Accountability Period.

¹⁶ Note: In 2009-10, the SED raised its achievement standard, by increasing the scaled score cut-off for proficiency or Level 3 performance on the ELA and math exams. In order to maintain a consistent standard for determining the absolute measure, the Institute has adapted SED's "time-adjusted" cut-offs. In the presentation below of ELA and math results, the Institute uses the "time-adjusted" Level 3 cut-offs for 2009-10, 2010-11 and 2011-12.

Aside from required Accountability Plan measures, the additional goals section below also presents the results of optional academic measures included in the school's plan. Based on the Institute's analysis, numbers of students at times differ from those the school reported; these differences do not affect the interpretation of results.

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Harlem Link Charter School



	2009-10 Grades Served: K-5			MET	2010-11 Grades Served: K-5			MET	2011-12 Grades Served: K-5			MET						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)							
ABSOLUTE MEASURES																		
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.	3	72.0 (50)	69.8 (43)		3	61.5 (52)	65.9 (41)		3	80.8 (52)	82.1 (28)							
	4	48.0 (50)	52.3 (44)		4	90.6 (53)	93.2 (44)		4	88.5 (52)	90.5 (42)							
	5	60.0 (40)	63.9 (36)		5	71.1 (38)	73.3 (30)		5	89.2 (37)	90.9 (33)							
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)							
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)							
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)							
	All	60.0 (140)	61.8 (123)	NO	All	74.8 (143)	78.3 (115)	YES	All	85.8 (141)	88.3 (103)	YES						
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PI	AMO							
	3-5	160	155	YES	3-5	127	122	YES	3-5	148	148	YES						
COMPARATIVE MEASURES																		
3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Manhattan District 5				Comparison: Manhattan District 5				Comparison: Manhattan District 5									
	Grades	School	District		Grades	School	District		Grades	School	District							
	3-5	33.3	29.3	YES	3-5	35.7	32.9	YES	3-5	50.5	30.1	YES						
4. Each year the school will exceed its predicted percent of students at or above Level 3 on the state exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size				
	70.9	33.6	41.6	-0.50	NO	78.3	32.9	40.5	-0.46	NO	74.6	51.0	43.9	0.45	YES			
GROWTH MEASURE																		
5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target.	Gr	N	Base	Target	Result		Gr	N	Base	Target	Result		Gr	N	Base	Target	Result	
	3					NO	3					NO	3	1	0.0		0.0	YES
	4	44	75.0	75.1	52.3		4	47	48.9	53.3	38.3		4	43	41.9	47.4	51.2 *	
	5	36	66.7	68.1	63.9		5	31	12.9	23.3	19.4		5	34	44.1	49.3	50.0 *	
	6						6						6					
	7						7						7					
	8						8						8					
	All	80	71.3	71.9	58.0		All	78	34.6	41.3	30.8		All	78	42.3	47.8	50.0	

TACSThe Institute uses SED's "time adjusted cut scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbook; the Institute's student test database.

SCHOOL PERFORMANCE SUMMARY: Mathematics

Harlem Link Charter School



	2009-10 Grades Served: K-5			MET	2010-11 Grades Served: K-5			MET	2011-12 Grades Served: K-5			MET					
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)						
ABSOLUTE MEASURES																	
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.	3	100.0 (50)	100.0 (43)		3	98.1 (52)	100.0 (41)		3	98.1 (52)	96.4 (28)						
	4	81.6 (49)	83.7 (43)		4	96.2 (53)	97.7 (44)		4	98.0 (51)	100.0 (42)						
	5	95.0 (40)	94.4 (36)		5	94.7 (38)	96.7 (30)		5	94.6 (37)	97.0 (33)						
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)						
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)						
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)						
	All	92.1 (139)	92.6 (122)	YES	All	96.5 (143)	98.3 (115)	YES	All	97.1 (140)	98.1 (103)	YES					
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PI	AMO						
	3-5	191	135	YES	3-5	164	137	YES	3-5	181	158	YES					
COMPARATIVE MEASURES																	
3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Manhattan District 5				Comparison: Manhattan District 5				Comparison: Manhattan District 5								
	Grades	School	District		Grades	School	District		Grades	School	District						
	3-5	63.1	38.4	YES	3-5	66.1	40.1	YES	3-5	89.3	39.3	YES					
4. Each year the school will exceed its predicted level of students at or above Level 3 on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size					
	70.9	61.1	50.6	0.58	YES	78.3	65.0	50.1	0.80	YES	74.6	82.8	54.2	1.51	YES		
GROWTH MEASURE																	
5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target.	Gr	N	Base	Target	Result		Gr	N	Base	Target	Result		Gr	N	Base	Target	Result
	3					NO	3					YES	3	1	0.0		100.0
	4	43	97.7	97.8	83.7		4	47	74.5	74.6	80.9 *		4	42	73.8	74.0	97.6 *
	5	36	77.8	77.9	94.4 *		5	31	35.5	42.1	45.2 *		5	34	79.4	79.5	97.1 *
	6						6						6				
	7						7						7				
	8						8						8				
	All	79	88.6	88.7	88.6		All	78	59.0	61.6	66.7		All	77	75.3	75.4	97.4

TACS The Institute uses SED's "time adjusted cut scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbook; the Institute's student test database.

ADDITIONAL ACCOUNTABILITY PLAN GOALS

Science

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

Outcome: *Harlem Link has met its Accountability Plan goal.*

Analysis of Accountability Plan Measures:

Absolute Measure: <i>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.</i>			
Results (in percents)			
	School Year		
Grade	2009-10 (Tested:)	2010-11 (Tested: 44)	2011-12 (Tested: 42)
4	78.0	100.0	100.0

Harlem Link has posted strong performance on the state’s 4th grade science exam and has exceeded its absolute target during each year in the accountability period.

Comparative Measure: <i>Each year, the percent of fourth 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 fourth grade students in the local school district.</i>			
Results (in percents)			
	School Year		
Comparison	2009-10 (Grade)	2010-11 (Grade 4)	2011-12 (Grade 4)
School	78.0	100.0	100.0
District	68.0	73.0	69.5

Harlem Link has outperformed its local district on the state’s 4th grade science exam by a wide margin throughout the charter term.

NCLB

In addition to meeting its specific subject area goals, the Accountability Plan requires schools under NCLB to make adequate yearly progress towards enabling all students to score at the proficient level on the state ELA and math exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

Accountability Plan Goal: *The school will make adequate yearly progress.*

Outcome: The school met the goal. The state deemed that Harlem Link was in good standing each year during the Accountability Period and has met its NCLB goal.

Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>			
Results			
Status	School Year		
	2009-10	2010-11	2011-12
Good Standing	Yes	Yes	Yes

Analysis of Additional Evidence

Harlem Link received a letter grade of “**A**” on its 2011-12 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the NYCDOE reports that it set overall cut scores for 2011-12 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 25 percent A, 35 percent B, 30 percent C, seven percent D, and three percent F. For high schools, the distribution is: 33 percent A, 32 percent B, 24 percent C, eight percent D, and four percent F.

Harlem Link received the “**A**” based on the composite score of the three categories. The school received a “**C**” in School Environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. In the category that measures student performance, the school received an “**A**”, indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of Harlem Link’s moderate year-to-year growth in ELA and accelerated growth in math in comparison to its peer schools, it received an “**A**” in Student Growth.

These results are consistent with the Institute’s analysis above.

APPENDIX: FISCAL DASHBOARD

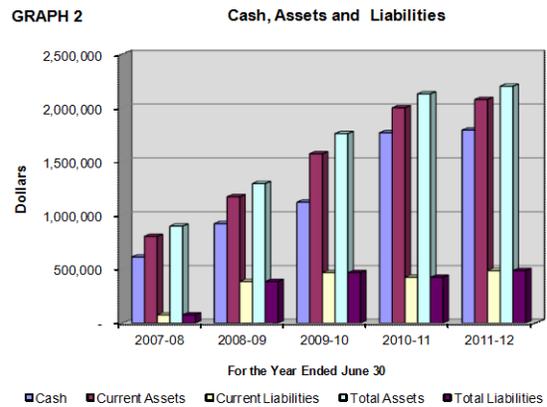
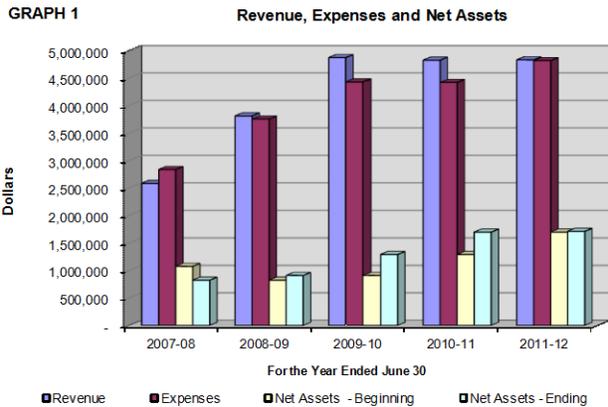


Harlem Link

SCHOOL INFORMATION					
FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 2	614,745	925,216	1,123,865	1,767,903	1,792,955
Grants and Contracts Receivable	-	-	411,952	162,677	208,801
Accounts Receivable	185,066	201,806	-	-	-
Prepaid Expenses	6,263	47,002	37,516	70,307	75,619
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 2	806,074	1,174,024	1,573,333	2,000,887	2,077,375
Property, Building and Equipment, net	95,229	76,482	81,324	53,955	49,012
Other Assets	-	46,867	106,088	75,008	75,069
Total Assets - GRAPH 2	901,303	1,297,373	1,760,745	2,129,850	2,201,456
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	77,519	387,667	61,250	50,097	38,638
Accrued Payroll and Benefits	-	-	400,917	375,867	450,496
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	6,793	-	-
Total Current Liabilities - GRAPH 2	77,519	387,667	468,960	425,964	489,034
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 2	77,519	387,667	468,960	425,964	489,034
Net Assets					
Unrestricted	823,784	909,706	1,291,785	1,698,045	1,712,422
Temporarily restricted	-	-	-	-	-
Total Net Assets	823,784	909,706	1,291,785	1,698,045	1,712,422
Total Liabilities and Net Assets	901,303	1,297,373	1,760,745	2,124,009	2,201,456
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	2,217,001	3,273,797	3,738,151	3,998,919	3,982,011
Students with Disabilities	209,465	236,238	650,542	458,605	465,272
Grants and Contracts					
State and local	19,400	21,114	213,033	14,061	67,940
Federal - Title and IDEA	139,073	178,574	199,350	296,714	232,066
Federal - Other	-	-	-	-	-
Other	17,500	5,000	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	2,602,439	3,714,723	4,801,076	4,768,299	4,747,289
Expenses					
Regular Education	2,118,618	2,878,709	3,622,815	3,512,642	3,865,294
SPED	275,704	274,919	356,160	346,138	398,226
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	2,394,322	3,153,628	3,978,975	3,858,780	4,263,520
Management and General	442,058	601,021	417,023	495,601	521,228
Fundraising	-	-	33,192	64,848	31,537
Total Expenses - GRAPH 1 / GRAPH 4	2,836,380	3,754,649	4,429,190	4,419,229	4,816,285
Surplus / (Deficit) From School Operations	(233,941)	(39,926)	371,886	349,070	(68,996)
Support and Other Revenue					
Contributions	236,914	77,361	47,778	55,553	58,698
Fundraising	-	-	-	-	7,847
Miscellaneous Income	(254,262)	19,974	22,514	1,637	16,828
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	(17,348)	97,335	70,292	57,190	83,373
Total Unrestricted Revenue	2,585,091	3,812,058	4,871,368	4,825,489	4,830,662
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPH 1	2,585,091	3,812,058	4,871,368	4,825,489	4,830,662
Change in Net Assets	(251,289)	57,409	442,178	406,260	14,377
Net Assets - Beginning of Year - GRAPH 1	1,075,073	823,784	909,706	1,291,785	1,698,045
Prior Year Adjustment(s)	-	28,513	(60,099)	-	-
Net Assets - End of Year - GRAPH 1	823,784	909,706	1,291,785	1,698,045	1,712,422
Functional Expense Breakdown					
Personnel Service					
Administrative Staff Personnel	-	-	251,638	304,952	312,199
Instructional Personnel	-	-	2,582,055	2,652,156	2,966,114
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	1,992,699	2,508,827	-	-	-
Total Salaries and Staff	1,992,699	2,508,827	2,833,693	2,957,108	3,278,313
Fringe Benefits & Payroll Taxes	339,274	467,192	654,082	746,345	802,930
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	5,786	12,414	1,965	2,063	2,192
Staff Development	122,749	147,960	174,585	84,762	72,775
Professional Fees, Consultant & Purchased Services	125,996	303,243	234,802	185,114	104,130
Marketing / Recruitment	4,475	25,343	18,343	71,564	20,865
Student Supplies, Materials & Services	93,544	113,752	137,146	148,026	187,954
Depreciation	33,432	36,085	29,156	27,369	32,701
Other	118,425	139,833	345,419	196,878	314,425
Total Expenses	2,836,380	3,754,649	4,429,190	4,419,229	4,816,285
ENROLLMENT					
Chartered Enroll	216	270	324	320	320
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	216	270	324	320	320
Chartered Grades	K-3	K-4	K-5	K-5	K-5
Revised Grades	-	-	-	-	-

SCHOOL ANALYSIS

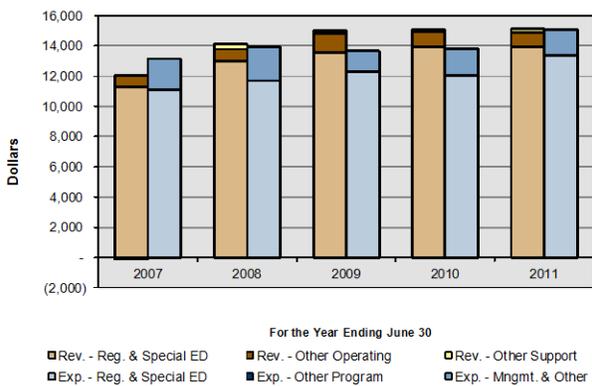
	2007-08	2008-09	2009-10	2010-11	2011-12	
Primary School District	NYC					
Per Pupil Funding	10,196	11,023	12,443	12,443	13,527	
Increase over prior year	#DIV/0!	8.1%	12.9%	0.0%	8.7%	
PER STUDENT BREAKDOWN						Average - 5 Yrs. OR Charter Term
Revenue						
Operating	12,048	13,758	14,818	14,901	14,835	14,072
Other Revenue and Support	(80)	361	217	179	261	187
TOTAL - GRAPH 3	11,968	14,119	15,035	15,080	15,096	14,259
Expenses						
Program Services	11,085	11,680	12,281	12,059	13,324	12,086
Management and General, Fundraising	2,047	2,226	1,390	1,751	1,727	1,828
TOTAL - GRAPH 3	13,131	13,906	13,670	13,810	15,051	13,914
% of Program Services	84.4%	84.0%	89.8%	87.3%	88.5%	86.8%
% of Management and Other	15.6%	16.0%	10.2%	12.7%	11.5%	13.2%
% of Revenue Exceeding Expenses - GRAPH 5	-8.9%	1.5%	10.0%	9.2%	0.3%	2.5%
Student to Faculty Ratio					7.3	20.0
Faculty to Admin Ratio					6.3	#DIV/0!
Financial Responsibility Composite Scores - GRAPH 6						
Score	3.0	2.0	2.4	2.9	3.0	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	Fiscally Strong					
Working Capital - GRAPH 7						
Net Working Capital	728,555	786,357	1,104,373	1,574,923	1,588,341	1,156,510
As % of Unrestricted Revenue	28.2%	20.6%	22.7%	32.6%	32.9%	27.4%
Working Capital (Current) Ratio Score	10.4	3.0	3.4	4.7	4.2	5.1
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Quick (Acid Test) Ratio						
Score	10.3	2.9	3.3	4.5	4.1	5.0
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7						
Score	0.1	0.3	0.3	0.2	0.2	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8						
Score	2.6	3.0	3.0	4.8	4.5	3.6
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)	Poor	Good	Good	Good	Good	Good



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

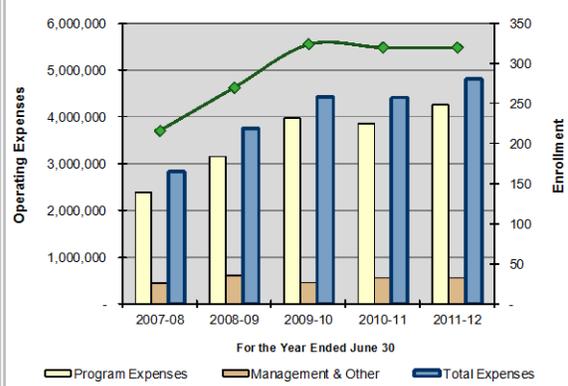
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 3 Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

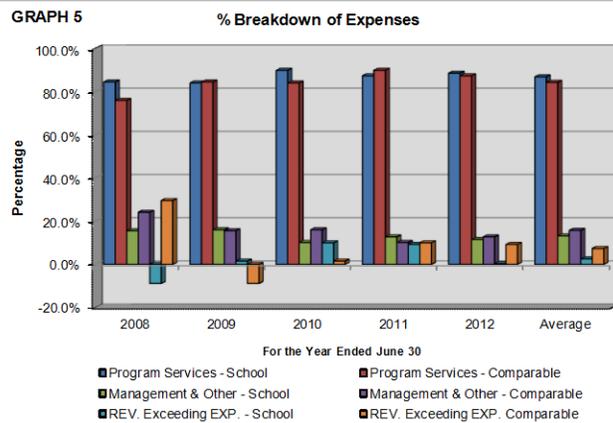
GRAPH 4 Enrollment vs. Operating Expenses



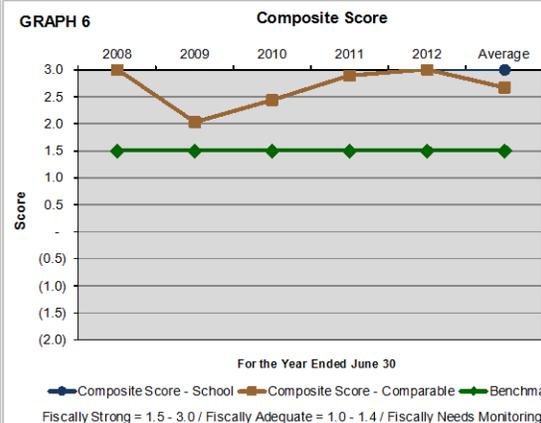
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

Comparable School, Region or Network
Average = Average - 5 Yrs. OR Charter Term

Harlem Link

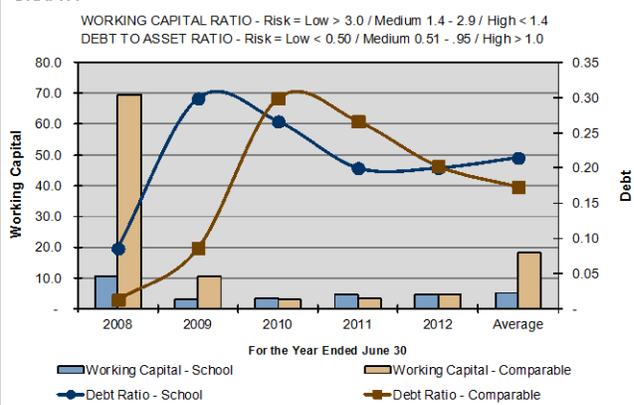


This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



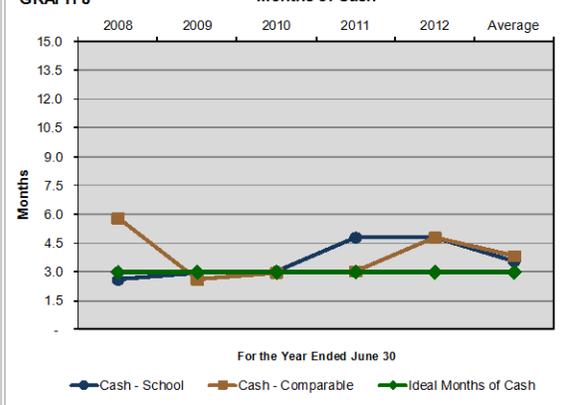
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.