



# Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/02/2019 • Last updated: 08/06/2019

---

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

**a. SCHOOL NAME** HARLEM LINK CHARTER SCHOOL

(Select name from the drop down menu)

**a1. Popular School Name  
(Optional)** Harlem Link

**b. CHARTER AUTHORIZER (As of  
June 30th, 2019)** SUNY Authorized Charter School

Please select the correct authorizer as of  
June 30, 2019 or you may not be  
assigned the correct tasks.

**c. DISTRICT / CSD OF LOCATION** NYC CSD 3

**d. DATE OF INITIAL CHARTER** 09/2004

**e. DATE FIRST OPENED FOR  
INSTRUCTION** 09/2005

**h. SCHOOL WEB ADDRESS (URL)** <https://www.harlemlink.org>

**i. TOTAL MAX APPROVED** 500

**ENROLLMENT FOR THE 2018-19  
SCHOOL YEAR (exclude Pre-K  
program enrollment)**

**j. TOTAL STUDENT ENROLLMENT** 432

**ON JUNE 30, 2019 (exclude Pre-K  
program enrollment)**

**k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program  
students)**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
---------------	------------------

**l. DOES THE SCHOOL CONTRACT** No  
**WITH A CHARTER OR  
EDUCATIONAL MANAGEMENT  
ORGANIZATION?**

**FACILITIES INFORMATION**

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.
--	--------------------

**School Site 1 (Primary)**

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	20 West 112th Street New York, NY 10026	212 289 3249	NYC CSD 3	K 5	

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Steven Evangelista			
Operational Leader	Alejandro Montoya			
Compliance Contact	Steven Evangelista			
Complaint Contact	Steven Evangelista			
DASA Coordinator	Alejandro Montoya			
Phone Contact for After Hours Emergencies	Steven Evangelista			

**m1b. Is site 1 in public (co-located) space or in private space?**

Co located Space

**m1c. Please list the terms of your current co-location.**

	Date school will leave current co location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	No		No		Yes

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Site 1 Certificate of Occupancy (COO)**

(No response)

**Site 1 Fire Inspection Report**

(No response)

**CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR**

**n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).** No

**ATTESTATION**

**o. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Doug Anderson
Position	Director of Finance
Phone/Extension	
Email	

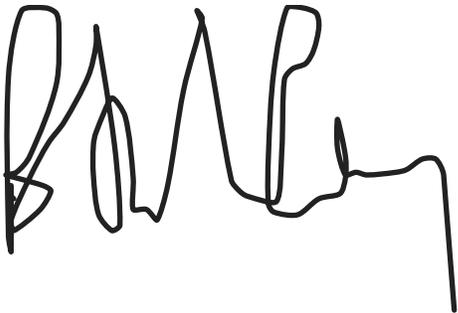
**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local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

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink, consisting of a large, sweeping initial letter followed by a series of connected, somewhat irregular strokes that form the rest of the name.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink, featuring a prominent, stylized initial letter followed by several sharp, vertical strokes and a final horizontal stroke.

**Date**

2019/08/06

**Thank you.**



# Entry 2 NYS School Report Card Link

Last updated: 07/15/2019

## HARLEM LINK CHARTER SCHOOL

### 1. CHARTER AUTHORIZER (As of June 30th, 2019)

SUNY Authorized Charter School

(For technical reasons, please re select authorizer name from the drop down menu).

### 2. NEW YORK STATE REPORT CARD

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

[https://data.nysed.gov/essa.php?instid=800000058135&year=2018&createreport=1&allchecked=1&OverallStatus=1&section\\_1003=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&staffqual=1&expend=1&38ELA=1&38MATH=1&48SCI=1&nyseslat=1&feddata=1](https://data.nysed.gov/essa.php?instid=800000058135&year=2018&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&staffqual=1&expend=1&38ELA=1&38MATH=1&48SCI=1&nyseslat=1&feddata=1)

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



**Harlem Link Charter School**

**2018-19 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Steve Evangelista, Principal

20 West 112<sup>th</sup> Street, 3<sup>rd</sup> Floor, New York, NY 10026

(212) 289-3249

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

Steven Evangelista prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
B. Peter Carry	Chair
Kenneth Catandella	Vice Chair
Naheem Harris	Treasurer
Laura Agrusti	Trustee
Jonathan Barrett	Trustee
Monica Chesnut	Parent Representative
Brandilyn Dumas	Trustee
Hallie Gittleman Smith	Trustee
John Reddick	Trustee
Edward Robinson	Trustee
Marie Traore	Alumna Representative

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

Harlem Link, an independent public charter school, opened its doors in the fall of 2005 to link academics, values and community to graduate articulate scholars who meet or exceed New York Performance Standards and active citizens who learn and serve their communities. Since 2005, the school has grown to serve PreK-5 students in Harlem and its surrounding communities.

Diverse families from more than ten districts across New York City choose Harlem Link for their children with the majority of students attending residing in District 5. In 2016-17, 88% of Harlem Link students were identified as economically disadvantaged, 18% of students had disabilities, and 6.6% of students were Multiple Language Learners. 64% of students identified as African-American, and 32.7% identified as Hispanic.

Leveraging the key design elements described below, Harlem Link consistently prepares its students to attend high performing, competitive public and private middle schools. These outcomes along with the significant and consistent progress the school has made toward achieving its mission has resulted in the SUNY Charter School Institute granting Harlem Link a three-year charter renewal in 2010 and five-year charter renewals in 2013 and 2018.

Harlem Link's instructional vision, adopted in 2014, is: "We align our practice and use our relationships to help students achieve world-class scholarship and build good character." The school's educational program has undergone some important changes in recent years due to the development of the school's Instructional Vision. Notably, the early childhood program is further emphasizing learning through play and social emotional learning. Returning more forcefully to the school's founding philosophy after a period in which teacher-directed lessons were the norm, student-to-student interaction is again more highly valued in all grades and subjects, as is student thinking and learning through error making and reflection. Finally, students are more involved in their own goal-setting and receive more frequent feedback against the progress of those goals.

The school has strived to actualize Responsive Classroom (RC) guiding principles, which include the notion that social and emotional learning is as important as academic learning. The four elements of Responsive Classroom (Positive Community, Engaging Academics, Effective Management and Developmental Awareness) support the core of the vision: data-driven, rigorous learning and leadership.

Harlem Link's key design elements are:

### **1) Rigorous, high expectations and a belief in students**

Harlem Link seeks to uphold the same, rigorous, college-bound expectations for its students as those typically found in our nation's most well-resourced communities. These are embodied in the school's long-term vision for student success, supported by a preparatory environment for college and careers including the school's challenging curriculum and Core Values.

The school's first cohort alumni, which graduated from fifth grade in 2010, graduated from high school in four years at a rate of 73%. Currently 54% of that cohort is enrolled in college. The school is carefully tracking college matriculation and progress for its alumni, as well as supporting graduates along the path in middle and high school.

Working backward from the goal of college graduation, the school promotes a growth mindset. A core belief of the school is that behaviors presented by students are not reflective of fixed attributes, but can change and evolve with direction and effort. For this reason, the school never

gives up on students and strives to engage and retain even those students expressing disaffection. To do so, Harlem Link partners with families, builds on the hopes and dreams of children, and creates a milieu of belief in which students can thrive.

### **2) A data-driven curriculum and pedagogy that support the school's mission**

Harlem Link seeks to provide a curriculum and teaching structures that support the development of critical thinking skills and student independence. The school uses a balanced literacy curriculum and a set of inquiry-based math and science programs, in which students have frequent opportunities to direct their own learning, examine their thinking and speak and listen about their ideas and strategies with peers. Students must also acquire basic skills; therefore, the school incorporates highly structured academic programs that include a multisensory, sequential phonics program in the early grades and copious practice in basic mathematics skills.

Teachers choose instructional strategies based on data they collect and analyze that indicate student needs. This data is derived from the school's comprehensive assessment calendar, comprised of five distinct levels of assessment. Formal school-wide assessments (Level 4) include Foundations phonics inventories, the Fountas and Pinnell Reading Inventory, practice state exams, periodic math fluency assessments and a once-per-grade annual performance-based Science Expo.

The school has developed a protocol for analyzing unit-end performance assessments (Level 3). The school is now collecting and analyzing data school-wide on prioritized classroom based lesson objective measures (Level 2), which include trade and teacher-made tests, exit slips, mini-quizzes and student-teacher conferencing notes. Teachers use Level 1 assessment (checks for understanding) to ensure their lesson is on target and preparing students for Level 2 assessments.

The school has formal programmatic structures in place to support each element of its Instructional Vision. Responsive Classroom (RC) creates the conditions in each classroom for strong learning. The RC practices include a consistent approach to morning meeting, introducing new material or routines, speaking to students, delivering lessons, learning about students, differentiating lessons and building community.

In Cognitively Guided Instruction (CGI), teachers introduce a challenging mathematical problem, having planned carefully around state standards and watching all students work independently with specific outcomes, strategies and misconceptions in mind. Teachers then orchestrate a collaborative discourse in which students share increasingly sophisticated strategies, helping students learn from each other and measuring their increased understanding over time. CGI addresses number sense, operations and fractions standards, while the school's TERC curriculum units address the remainder of the math standards in a daily Math Workshop.

In the upper grades, the school piloted the use of Visible Learning in its test preparation program, and is bringing this approach school-wide. Visible Learning is based on the principle that people, including children, learn best when they set meaningful goals and receive frequent concrete feedback on their standing against those goals. Visible Learning successfully transitioned students in the upper grades from relying on extrinsic incentives to focusing on learning targets for the satisfaction of learning.

Emotionally Responsive Practice (ERP), a set of pedagogical tools and knowledge provided by Bank Street College of Education's Safe and Sound Schools program, helps teachers use child developmental principles to create a learning environment where students who experienced trauma can be successful. Strategies such as reflective technique (in which students receive validation for their feelings regardless of their state, and thereby gain investment in the classroom community) create this environment, which benefits all children.

The school teaches the five competencies of the Collaborative for Social, Emotional and Academic Learning (CASEL), which are consistent with both RC and ERP's work. The five capacities are in the domains of self-awareness, self-management, social awareness, relationships skills and responsible decision-making.

The school staffs most classrooms with two teachers and has developed a model for co-teaching in which teachers choose from a small menu of appropriate structures and roles depending on the course, content and academic goals for students. The school also features at least one Integrated Co-Teaching classroom on each grade, a robust student intervention program, and a rigorous promotion policy. For students who struggle academically or to complete required course work during the school year, successful completion of a mandatory summer academy may be required for promotion to the next grade.

### **3) High levels of professional learning**

The school utilizes both contracted and internal resources in order to support teachers in meeting the school's mission and effectively executing the curriculum and pedagogy. Harlem Link has developed a professional learning community on its campus in which all adults are constant learners, and the use of professional development resources encourages collaboration among staff.

Harlem Link contracts for professional development in areas such as mathematics, literacy and science and provides on-site training and coaching in planning and assessing, co-teaching, differentiating instruction, and use of assessment data among other areas.

Within the first year of teaching at Harlem Link (and in most cases, prior to service) each teacher is trained in the four-day Responsive Classroom I course, and a two day Cognitively Guided Instruction workshop. These workshops are provided in addition to a two-day on-site orientation and a two-week Summer Institute, during the latter of which all staff members participate in workshops, discussions and team planning sessions.

Harlem Link uses internal resources by having Grade Team Leaders, teachers recognized as having achieved a high level of both student achievement and fidelity to the school's vision, support newer teachers to the school; by having teachers join administrators in formal and thematic Walkthroughs, which include feedback by peers, administrators and consultants to the host classroom; and by ensuring grade teams function as an organized unit, such that each classroom is able to learn from the other or others on the team. Twice per month, grade teams have two to three hours of dedicated time set aside to perform pre-unit protocols, post-unit data analysis protocols and other forms of data analysis including the school's Child Study Process.

### **4) Family and community involvement strategies**

Harlem Link supports the development of its independent parent association, the primary means by which parents can be involved in the life of the school and decision-making. The school also maintains an open door policy, in which parents are encouraged to make appointments and spend time observing or helping in their child's classroom. The school has employed parents when appropriate, and invites family members in for programs, performances and events throughout the year, both during and after school. The school places a high level of importance on universal participation in tri-annual family-teacher conferences. As a community-based institution, the school is also committed to enrolling a student population representative of the community of location, in keeping with, originally, the spirit and, now, the letter of the charter law.

Living up to one of the founding reasons for the name "Link," the school's curriculum also includes attention to the rich tapestry of New York City and its surrounding environs as resources for learning. As part of units of study, scholars visit and study the local Harlem community and visit other parts of the city to support social studies learning throughout the grades.

The school maintains partnerships with community institutions in order to support its mission, instructional priorities, and families. The school boasts a number of key partnerships, for example: The Africa Center, which has provided cultural programming and support; a cadre of early childhood programs including the Northern Manhattan Neo-Natal Partnership, the Helen B. Atkinson Clinic, and the Bank Street Straus Center, which support the school's Start to Finish program and help coordinate resources to promote early learning in the community; the Northside Center for Children and Families, which provides on-site individual and family therapy to students in need; and the Kappa Alpha Psi fraternity, which has provided programming including essay contests, a boys support group, and the development of a college-focused competitive Step Team.

### **5) Supportive school culture**

Harlem Link defines school culture as the tone created by the physical environment and all the actions and words of the people in it. The school places an emphasis on supporting teachers to promote their retention and continued growth and having an open, collaborative work environment for all staff. The school intends that teachers, administrators and all other staff members model the school's Core Values and successful student behaviors at all times and that the tone of the school is serious about learning but also joyful and celebratory.

Each day begins with a structured Morning Meeting in each classroom. Each classroom has the same set of goals for this time: to convey a sense of belonging, importance and fun to each student every day; to build positive community and relationships with and among students; and to practice academic content in novel and engaging ways.

The school used Responsive Classroom principles and practices throughout not only classrooms but common spaces as well. RC Teacher Language, which frames three complementary types of teacher approaches to student learning (Reinforcing, Redirecting and Reminding Language), is applicable in the lunchroom for not only maintaining order and safety but also teaching Social and Emotional Learning competencies.

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

The emphasis on students and families being physically represented in the school, in pictures and work on the walls, through performances and events, and in the school's open door policy, creates a warm, inviting and joyful learning environment where students can focus and learn at a high academic level.

### Student Population

Harlem Link enrolled 393 students in grades K-5 in the 2018-19 school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	51	54	53	56	52	46								312
2015-16	82	52	57	48	49	43								331
2016-17	83	74	54	52	46	50								359
2017-18	79	75	87	53	55	52								401
2018-19	69	69	79	75	56	45								393

Of the total student population for the 2018-19 school year, 88.1% of students were economically disadvantaged; 22.4% of students had at least one disability; and 7.0% were Multiple Language Learners.

Though Harlem Link is located in CSD 3, its student population is much more disadvantaged as noted above. Harlem Link's student population is more similar to CSD 5, the district with the greatest scholar enrollment at Harlem Link.

2018 19 Demographic Comparison for School and Districts			
	Harlem Link	CSD 3	CSD 5
In poverty	88.1%	48.1%	80.6%
With disabilities	22.4%	17.7%	23.8%
Multiple Language Learners	7.0%	4.7%	8.2%

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

## BACKGROUND

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

Harlem Link is beginning to implement Multi-Tiered System of Supports (MTSS), an umbrella framework that includes Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) frameworks. The school assesses, differentiates, provides intervention, and uses data to monitor improvements across both academic categories and socio-emotional learning. The school employs four Academic Intervention Specialists who provide interventions to struggling readers and writers. Harlem Link’s RTI program is organized through Child Study Team meetings. As part of RTI, each student receives targeted goals with expected periods for improvement, interventions and frequent progress monitoring. The school emphasizes classroom-based interventions with the goal of sparingly referring students for a special education designation and only when school-based interventions are ineffective, in accordance with the Individuals with Disabilities Education Act.

Harlem Link’s curriculum is aligned to the New York State Learning Standards. The school has modified the Reading and the Writing scopes and sequences in each grade to increase nonfiction reading and persuasive writing. Based on these and other small changes to the ELA program, a large percentage of returning students are arriving to the school on or above grade level for ELA.

Since 2015, Harlem Link has been administering its own internal weekly tests of reading passages and multiple choice questions that closely mirror the state test to identify gaps in student learning and prepare students for the structure and content on the state test.

### Goal 1: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018 19 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	66				8	74
4	50				5	55
5	44				2	46
6						
7						
8						
All	160				12	175

## RESULTS AND EVALUATION

Harlem Link fell short of this benchmark by 31.7 percentage points. 43.3% percent of students enrolled in at least their second year attained proficiency on the 2018-19 State ELA exam. Third grade scholars performed the highest of all grades with 57.1% of scholars in at least their second year at the school attaining proficiency.

### Performance on 2018 19 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	56.1	66	57.1	56
4	32.0	50	36.6	41
5	27.3	44	29.7	37
6				
7				
8				
All	40.6	160	43.3	134

## ADDITIONAL EVIDENCE

Harlem Link scholars are making progress toward attaining this measure. Each year, the percentage of scholars attaining proficiency on the state English Language Arts exam had increased, reflecting improvements the school has made to its instructional program. The percentage of scholars enrolled in at least their second year who have attained proficiency has increased by 28.3 percentage points, from 15% to 43.3%, over a six-year period (2013-14 to 2018-19).

### ELA Performance by Grade Level and Year

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of Multiple Language Learners (MLL) status, or absence for at least some part of the exam.

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	41	46	55.9	34	57.1	56
4	33	36	32.4	37	36.6	41
5	26	42	27.8	36	29.7	37
6						
7						
8						
All	33	124	38.3	107	43.3	134

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

Harlem Link met this measure. Harlem Link's English Language Arts 2018-19 PI of 123.5 exceeded the state's English Language Arts MIP of 105 by 18.5.

#### English Language Arts 2018 19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
160	18.8	40.6	37.5	3.1

$$\begin{aligned}
 \text{PI} &= 40.6 + 37.5 + 3.1 = 81.3 \\
 &+ 37.5 + 3.1 = 40.6 \\
 &+ (.5)*3.1 = 1.6 \\
 \text{PI} &= 123.5
 \end{aligned}$$

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

### RESULTS AND EVALUATION

Harlem Link exceeded the performance of CSD 5, the district with the greatest scholar enrollment at Harlem Link, by 13.1 percentage points. Harlem link fell short of CSD 3, its district of location, by 21.3 percentage points.

Harlem Link 3<sup>rd</sup> graders exceeded their peers in CSD 5 by 20.8 percentage points; Harlem Link 4<sup>th</sup> graders exceeded their peers in CSD 5 by 7.1 percentage points; Harlem Link 5<sup>th</sup> graders exceeded their peers in CSD 5 by 4.5 percentage points.

2018 19 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency					
	Charter School Students In At Least 2 <sup>nd</sup> Year		District of Location - CSD 3		District w/ Greatest Enrollment - CSD 5	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	57.1	56	65.9	1349	36.3	732
4	36.6	41	70.8	1221	29.5	793
5	29.7	37	57.2	1281	25.2	783
6						
7						
8						
All	43.3	134	64.6	3851	30.2	2,308

### ADDITIONAL EVIDENCE

Despite Harlem Link's location in CSD 3, the district of residency for most Harlem Link students throughout the charter term has been CSD 5. During the last three academic years, scholars enrolled in at least their second year at Harlem Link have outperformed scholars in CSD 5.

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students								
	2016-17			2017-18			2018-19		
	Charter School	CSD3	CSD 5	Charter School	CSD3	CSD 5	Charter School	CSD3	CSD 5
3	41	60.8	23.4	55.9	66.9	32.1	57.1	65.9	36.3
4	33	63.3	24.2	32.4	66.4	28.6	36.6	70.8	29.5
5	26	57.4	20.8	27.8	58.0	22.0	29.7	57.2	25.2
6									
7									
8									
All	33	60.6	22.8	38.3	63.8	28.0	43.3	64.6	30.2

Harlem Link also compares its performance to P.S. 185 The Locke School of Arts and Engineering. (P.S. 208 Alain L. Locke merged into P.S. 185 in 2018-19). P.S. 185 is a district run public school serving grades 3-5. Both schools shared facility space, serve the same tested grades, and recruit a similar population of students. The key difference between the schools is the educational program implemented. As demonstrated in the chart below, Harlem Link students have outperformed the students in P.S. 185 on the state's ELA exam in each of the last three years.

### English Language Arts Performance of Charter School and P.S. 185/P.S. 208 by School Year

School Year	Grades	Percent of Students Enrolled in At Least Their Second Year Scoring at or Above Proficiency Compared to Comparison School			
		Harlem Link		P.S. 185 /P.S. 208	
		Percent	Number Tested	Percent	Number Tested
2016-17	3-5	31	124	16	118
2017-18	3-5	38.3	107	30.4	115
2018-19	3-5	43.3	134	26.2	126

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

In 2017-18, Harlem Link fell short of this measure. With an effect size of 0.15 on the 2017-18 English language arts examination, the school falls short of the target effect size of 0.3 by 0.15. 3<sup>rd</sup> grade students had the highest effect size (0.86) and exceeded the target. Overall the school’s 2017-18 ELA comparative performance was slightly higher than expected.

*2017 18 English Language Arts Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>93.1</b>	<b>46</b>	<b>52.2</b>	<b>36.8</b>	<b>15.4</b>	<b>0.86</b>
4	<b>84.7</b>	<b>46</b>	<b>28.3</b>	<b>37.6</b>	<b>-9.4</b>	<b>-0.50</b>
5	<b>88.5</b>	<b>42</b>	<b>26.2</b>	<b>24.9</b>	<b>1.3</b>	<b>0.08</b>
6						
7						
8						
All	<b>88.8</b>	<b>134</b>	<b>35.8</b>	<b>33.4</b>	<b>2.5</b>	<b>0.15</b>

**School’s Overall Comparative Performance:**

*Slightly higher than expected*

### ADDITIONAL EVIDENCE

The school has demonstrated improved performance in its effect size. The school grew from a negative effect (-0.29 in 2014-15 to -0.25 in 2015-16) to a positive one (0.38 in 2016-17 and 0.15 in 2017-18).

# 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

## English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	87.5	137	22.1	26.2	-0.25
2016-17	3.5	92.4	145	31.0	24.6	.38
2017-18	3-5	88.8	134	35.8	33.4	.15

### Goal 1: Growth Measure<sup>3</sup>

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>4</sup>

### RESULTS AND EVALUATION

In 2017-18, Harlem Link did not meet this measure. Harlem Link’s 2017-18 unadjusted mean growth percentile in English language arts was 42.1, which is 7.9 percentile points below the target of 50. The growth percentile for Harlem Link’s 5<sup>th</sup> grade fell only .3 percentile points below the target.

#### 2017 18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	35.0	50.0
5	49.7	50.0
6		50.0
7		50.0
8		50.0
All	<b>42.1</b>	50.0

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>4</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ADDITIONAL EVIDENCE

In 2016-17, Harlem Link exceeded this measure by 5 percentile points. Due to an issue in data reporting, the state did not calculate ELA growth scores for all students in 5th grade at the school during 2015-16.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	44	59.3	35.0	50.0
5	N/A	50.6	49.7	50.0
6				50.0
7				50.0
8				50.0
All	N/A	54.6	<b><u>42.1</u></b>	50.0

**Goal 1: Optional Measure**

Each year, 75% of students in Grades 1-5 enrolled for two or more years will achieve the Instructional Benchmark level on the Fountas and Pinnell Benchmark Assessment System corresponding to their grade according to the table below, which is based on F&P's recommended benchmark level standard: Grade 1: Level F, Grade 2: Level K, Grade 3: Level O, Grade 4: Level R, Grade 5: Level U.

**METHOD:**

Each year the school administers the Fountas and Pinnell Benchmark Assessment System on a 1:1 basis to each child enrolled. In Grades K-2, students are assessed three times per year and in Grades 3-5 students are assessed twice (unless they score in the Tier 3 range in the first assessment, in which case they are assessed three times throughout the year). Students are assigned an Instructional Level based on their fluency and comprehension reading and responding to a leveled text, according to a rubric included in the assessment. The accountability measure is applied to data generated in the third and final assessment period.

**RESULTS AND EVALUATION:**

Harlem Link fell short of this measure by 1 percentage points.

Fountas & Pinnell Performance by Grade Level

Grade	Number of Students Enrolled Two or More Years	Percent of Students Enrolled Two or More Years Meeting Benchmark
1	47	91.5%
2	62	87.2%
3	65	61.5%
4	42	64.3%
5	38	63.2%
<b>Total</b>	<b>254</b>	<b>74.0%</b>

**ADDITIONAL EVIDENCE:**

While the school fell one percentage point short of meeting the benchmark, there are also kindergarten students who were enrolled for two years because they attended the school's Pre-kindergarten program. Of these 16 students, 100% of them met the school's internal Level C Instructional Benchmark. Including those students would raise the total performance of students enrolled two or more years to 75.6%.

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Harlem Link met one measure of its ELA goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Not yet available
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Not yet available
Optional	Each year, 75% of students in Grades 1-5 enrolled for two or more years will achieve the Instructional Benchmark level on the Fountas and Pinnell Benchmark Assessment System corresponding to their grade according to the table below, which is based on F&P's recommended benchmark level standard: Grade 1: Level F, Grade 2: Level K, Grade 3: Level O, Grade 4: Level R, Grade 5: Level U.	Did not achieve

### ACTION PLAN

Harlem Link will continue to strive for improved results in ELA. The board and leadership at Harlem Link believe that only authentic, rigorous instruction with embedded opportunities for test preparation can produce students who excel academically.

Through the charter renewal process in 2017-18, Harlem Link received extensive expert feedback from SUNY CSI and has made several changes to its program, which the school is confident will help develop a more coherent academic program and lead to improved academic outcomes.

The school had adopted Multi-Tiered System of Supports (MTSS), in which the school assesses, differentiates, creates groupings, provides intervention, and uses data to monitor improvements across both academic and socio-emotional learning domains (including math, Fountas and Pinnell, reading, writing, test prep, socio-emotional learning and attendance). Using this framework, Harlem

Link is working toward a support-centered, coherent academic program and aligning its instruction, assessments, and professional learning accordingly.

The school is continuing to provide increased individualized attention and both behavioral and academic support to students. The Student Support Team has developed systems to maximize instructional supports for students. The SST has driven a redesign of the school's scheduling process so that students who receive additional services never miss core instruction. If a scheduling conflict arises in which a service provider is only available during a student's core instruction, the service provider is required to push in. ENL and other services were provided starting in the first month of the school year. Harlem Link is a premier member of the Special Education and ELL Collaborative, both projects of the NYC Charter Center. The school is using Specially Designed Instruction to meet the learning needs of students with IEPs. Due to an increase in the proportion of students who are Multiple Language Learners, a teacher has been promoted to become the school's ENL Specialist (which both coordinates the ENL program and provides push-in/pull-out services) and hired a second full-time ENL provider.

Harlem Link will continue to build its use of interim and formative assessment data to identify gaps in student learning and guide ELA instruction. The school has developed its systems to track performance in real time, scoring quizzes on-the-spot so that teachers can use the results to immediately drive their lessons. The school uses data from specific assessments, which are incorporated into its MTSS framework, to drive instruction. Harlem Link has developed a new protocol for using data for intervention. The school analyzes F&P results alongside other data points to strategize more carefully about intervention, and has formalized Tier 2 interventions. The school is using a variety of exit tickets and interim assessments, and Google Drive to collect data in real-time. The school is continuing to use homegrown interim assessments and has formalized monthly assessment using a running record resource from Teachers College Pathways.

As well, the school is continuing to develop its leadership and coaching. Starting in the 2019-20 school year, the school has created a new role of Director of Literacy, focused on building coherence across the literacy program. As well Harlem Link also formalized an entirely internal coaching team, which includes the Director of literacy, Mathematics Coach, Director of ENL services, Director of Special Education Services, Academic and Behavioral specialists, and Assistant Principals. All teachers will receive coaching from at least one coach, who will be on staff; with an aim of coherence, no external consultants will be used.

Harlem Link will continue to use Professional Learning Communities to develop teacher practice. The six PLC groups will continue to focus on key areas for Harlem Link's program: Leveled Literacy Intervention analysis, Universal Design for Learning, Specially Designed Instruction, mathematics leadership, diversity and social justice and socio-emotional learning/trauma sensitivity. The school is also adding a Close Reading component to upper grades curriculum, starting in grade 2, and renewing its focus on independent reading time.

With the above changes in place, the Harlem Link team is confident that student performance on the 2019-20 state tests will match student ability, leading to the school's achievement of its ELA accountability goals.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

Harlem Link delivers to its scholars a comprehensive, standards-based math curriculum aligned to the school's mission.

Harlem Link teachers implement the TERC and CGI math programs and provide students with skills practice during Morning Meeting and direct skills instruction through assessment-driven, teacher designed instruction. Teachers also implement the Contexts for Learning program, which supplements conceptual gaps in TERC such as measurement of time and money and basic number sense while using the same pedagogical philosophy. As constructivist math programs, TERC and Contexts for Learning foster mathematical thinking. The Common Core's eight Standards for Mathematical Practice, with their focus on student argumentation, communication, and problem solving, are consistent with the school's structured constructivist approach.

Teachers create individualized math stations and lead Guided Math groups to differentiate instruction and meet the needs of all students. This combination of programs ensures students have the number sense and basic number fact recall to wrestle with and master conceptual problems. It also allows students to understand and apply mathematical computation and problem solving to situations that arise in everyday life.

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 5<sup>th</sup> grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018 19 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	67				9	76
4	52				3	55
5	44				2	46
6						
7						
8						
All	163				14	177

### RESULTS AND EVALUATION

Harlem Link fell short of this measure by 24.3 percentage points. 50.7% of scholars enrolled in at least their second year at Harlem Link attained proficiency on the 2018-19 State Mathematics Exam. Third grade scholars performed the highest of all grades with 62.5% of scholars in at least their second year at the school attaining proficiency.

### Performance on 2018 19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	62.7	67	62.5	56
4	34.6	52	37.2	43
5	45.5	44	48.6	37
6				
7				
8				
All	49.1	163	50.7	136

### ADDITIONAL EVIDENCE

Harlem Link scholars are making progress toward attaining this measure, reflecting improvements the school has made to its instructional program. The percentage of scholars enrolled in at least their second year who have attained proficiency has increased by 25.7 percentage points, from 25% to 50.7%, over a five-year period (2014-15 to 2018-19).

### Mathematics Performance by Grade Level and School Year

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of Multiple Language Learners (MLL) status, or absence for at least some part of the exam.

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	37	46	57.1	35	62.5	56
4	27	36	36.8	38	37.2	43
5	16	42	21.6	37	48.6	37
6						
7						
8						
All	27	124	38.2	110	50.7	136

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

Harlem Link met this measure. Harlem Link's Mathematics 2018-19 PI of 136.5 exceeded the state's Mathematics MIP of 107 by 29.5.

Mathematics 2018 19 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
163	21.5	29.4	31.3	17.8

$$\begin{aligned}
 \text{PI} &= 29.4 + 31.3 + 17.8 = 78.5 \\
 & \quad \quad \quad 31.3 + 17.8 = 49.1 \\
 & \quad \quad \quad \quad + (.5)*17.8 = 8.9 \\
 & \quad \quad \quad \quad \quad \text{PI} = 136.5
 \end{aligned}$$

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Comparative Measure

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

### METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

### RESULTS AND EVALUATION

Harlem Link exceeded the performance of CSD 5, the district with the greatest scholar enrollment, by 22 percentage points. Harlem Link fell short of CSD 3, its district of location, by 14.2 percentage points.

Harlem Link 3<sup>rd</sup> graders exceeded their peers in CSD 5 by 29.5 percentage points; Harlem Link 4<sup>th</sup> graders exceeded their peers in CSD 5 by 9.4 percentage points; Harlem Link 5<sup>th</sup> graders exceeded their peers in CSD 5 by 23.1 percentage points.

2018 19 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency					
	Charter School Students In At Least 2nd Year		District of Location - CSD 3		District w/ Greatest Enrollment - CSD 5	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	62.5	56	67.4	1370	33.0	745
4	37.2	43	67.3	1284	27.8	798
5	48.6	37	59.8	1286	25.5	797
6						
7						
8						
All	50.7	136	64.9	3940	28.7	2340

### ADDITIONAL EVIDENCE

Despite Harlem Link's location in CSD 3, the district of residency for most Harlem Link students throughout the charter term has been CSD 5. During the last three academic years, scholars enrolled in at least their second year at Harlem Link have outperformed scholars in CSD 5.

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students								
	2016-17			2017-18			2018-19		
	Charter School	CSD 3	CSD 5	Charter School	CSD 3	CSD 5	Charter School	CSD 3	CSD 5
3	37	62.7	24.7	57.1	66.5	33.1	62.5	67.4	33.0
4	27	63.5	18.3	36.8	66.1	22.4	37.2	67.3	27.8
5	16	56.7	21.0	21.6	58.6	23.0	48.6	59.8	25.5
6									
7									
8									
All	27	61.1	21.4	38.2	63.8	26.2	50.7	64.9	28.7

Harlem Link also compares its performance to P.S. 185 The Locke School of Arts and Engineering. (P.S. 208 Alain L. Locke merged into P.S. 185 in 2018-19). P.S. 185 is a district run public school serving grades Pre-K to 5. Both schools share facility space, serve the same tested grades, and recruit a similar population of students. The key difference between the schools is the educational program implemented. As demonstrated in the chart below, Harlem Link students have outperformed the students in P.S. 185 on the state's mathematics exam in each of the last seven test administrations.

### Mathematics Performance of Charter School and P.S. 185/P.S. 208 Alain L. Locke by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All students in Comparison School(s) Scoring Proficient on the State Exam by Year			
		Harlem Link		P.S. 185/P.S. 208	
		Percent	Number Tested	Percent	Number Tested
2015-16	3-5	29.1	116	16	125
2016-17	3-5	27	124	24	119
2017-18	3-5	38.2	110	30.4	115
2018-19	3-5	50.7	136	18.8	128

#### Goal 2: Comparative Measure

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

**METHOD**

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

**RESULTS AND EVALUATION**

In 2017-18, Harlem Link did not meet this measure. With an effect size of -0.11 on the 2017-18 Mathematics examination, the school fell short of the target effect size of 0.3.

3<sup>rd</sup> grade students had the highest effect size (0.82) and exceeded the target. Overall the school’s 2017-18 ELA comparative performance was slightly higher than expected.

*2017 18 Mathematics Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>93.1</b>	<b>46</b>	<b>56.5</b>	<b>39.6</b>	<b>16.9</b>	<b>0.82</b>
4	<b>84.7</b>	<b>45</b>	<b>37.8</b>	<b>36.5</b>	<b>1.3</b>	<b>0.06</b>
5	<b>88.5</b>	<b>42</b>	<b>19.0</b>	<b>29.0</b>	<b>-9.9</b>	<b>-0.53</b>
6						
7						
8						
All	<b>88.8</b>	<b>133</b>	<b>38.3</b>	<b>35.2</b>	<b>3.2</b>	<b>0.14</b>

**School’s Overall Comparative Performance:**

*Slightly higher than expected*

**ADDITIONAL EVIDENCE**

The school has demonstrated improved performance in its effect size. The school grew from a negative effect (-0.10 in 2014-15, -0.04 in 2015-16, and -0.11 in 2016-17) to a positive one (0.14 in 2017-18).

*Mathematics Comparative Performance by School Year*

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	87.6	137	28.4	29.0	-0.04
2016-17	3-5	92.4	145	26.0	27.8	-0.11
2017-18	3-5	88.8	133	38.3	35.2	0.14

### Goal 2: Growth Measure<sup>7</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

Harlem Link fell did not meet this measure. Harlem Link's unadjusted mean growth percentile in Mathematics was 6 percentile points below the target. Harlem Link's 5<sup>th</sup> grade exceeded the target by 1.4 percentile points.

#### 2017 18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	36.8	50.0
5	51.4	50.0
6		50.0
7		50.0
8		50.0
All	<b>44.0</b>	50.0

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Harlem Link has been within 6 percentile points of the target for the past three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Target
	2015-16	2016-17	2017-18	
4	55	50	36.8	50.0
5	32	41.5	51.4	50.0
6				50.0
7				50.0
8				50.0
All	44	45.5	<b><u>44.0</u></b>	50.0

**Goal 2: Optional Measure**

Each year, 75% of students in Grades 1-5 enrolled for two or more years will score at 75% or higher on the school's year-end math interim assessment, provided by CGI consultants.

**METHOD:**

Harlem Link assesses students in mathematics three times per year in grades K-5 using an interim assessment, which was adapted from the Smith Family and aligned more closely to New York’s Common Core Standards in mathematics. This measure examines the percentage of students who score 75% or above on the year-end interim assessment.

**RESULTS AND EVALUATION:**

Harlem Link fell short of this measure by 34.4 percentage points. 40.6 percent of students enrolled in at least their second year scored at a 75 percent or above.

Fountas & Pinnell Performance by Grade Level

Grade	Number of Students Enrolled Two or More Years	Percent of Students Enrolled Two or More Years Meeting Benchmark
1	46	63.0
2	61	36.1
3	63	42.9
4	45	24.4
5	39	35.9
<b>Total</b>	<b>254</b>	<b>40.6</b>

**ADDITIONAL EVIDENCE:**

This was the first year Harlem Link used this assessment.

**SUMMARY OF THE MATHEMATICS GOAL**

Harlem Link met one measure of its mathematics goal.

Type	Measure	Outcome
------	---------	---------

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Not Yet Available
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Not Yet Available
Optional	Each year, 75% of students in Grades 1-5 enrolled for two or more years will score at 75% or higher on the school's year-end math interim assessment, provided by CGI consultants.	Did not achieve

### ACTION PLAN

The board and leadership at Harlem Link believe that only authentic, rigorous instruction with embedded opportunities for test preparation can produce students who excel academically. Results from the 2018-19 State mathematics exam demonstrate increasingly strong results, which the school will build on in the 2019-20 school year.

Through the charter renewal process in 2017-18, Harlem Link received extensive expert feedback from SUNY CSI and has made several changes to its program, which the school is confident will help develop a more coherent academic program and lead to improved academic outcomes.

As with ELA, the school believes that implementation of Multi-Tiered System of Supports (MTSS), targeted use of more granular data to drive instruction, continued professional learning, and improved student behavioral support and intervention will drive improvements to student outcomes in Mathematics. Harlem Link adopted a math interim assessment, adapted from the Smith Family, in the 2018-19 school year. This assessment highlighted weak areas in the mathematics program, which Harlem Link is now acting to correct.

Assessment data has pointed to gaps in student learning on standards that TERC's constructivist approach is particularly well-suited to address, and the school is seeing that students' conceptual understanding of mathematics has been built over time, with much stronger results with students who have had more years of constructivist math instruction. As a result, the school has recommitted to implementing TERC with more fidelity. Five staff members participated in an online learning course about TERC, and the school is working with TERC to provide more teacher training. The school also promoted a teacher with demonstrated success reaching mathematical achievement goals to the position of Math Coach. This teacher attended Metamorphosis' coaching

institute, which is also grounded in the constructivist approach to mathematics instruction. The school will continue a PLC focused on lesson study and co-planning to develop the toolbox for using this curriculum with a constructivist approach.

Harlem Link will continue initiatives that have demonstrated improvements to student achievement, including the Responsive Classroom program and test prep. The school will also continue using CGI to supplement TERC. CGI builds on students' natural problem-solving strategies to guide them toward mathematical understanding. CGI addresses all of the common core number sense standards, and has been built into the mathematics sequencing to appropriately build conceptual understanding. When using CGI, students will attempt to solve problems without direct instruction from teachers. Instead, the teacher will guide students to understand the different strategies used by others in the class to solve the math problem. The class will collaboratively identify the most efficient strategies with students teaching each other how to use the strategies through modeling and teacher guidance. With a high degree of student engagement, this approach places the onus of learning on the student rather than the teacher. Teachers intentionally select math problems to build students' mathematical understanding.

With the above changes in place, the Harlem Link team is confident that student performance on the 2019-20 state tests will match student ability, leading to the school's achievement of its math accountability goals.

## GOAL 3: SCIENCE

### Goal 3: Science

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

#### BACKGROUND

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

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

#### Goal 3: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> in spring 2019. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

#### RESULTS AND EVALUATION

The school achieved this measure. With 85.0% of students in at least their second year demonstrating proficiency on the 2018-19 State Science Exam, the school exceeded the target by 10 percentage points.

Charter School Performance on 2018 19 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	85.0	40
8		

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

All	85.0	40
-----	------	----

### ADDITIONAL EVIDENCE

Harlem Link has met this measure in each of the past three years.

#### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	88	44	91.7	36	85.0	40
8						
All	88	44	91.7	36	85.0	40

### Goal 3: Comparative Measure

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

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

### RESULTS AND EVALUATION

The school fell short this measure by 4 percentage points.

#### 2018 19 State Science Exam

#### Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	85.0	40	89	1,150
8				

<sup>9</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

All	85.0	40	89	1,150
-----	------	----	----	-------

### ADDITIONAL EVIDENCE

Comparing the results of Harlem Link to the district's within the same year's state science test administration, Harlem Link exceeded the performance of CSD 3 by 2.7 percentage points in 2017-18 and met the performance of CSD 3 in 2016-17.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	88	88.1	91.7	89	85.0	N/A
8						
All	88	88.1	91.7	89	85.0	N/A

### SUMMARY OF THE SCIENCE GOAL

Harlem Link met one measure of the science goal.

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

### ACTION PLAN

Given the strong performance in science, Harlem Link will continue the current program in 2018-19, with no significant changes planned for curriculum or instruction.

## GOAL 4: ESSA

### Goal 4: ESSA

The school will make adequate yearly progress.

#### Goal 4: Absolute Measure

## 2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

Harlem Link has met this measure; the school is in good standing in 2018-19.

### ADDITIONAL EVIDENCE

Harlem Link has been in good standing in each of the past three years.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing



# Entry 4 Expenditures per Child

Last updated: 07/31/2019

## HARLEM LINK CHARTER SCHOOL Section Heading

### Financial Information

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

### 1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:*

*Audit Guide* available within the portal or on the NYSED website at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditures	7903961
Line 2: Year End FTE student enrollment	391
Line 3: Divide Line 1 by Line 2	20210

## 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

### Notes:

**The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:**

**<http://www.p12.nysed.gov/psc/AuditGuide.html>.**

**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	788293
Line 2: Management and General Cost (Column)	265518
Line 3: Sum of Line 1 and Line 2	1053811
Line 5: Divide Line 3 by the Year End FTE student enrollment	2694

**Thank you.**

# **Harlem Link Charter School**

Financial Statements

June 30, 2019 and 2018



## Independent Auditors' Report

**Board of Trustees  
Harlem Link Charter School**

### ***Report on the Financial Statements***

We have audited the accompanying financial statements of Harlem Link Charter School (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

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

### ***Auditors' Responsibility***

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

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

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

PKF O'CONNOR DAVIES, LLP  
500 Mamaroneck Avenue, Harrison, NY 10528 | Tel: 914.381.8900 | Fax: 914.381.8910 | [www.pkfod.com](http://www.pkfod.com)

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Change in Accounting Principle***

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, Harlem Link Charter School adopted new accounting guidance resulting in a change in the manner in which it presents net assets and reports certain aspects of its financial statements. Our opinion is not modified with respect to this matter.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 30, 2019

## Harlem Link Charter School

### Statements of Financial Position

	June 30,	
	<u>2019</u>	<u>2018</u>
<b>ASSETS</b>		
Current Assets		
Cash and cash equivalents	\$ 2,153,262	\$ 1,587,506
Grants and contracts receivable	154,354	507,601
Prepaid expenses and other current assets	<u>22,460</u>	<u>45,277</u>
Total Current Assets	2,330,076	2,140,384
Property and equipment, net	351,921	174,743
Restricted cash	<u>75,267</u>	<u>75,245</u>
	<u>\$ 2,757,264</u>	<u>\$ 2,390,372</u>
<b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities		
Accounts payable and accrued expenses	\$ 162,688	\$ 197,542
Accrued payroll and payroll taxes	472,840	450,816
Refundable advances	<u>-</u>	<u>45,804</u>
Total Liabilities	635,528	694,162
Net assets, without donor restrictions	<u>2,121,736</u>	<u>1,696,210</u>
	<u>\$ 2,757,264</u>	<u>\$ 2,390,372</u>

See notes to financial statements

## Harlem Link Charter School

### Statements of Activities

	Year Ended June 30,			Total
	2019	2018		
	Without Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	
<b>OPERATING REVENUE</b>				
Public School District				
Regular student enrollment	\$ 6,176,198	\$ 5,645,186	\$ -	\$ 5,645,186
Students with disabilities	1,249,570	1,030,339	-	1,030,339
Universal pre-kindergarten	364,403	368,644	-	368,644
Grants and Contracts				
Federal - E-Rate, IDEA, and Titles	342,018	520,162	-	520,162
State and local	27,776	29,563	-	29,563
Total Operating Revenue	<u>8,159,965</u>	<u>7,593,894</u>	<u>-</u>	<u>7,593,894</u>
<b>EXPENSES</b>				
Program Services				
Regular education	5,119,140	5,429,463	-	5,429,463
Special education	1,557,934	1,280,177	-	1,280,177
Total Program Services	6,677,074	6,709,640	-	6,709,640
Supporting Services				
Management and general	1,222,190	954,619	-	954,619
Fundraising	80,517	82,804	-	82,804
Total Expenses	<u>7,979,781</u>	<u>7,747,063</u>	<u>-</u>	<u>7,747,063</u>
Surplus (Deficit) from Operations	<u>180,184</u>	<u>(153,169)</u>	<u>-</u>	<u>(153,169)</u>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	100,000	5,066	-	5,066
Individuals	122,275	60,397	-	60,397
Other income	23,067	439	-	439
Net assets released from restrictions	<u>-</u>	<u>125,000</u>	<u>(125,000)</u>	<u>-</u>
Total Support and Other Revenue	<u>245,342</u>	<u>190,902</u>	<u>(125,000)</u>	<u>65,902</u>
Change in Net Assets	425,526	37,733	(125,000)	(87,267)
<b>NET ASSETS</b>				
Beginning of year	<u>1,696,210</u>	<u>1,658,477</u>	<u>125,000</u>	<u>1,783,477</u>
End of year	<u>\$ 2,121,736</u>	<u>\$ 1,696,210</u>	<u>\$ -</u>	<u>\$ 1,696,210</u>

See notes to financial statements

## Harlem Link Charter School

### Statement of Functional Expenses Year Ended June 30, 2019

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	31	\$ 928,376	\$ 261,850	\$ 1,190,226	\$ 762,754	\$ 64,070	\$ 2,017,050
Instructional personnel	45	2,604,840	815,040	3,419,880			3,419,880
Total Salaries and Staff	<u>76</u>	3,533,216	1,076,890	4,610,106	762,754	64,070	5,436,930
Fringe benefits and payroll taxes		707,661	215,688	923,349	152,772	12,832	1,088,953
Legal services		-	-	-	3,536	-	3,536
Accounting/audit services		-	-	-	29,250	-	29,250
Other purchased/professional/consulting services		172,101	52,455	224,556	40,275	-	264,831
Insurance		36,034	10,983	47,017	7,779	653	55,449
Instructional materials		23,551	6,643	30,194	-	-	30,194
Classroom and office supplies		282,551	86,119	368,670	66,120	-	434,790
Non-capitalized equipment/technology		24,457	7,454	31,911	5,280	444	37,635
Professional development		111,061	33,850	144,911	25,991	-	170,902
Marketing and recruitment		63,267	17,844	81,111	27,038	-	108,149
Telephone and internet		10,969	3,343	14,312	2,368	199	16,879
Staff lunches and team building		52,951	16,139	69,090	11,431	960	81,481
Student meals		1,245	351	1,596	-	-	1,596
Postage, printing, and shipping		14,373	4,054	18,427	6,141	-	24,568
Travel and conference		-	-	-	10,158	-	10,158
Maintenance and repairs		10,762	3,280	14,042	2,521	-	16,563
Depreciation and amortization		74,941	22,841	97,782	16,179	1,359	115,320
Miscellaneous		-	-	-	52,597	-	52,597
<b>Total Expenses</b>		<u>\$ 5,119,140</u>	<u>\$ 1,557,934</u>	<u>\$ 6,677,074</u>	<u>\$ 1,222,190</u>	<u>\$ 80,517</u>	<u>\$ 7,979,781</u>

See notes to financial statements

## Harlem Link Charter School

### Statement of Functional Expenses Year Ended June 30, 2018

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	20	\$ 738,532	\$ 173,236	\$ 911,768	\$ 501,046	\$ 64,385	\$ 1,477,199
Instructional personnel	40	2,686,037	630,058	3,316,095			3,316,095
Total Salaries and Staff	60	3,424,569	803,294	4,227,863	501,046	64,385	4,793,294
Fringe benefits and payroll taxes		698,662	163,884	862,546	102,221	13,135	977,902
Legal services		-	-	-	6,350	-	6,350
Accounting/audit services		-	-	-	25,250	-	25,250
Other purchased/professional/consulting services		609,805	143,041	752,846	100,684	-	853,530
Insurance		35,432	8,311	43,743	5,184	666	49,593
Instructional materials		29,362	8,393	37,755	-	-	37,755
Classroom and office supplies		272,810	63,992	336,802	45,045	-	381,847
Non-capitalized equipment/technology		19,565	4,589	24,154	2,863	368	27,385
Professional development		117,454	27,551	145,005	17,187	2,208	164,400
Marketing and recruitment		86,128	24,622	110,750	36,916	-	147,666
Telephone and internet		10,493	2,461	12,954	1,536	197	14,687
Staff lunches and team building		50,543	11,856	62,399	7,396	950	70,745
Student meals		4,459	1,275	5,734	-	-	5,734
Postage, printing, and shipping		8,681	2,482	11,163	3,721	-	14,884
Travel and conference		-	-	-	5,519	-	5,519
Maintenance and repairs		13,879	3,256	17,135	2,293	-	19,428
Depreciation and amortization		47,621	11,170	58,791	6,968	895	66,654
Miscellaneous		-	-	-	84,440	-	84,440
<b>Total Expenses</b>		<b>\$ 5,429,463</b>	<b>\$ 1,280,177</b>	<b>\$ 6,709,640</b>	<b>\$ 954,619</b>	<b>\$ 82,804</b>	<b>\$ 7,747,063</b>

See notes to financial statements

## Harlem Link Charter School

### Statements of Cash Flows

	Year Ended June 30,	
	2019	2018
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ 425,526	\$ (87,267)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	115,320	66,654
Changes in operating assets and liabilities		
Grants and contracts receivable	353,247	(159,753)
Pledges receivable	-	125,000
Prepaid expenses and other current assets	22,817	(17,985)
Accounts payable and accrued expenses	(34,854)	53,838
Accrued payroll and payroll taxes	22,024	29,257
Refundable advances	(45,804)	30,725
Net Cash from Operating Activities	858,276	40,469
 <b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of property and equipment	(292,498)	(158,923)
Restricted cash	(22)	(23)
Net Cash from Investing Activities	(292,520)	(158,946)
 Net Change in Cash and Cash Equivalents	565,756	(118,477)
 <b>CASH AND CASH EQUIVALENTS</b>		
Beginning of year	1,587,506	1,705,983
 End of year	\$ 2,153,262	\$ 1,587,506

See notes to financial statements

## Harlem Link Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 1. Organization and Tax Status

Harlem Link Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on September 10, 2004 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on September 10, 2004, valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The Board of Regents approved and issued several renewals to the School's charter expiring on July 31, 2023. The School's mission is to provide its students with a solid foundation for academic success. The School provided education to approximately 392 students in kindergarten through fifth grade in the 2018-2019 academic year.

Beginning in July 2015, the School was awarded a contract with the New York City Department of Education to operate a universal pre-kindergarten program. The initial contract commenced July 1, 2015 and was renewed through June 30, 2020. The School provided education to approximately 36 students in the 2018-2019 academic year.

The School shares space with a New York City public school beginning in May 2005. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than security related to the School's programs that take place outside the district's school day. The School was unable to determine a value for the contributed space and related services and did not record any value for the use of donated facilities or services.

The New York City Department of Education provides free lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers a portion of the cost of lunches for children not entitled to the free lunches.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

### 2. Summary of Significant Accounting Policies

#### ***Basis of Presentation and Use of Estimates***

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

## Harlem Link Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 2. Summary of Significant Accounting Policies (*continued*)

#### ***Change in Accounting Principle***

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restrictions and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to (1) the liquidity of financial assets, and (2) expenses both by their natural and functional classification in one location in the financial statements. As a result of implementing this standard, prior year amounts for unrestricted net assets and temporarily restricted net assets were reclassified as net assets without donor restrictions and net assets with donor restrictions, respectively.

#### ***Net Asset Presentation***

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

*Net assets without donor restrictions* - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

*Net assets with donor restrictions* – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2019 and 2018.

#### ***Cash and Cash Equivalents***

Cash and cash equivalents include cash balances held in bank accounts and highly liquid financial instruments with maturities of three months or less at the time of purchase.

#### ***Restricted Cash***

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

## Harlem Link Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 2. Summary of Significant Accounting Policies (*continued*)

#### ***Property and Equipment***

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$2,500 and a useful life in excess of one year. Leasehold improvements are amortized over the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

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

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2019 and 2018.

#### ***Refundable Advances***

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

#### ***Revenue and Support***

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

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

#### ***Marketing and Recruitment***

Marketing and recruitment costs are expensed as incurred. Marketing and recruitment expense for the years ended June 30, 2019 and 2018 was \$108,149 and \$147,666.

## Harlem Link Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 2. Summary of Significant Accounting Policies *(continued)*

#### ***Functional Expense Allocation***

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

#### ***Accounting for Uncertainty in Income Taxes***

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2016.

#### ***Subsequent Events Evaluation by Management***

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 30, 2019.

### 3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year and has not provided an allowance for doubtful accounts.

### 4. Property and Equipment

Property and equipment consisted of the following at June 30:

	2019	2018
Furniture and fixtures	\$ 207,153	\$ 133,771
Computers and equipment	469,635	439,719
Software	25,345	25,345
Leasehold improvements	189,200	-
	<u>891,333</u>	<u>598,835</u>
Accumulated depreciation and amortization	<u>(539,412)</u>	<u>(424,092)</u>
	<u>\$ 351,921</u>	<u>\$ 174,743</u>

## Harlem Link Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30, 2019:

Financial assets at year end:	
Cash and cash equivalents	\$ 2,153,262
Grants and contracts receivable	<u>154,354</u>
	<u>\$ 2,307,616</u>

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use.

### 6. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School is not required to, but at its discretion can match employee contributions. For the years ended June 30, 2019 and 2018, the School did not provide for matching contributions.

### 7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2019 and 2018, approximately \$1,870,000 and \$1,290,000 of cash was maintained with an institution in excess of FDIC limits.

### 8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2019 and 2018, the School received approximately 93% and 92% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

## Harlem Link Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 9. Commitment

The School leases office copiers under non-cancelable operating leases expiring at various times through April 2022. The future minimum lease payments under the copier lease are as follows for years ending June 30:

2020	\$	32,326
2021		30,336
2022		<u>24,596</u>
	\$	<u>87,258</u>

### 10. Contingency

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

\* \* \* \* \*

**Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards**

**Independent Auditors' Report**

**Board of Trustees  
Harlem Link Charter School**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Harlem Link Charter School (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2019.

***Internal Control Over Financial Reporting***

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

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

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

***Compliance and Other Matters***

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

***Purpose of this Report***

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

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 30, 2019

**Harlem Link Charter School**

Schedule of Findings and Responses  
Year Ended June 30, 2019

**Section I – Financial Statement Findings**

During our audit, we noted no material findings for the year ended June 30, 2019.

**Section II – Compliance Findings**

During our audit, we noted no material findings for the year ended June 30, 2019.

**Section III – Status of Prior Year Findings**

**2018-001 - Credit Card Transactions**

***Condition***

A substantial portion of charges were missing approvals and instances where sales tax was paid to vendors.

***Current Year Status***

This condition was corrected in fiscal 2019.

**2018-002 - Maintenance of Student Records**

***Condition***

Various exceptions were noted during our test of 40 student files.

***Current Year Status***

This condition was corrected in fiscal 2019.

## **Harlem Link Charter School**

Independent Auditors' Report on Communication of  
Internal Control Matters Identified in the Audit

June 30, 2019

**The Board of Trustees**  
**Harlem Link Charter School**

In planning and performing our audit of the financial statements of Harlem Link Charter School (the "School") as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. Therefore, there can be no assurance that all such deficiencies have been identified.

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

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, audit committee, board of Trustees, The Charter School Institute of the State University of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

*PKF O'Connor Davies, LLP*

October 30, 2019



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

<b>Charter School Name:</b>	Harlem Link Charter School
<b>Audit Period:</b>	2018-19
<b>Prior Period:</b>	2017-18
<b>Report Due Date:</b>	Friday, November 01, 2019
<b>Date Submitted:</b>	Tuesday, October 29, 2019
<b>School Fiscal Contact Name:</b>	Doug Anderson
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	PKF O'Connor Davies, LLP
<b>School Audit Contact Name:</b>	Gus Saliba
<b>School Audit Contact Email:</b>	[REDACTED]
<b>School Audit Contact Phone:</b>	[REDACTED]

**Please submit the Annual Financial Statement and other associated documents  
to BOTH  
SUNY Charter Schools Institute  
AND  
New York State Education Department**

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/home.aspx>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included.

Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	[REDACTED]
5) Management Letter Response	[REDACTED]
6) Form 990; or Extension Form 8868	[REDACTED]
7) Federal Single Audit Uniform Guidelines in 2 CFR Part 200	[REDACTED]

7) Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

**NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:**

Online Portal: <https://nysed-cso-reports.myreviewroom.com/>

**Required Items:**

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included);
- 2) Audited Financial Report;

**And, if applicable:**

- 3) Management Letter and Response;
- 4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

**HARLEM LINK CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2019**

<u>ASSETS</u>	<u>2018-19</u>	<u>2017-18</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 2,153,262	\$ 1,587,506
Grants and contracts receivable	154,354	507,601
Accounts receivables	-	-
Prepaid expenses	22,460	45,277
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>2,330,076</b>	<b>2,140,384</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>427,188</b>	<b>249,988</b>
<b><u>OTHER ASSETS</u></b>	<b>-</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b><u>2,757,264</u></b>	<b><u>2,390,372</u></b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 162,688	\$ 197,542
Accrued payroll and benefits	472,840	450,816
Deferred Revenue	-	45,804
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT</b>	<b>635,528</b>	<b>694,162</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
<b>LIABILITIES</b>	<b>-</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b><u>635,528</u></b>	<b><u>694,162</u></b>
<b><u>NET ASSETS</u></b>		
Unrestricted	2,121,736	1,696,210
Temporarily restricted	-	-
<b>TOTAL NET ASSETS</b>	<b><u>2,121,736</u></b>	<b><u>1,696,210</u></b>

**TOTAL LIABILITIES AND  
NET ASSETS**

**2,757,264**

**2,390,372**

CK - Should be zero

-

-

**HARLEM LINK CHARTER SCHOOL**

**Statement of Activities**

**as of June 30, 2019**

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 6,176,198	\$ -	\$ 6,176,198	\$ 5,645,186
Students with disabilities	1,249,570	-	1,249,570	1,030,339
Grants and Contracts				
State and local	27,776	-	27,776	29,563
Federal - Title and IDEA	342,018	-	342,018	520,162
Federal - Other	-	-	-	-
Other	364,403	-	364,403	368,644
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	8,159,965	-	8,159,965	7,593,894
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 5,119,140	\$ -	\$ 5,119,140	\$ 5,429,463
Special Education	1,557,934	-	1,557,934	1,280,177
Other Programs	-	-	-	-
Total Program Services	6,677,074	-	6,677,074	6,709,640
Management and general	1,222,190	-	1,222,190	954,619
Fundraising	80,517	-	80,517	82,804
<b>TOTAL OPERATING EXPENSES</b>	7,979,781	-	7,979,781	7,747,063
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	180,184	-	180,184	(153,169)
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 100,000	\$ -	\$ 100,000	\$ 5,066
Individuals	122,275	-	122,275	60,397
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	23,067	-	23,067	439
Net assets released from restriction	-	-	-	125,000
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	245,342	-	245,342	190,902

<b>CHANGE IN NET ASSETS</b>	425,526	-	425,526	37,733
NET ASSETS BEGINNING OF YEAR	1,696,210	-	1,696,210	1,658,477
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<u>\$ 2,121,736</u>	<u>\$ -</u>	<u>\$ 2,121,736</u>	<u>\$ 1,696,210</u>

**HARLEM LINK CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2019**

	<b>2018-19</b>	<b>2017-18</b>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 425,526	\$ (87,267)
Revenues from School Districts	-	-
Accounts Receivable	-	125,000
Due from School Districts	-	-
Depreciation	115,320	66,654
Grants Receivable	353,247	(159,753)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	22,817	(17,985)
Accounts Payable	(34,854)	53,838
Accrued Expenses	-	-
Accrued Liabilities	22,024	29,257
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(45,804)	30,725
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 858,276</b>	<b>\$ 40,469</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(292,498)	(158,923)
Other	(22)	(23)
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (292,520)</b>	<b>\$ (158,946)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 565,756</b>	<b>\$ (118,477)</b>
Cash at beginning of year	1,587,506	1,705,983
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 2,153,262</b>	<b>\$ 1,587,506</b>

**HARLEM LINK CHARTER SCHOOL**

**Statement of Functional Expenses  
as of June 30, 2019**

		2018-19						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	31.00	928,376	261,850	-	1,190,226	64,070	762,754	826,824
Instructional Personnel	45.00	2,604,840	815,040	-	3,419,880	-	-	-
Non-Instructional Personnel	-	-	-	-	-	-	-	-
Total Salaries and Staff	76.00	3,533,216	1,076,890	-	4,610,106	64,070	762,754	826,824
Fringe Benefits & Payroll Taxes		707,661	215,688	-	923,349	12,832	152,772	165,604
Retirement		-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	3,536	3,536
Accounting / Audit Services		-	-	-	-	-	29,250	29,250
Other Purchased / Professional / Consulting Services		172,101	52,455	-	224,556	-	40,275	40,275
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-
Repairs & Maintenance		10,762	3,280	-	14,042	-	2,521	2,521
Insurance		36,034	10,983	-	47,017	653	7,779	8,432
Utilities		-	-	-	-	-	-	-
Supplies / Materials		306,102	92,762	-	398,864	-	66,120	66,120
Equipment / Furnishings		24,457	7,454	-	31,911	444	5,280	5,724
Staff Development		164,012	49,989	-	214,001	960	37,422	38,382
Marketing / Recruitment		63,267	17,844	-	81,111	-	27,038	27,038
Technology		10,969	3,343	-	14,312	199	2,368	2,567
Food Service		1,245	351	-	1,596	-	-	-
Student Services		-	-	-	-	-	-	-
Office Expense		14,373	4,054	-	18,427	-	16,299	16,299
Depreciation		74,941	22,841	-	97,782	1,359	16,179	17,538
OTHER		-	-	-	-	-	52,597	52,597
Total Expenses		\$ 5,119,140	\$ 1,557,934	\$ -	\$ 6,677,074	\$ 80,517	\$ 1,222,190	\$ 1,302,707

		<b>2017-18</b>
<b>Total</b>		
\$		\$
2,017,050		1,477,199
3,419,880		3,316,095
-		-
5,436,930		4,793,294
1,088,953		977,902
-		-
-		-
3,536		6,350
29,250		25,250
264,831		853,530
-		-
16,563		19,428
55,449		49,593
-		-
464,984		419,602
37,635		27,385
252,383		235,145
108,149		147,666
16,879		14,687
1,596		5,734
-		-
34,726		20,403
115,320		66,654
<u>52,597</u>		<u>84,440</u>
<b>\$ 7,979,781</b>		<b>\$ 7,747,063</b>



**GENERAL INSTRUCTIONS FOR  
ANNUAL BUDGET/QUARTERLY REPORT**

**TEMPLATE TABS**

**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

**2- BLUE tabs require input of information**

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >" <b>Prior Year</b> " column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >" <b>Prior Year</b> " column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >" <b>Prior Year</b> " column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.

<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

**CELL COLORS & GUIDANCE COMMENTS**

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



**ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

**Harlem Link Charter School**

**SCHOOL**

<b>Name:</b>	Harlem Link Charter School
--------------	----------------------------

**CONTACT INFORMATION**

<b>Contact Name:</b>	Doug Anderson
<b>Contact Title:</b>	Director of Finance
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

**REPORT PERIOD**

<b>Current Academic Year:</b>	2019-20
<b>Prior Academic Year:</b>	2018-19

**HARLEM LINK CHARTER SCHOOL  
2019-20**

**ENROLLMENT BY GRADES**

<b>GRADES</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>INITIAL BUDGETED ENROLLMENT</b>	84	78	70	75	80	48		
<b>TOTAL ENROLLMENT = 435</b>								

**ENROLLMENT BY DISTRICT**

	<b>PRIOR YEAR</b>	<b>ANNUAL BUDGET</b>						
	<b>ACTUAL</b>	<b>TOTAL DISTRICTS/ENROLLMENT BY QUARTER</b>						
		<b>QUARTER 1</b>		<b>QUARTER 2</b>		<b>QUARTER 3</b>		<b>QUAR</b>
		Original	<i>Revised</i>	Original	<i>Revised</i>	Original	<i>Revised</i>	Original
<b>NUMBER OF SCHOOL DISTRICTS ENROLLED:</b>	1	1	0	1	0	1	0	1
<b>NUMBER OF STUDENTS ENROLLED:</b>	391	435	0	435	0	435	0	435

*\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns affected quarter(s) must be completed on tabs 2, 3 and 4.*

	<b>PRIOR YEAR</b>	<b>ANNUAL BUDGET</b>						
	<b>2018-19</b>	<b>QUARTER 1</b>		<b>QUARTER 2</b>		<b>QUARTER 3</b>		<b>QUAR</b>
		Original Budgeted Enrollment	<i>Revised Budgeted Enrollment</i>	Original Budgeted Enrollment	<i>Revised Budgeted Enrollment</i>	Original Budgeted Enrollment	<i>Revised Budgeted Enrollment</i>	Original Budgeted Enrollment
<b>PRIMARY/OTHER</b>	<b>DISTRICT NAME(S)</b>	435		435		435		435
PRIMARY District	NYC CHANCELLOR'S OFFICE							
SECONDARY District	(Select from drop-down list) →							







**HARLEM LINK CHARTER SCHOOL  
2019-20**

**STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")**

**\*NOTE:** Enter the number of FTE positions in the "blue" cells.

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK.

**\*NOTE:** Each quarter, the actual FTE should be reported.

ADMINISTRATIVE PERSONNEL FTE	
PRIOR YEAR	
2018-19	
ACTUAL	
Executive Management	1.0
Instructional Management	4.0
Deans, Directors & Coordinators	12.0
CFO / Director of Finance	1.0
Operation / Business Manager	1.0
Administrative Staff	1.0
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>20.0</b>

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
1.0		1.0		1.0		1.0	
7.0		7.0		7.0		7.0	
2.0		2.0		2.0		2.0	
1.0		1.0		1.0		1.0	
7.0		7.0		7.0		7.0	
4.0		4.0		4.0		4.0	
<b>22.0</b>	<b>0.0</b>	<b>22.0</b>	<b>0.0</b>	<b>22.0</b>	<b>0.0</b>	<b>22.0</b>	<b>0.0</b>

ACTUAL QUARTERLY FTE		
Q1	Q2	Q3
Actual	Actual	Actual
<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

INSTRUCTIONAL PERSONNEL FTE	
PRIOR YEAR	
2018-19	
ACTUAL	
Teachers - Regular	33.0
Teachers - SPED	4.0
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	4.0
Aides	12.0
Therapists & Counselors	2.0
Other	
<b>TOTAL INSTRUCTIONAL</b>	<b>43.0</b>

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
40.0		40.0		40.0		40.0	
4.0		4.0		4.0		4.0	
4.0							
12.0		12.0		12.0		12.0	
2.0		2.0		2.0		2.0	
<b>58.0</b>	<b>0.0</b>	<b>58.0</b>	<b>0.0</b>	<b>58.0</b>	<b>0.0</b>	<b>58.0</b>	<b>0.0</b>

ACTUAL QUARTERLY FTE		
Q1	Q2	Q3
Actual	Actual	Actual
<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

NON-INSTRUCTIONAL PERSONNEL FTE	
PRIOR YEAR	
2018-19	
ACTUAL	
Nurse	
Librarian	
Custodian	
Security	
Other	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>0.0</b>

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

ACTUAL QUARTERLY FTE		
Q1	Q2	Q3
Actual	Actual	Actual
<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>TOTAL PERSONNEL SERVICE FTE</b>	<b>63.0</b>
------------------------------------	-------------

<b>80.0</b>	<b>0.0</b>	<b>80.0</b>	<b>0.0</b>	<b>80.0</b>	<b>0.0</b>	<b>80.0</b>	<b>0.0</b>
-------------	------------	-------------	------------	-------------	------------	-------------	------------

<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
------------	------------	------------

**ARLEM LINK CHARTER SCHO  
2019-20**

**PLAN - FULL TIME EQUIVALI**

**\*NOTE:** Enter the number of FTE positions in the "blue" cells. *Id be input.*

**\*NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE		Description of Assumptions
	<b>Q4</b>	
	<b>Actual</b>	
Executive Management		
Instructional Management		
Deans, Directors & Coordinators		
CFO / Director of Finance		
Operation / Business Manager		
Administrative Staff		
<b>TOTAL ADMINISTRATIVE STAFF</b>	0.0	

INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions
	<b>Q4</b>	
	<b>Actual</b>	
Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		
Aides		
Therapists & Counselors		
Other		
<b>TOTAL INSTRUCTIONAL</b>	0.0	

NON-INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions
	<b>Q4</b>	
	<b>Actual</b>	
Nurse		
Librarian		
Custodian		
Security		
Other		
<b>TOTAL NON-INSTRUCTIONAL</b>	0.0	

<b>TOTAL PERSONNEL SERVICE FTE</b>	0.0	
------------------------------------	-----	--



<b>HARLEM LINK CHARTER SCHOOL</b>								
<b>Budget / Operating Plan</b>								
<b>2019-20</b>								
<b>Total Revenue</b>	-	2,220,690	-	-	2,220,690	-	-	2,220,690
<b>Total Expenses</b>	-	2,168,259	-	-	2,168,260	-	-	2,168,260
<b>Net Income</b>	-	52,430	-	-	52,430	-	-	52,430
<b>Actual Student Enrollment</b>	391	435	-	-	435	-	-	435
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
	<b>2018-19</b>	<b>Original</b>	<b>Revised</b>		<b>Original</b>	<b>Revised</b>		<b>Original</b>
	<b>Revenue Per</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>
	<b>Pupil</b>							
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other				-			-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	78,000	-	-	78,000	-	-	78,000
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations				-			-	
Fundraising		43,250		-	43,250		-	43,250
Erate Reimbursement		11,250		-	11,250		-	11,250
Earnings on Investments				-			-	
Interest Income		250		-	250		-	250
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER		91,351		-	91,351		-	91,351
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	146,101	-	-	146,101	-	-	146,101
<b>TOTAL REVENUE</b>	-	<b>2,220,690</b>	-	-	<b>2,220,690</b>	-	-	<b>2,220,690</b>

**HARLEM LINK CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2019-20**

<b>Total Revenue</b>	-	2,220,690	-	-	2,220,690	-	-	2,220,690
<b>Total Expenses</b>	-	2,168,259	-	-	2,168,260	-	-	2,168,260
<b>Net Income</b>	-	52,430	-	-	52,430	-	-	52,430
<b>Actual Student Enrollment</b>	391	435	-	-	435	-	-	435
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
	<b>2018-19</b>	<b>Original</b>	<b>Revised</b>		<b>Original</b>	<b>Revised</b>		<b>Original</b>
	<b>Revenue Per</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>
	<b>Pupil</b>							

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Avg. No.  
of Positions

Executive Management	1.00	52,116		-	52,116		-	52,116
Instructional Management	7.00	165,165		-	165,165		-	165,165
Deans, Directors & Coordinators	2.00	210,443		-	210,443		-	210,443
CFO / Director of Finance	1.00	25,931		-	25,931		-	25,931
Operation / Business Manager	7.00	26,500		-	26,500		-	26,500
Administrative Staff	4.00	79,558		-	79,558		-	79,558
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>22.00</b>	<b>559,712</b>	<b>-</b>	<b>-</b>	<b>559,713</b>	<b>-</b>	<b>-</b>	<b>559,713</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	40.00	741,214		-	741,214		-	741,214
Teachers - SPED	4.00	112,590		-	112,590		-	112,590
Substitute Teachers	-			-			-	
Teaching Assistants	-			-			-	
Specialty Teachers	-	84,442		-	84,442		-	84,442
Aides	12.00			-			-	
Therapists & Counselors	2.00	47,169		-	47,169		-	47,169
Other	-			-			-	
<b>TOTAL INSTRUCTIONAL</b>	<b>58.00</b>	<b>985,414</b>	<b>-</b>	<b>-</b>	<b>985,414</b>	<b>-</b>	<b>-</b>	<b>985,414</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-			-			-	
Librarian	-			-			-	
Custodian	-			-			-	
Security	-			-			-	
Other	-			-			-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>							

**SUBTOTAL PERSONNEL SERVICE COSTS**

	80.00	-	1,545,127	-	-	1,545,127	-	-	1,545,127
--	-------	---	-----------	---	---	-----------	---	---	-----------

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		134,110		-	134,110		-	134,110
Fringe / Employee Benefits		212,688		-	212,688		-	212,688

		HARLEM LINK CHARTER SCHOOL Budget / Operating Plan 2019-20							
		-	2,220,690	-	-	2,220,690	-	-	2,220,690
		-	2,168,259	-	-	2,168,260	-	-	2,168,260
		-	52,430	-	-	52,430	-	-	52,430
		391	435	-	-	435	-	-	435
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Retirement / Pension					-			-	
TOTAL PAYROLL TAXES AND BENEFITS		-	346,798	-	-	346,798	-	-	346,798
<b>TOTAL PERSONNEL SERVICE COSTS</b>	80.00	-	1,891,924	-	-	1,891,925	-	-	1,891,925
<b>CONTRACTED SERVICES</b>									
Accounting / Audit			12,250		-	12,250		-	12,250
Legal					-			-	
Management Company Fee					-			-	
Nurse Services					-			-	
Food Service / School Lunch					-			-	
Payroll Services					-			-	
Special Ed Services					-			-	
Titlement Services (i.e. Title I)					-			-	
Other Purchased / Professional / Consulting			10,500		-	10,500		-	10,500
<b>TOTAL CONTRACTED SERVICES</b>		-	22,750	-	-	22,750	-	-	22,750

**HARLEM LINK CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2019-20**

	-	2,220,690	-	-	2,220,690	-	-	2,220,690
<b>Total Revenue</b>	-	2,220,690	-	-	2,220,690	-	-	2,220,690
<b>Total Expenses</b>	-	2,168,259	-	-	2,168,260	-	-	2,168,260
<b>Net Income</b>	-	52,430	-	-	52,430	-	-	52,430
<b>Actual Student Enrollment</b>	391	435	-	-	435	-	-	435
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
<b>SCHOOL OPERATIONS</b>								
Board Expenses				-			-	
Classroom / Teaching Supplies & Materials		36,500		-	36,500		-	36,500
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks		5,000		-	5,000		-	5,000
Supplies & Materials other				-			-	
Equipment / Furniture		7,750		-	7,750		-	7,750
Telephone		4,500		-	4,500		-	4,500
Technology		27,500		-	27,500		-	27,500
Student Testing & Assessment		3,000		-	3,000		-	3,000
Field Trips				-			-	
Transportation (student)				-			-	
Student Services - other		51,250		-	51,250		-	51,250
Office Expense		45,960		-	45,960		-	45,960
Staff Development		25,000		-	25,000		-	25,000
Staff Recruitment		5,000		-	5,000		-	5,000
Student Recruitment / Marketing		12,500		-	12,500		-	12,500
School Meals / Lunch				-			-	
Travel (Staff)		2,500		-	2,500		-	2,500
Fundraising				-			-	
Other		6,000		-	6,000		-	6,000
<b>TOTAL SCHOOL OPERATIONS</b>	-	232,460	-	-	232,460	-	-	232,460
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance		14,875		-	14,875		-	14,875
Janitorial				-			-	
Building and Land Rent / Lease / Facility Finance Interest		900.00		-	900		-	900
Repairs & Maintenance		5,350		-	5,350		-	5,350
Equipment / Furniture				-			-	
Security				-			-	
Utilities				-			-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	21,125	-	-	21,125	-	-	21,125
<b>DEPRECIATION &amp; AMORTIZATION</b>								
<b>RESERVES / CONTINGENCY</b>								
<b>DEFERRED RENT</b>								

		HARLEM LINK CHARTER SCHOOL Budget / Operating Plan 2019-20							
Total Revenue	-	2,220,690	-	-	2,220,690	-	-	2,220,690	
Total Expenses	-	2,168,259	-	-	2,168,260	-	-	2,168,260	
Net Income	-	52,430	-	-	52,430	-	-	52,430	
Actual Student Enrollment	391	435	-	-	435	-	-	435	
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C	
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	
TOTAL EXPENSES	-	<u>2,168,259</u>	-	-	<u>2,168,260</u>	-	-	<u>2,168,260</u>	
NET INCOME	-	<u>52,430</u>	-	-	<u>52,430</u>	-	-	<u>52,430</u>	

HARLEM LINK CHARTER SCHOOL Budget / Operating Plan 2019-20								
Total Revenue	-	2,220,690	-	-	2,220,690	-	-	2,220,690
Total Expenses	-	2,168,259	-	-	2,168,260	-	-	2,168,260
Net Income	-	52,430	-	-	52,430	-	-	52,430
Actual Student Enrollment	391	435	-	-	435	-	-	435
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>								
Number of Districts:	1	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	391	435	-	-	435	-	-	435
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>391</b>	<b>435</b>	-	-	<b>435</b>	-	-	<b>435</b>
<b>REVENUE PER PUPIL</b>	-	<b>5,105</b>	-	-	<b>5,105</b>	-	-	<b>5,105</b>
<b>EXPENSES PER PUPIL</b>	-	<b>4,985</b>	-	-	<b>4,985</b>	-	-	<b>4,985</b>



<b>Total Revenue</b>	-	-	<b>2,220,690</b>	-	-
<b>Total Expenses</b>	-	-	<b>2,168,260</b>	-	-
<b>Net Income</b>	-	-	<b>52,430</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>435</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		=			=
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	78,000	-	-
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations		-			-
Fundraising		-	43,250		-
Erate Reimbursement		-	11,250		-
Earnings on Investments		-			-
Interest Income		-	250		-
Food Service (Income from meals)		-			-
Text Book		-			-
OTHER		=	91,351		=
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	146,101	-	-
<b>TOTAL REVENUE</b>	-	-	<b>2,220,690</b>	-	-

<b>Total Revenue</b>		-	-	<b>2,220,690</b>	-
<b>Total Expenses</b>		-	-	<b>2,168,260</b>	-
<b>Net Income</b>		-	-	<b>52,430</b>	-
<b>Actual Student Enrollment</b>		-	-	<b>435</b>	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>	
		<b>Revised</b>		<b>Original</b>	<b>Revised</b>
		<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>
					<b>Variance</b>
<b>EXPENSES</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions			
Executive Management	1.00		-	52,116	-
Instructional Management	7.00		-	165,165	-
Deans, Directors & Coordinators	2.00		-	210,443	-
CFO / Director of Finance	1.00		-	25,931	-
Operation / Business Manager	7.00		-	26,500	-
Administrative Staff	4.00		-	79,558	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>22.00</b>	-	-	<b>559,713</b>	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	40.00		-	741,214	-
Teachers - SPED	4.00		-	112,590	-
Substitute Teachers	-		-		-
Teaching Assistants	-		-		-
Specialty Teachers	-		-	84,442	-
Aides	12.00		-		-
Therapists & Counselors	2.00		-	47,169	-
Other	-		-		-
<b>TOTAL INSTRUCTIONAL</b>	<b>58.00</b>	-	-	<b>985,414</b>	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	-		-		-
Librarian	-		-		-
Custodian	-		-		-
Security	-		-		-
Other	-		-		-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	-	-	<b>-</b>	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>					
	80.00	-	-	1,545,127	-
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes			-	134,110	-
Fringe / Employee Benefits			-	212,688	-

<b>Total Revenue</b>		-	-	<b>2,220,690</b>	-	-
<b>Total Expenses</b>		-	-	<b>2,168,260</b>	-	-
<b>Net Income</b>		-	-	<b>52,430</b>	-	-
<b>Actual Student Enrollment</b>		-	-	<b>435</b>	-	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
Retirement / Pension			-			-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	346,798	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>						
	80.00	-	-	1,891,925	-	-
<b>CONTRACTED SERVICES</b>						
Accounting / Audit			-	12,250		-
Legal			-			-
Management Company Fee			-			-
Nurse Services			-			-
Food Service / School Lunch			-			-
Payroll Services			-			-
Special Ed Services			-			-
Titlement Services (i.e. Title I)			-			-
Other Purchased / Professional / Consulting			-	<u>10,500</u>		-
<b>TOTAL CONTRACTED SERVICES</b>		-	-	<b>22,750</b>	-	-

<b>Total Revenue</b>	-	-	<b>2,220,690</b>	-	-
<b>Total Expenses</b>	-	-	<b>2,168,260</b>	-	-
<b>Net Income</b>	-	-	<b>52,430</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>435</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>					
Board Expenses		-			-
Classroom / Teaching Supplies & Materials		-	36,500		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-	5,000		-
Supplies & Materials other		-			-
Equipment / Furniture		-	7,750		-
Telephone		-	4,500		-
Technology		-	27,500		-
Student Testing & Assessment		-	3,000		-
Field Trips		-			-
Transportation (student)		-			-
Student Services - other		-	51,250		-
Office Expense		-	45,960		-
Staff Development		-	25,000		-
Staff Recruitment		-	5,000		-
Student Recruitment / Marketing		-	12,500		-
School Meals / Lunch		-			-
Travel (Staff)		-	2,500		-
Fundraising		-			-
Other		-	6,000		-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	<b>232,460</b>	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance		-	14,875		-
Janitorial		-			-
Building and Land Rent / Lease / Facility Finance Interest		-	900		-
Repairs & Maintenance		-	5,350		-
Equipment / Furniture		-			-
Security		-			-
Utilities		-			-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	<b>21,125</b>	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-			-
<b>RESERVES / CONTINGENCY</b>		-			-
<b>DEFERRED RENT</b>		-			-

<b>Total Revenue</b>	-	-	<b>2,220,690</b>	-	-
<b>Total Expenses</b>	-	-	<b>2,168,260</b>	-	-
<b>Net Income</b>	-	-	<b>52,430</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>435</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>TOTAL EXPENSES</b>	-	-	<u><b>2,168,260</b></u>	-	-
<b>NET INCOME</b>	-	-	<u><b>52,430</b></u>	-	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
	<b>Total Revenue</b>	-	-	2,220,690	-
<b>Total Expenses</b>	-	-	2,168,260	-	-
<b>Net Income</b>	-	-	52,430	-	-
<b>Actual Student Enrollment</b>	-	-	435	-	-
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
<b>Number of Districts:</b>	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	435	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	-	<b>435</b>	-	-
<b>REVENUE PER PUPIL</b>	-	-	<b>5,105</b>	-	-
<b>EXPENSES PER PUPIL</b>	-	-	<b>4,985</b>	-	-



		<b>HARLEM LINK CHARTER SCHOOL</b>					<b>DESCRIPTION OF ASSUMPTIONS</b>
		<b>Budget / Operating Plan</b>			<b>2019-20</b>		
		<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>	
		<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>	
<b>Total Revenue</b>		<b>8,882,758</b>	<b>8,882,758</b>	<b>-</b>	<b>8,882,758</b>	<b>8,882,758</b>	
<b>Total Expenses</b>		<b>8,673,038</b>	<b>8,673,038</b>	<b>-</b>	<b>(8,673,038)</b>	<b>(8,673,038)</b>	
<b>Net Income</b>		<b>209,720</b>	<b>209,720</b>	<b>-</b>	<b>209,720</b>	<b>209,720</b>	
<b>Actual Student Enrollment</b>							
		<b>Total Year</b>			<b>VARIANCE</b>		
		<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>	
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>312,000</b>	<b>312,000</b>	<b>-</b>	<b>312,000</b>	<b>312,000</b>	
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations		-	-	-	-	-	
Fundraising		173,000	173,000	-	173,000	173,000	
Erate Reimbursement		45,000	45,000	-	45,000	45,000	
Earnings on Investments		-	-	-	-	-	
Interest Income		1,000	1,000	-	1,000	1,000	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		<u>365,403</u>	<u>365,403</u>	<u>-</u>	<u>365,403</u>	<u>365,403</u>	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>584,403</b>	<b>584,403</b>	<b>-</b>	<b>584,403</b>	<b>584,403</b>	
<b>TOTAL REVENUE</b>		<b>8,882,758</b>	<b>8,882,758</b>	<b>-</b>	<b>8,882,758</b>	<b>8,882,758</b>	

		HARLEM LINK CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2019-20		
		8,882,758	8,882,758	-	8,882,758	8,882,758	
		8,673,038	8,673,038	-	(8,673,038)	(8,673,038)	
		209,720	209,720	-	209,720	209,720	
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>Total Revenue</b>		8,882,758	8,882,758	-	8,882,758	8,882,758	
<b>Total Expenses</b>		8,673,038	8,673,038	-	(8,673,038)	(8,673,038)	
<b>Net Income</b>		209,720	209,720	-	209,720	209,720	
<b>Actual Student Enrollment</b>							
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	Avg. No. of Positions						
Executive Management	1.00	208,464	208,464	-	(208,464)	(208,464)	
Instructional Management	7.00	660,658	660,658	-	(660,658)	(660,658)	
Deans, Directors & Coordinators	2.00	841,772	841,772	-	(841,772)	(841,772)	
CFO / Director of Finance	1.00	103,725	103,725	-	(103,725)	(103,725)	
Operation / Business Manager	7.00	106,000	106,000	-	(106,000)	(106,000)	
Administrative Staff	4.00	318,232	318,232	-	(318,232)	(318,232)	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>22.00</b>	<b>2,238,850</b>	<b>2,238,850</b>	<b>-</b>	<b>(2,238,850)</b>	<b>(2,238,850)</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	40.00	2,964,856	2,964,856	-	(2,964,856)	(2,964,856)	
Teachers - SPED	4.00	450,358	450,358	-	(450,358)	(450,358)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	337,768	337,768	-	(337,768)	(337,768)	
Aides	12.00	-	-	-	-	-	
Therapists & Counselors	2.00	188,675	188,675	-	(188,675)	(188,675)	
Other	-	-	-	-	-	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>58.00</b>	<b>3,941,657</b>	<b>3,941,657</b>	<b>-</b>	<b>(3,941,657)</b>	<b>(3,941,657)</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		<b>80.00</b>	<b>6,180,508</b>	<b>6,180,508</b>	<b>-</b>	<b>(6,180,508)</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		536,441	536,441	-	(536,441)	(536,441)	
Fringe / Employee Benefits		850,750	850,750	-	(850,750)	(850,750)	

		HARLEM LINK CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2019-20		
<b>Total Revenue</b>		8,882,758	8,882,758	-	8,882,758	8,882,758	
<b>Total Expenses</b>		8,673,038	8,673,038	-	(8,673,038)	(8,673,038)	
<b>Net Income</b>		209,720	209,720	-	209,720	209,720	
<b>Actual Student Enrollment</b>							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		1,387,191	1,387,191	-	(1,387,191)	(1,387,191)	
<b>TOTAL PERSONNEL SERVICE COSTS</b>		7,567,698	7,567,698	-	(7,567,698)	(7,567,698)	80.00
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		49,000	49,000	-	(49,000)	(49,000)	
Legal		-	-	-	-	-	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		42,000	42,000	-	(42,000)	(42,000)	
<b>TOTAL CONTRACTED SERVICES</b>		91,000	91,000	-	(91,000)	(91,000)	

		<b>HARLEM LINK CHARTER SCHOOL</b>					<b>DESCRIPTION OF ASSUMPTIONS</b>
		<b>Budget / Operating Plan</b>					
		<b>2019-20</b>					
		<b>8,882,758</b>	<b>8,882,758</b>	<b>-</b>	<b>8,882,758</b>	<b>8,882,758</b>	
<b>Total Revenue</b>		<b>8,882,758</b>	<b>8,882,758</b>	<b>-</b>	<b>8,882,758</b>	<b>8,882,758</b>	
<b>Total Expenses</b>		<b>8,673,038</b>	<b>8,673,038</b>	<b>-</b>	<b>(8,673,038)</b>	<b>(8,673,038)</b>	
<b>Net Income</b>		<b>209,720</b>	<b>209,720</b>	<b>-</b>	<b>209,720</b>	<b>209,720</b>	
<b>Actual Student Enrollment</b>							
		<b>Total Year</b>			<b>VARIANCE</b>		
		<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>	
<b>SCHOOL OPERATIONS</b>							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		146,000	146,000	-	(146,000)	(146,000)	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		20,000	20,000	-	(20,000)	(20,000)	
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		31,000	31,000	-	(31,000)	(31,000)	
Telephone		18,000	18,000	-	(18,000)	(18,000)	
Technology		110,000	110,000	-	(110,000)	(110,000)	
Student Testing & Assessment		12,000	12,000	-	(12,000)	(12,000)	
Field Trips		-	-	-	-	-	
Transportation (student)		-	-	-	-	-	
Student Services - other		205,000	205,000	-	(205,000)	(205,000)	
Office Expense		183,840	183,840	-	(183,840)	(183,840)	
Staff Development		100,000	100,000	-	(100,000)	(100,000)	
Staff Recruitment		20,000	20,000	-	(20,000)	(20,000)	
Student Recruitment / Marketing		50,000	50,000	-	(50,000)	(50,000)	
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		10,000	10,000	-	(10,000)	(10,000)	
Fundraising		-	-	-	-	-	
Other		24,000	24,000	-	(24,000)	(24,000)	
<b>TOTAL SCHOOL OPERATIONS</b>		<b>929,840</b>	<b>929,840</b>	<b>-</b>	<b>(929,840)</b>	<b>(929,840)</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance		59,500	59,500	-	(59,500)	(59,500)	
Janitorial		-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest		3,600	3,600	-	(3,600)	(3,600)	
Repairs & Maintenance		21,400	21,400	-	(21,400)	(21,400)	
Equipment / Furniture		-	-	-	-	-	
Security		-	-	-	-	-	
Utilities		-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>84,500</b>	<b>84,500</b>	<b>-</b>	<b>(84,500)</b>	<b>(84,500)</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
		-	-	-	-	-	
<b>RESERVES / CONTINGENCY</b>							
		-	-	-	-	-	
<b>DEFERRED RENT</b>							
		-	-	-	-	-	

<b>HARLEM LINK CHARTER SCHOOL</b>					
<b>Budget / Operating Plan</b>					
<b>2019-20</b>					
	<b>8,882,758</b>	<b>8,882,758</b>	<b>-</b>	<b>8,882,758</b>	<b>8,882,758</b>
	<b>8,673,038</b>	<b>8,673,038</b>	<b>-</b>	<b>(8,673,038)</b>	<b>(8,673,038)</b>
	<b>209,720</b>	<b>209,720</b>	<b>-</b>	<b>209,720</b>	<b>209,720</b>
	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>
<b>Total Revenue</b>					
<b>Total Expenses</b>					
<b>Net Income</b>					
<b>Actual Student Enrollment</b>					
<b>TOTAL EXPENSES</b>	<b>8,673,038</b>	<b>8,673,038</b>	<b>-</b>	<b>(8,673,038)</b>	<b>(8,673,038)</b>
<b>NET INCOME</b>	<b>209,720</b>	<b>209,720</b>	<b>-</b>	<b>209,720</b>	<b>209,720</b>

**DESCRIPTION OF ASSUMPTIONS**



		HARLEM LINK CHARTER SCHOOL Budget / Operating Plan 2019-20							
<b>Total Revenue</b>	-	2,220,690	-	-	2,220,690	-	-	2,220,690	
<b>Total Expenses</b>	-	2,168,259	-	-	2,168,260	-	-	2,168,260	
<b>Net Income</b>	-	52,430	-	-	52,430	-	-	52,430	
<b>Actual Student Enrollment</b>	391	435	-	-	435	-	-	435	
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter</b>	
	<b>2018-19</b>	<b>Original</b>	<b>Revised</b>		<b>Original</b>	<b>Revised</b>		<b>Original</b>	
	<b>Revenue Per Pupil</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	
<b>CASH FLOW ADJUSTMENTS</b>									
OPERATING ACTIVITIES <i>{enter descriptions below}</i>									
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>									
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>									
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	
<b>NET INCOME</b>	-	52,430	-	-	52,430	-	-	52,430	
<b>Beginning Cash Balance</b>	-	-	-	-	52,430	-	-	104,860	
<b>ENDING CASH BALANCE</b>	-	52,430	-	-	104,860	-	-	157,290	

<b>Total Revenue</b>	-	-	<b>2,220,690</b>	-	-
<b>Total Expenses</b>	-	-	<b>2,168,260</b>	-	-
<b>Net Income</b>	-	-	<b>52,430</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>435</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised</b>		<b>Original</b>	<b>Revised</b>	
	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>
<b>CASH FLOW ADJUSTMENTS</b>					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-
<b>NET INCOME</b>	-	-	<b>52,430</b>	-	-
<b>Beginning Cash Balance</b>	-	-	<b>157,290</b>	-	-
<b>ENDING CASH BALANCE</b>	-	-	<b>209,720</b>	-	-

		HARLEM LINK CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2019-20		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>Total Revenue</b>		8,882,758	8,882,758	-	8,882,758	8,882,758	
<b>Total Expenses</b>		8,673,038	8,673,038	-	(8,673,038)	(8,673,038)	
<b>Net Income</b>		209,720	209,720	-	209,720	209,720	
<b>Actual Student Enrollment</b>							
<b>CASH FLOW ADJUSTMENTS</b>							
OPERATING ACTIVITIES <i>{enter descriptions below}</i>							
Example - Add Back Depreciation		-	-	-	-	-	
Other		-	-	-	-	-	
Total Operating Activities		-	-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	
Other		-	-	-	-	-	
Total Investment Activities		-	-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	
Other		-	-	-	-	-	
Total Financing Activities		-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>		-	-	-	-	-	
<b>NET INCOME</b>		209,720	209,720	-	209,720	209,720	
<b>Beginning Cash Balance</b>		-	-	-	-	-	
<b>ENDING CASH BALANCE</b>		209,720	209,720	-	209,720	209,720	

**HARLEM LINK CHARTER SCHOOL  
BALANCE SHEET  
2019-20**

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-



**HARLEM LINK CHARTER SC**  
**Budget / Operating Plan**

2019-20

<b>Total Revenue</b>	-	2,220,690	-	-	2,220,690	-	-
<b>Total Expenses</b>	-	2,168,259	-	-	2,168,260	-	-
<b>Net Income</b>	-	52,430	-	-	52,430	-	-
<b>Actual Student Enrollment</b>	-	435	-	-	435	-	-
<b>2019-20</b>							
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>							
	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	78,000	-	-	78,000	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	43,250	-	-	43,250	-	-
Erate Reimbursement	-	11,250	-	-	11,250	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	250	-	-	250	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	<u>91,351</u>	-	-	<u>91,351</u>	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	146,101	-	-	146,101	-	-
<b>TOTAL REVENUE</b>	-	<b>2,220,690</b>	-	-	<b>2,220,690</b>	-	-

**HARLEM LINK CHARTER SC**  
**Budget / Operating Plan**

2019-20

<b>Total Revenue</b>	-	2,220,690	-	-	2,220,690	-	-
<b>Total Expenses</b>	-	2,168,259	-	-	2,168,260	-	-
<b>Net Income</b>	-	52,430	-	-	52,430	-	-
<b>Actual Student Enrollment</b>	-	435	-	-	435	-	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter</b>
	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>

	Quarter 0							
	No. of Positions	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	-		52,116	-		52,116	-	
Instructional Management	-		165,165	-		165,165	-	
Deans, Directors & Coordinators	-		210,443	-		210,443	-	
CFO / Director of Finance	-		25,931	-		25,931	-	
Operation / Business Manager	-		26,500	-		26,500	-	
Administrative Staff	-		79,558	-		79,558	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	-		559,712	-		559,713	-	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-		741,214	-		741,214	-	
Teachers - SPED	-		112,590	-		112,590	-	
Substitute Teachers	-		-	-		-	-	
Teaching Assistants	-		-	-		-	-	
Specialty Teachers	-		84,442	-		84,442	-	
Aides	-		-	-		-	-	
Therapists & Counselors	-		47,169	-		47,169	-	
Other	-		-	-		-	-	
<b>TOTAL INSTRUCTIONAL</b>	-		985,414	-		985,414	-	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-		-	-		-	-	
Librarian	-		-	-		-	-	
Custodian	-		-	-		-	-	
Security	-		-	-		-	-	
Other	-		-	-		-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	-		-	-		-	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-		1,545,127	-		1,545,127	-	
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes			134,110	-		134,110	-	
Fringe / Employee Benefits			212,688	-		212,688	-	
Retirement / Pension			-	-		-	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>			346,798	-		346,798	-	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-		1,891,924	-		1,891,925	-	

**HARLEM LINK CHARTER SC**  
**Budget / Operating Plan**

2019-20

<b>Total Revenue</b>	-	2,220,690	-	-	2,220,690	-	-
<b>Total Expenses</b>	-	2,168,259	-	-	2,168,260	-	-
<b>Net Income</b>	-	52,430	-	-	52,430	-	-
<b>Actual Student Enrollment</b>	-	435	-	-	435	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	<b>CONTRACTED SERVICES</b>						
Accounting / Audit		12,250	-		12,250	-	
Legal		-	-		-	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		-	-		-	-	
Special Ed Services		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		10,500	-		10,500	-	
<b>TOTAL CONTRACTED SERVICES</b>	-	22,750	-	-	22,750	-	-

<b>Total Revenue</b>	-	2,220,690	-	-	2,220,690	-	-
<b>Total Expenses</b>	-	2,168,259	-	-	2,168,260	-	-
<b>Net Income</b>	-	52,430	-	-	52,430	-	-
<b>Actual Student Enrollment</b>	-	435	-	-	435	-	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	36,500	-	-	36,500	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	5,000	-	-	5,000	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	7,750	-	-	7,750	-	-	-
Telephone	4,500	-	-	4,500	-	-	-
Technology	27,500	-	-	27,500	-	-	-
Student Testing & Assessment	3,000	-	-	3,000	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	51,250	-	-	51,250	-	-	-
Office Expense	45,960	-	-	45,960	-	-	-
Staff Development	25,000	-	-	25,000	-	-	-
Staff Recruitment	5,000	-	-	5,000	-	-	-
Student Recruitment / Marketing	12,500	-	-	12,500	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	2,500	-	-	2,500	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	6,000	-	-	6,000	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	232,460	-	-	232,460	-	-

**FACILITY OPERATION & MAINTENANCE**

Insurance	14,875	-	-	14,875	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	900	-	-	900	-	-	-
Repairs & Maintenance	5,350	-	-	5,350	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	21,125	-	-	21,125	-	-

**DEPRECIATION & AMORTIZATION**

<b>RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-	-	-

**HARLEM LINK CHARTER SC**  
**Budget / Operating Plan**

2019-20

<b>Total Revenue</b>	-	2,220,690	-	-	2,220,690	-	-
<b>Total Expenses</b>	-	2,168,259	-	-	2,168,260	-	-
<b>Net Income</b>	-	52,430	-	-	52,430	-	-
<b>Actual Student Enrollment</b>	-	435	-	-	435	-	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
<b>TOTAL EXPENSES</b>	-	2,168,259	-	-	2,168,260	-	-
<b>NET INCOME</b>	-	52,430	-	-	52,430	-	-

2019-20  
**HARLEM LINK CHARTER SC**  
**Budget / Operating Plan**

2019-20						
2019-20						
Total Revenue	-	2,220,690	-	-	2,220,690	-
Total Expenses	-	2,168,259	-	-	2,168,260	-
Net Income	-	52,430	-	-	52,430	-
Actual Student Enrollment	-	435	-	-	435	-

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed						

ENROLLMENT - *School Districts Are Linked To Above Entries*	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
NYC CHANCELLOR'S OFFICE	-	435	-	-	435	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-					

**SCHOOL  
n**

<b>Total Revenue</b>	2,220,690	-	-	2,220,690	-
<b>Total Expenses</b>	2,168,260	-	-	2,168,260	-
<b>Net Income</b>	52,430	-	-	52,430	-
<b>Actual Student Enrollment</b>	435	-	-	435	-

<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>

<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue	2019-20 Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	16,150	1,756,313	-	1,756,313	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)</b>	<b>16,150</b>	<b>1,756,313</b>	<b>-</b>	<b>1,756,313</b>	<b>-</b>
Special Education Revenue		240,276	-	240,276	-
Grants					
Stimulus		-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-
Other		-	-	-	-
NYC DoE Rental Assistance		-	-	-	-
Other		-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>1,996,589</b>	<b>-</b>	<b>1,996,589</b>	<b>-</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs		15,500	-	15,500	-
Title I		58,750	-	58,750	-
Title Funding - Other		3,750	-	3,750	-
School Food Service (Free Lunch)		-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation		-	-	-	-
Other		-	-	-	-

**SCHOOL  
n**

<b>Total Revenue</b>	<b>2,220,690</b>	-	-	<b>2,220,690</b>	-
<b>Total Expenses</b>	<b>2,168,260</b>	-	-	<b>2,168,260</b>	-
<b>Net Income</b>	<b>52,430</b>	-	-	<b>52,430</b>	-
<b>Actual Student Enrollment</b>	<b>435</b>	-	-	<b>435</b>	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Current</b>			<b>Current</b>	
	<b>Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Budget</b>	<b>Variance</b>
Other	-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	78,000	-	-	78,000	-
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	-		-	-
Fundraising	43,250	-		43,250	-
Erate Reimbursement	11,250	-		11,250	-
Earnings on Investments	-	-		-	-
Interest Income	250	-		250	-
Food Service (Income from meals)	-	-		-	-
Text Book	-	-		-	-
OTHER	<u>91,351</u>	-		<u>91,351</u>	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	146,101	-	-	146,101	-
<b>TOTAL REVENUE</b>	<b><u>2,220,690</u></b>	-	-	<b><u>2,220,690</u></b>	-

**SCHOOL**  
**n**

<b>Total Revenue</b>	2,220,690	-	-	2,220,690	-
<b>Total Expenses</b>	2,168,260	-	-	2,168,260	-
<b>Net Income</b>	52,430	-	-	52,430	-
<b>Actual Student Enrollment</b>	435	-	-	435	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>

<b>EXPENSES</b>	Quarter 0 No. of Positions					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
Executive Management	-	52,116	-	-	52,116	-
Instructional Management	-	165,165	-	-	165,165	-
Deans, Directors & Coordinators	-	210,443	-	-	210,443	-
CFO / Director of Finance	-	25,931	-	-	25,931	-
Operation / Business Manager	-	26,500	-	-	26,500	-
Administrative Staff	-	79,558	-	-	79,558	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	559,713	-	-	559,713	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	-	741,214	-	-	741,214	-
Teachers - SPED	-	112,590	-	-	112,590	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	84,442	-	-	84,442	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	47,169	-	-	47,169	-
Other	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	985,414	-	-	985,414	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	1,545,127	-	-	1,545,127	-
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	134,110	-	-	134,110	-
Fringe / Employee Benefits	-	212,688	-	-	212,688	-
Retirement / Pension	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	346,798	-	-	346,798	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	1,891,925	-	-	1,891,925	-

SCHOOL n					
<b>Total Revenue</b>	2,220,690	-	-	2,220,690	-
<b>Total Expenses</b>	2,168,260	-	-	2,168,260	-
<b>Net Income</b>	52,430	-	-	52,430	-
<b>Actual Student Enrollment</b>	435	-	-	435	-
		Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30		
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>		SCHOOL n			
		Current Budget	Variance	Actual	Current Budget
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	12,250	-		12,250	-
Legal	-	-		-	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	-	-		-	-
Payroll Services	-	-		-	-
Special Ed Services	-	-		-	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	10,500	-		10,500	-
<b>TOTAL CONTRACTED SERVICES</b>	22,750	-	-	22,750	-

**SCHOOL  
n**

<b>Total Revenue</b>	2,220,690	-	-	2,220,690	-
<b>Total Expenses</b>	2,168,260	-	-	2,168,260	-
<b>Net Income</b>	52,430	-	-	52,430	-
<b>Actual Student Enrollment</b>	435	-	-	435	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>

**SCHOOL OPERATIONS**

Board Expenses	-	-		-	-
Classroom / Teaching Supplies & Materials	36,500	-		36,500	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	5,000	-		5,000	-
Supplies & Materials other	-	-		-	-
Equipment / Furniture	7,750	-		7,750	-
Telephone	4,500	-		4,500	-
Technology	27,500	-		27,500	-
Student Testing & Assessment	3,000	-		3,000	-
Field Trips	-	-		-	-
Transportation (student)	-	-		-	-
Student Services - other	51,250	-		51,250	-
Office Expense	45,960	-		45,960	-
Staff Development	25,000	-		25,000	-
Staff Recruitment	5,000	-		5,000	-
Student Recruitment / Marketing	12,500	-		12,500	-
School Meals / Lunch	-	-		-	-
Travel (Staff)	2,500	-		2,500	-
Fundraising	-	-		-	-
Other	<u>6,000</u>	-		<u>6,000</u>	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>232,460</b>	<b>-</b>	<b>-</b>	<b>232,460</b>	<b>-</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	14,875	-		14,875	-
Janitorial	-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest	900	-		900	-
Repairs & Maintenance	5,350	-		5,350	-
Equipment / Furniture	-	-		-	-
Security	-	-		-	-
Utilities	-	-		-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>21,125</b>	<b>-</b>	<b>-</b>	<b>21,125</b>	<b>-</b>

**DEPRECIATION & AMORTIZATION**

**RESERVES / CONTINGENCY**

**DEFERRED RENT**

	-	-		-	-
	-	-		-	-
	-	-		-	-

SCHOOL					
n					
SCHOOL					
n					
Total Revenue	2,220,690	-	-	2,220,690	-
Total Expenses	2,168,260	-	-	2,168,260	-
Net Income	52,430	-	-	52,430	-
Actual Student Enrollment	435	-	-	435	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31		Current	
		Budget	Variance	Actual	Budget
TOTAL EXPENSES	2,168,260	-	-	2,168,260	-
NET INCOME	52,430	-	-	52,430	-

SCHOOL					
n					
Total Revenue	2,220,690	-	-	2,220,690	-
Total Expenses	2,168,260	-	-	2,168,260	-
Net Income	52,430	-	-	52,430	-
Actual Student Enrollment	Quarter - 1/1 - 3/31 435	-	-	435	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			Actual	Current Budget	Variance
	Current Budget	Variance	Actual	Current Budget	Variance
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
NYC CHANCELLOR'S OFFICE	435	-	-	435	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>435</b>	<b>-</b>	<b>-</b>	<b>435</b>	<b>-</b>
<b>REVENUE PER PUPIL</b>	<b>5,105</b>	<b>-</b>	<b>-</b>	<b>5,105</b>	<b>-</b>
<b>EXPENSES PER PUPIL</b>	<b>4,985</b>	<b>-</b>	<b>-</b>	<b>4,985</b>	<b>-</b>



**HARLEM LINK CHARTER SCHOOL**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	-	-	8,882,758	(8,882,758)	-	-	8,882,758
<b>Total Expenses</b>	-	-	-	8,673,038	8,673,038	-	-	8,673,038
<b>Net Income</b>	-	-	-	209,720	(209,720)	-	-	209,720
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

**TOTALS AND VARIANCE ANALYSIS**

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
Other	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	312,000	(312,000)	-	-	312,000
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations	-	-	-	-	-	-	-	
Fundraising	-	-	-	173,000	(173,000)	-	-	173,000
Erate Reimbursement	-	-	-	45,000	(45,000)	-	-	45,000
Earnings on Investments	-	-	-	-	-	-	-	
Interest Income	-	-	-	1,000	(1,000)	-	-	1,000
Food Service (Income from meals)	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	
OTHER	-	-	-	365,403	(365,403)	-	-	365,403
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	584,403	(584,403)	-	-	584,403
<b>TOTAL REVENUE</b>	-	-	-	<b>8,882,758</b>	<b>(8,882,758)</b>	-	-	<b>8,882,758</b>

**HARLEM LINK CHARTER SCHOOL**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	-	-	8,882,758	(8,882,758)	-	-	8,882,758
<b>Total Expenses</b>	-	-	-	8,673,038	8,673,038	-	-	8,673,038
<b>Net Income</b>	-	-	-	209,720	(209,720)	-	-	209,720
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

**TOTALS AND VARIANCE ANALYSIS**

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
<b>EXPENSES</b>								
			Quarter 0					
			No. of Positions					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	-	-	-	208,464	208,464	-	-	208,464
Instructional Management	-	-	-	660,658	660,658	-	-	660,658
Deans, Directors & Coordinators	-	-	-	841,772	841,772	-	-	841,772
CFO / Director of Finance	-	-	-	103,725	103,725	-	-	103,725
Operation / Business Manager	-	-	-	106,000	106,000	-	-	106,000
Administrative Staff	-	-	-	318,232	318,232	-	-	318,232
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	2,238,850	2,238,850	-	-	2,238,850
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-	-	-	2,964,856	2,964,856	-	-	2,964,856
Teachers - SPED	-	-	-	450,358	450,358	-	-	450,358
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	337,768	337,768	-	-	337,768
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	188,675	188,675	-	-	188,675
Other	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	3,941,657	3,941,657	-	-	3,941,657
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	6,180,508	6,180,508	-	-	6,180,508
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	-	-	536,441	536,441	-	-	536,441
Fringe / Employee Benefits	-	-	-	850,750	850,750	-	-	850,750
Retirement / Pension	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	1,387,191	1,387,191	-	-	1,387,191
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	7,567,698	7,567,698	-	-	7,567,698

**HARLEM LINK CHARTER SCHOOL**  
**Budget / Operating Plan**

2019-20

<b>Total Revenue</b>	-	-	-	8,882,758	(8,882,758)	-	-	8,882,758
<b>Total Expenses</b>	-	-	-	8,673,038	8,673,038	-	-	8,673,038
<b>Net Income</b>	-	-	-	209,720	(209,720)	-	-	209,720
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**TOTALS AND VARIANCE ANALYSIS**

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	-	-	49,000	49,000	-	-	49,000
Legal	-	-	-	-	-	-	-	
Management Company Fee	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	
Payroll Services	-	-	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	42,000	42,000	-	-	42,000
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	91,000	91,000	-	-	91,000

**HARLEM LINK CHARTER SCHOOL**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	-	-	<b>8,882,758</b>	<b>(8,882,758)</b>	-	-	<b>8,882,758</b>
<b>Total Expenses</b>	-	-	-	<b>8,673,038</b>	<b>8,673,038</b>	-	-	<b>8,673,038</b>
<b>Net Income</b>	-	-	-	<b>209,720</b>	<b>(209,720)</b>	-	-	<b>209,720</b>
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**TOTALS AND VARIANCE ANALYSIS**

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget -</b>
---------------	---	----------------------------------	----------------------------	-------------------------------------	--	-----------------------------------	--------------------------

**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	146,000	146,000	-	-	146,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	20,000	20,000	-	-	20,000
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	31,000	31,000	-	-	31,000
Telephone	-	-	-	18,000	18,000	-	-	18,000
Technology	-	-	-	110,000	110,000	-	-	110,000
Student Testing & Assessment	-	-	-	12,000	12,000	-	-	12,000
Field Trips	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	205,000	205,000	-	-	205,000
Office Expense	-	-	-	183,840	183,840	-	-	183,840
Staff Development	-	-	-	100,000	100,000	-	-	100,000
Staff Recruitment	-	-	-	20,000	20,000	-	-	20,000
Student Recruitment / Marketing	-	-	-	50,000	50,000	-	-	50,000
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	10,000	10,000	-	-	10,000
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	<u>24,000</u>	<u>24,000</u>	-	-	<u>24,000</u>
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	<b>929,840</b>	<b>929,840</b>	-	-	<b>929,840</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	-	-	-	59,500	59,500	-	-	59,500
Janitorial	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	3,600	3,600	-	-	3,600
Repairs & Maintenance	-	-	-	21,400	21,400	-	-	21,400
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	<b>84,500</b>	<b>84,500</b>	-	-	<b>84,500</b>

**DEPRECIATION & AMORTIZATION**

**RESERVES / CONTINGENCY**

**DEFERRED RENT**

**HARLEM LINK CHARTER SCHOOL**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	-	-	-	<b>8,882,758</b>	<b>(8,882,758)</b>	-	-	<b>8,882,758</b>
<b>Total Expenses</b>	-	-	-	<b>8,673,038</b>	<b>8,673,038</b>	-	-	<b>8,673,038</b>
<b>Net Income</b>	-	-	-	<b>209,720</b>	<b>(209,720)</b>	-	-	<b>209,720</b>
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**TOTALS AND VARIANCE ANALYSIS**

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget -</b>
<b>TOTAL EXPENSES</b>	-	-	-	<b>8,673,038</b>	<b>8,673,038</b>	-	-	<b>8,673,038</b>
<b>NET INCOME</b>	-	-	-	<b>209,720</b>	<b>(209,720)</b>	-	-	<b>209,720</b>



<b>Total Revenue</b>	<b>(8,882,758)</b>	-	-
<b>Total Expenses</b>	<b>8,673,038</b>	-	-
<b>Net Income</b>	<b>(209,720)</b>	-	-
<b>Actual Student Enrollment</b>		-	-

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
---	--------------------------------------	--	--------------------------------

<b>REVENUE</b>				
<b>REVENUES FROM STATE SOURCES</b>				
Per Pupil Revenue	2019-20 Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	16,150	(7,025,250)	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-
<b>TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)</b>	<b>16,150</b>	<b>(7,025,250)</b>	<b>-</b>	<b>-</b>
Special Education Revenue		(961,105)	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		-	-	-
Other		-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>(7,986,355)</b>	<b>-</b>	<b>-</b>
<b>REVENUE FROM FEDERAL FUNDING</b>				
IDEA Special Needs		(62,000)	-	-
Title I		(235,000)	-	-
Title Funding - Other		(15,000)	-	-
School Food Service (Free Lunch)		-	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		-	-	-

<b>Total Revenue</b>	<b>(8,882,758)</b>	-	-
<b>Total Expenses</b>	<b>8,673,038</b>	-	-
<b>Net Income</b>	<b>(209,720)</b>	-	-
<b>Actual Student Enrollment</b>		-	-
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(312,000)	-	-
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations	-	-	-
Fundraising	(173,000)	-	-
Erate Reimbursement	(45,000)	-	-
Earnings on Investments	-	-	-
Interest Income	(1,000)	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	(365,403)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(584,403)	-	-
<b>TOTAL REVENUE</b>	<b>(8,882,758)</b>	-	-

<b>Total Revenue</b>	<b>(8,882,758)</b>	-	-
<b>Total Expenses</b>	<b>8,673,038</b>	-	-
<b>Net Income</b>	<b>(209,720)</b>	-	-
<b>Actual Student Enrollment</b>		-	-

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
--------------------------------------	--	--------------------------------

<b>EXPENSES</b>	<b>Quarter 0 No. of Positions</b>			
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>				
Executive Management	-	208,464	-	-
Instructional Management	-	660,658	-	-
Deans, Directors & Coordinators	-	841,772	-	-
CFO / Director of Finance	-	103,725	-	-
Operation / Business Manager	-	106,000	-	-
Administrative Staff	-	318,232	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	<b>2,238,850</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>				
Teachers - Regular	-	2,964,856	-	-
Teachers - SPED	-	450,358	-	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	-	-	-
Specialty Teachers	-	337,768	-	-
Aides	-	-	-	-
Therapists & Counselors	-	188,675	-	-
Other	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	<b>3,941,657</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	<b>6,180,508</b>	-	-
<b>PAYROLL TAXES AND BENEFITS</b>				
Payroll Taxes		536,441	-	-
Fringe / Employee Benefits		850,750	-	-
Retirement / Pension		-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>1,387,191</b>	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	<b>7,567,698</b>	-	-

--

<b>Total Revenue</b>	<b>(8,882,758)</b>	-	-
<b>Total Expenses</b>	<b>8,673,038</b>	-	-
<b>Net Income</b>	<b>(209,720)</b>	-	-
<b>Actual Student Enrollment</b>		-	
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>CONTRACTED SERVICES</b>			
Accounting / Audit	49,000	-	-
Legal	-	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	-	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	42,000	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>91,000</b>	-	-

<b>Total Revenue</b>	<b>(8,882,758)</b>	-	-
<b>Total Expenses</b>	<b>8,673,038</b>	-	-
<b>Net Income</b>	<b>(209,720)</b>	-	-
<b>Actual Student Enrollment</b>		-	-
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>SCHOOL OPERATIONS</b>			
Board Expenses	-	-	-
Classroom / Teaching Supplies & Materials	146,000	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	20,000	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	31,000	-	-
Telephone	18,000	-	-
Technology	110,000	-	-
Student Testing & Assessment	12,000	-	-
Field Trips	-	-	-
Transportation (student)	-	-	-
Student Services - other	205,000	-	-
Office Expense	183,840	-	-
Staff Development	100,000	-	-
Staff Recruitment	20,000	-	-
Student Recruitment / Marketing	50,000	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	10,000	-	-
Fundraising	-	-	-
Other	24,000	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>929,840</b>	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>			
Insurance	59,500	-	-
Janitorial	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	3,600	-	-
Repairs & Maintenance	21,400	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>84,500</b>	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-
<b>RESERVES / CONTINGENCY</b>	-	-	-
<b>DEFERRED RENT</b>	-	-	-

--

<b>Total Revenue</b>	<b>(8,882,758)</b>	-	-
<b>Total Expenses</b>	<b>8,673,038</b>	-	-
<b>Net Income</b>	<b>(209,720)</b>	-	-
<b>Actual Student Enrollment</b>		-	
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>TOTAL EXPENSES</b>	<b>8,673,038</b>	-	-
<b>NET INCOME</b>	<b>(209,720)</b>	-	-

				-
<b>Total Revenue</b>	<b>(8,882,758)</b>	-	-	-
<b>Total Expenses</b>	<b>8,673,038</b>	-	-	-
<b>Net Income</b>	<b>(209,720)</b>	-	-	-
<b>Actual Student Enrollment</b>		-	-	-
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>		<p><b>Actual vs. Original Budget TY</b></p>	<p><b>PY Actual (PY TY / No. of COMPLETED Actual CY</b></p>	<p><b>Actual CY vs. Actual PY</b></p>
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>				
NYC CHANCELLOR'S OFFICE		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
ALL OTHER School Districts: ( Count = 0 )		-	-	-
<b>TOTAL ENROLLMENT</b>		-	-	-
<b>REVENUE PER PUPIL</b>		-	-	-
<b>EXPENSES PER PUPIL</b>		-	-	-



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**HARLEM LINK CHARTER SCHOOL**  
**2019-20**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

B. PETER CARRY

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

HARLEM LINK CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

BOARD OF TRUSTEES, CHAIR; MEMBER OF BOARD EXECUTIVE AND DEVELOPMENT COMMITTEES

2. Are you an employee of any school operated by the education corporation?  
     Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

     Yes  No

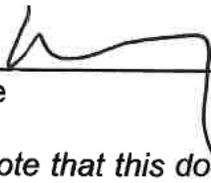
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

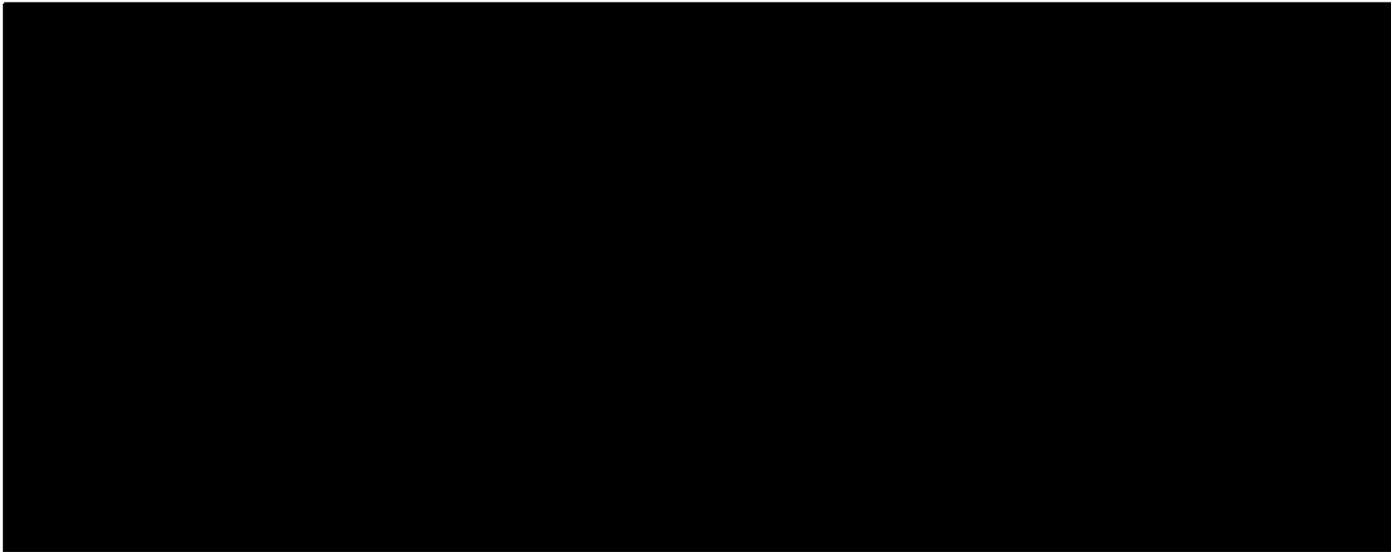
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
—	NONE	—	—

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
—	—	NONE	—	—

Signature  Date 6/18/19

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

**Name:**

Marie Louise Traore

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Hanem Link Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board, Alumni Representative of the Education committee

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

N/A

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

N/A

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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 you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">"NONE"</p>			

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

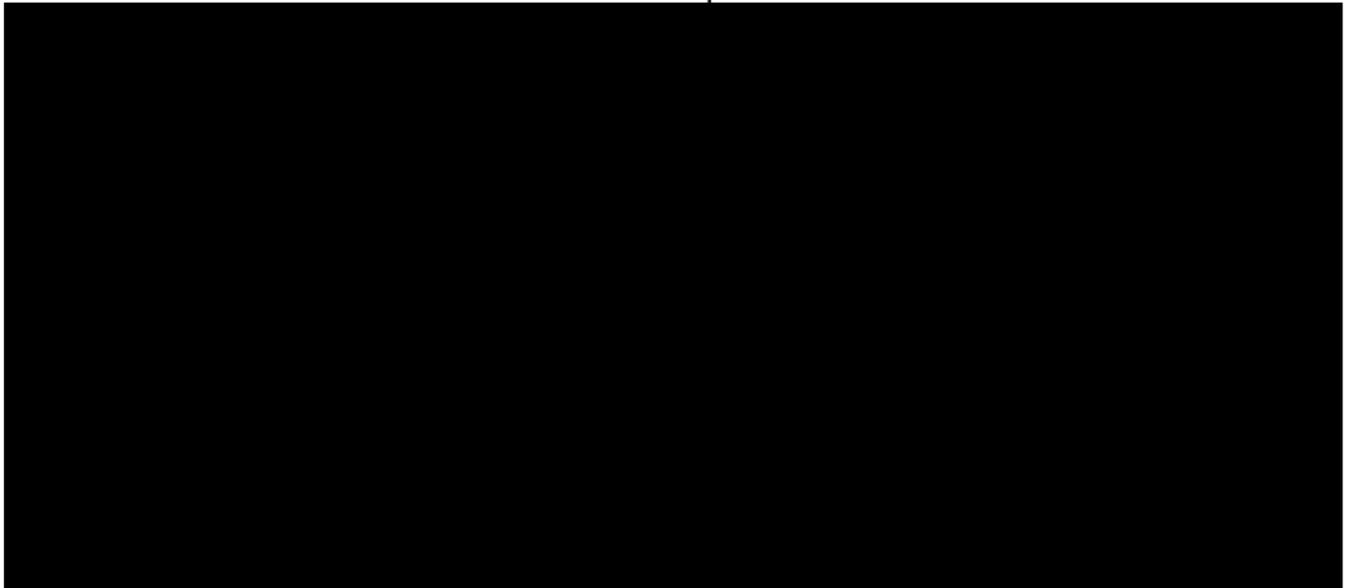
"NONE"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
		"NONE"		

*M. L. Z.*  
 \_\_\_\_\_  
 Signature

6-18-2019  
 \_\_\_\_\_  
 Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Monica Chestnut

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Harlem Link Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of financial interest/transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

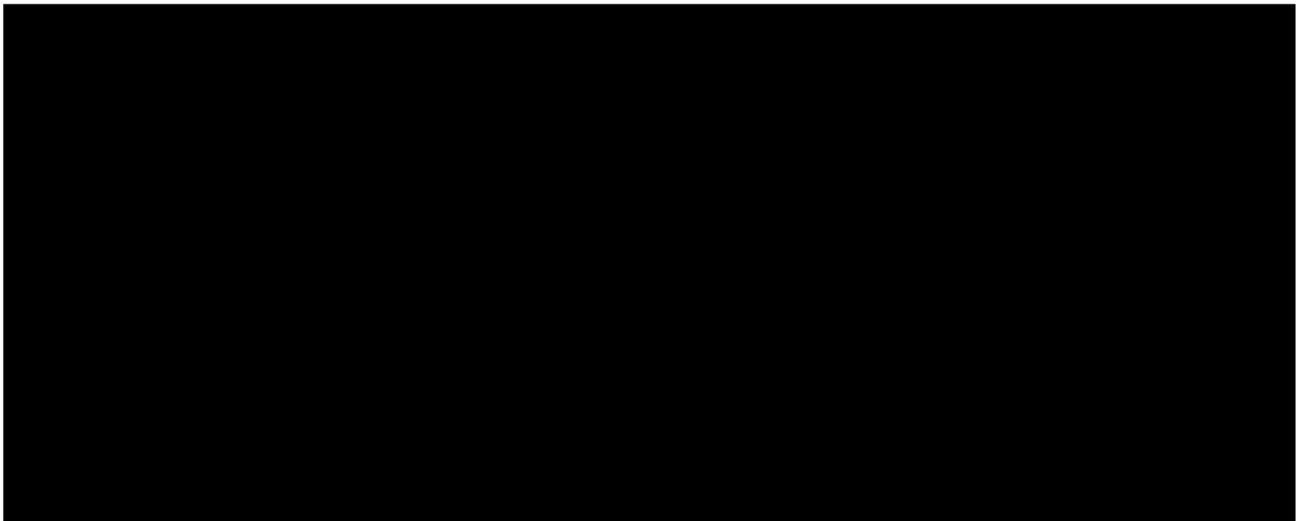
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

*Ma Aerts*  
 \_\_\_\_\_  
 Signature

10/18/19  
 \_\_\_\_\_  
 Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

**Name:**

KENNETH M. CAZANDELLA

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

HARLEM LINK

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

VICE CHAIR, CHAIR DEVELOPMENT COMMITTEE

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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 you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"> <span data-bbox="487 882 706 934">NONE</span> <span data-bbox="893 882 1161 934">NONE</span> </p>			

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

Name: Brandilyn Dumas

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Harlem Link Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chair of Education Committee

2. Are you an  Yes  No employee of any school operated by the education corporation?

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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 you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em; color: blue;">None</p>			

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em; color: blue;">None</p>				

[Signature]
6/18/19

Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools**

**Name:**

Edward C. Robinson Jr

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Harlem Link Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

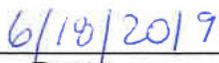
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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 you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; color: blue; font-size: 1.5em; font-weight: bold;">NONE</p>			

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

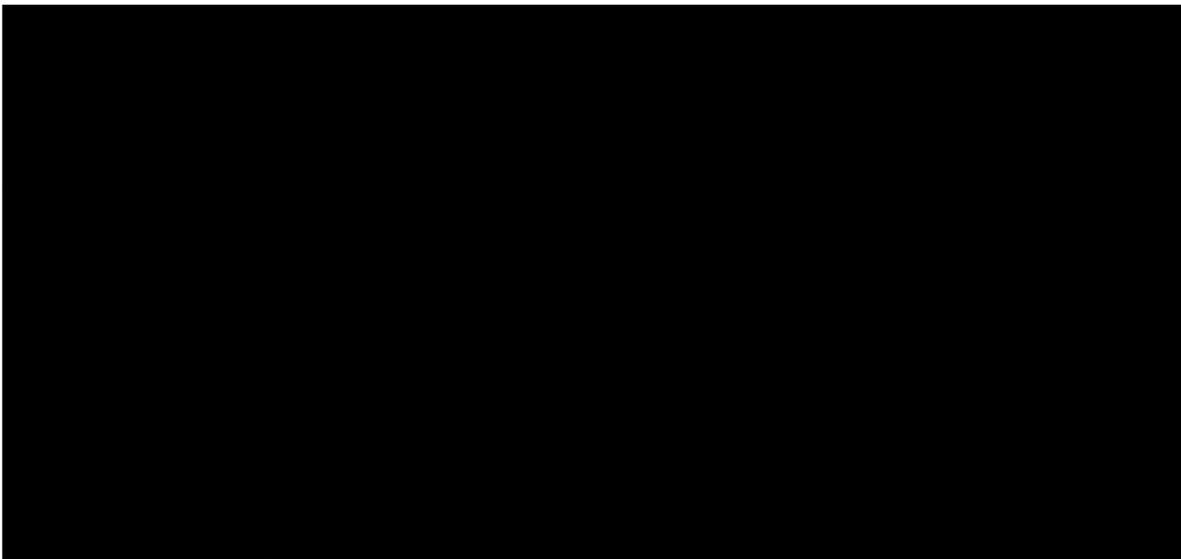
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; color: blue; font-size: 1.5em;">NONE</p>				

---

Signature Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*





# Entry 8 BOT Table

Last updated: 07/31/2019

1. SUNY AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE AUTHORIZED charter schools are required to provide information for all VOTING and NON VOTING trustees.

## 1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	B. Peter Carry [REDACTED]	Chair	Executive Development	Yes	4	07/01/2019	06/30/2022	9
2	Kenneth Catandella [REDACTED]	Vice Chair	Executive Development Nominating	Yes	3	07/01/2019	06/30/2022	8
3	Naheem Harris	Treasurer	Executive Finance	Yes	1	07/01/2017	06/30/2020	5 or less
4	Laura Agrusti [REDACTED]	Trustee/Member	Executive Finance	Yes	1	06/01/2017	06/30/2020	9
5	Jonathan Barrett [REDACTED]	Trustee/Member	Executive Finance	Yes	5	07/01/2019	06/30/2022	5 or less
6	Bradilyn Dumas	Trustee/Member	Executive Education	Yes	4	07/01/2019	06/30/2022	6
7	Rachel Field	Trustee/M	Executive Development	Yes	4	07/01/20	06/30/20	5 or less

		ember	Nominating			19	22	
8	John Reddick	Trustee/Member	N/A	No		07/01/2017	06/30/2020	5 or less
9	Edward Robinson	Trustee/Member	Finance	Yes	1	07/01/2019	06/30/2020	9

**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Current Board Member Information**

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
10	Hallie Gittleman Smith [Redacted]	Trustee/Member	Education	Yes	1	07/01/2019	06/30/2022	5 or less
11	Monica Chestnut [Redacted]	Parent Rep	Parent Association President	No		07/01/2019	06/30/2020	5 or less
12								
13								
14								
15								

**1c. Are there more that 15 members of the Board of Trustees?** No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

- 1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- 2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2019	11
b.Total Number of Members Added During 2018 19	3
c. Total Number of Members who Departed during 2018 19	1
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	11

**3. Number of Board meetings held during 2018-19** 9

**4. Number of Board meetings scheduled for 2019-20** 10

**Thank you.**



# Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/31/2019

## [Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

### **HARLEM LINK CHARTER SCHOOL**Section Heading

#### **Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	To recruit Economically Disadvantaged students, Harlem Link conducts extensive outreach in high needs neighborhoods in District 3 and District 5. The school send mailings to zip codes with high populations of families experiencing economic hardship and distributes information and conducts information sessions at various community based organizations, health care clinics, and housing complexes, such as Harlem GEMS, the Adair House, the Abyssinian Development Corporation, and the Goddard Riverside Head Start among others. At these and similar locations, the school encounter a high percentage of families living below the poverty line. As a result of these efforts, 88% of the student body were from economically disadvantaged families.	Harlem Link plans to implement the same recruitment strategies in 2019 20.
English Language	To recruit English Language Learners, all recruitment mailings are translated into Spanish, focusing on zip codes with large immigrant populations. Student application completed at the school and on our website are available in in Spanish and French. In addition, the school partners with the New York City Charter Schools Center to participate in its recruitment efforts aimed at English Language Learners. Harlem Link was	

Learner s/Multilingual Learner s	<p>one of 20 schools to pilot the Charter Center’s 2011 initiative to create a common online application, for example, and has continued to participate in the program ever since. Translators are utilized at every presentation, recruitment fair and information session. To support this work, we have developed strong ties to community organizations that serve non English speaking families, such as the East Harlem Bilingual Head Start Centers. In 2018 19, 13% of Harlem Link’s students were English Language Learners.</p>	Harlem Link plans to implement the same recruitment strategies targeted to English Language Learners in 2019 20.
Student s with Disabilit ies	<p>Our efforts to recruit Students with Disabilities are similar to those outlined above for Economically Disadvantaged students and English Language Learners. The school's comprehensive program services for students with special needs are clearly articulated in all recruitment materials, and specific neighborhoods are targeted for mailings based on their high percentages of students receiving services for disabilities. The school has also cultivated relationships with preschools that have large numbers of students with disabilities, such as the Annie G. Newsome Head Start, and the Union Street Settlement Associate Day Care. In its information sessions, orientation sessions and contact with parents prior to enrollment, the school does not ask families whether their children have been identified as having disabilities. Doing so could discourage families who fear the stigma of Individualized Education Programs (IEPs) from enrolling. Instead, the school uses the DOE’s “SEGIS” network to identify whether new enrollees are eligible for special education services. Also, the school promotes the fact that special education students are treated with a high level of attention and are integrated with other students throughout the school, mainly through the use of Collaborative Team Teaching on each grade level.</p> <p>In 2018 19, 21.8% of Harlem Link’s students received special education services.</p>	Harlem Link plans to implement the same recruitment strategies targeted to Students with Disabilities in 2019 20.

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	<p>With a high percentage of families qualifying for free and reduced price lunch throughout the school's history, the school has designed programs and structures with these students' needs in mind. For example, the school has always required students to wear uniforms, initially doing so in response to parent requests at the founding family input sessions. Parents expressed an interest in the sense of safety and unity conferred by uniforms, but also at the low cost. Since then, the school has always provided uniforms, including footwear, free of charge to families that express economic hardship. The school operates on the theory that a high degree of poverty leads to a high instance of childhood trauma, and that this trauma (along with the material needs that accompany poverty noted above), preventing the development of executive functions and creating a sense of deficit, is a significant factor in the achievement gap. An example of this approach is the partnership the school has developed with Bank Street College of Education's Safe and Sound Schools program. Through this program, the school is training teachers on understanding childhood trauma and providing therapeutic strategies in the classroom that allow children who have experienced trauma to adjust to the demands of a learning environment. The strategies are geared particularly toward students who are struggling to focus in light of abuse, neglect or other forms of trauma, but are appropriate for all students.</p>	<p>Harlem Link's retention of Economically Disadvantaged students is strong. Therefore, no changes to our retention strategies are planned for the 2019 20 school year.</p>
	<p>After identifying ELL students, the school begins providing services and supplemental resources, and collects and analyzes available data within the first 2 weeks of the school year. Harlem Link provides support for ELLs in two distinct ways: in class differentiation, and for eligible students, a pull out English as a Second Language (ESL) program using the English Now! program. Both of these initiatives are research based and follow recommendations from the New York City Charter Schools English Language Learner Consortium, of which Harlem Link is a member. All Identified ELLs receive</p>	

instructional supports in the classroom. Teachers plan specific interventions as part of the school's revised lesson plan format, targeting the ELL students in their classes. These are research based interventions that include: think time, talk time, nonlinguistic representation, tiered questioning and positive reinforcement with sentence corrections. In addition, the following resources are available in the classroom to support ELL students: audiovisual equipment, books on tape, labels, manipulatives, picture Dictionaries and Thesauruses and an ever growing vocabulary wall in each classroom utilizing pictures to depict word definitions. Students scoring at a Beginning or Intermediate Performance level on the NYSESLAT or the LABr and, depending on availability and space, all other students who are identified as ELL receive pull out ESL services a minimum of twice per week. The intervention teacher and classroom teacher will determine 2-3 academic goals for each student. This intervention may be provided in small groups with other ELLs in the K-1, 2-3, or 4-5 grade span or individually. In addition, the Manager of Coaching and Assessment oversees ELL student tutoring each morning, where students receive support in language acquisition as well as tutoring in their greatest areas of academic need. The intervention instruction is based on the English Now! Secondary and Elementary curriculum for ELLs. This curriculum develops ELL students' reading, writing, listening, and speaking skills so that students can read with fluency, ask and answer questions, and orally retell a story. The program targets the four language modalities (speaking, listening, reading, and writing), has an elementary full year program, an elementary intervention program, and a secondary program. In addition, all ELLs and former ELLs may receive testing accommodations on all classroom tests created by the teacher or school and the ELA, Math, and Science state test. supports in the classroom. Teachers plan specific interventions as part of the school's revised lesson plan format, targeting the ELL students in their classes. These are research based interventions that include: think time, talk time, nonlinguistic

Harlem Link's retention of English Language Learners is strong. Therefore, no changes to our retention strategies are planned for the 2019-20 school year.

representation, tiered questioning and positive reinforcement with sentence corrections. In addition, the following resources are available in the classroom to support ELL students: audiovisual equipment, books on tape, labels, manipulatives, picture Dictionaries and Thesauruses and an ever growing vocabulary wall in each classroom utilizing pictures to depict word definitions. Students scoring at a Beginning or Intermediate Performance level on the NYSESLAT or the LABr and, depending on availability and space, all other students who are identified as ELL receive pull out ESL services a minimum of twice per week. The intervention teacher and classroom teacher will determine 2-3 academic goals for each student. This intervention may be provided in small groups with other ELLs in the K-1, 2-3, or 4-5 grade span or individually. In addition, the Manager of Coaching and Assessment oversees ELL student tutoring each morning, where students receive support in language acquisition as well as tutoring in their greatest areas of academic need. The intervention instruction is based on the English Now! Secondary and Elementary curriculum for ELLs. This curriculum develops ELL students' reading, writing, listening, and speaking skills so that students can read with fluency, ask and answer questions, and orally retell a story. The program targets the four language modalities (speaking, listening, reading, and writing), has an elementary full year program, an elementary intervention program, and a secondary program. In addition, all ELLs and former ELLs may receive testing accommodations on all classroom tests created by the teacher or school and the ELA, Math, and Science state tests. Each year, the school evaluates the program throughout the year by examining subgroup data and making a determination, as part of the leadership team summer strategic planning, about any changes that are needed for the program. Harlem Link will continue to work with the aforementioned Consortium to determine additional evaluation criteria and methods. The school also provides translation services when needed and has hired many Spanish speaking staff members to assist with

frequent translations.

Students with Disabilities

The RTI process involves teams of educators joining together to review data and propose solutions to learning problems presented by students. Such teams include an AIS teacher, a social worker, a classroom teacher, an assistant principal and sometimes the Director of Curriculum and Professional Learning, who is the former principal of the school and now oversees the Student Support Team (of which RTI is one function). The process includes observing students, understanding their social and family history, examining their work and work habits, and understanding their place on the child development continuum. Solutions can include Tier II interventions (classroom based), Tier III interventions (provided by a professional outside the classroom such as AIS or social worker) or Tier IV (referral to special education, which as mentioned above is last resort).

Harlem Link's retention of Students with Disabilities is strong. Therefore, no changes to our retention strategies are planned for the 2019-20 school year.



# Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/23/2019

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

### 1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	44	2	2	1	43

### 2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	29	1	0	5	33

### 3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable
--	----------------

Thank you

# 2019 - 2020 School Calendar



Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>Aug</b> 2019	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
<b>Sep</b> 2019	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	1	2	3	4	5
<b>Oct</b> 2019	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
<b>Nov</b> 2019	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
<b>Dec</b> 2019	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
<b>Jan</b> 2020	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
<b>Feb</b> 2020	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
<b>Mar</b> 2020	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
<b>Apr</b> 2020	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	1	2
<b>May</b> 2020	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
<b>Jun</b> 2020	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27

## School Closure Dates

Labor Day	Sep 2, 2019
Rosh Hashanah	Sept 30, 2019
Yom Kippur	Oct 9, 2019
Indigenous People's Day	Oct 14, 2019
Professional Day #1	Nov 5, 2019
Veterans' Day	Nov 11, 2019
Thanksgiving Break	Nov 28-29, 2019
Professional Day #2	Dec 10, 2019
Winter Break	Dec 23-Jan 1
Martin Luther King	Jan 20, 2020
February Break	Feb 17-21, 2020
Professional Day #3	Mar 23, 2020
Spring Break	Apr 9-17, 2020
Memorial Day	May 25, 2020
Professional Day #4	Jun 9, 2020

## Key Dates

First Day of Grades 1 - 5	Aug 28, 2019
New K Student Day	Aug 28, 2019
Pre-K/K Family Interview Days	Aug 29-30, 2019
First Day of Kindergarten	Sept 3, 2019
First Day of PK	Sept 5, 2019
Last Day of School	Jun 23, 2020
Last Day of DOE	Jun 26, 2020
ELA State Test	Mar 25-26, 2020
Math State Test	Apr 21-22, 2020
Science State Test (Gr.4 Only)	May 18-29, 2020

Family – Teacher Conferences **Dates to come**

## Events

Family BBQ	Aug 21, 2020
Open School Day	Sept 20, 2019

## Half Days - 12 pm Dismissal

Pre-K (ONLY) 1 <sup>st</sup> Day of School	Sept 5-6, 2019
Thanksgiving Break	Nov 27, 2019
Last Day of School	June 23, 2020

## Legends

10	Key School Date
10	Regular School Day
10	Regular School Day – DOE Closed
10	School Closed – DOE Open
10	School Closed – DOE Closed