



# I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/22/2015

Last updated: 07/30/2015

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

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

EAST HARLEM SCHOLARS ACADEMY CS II (SUNY TRUSTEES) 310400861046

### 2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 4

### 4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1573 Madison Ave. New York, NY 10029	212-348-2518	212-423-0206	info@eastharlemscholars.org

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Jeffrey Rodriguez
Title	Director of Operations
Emergency Phone Number (###-###-####)	████████

### 5. SCHOOL WEB ADDRESS (URL)

[www.eastharlemschoalrsii.org](http://www.eastharlemschoalrsii.org)

### 6. DATE OF INITIAL CHARTER

2013-01-01 00:00:00

**7. DATE FIRST OPENED FOR INSTRUCTION**

2013-08-01 00:00:00

**8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.**

159

**9. GRADES SERVED IN SCHOOL YEAR 2014-15**

Check all that apply

Grades Served	K, 1, 2
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**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

	Yes/No	Name of CMO/EMO
	No	

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**11. FACILITIES**

Will the School maintain or operate multiple sites?

No, just one site.

**12. SCHOOL SITES**

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1573 Madison Ave. New York, NY 10029	212-348-2518	CSD 4	K-3	No	DOE space
Site 2						
Site 3						

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

Name	Work Phone	Alternate Phone	Email Address
------	------------	-----------------	---------------

School Leader	Chandra Williams	212-248-2518		[REDACTED]
Operational Leader	Jeffrey Rodriguez	212-248-2518		[REDACTED]
Compliance Contact	Jeffrey Rodriguez	212-248-2518		[REDACTED]
Complaint Contact	Chandra Williams	212-248-2518		[REDACTED]

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**14. Were there any revisions to the school’s charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).**

Yes

**14a. Summary of Charter Revisions**

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in design or educational program	Scholars Academy II moved towards fully integrating EngageNY’s English Language Arts curriculum.		
2				
3				
4				
5				

**15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.**

Kerri Soucy, Grants Associate

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

**Responses Selected:**

Yes

**Signature, Head of Charter School**

CEBR

Signature, President of the Board of Trustees

Joan Solotar

Thank you.



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

Last updated: 07/27/2015

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Page 1

**Charter School Name:**

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## 1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000076141>

# Instructions / Notes

## for 2014-15 Accountability Plan Progress Report (“APPR”)

1. Text Highlighted in Yellow = explanation or guidance for an entry in the Progress Report
2. Text Highlighted in Green = a sample entry that may be modified
3. The template for **high school measures** is in Appendix A, beginning on page 26.
4. The template for reporting for K-2 schools with a norm-referenced test growth measure in their Accountability Plan appears on page 67. Present the respective results at the end of the English language arts and math goals.
5. **Changes from the 2013-14 Report**

### **Elementary and Middle Schools**

- a) The New York State Education Department has recalibrated the Annual Measurable Objectives (AMOs) in ELA and math. Schools must therefore complete the second 3-8 absolute measure (“Performance Level Index meeting the AMO”) in ELA and math.
- b) For the 3-8 Growth Measure in ELA and math, report 2013-14 results using the state’s 3-8 Growth Model. (The 2014-15 results are not yet available.)

### **College Preparatory High Schools**

- a) Because of the introduction of college and career readiness standards, schools renewed in 2012-13 or later use revised Accountability Plan measures. (See the appendix in the Guidelines for [Creating a SUNY Accountability Plan](#) for a list of the revised measures.)
  - b) The Institute will gradually phase the new measures into its evaluation of all schools and the SUNY Trustees will take them into account when making renewal decisions. Therefore, the Institute encourages high schools not renewed since 2012-13 to include the college and career readiness standard in their Progress Report as optional measures.
6. Please do not include these instructions or the reference guide below in a submitted report.

## Reference Guide to Template Sections

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***The Accountability Plan Progress Report Template Is Below.***



**East Harlem Scholars Academy II  
CHARTER SCHOOL  
2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By East Harlem Scholars Academy II

1573 Madison Avenue, Room 418B

New York, NY 10029

Tel: (212) 348-2518

Fax: (212) 348-2848



Chandra L. Williams, Principal, and Darlene Escudero, Director of Curriculum & Instruction; prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Iris Chen	Secretary, Ed & Accountability Committee
Brian Gavin	Treasurer, Finance Committee
Jamie Kiggen	Executive Committee
Lili Lynton	Vice Chair, Ed & Accountability Committee
Carlos Morales	Finance Committee
Joan Solotar	Chair, Finance Committee, Ed & Accountability Committee and Executive Committee
Tom Webber	Ed & Accountability Committee
David Wildermuth	Finance Committee

Chandra L . Williams **has served as Principal since July 2015.**

## INTRODUCTION

East Harlem Scholars Academy II opened in August, 2013 with 106 students in grades K-1. Founded upon the 53-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy II is a public charter school whose mission is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

57% of East Harlem Scholars Academy II students identify as Hispanic. 44% of students identify as African American, 24% of students identify as American Indian or Alaskan Native, 14% of students identify as White, 7% of students identify as Hawaiian/Pacific Islander, 6% of students identify as Multi-racial, 3% of students identify as Asian, and 2% of students fall into other racial categories. 91% of students are eligible for free and reduced lunch. 15% of students qualify for ELL services and 23% of students receive Special Education services.

East Harlem Scholars Academy II is a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program (EHTP). EHTP, East Harlem Scholars Academy and East Harlem Scholars Academy II are grounded in the following guiding principles:

- **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21st century workforce and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21st century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich

understanding of the world in which they live.

- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

Consistent with its guiding principles, East Harlem Scholars Academy II embraces the idea that each child is unique, and its instructional model employs differentiated learning strategies to help all students achieve at high levels. East Harlem Scholars Academy's approach to teaching supports its student-centered approach, its goal to promote individualized instruction and its concern for the growth and development of the whole child. The curriculum components facilitate differentiated instruction and strategic, data-based interventions to support the academic achievement of our diverse learners.

East Harlem Scholars Academy II strives to ensure that each of our scholars reaches his or her highest potential, and strong academic performance is a critical indicator of our success on this front. As such, we use a multi-faceted assessment program to track student performance in our core subject areas. Assessments include standardized exams, curriculum-based tests and quizzes, and a plethora of formative measures including curriculum-based activities, writing journals, teacher observations and outputs from centers activities. Our data-based approach enables us to provide each child with an educational experience that is tailored to his or her individual needs and gears him or her for success.

East Harlem Scholars Academy II has two teachers in each classroom of 24-28 students allowing for a low student-teacher ratio of 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

We hold our students to very high standards of academic excellence. Recognizing that each child comes from diverse backgrounds with different learning needs, we provide a wide range of services to ensure that all students are equipped to excel. Our full-time reading specialist and ELL specialist assist learners with literacy and reading comprehension, drawing upon their rich backgrounds in early childhood literacy to help students acquire language and master decoding. Students and their families also have access to our resident social worker, speech and occupational therapists and other services. These support staff members work intensively with classroom teachers to align instruction and offer comprehensive support services. Our collaborative work environment positions teachers to ensure that children are fully supported to become their best possible selves.

Recognizing the benefits of additional minutes of instruction in order for students to achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem Scholars Academy II has a longer school day (7:25 a.m. to 4:00 p.m.) Monday through Thursday and a longer school year (185 days) than the district public schools. East Harlem Scholars Academy II has a

shortened student schedule on Friday (7:25 a.m. to 1:30 p.m.) in order to provide staff with professional development and time to plan using weekly and quarterly data. Students have 175-180 minutes of ELA instruction and 85-90 minutes of math instruction daily. The extended day and year also allows students at East Harlem Scholars Academy II to have time to engage in meaningful study in subjects outside the core content areas, including that of music, physical education and Spanish, which is offered up to four times a week.

Professional development pervades the classroom and the school. It is embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance. It is the expectation at East Harlem Scholars Academy II that teachers learn together, solve problems in teams or as a whole staff and feel both individual and collective accountability for the success of every student in the school community. All professional development initiatives at the school are designed and delivered in a manner consistent with the National Staff Development Council’s *Standards for Staff Development*<sup>1</sup>.

East Harlem Scholars Academy II views families as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars Academy II draws on the expertise of EHTP, which has successfully promoted and facilitated meaningful parent involvement and partnership in supporting the growth and development of the children it has served for over 50 years. East Harlem Scholars Academy engages families in the life of the school in a variety of EHTP’s tried and true ways to ensure that all families are informed and supported to participate actively in their child’s academic experience.

### School Enrollment by Grade Level and School Year

School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	n/a	n/a	n/a												107
2012-13	n/a	n/a	n/a	n/a											161
2013-14	n/a	54	52	n/a											212
2014-15	n/a	56	56	51	n/a										338

<sup>1</sup> <http://www.nsdc.org/standards/>

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at East Harlem Scholars Academy II will be proficient readers, writers, and speakers of the English language.

### Background

The priority to develop strong readers, writers and communicators is reflected by East Harlem Scholars Academy II allocating up to 180 minutes daily to ELA instruction, in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers plan lessons based on their assessments of students' reading and writing skill levels. During ELA instruction, teachers vary between whole class mini-lessons, including shared reading and shared writing, read-aloud activities, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Director of Curriculum and Instruction, Reading Specialist, and the ELL Specialist. They all work together to differentiate instruction, in order to meet the needs of all learners. In addition, East Harlem Scholars Academy II works collaboratively with highly qualified Literacy consultants to lead professional development sessions for the staff, with an emphasis on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children.

The ELA program choices at East Harlem Scholars Academy II include research-based curricula that rest its foundations on those components and methods of instruction that research [1] [2] has shown to be most effective for literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. This is especially important for students from low-income backgrounds who are likely to enter school with limited literacy experiences. Teachers will closely support these identified components through focused small group instruction as well as incorporating increased opportunities for students to practice these skills.

Teachers plan lessons based on their assessments of students' reading and writing skill levels. During ELA instruction, facilitated by the co-teaching model, teachers alternate, as appropriate, between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. Also, student learning in literacy and ELA is reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies, (2) increases the amount and quality of sustained discussion of reading content, (3) sets and maintains high standards for text, conversation, questions and vocabulary, and (4) increases students' motivation and engagement with reading. In addition, East Harlem Scholars Academy II provides academic support to students in ELA in the form of academic intervention services, tutoring and other effective practices.

For ELA, East Harlem Scholars Academy II uses *EngageNY* a research-based reading program aligned with Common Core State Standards (CCSS). The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. EngageNY.org is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of *EngageNY* (*EngageNY.org*) is to support the implementation of the reform agenda put forth by the New York State Board of Regents. As part of this agenda, *EngageNY* created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. *EngageNY* exposes students to high quality literature and provides multiple opportunities for teachers to facilitate discussions through the lens of the key comprehension strategies, as well as integrating cross-curricular domains and topics. *EngageNY* is a by-product of Core Knowledge in K-2 and Expository Learning in grades 3-5.

Kindergarten uses Making Meaning as their ELA curriculum, which teaches critical reading comprehension skills as well as social development through rich literature that is relevant and applicable to students' lives. Kindergarten uses this curriculum because this is the first year of school for many of our students and in addition to learning key academic skills they also need to learn how to be in school around other children all day. Making Meaning encourages collaboration, respectful disagreement and ownership of learning.

[1] Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

[2] Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

### **Goal 1: Absolute Measure**

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

### **Method**

N/A: School currently only serves grades K-2..

### **Goal 1: Absolute Measure**

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

### **Method**

N/A: School currently only serves grades K-2..

**Goal 1: Comparative Measure**

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

**Method**

N/A: School currently only serves grades K-2.

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

**Method**

N/A: School currently only serves grades K-2.

**Goal 1: Growth Measure<sup>2</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 state’s unadjusted median growth percentile.

**Method**

N/A: School currently only serves grades K-2.

**Goal 1: Optional ELA Measure**

On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of all K-2 students will read at grade level, based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

**Method**

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment

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<sup>2</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

tool is used to determine students’ developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students’ reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy II receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy II has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Fluency is also measured in this assessment. Students have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school’s end of year goal and will provide a summary of their ongoing growth and progress.

**Results**

The table below shows the results of the Fountas & Pinnell assessment from the spring of 2015.

**Fountas & Pinnell Results Spring 2015**

Grade	Number Tested	2014-2015 Percent of Students on Grade Level	Target Percent	Target Achieved
K	56	82% (46/56)	80%	Yes
1	54	80% (43/ 54)	80%	Yes
2	52	87% (45/ 52)	80 %	Yes

**Evaluation**

In 2014- 2015, East Harlem Scholars Academy II met or exceed this goal in all grades. In an effort to ensure that in the long-term scholars are well-positioned to succeed in college and perform at a level similar to their peers we design ambitious targets, which are above grade level, for the Fountas & Pinnell assessments. This year 38% of our Kindergarten students, 71% of our 1st grade students, and 84% of our 2nd grade students meet or exceeded our ambitious targets.

As we continued to grow during the 2014 - 2015 school year, we allocated more of our Reading Specialist intervention blocks to support our 1st and 2nd grade students in an effort to ensure, school-wide, that our students furthest from grade level (at least 2 or 3 levels below) were reading on grade level by the end of the year.

**Additional Evidence**

No additional evidence is available.

**Goal 1: Optional ELA Measure**

Each year, 80 percent of students K-3 will perform at the 50th percentile or higher on the NWEA MAP exam.

**Method**

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in Kindergarten, first, and second grades. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

**Results**

The table below shows the results of the MAP in the spring of 2015, and provides a summary of performance.

**Reading MAP Results Spring 2015**

Grade	Number Tested	Percent of students performing at 50 <sup>th</sup> percentile or higher	Target Percent	Target Achieved
K	51	49% (25/51)	80%	Did not achieve
1	55	47% (26/55)	80%	Did not achieve
2	49	51% (25/49)	80%	Did not achieve

## Evaluation

In 2014-2015, East Harlem Scholars Academy II did not achieve this goal and fell short of the target percentages for each grade. While performance results provide great insight into instructional priorities for the upcoming school year and highlight key needs in ELA, the administration of this exam presented some logistical and other challenges that had potential to negatively impact the results. Although cohorts did not reach their targets, each grade showed growth between the beginning and end of year batteries.

To improve these scores for the 2015- 2016 school year, East Harlem Scholars Academy II plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support students ability to perform tasks needed for this assessment. Students who score low on MAP assessments will be identified and supported by the Student Support Team, which meets every week to implement interventions to support student outcomes. Students' progress is tracked and analyzed. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

## Additional Evidence

No additional evidence is available at this time.

## Goal 1: Optional ELA Measure

Each year, 80 percent of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.

## Method

East Harlem Scholars Academy II used the rubrics from the new TCRWP Writing Workshop Units of Study to assess students writing mastery. These rubrics were designed to assess the demands of the new Common Core Standards. The components of the writing rubric include: lead, transitions, ending, organization, elaboration, craft, spelling and punctuation. The staff worked extensively to "norm" themselves against the rubric to support its validity and reliability.

## Results

The table below shows the results of the Writing Rubric in the spring of 2015, and provides a summary of performance.

**Writing Rubric Results Spring 2015**

Grade	Number Tested	Percent of students who are Proficient (Level 3	Target Percent	Target Achieved
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		or higher)		
K	55	93 %	80%	Yes
1	49	76 %	80%	No
2	49	61%	80%	No

**Evaluation**

In 2014-2015, East Harlem Scholars Academy II exceeded this goal in Kindergarten. However first grade and second grade fell slightly short of the goal by 4% and 11% respectively. Although all grades did not meet the set goal, our data reflects that all grades showed growth throughout the year. The second grade cohort did not attend kindergarten at our school and although they have made significant growth over the last two years, some students continue to struggle with the increased cognitive demand for reading and writing as they progress to the higher grades.

For the 2015-2016 school year, East Harlem Scholars Academy II plans to continue using Lucy Calkins’ Writing Workshop *Units of Study* and will provide additional professional development for teachers around using this curriculum and providing intervention for students that fall below proficiency on the writing rubric and demonstrate gaps in the foundational skills learned in previous grades.

**Additional Evidence**

**No additional evidence is available.**

**Goal 1: Optional ELA Measure**

Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average in the previous year and the 50th percentile in the current year. If a grade-level cohort exceeds an the 50th in the previous year, the cohort is expected to show a positive gain in the current year.

**Method**

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in grades Kindergarten, 1st and 2nd. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides normal curve equivalents necessary to track growth over time.

**Results**

N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 1: Optional ELA Measure**

Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

**Method**

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool is used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy II receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy II has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Fluency is also measured in this assessment. Students have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

**Results**

The table below shows the results of the Fountas & Pinnell assessment from the spring of 2015.

Grade	Number Tested	Percent of students who achieved over one grade level of growth	Target Percent	Target Achieved
K	51	80% (41/51)	80%	Yes

1	50	76% (38/50)	80%	No
2	48	63% (30/48)	80%	No

**Evaluation**

In 2014-2015, East Harlem Scholars Academy II met this goal in kindergarten with 80% of our students achieving over one grade level of growth in their first year of enrollment. Although the school did not meet this goal in first and second grade most students came in behind grade level and showed significant growth over the course of the year after receiving intervention support and targeted instruction from their classroom teachers.

**Additional Evidence**

No additional evidence is available at this time.

**Summary of the English Language Arts Goal**

East Harlem Scholars Academy II achieved, or came very close to meeting the goals, Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goals. Overall, our current performance levels represent a solid foundation for continued success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students’ test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

Its ambitious goals for the Fountas & Pinnell reading assessments in Kindergarten. We did not meet the reading goal in 1st grade or meet the targets for the MAP exam scores in either grade. We did meet the goal of first year scholars achieving more than one year’s growth in reading in both Kindergarten and First Grade. Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goal. Overall, our current performance levels represent a solid foundation for continued success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students’ test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

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.	N/A
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	N/A

Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Absolute <i>Optional</i>	On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of kindergarteners and 80 percent of first graders will read at grade level (levels C and I respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	Achieved
Absolute <i>Optional</i>	Each year, 80 percent of students K-3 will perform at the 50th percentile or higher on the NWEA MAP exam.	Did Not Achieve
Absolute <i>Optional</i>	80% of students will exhibit proficiency in Language Arts by writing a piece that will be scored using a rubric to evaluate proficiency. These essays will be evaluated by educators other than the student's own classroom teachers. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.	Did Not Achieve
Growth <i>Optional</i>	Each year, on the MAP exam all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average percentile in the previous year and an the 50th percentile or higher in the current year. If a grade-level cohort exceeds the 50th percentile in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Growth <i>Optional</i>	Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment, based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	Did Not Achieve

**Action Plan**

The positive results of our English Language Arts (ELA) goals suggest that we have a solid foundation for continued success, and that we have put in place the appropriate systems and structures to support high-quality instruction to maximize student learning. We will continue to promote a culture of academic excellence to guide each student to achieve his or her fullest academic potential. Our students will continue to receive over two hours of ELA instruction daily, along with additional work on reading, listening and oral communication skills integrated throughout other subjects during the instructional day.

East Harlem Scholars Academy II will continue to institute a comprehensive approach to literacy and ELA that utilizes elements of both phonics-based and whole language- based instruction.

In the 2015-2016 school year, we will continue to use Lucy Calkins' Writers Workshop *Units of Study*. Additionally, we will provide students with more opportunities throughout the year to practice responding to writing test prompts before the end-of-year assessment. These changes, in addition to key changes made last year, will allow for more thematic, continuous writing instruction and support teachers' capacity to target critical need areas.

East Harlem Scholars Academy II will continue to incorporate three basic lesson structures using the framework of Lucy Calkins' Writing Workshop – the mini-lesson, independent writing time with conferring and small group work, and the share-sessions at the end of the writing time. These structures will support the basis of the writing instruction – providing direct instruction, guided practice as students begin trying their hand at the new learning, and finally independent implementation of the strategies. We will also implement more opportunities for students to effectively employ graphic organizers to support excellent writing.

During the 2014- 2015 school year, the school began using i-Ready during ELA and Math centers for all scholars. i-Ready is an online program that combines adaptive diagnostic assessments and individualized instruction for reading and math. We additionally created an i-Ready morning intervention block to support our scholars identified in need of tier 1 and 2 intervention based on their diagnostic assessments. i-Ready growth reports showed impressive gains over the national average, and students using i-Ready as an intervention program saw an even larger increases in student achievement. We plan to continue using i-Ready this upcoming year in a similar manner. To build on the success of its use we plan to continue to develop teachers on using the data to strategically support and enrich our students.

## MATHEMATICS

Goal: Mathematics

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

### Background

East Harlem Scholars Academy II students participate in over 90-100 minutes of math daily. The school uses EngageNY.org to deliver rigorous mathematics instruction. EngageNY.org is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of EngageNY.org is to support the implementation of the reform agenda put forth by the New York State Board of Regents. As part of this agenda, EngageNY.org created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. East Harlem Scholars Academy II adapted material from the math modules on the EngageNY.org website. The modules include instructional resources, bilingual resources, performance tasks and assessment guidelines and materials.

East Harlem Scholars Academy II emphasizes data collection and effective instructional practices. Assessments include *EngageNY.org exit tickets, mid-module assessments, end-of-module assessments, interims assessments, and fact fluency quizzes*. The Director of Curriculum and Instruction (DCI) created interim assessments based on common core standards and taught material. During professional development, teachers analyze assessment data and create action plans to ensure that each student reaches the end of year goal.

The DCI works very closely with the teachers in planning sessions, observations, and coaching cycles. Teachers also receive feedback to their weekly lesson plans on how to make the math instruction more hands, exploratory, and student led.

### 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

N/A: School currently only serves grades K-2.

### Goal 2: Absolute Measure

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

### Method

N/A: School currently only serves grades K-2.

**Goal 2: Comparative Measure**

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

**Method**

N/A: School currently only serves grades K-2.

**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**

N/A: School currently only serves grades K-2.

**Goal 2: Growth Measure<sup>3</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 state’s unadjusted median growth percentile.

**Method**

N/A: School currently only serves grades K-2..

**Goal 2: Optional Measure**

Each year, 80 percent of students K-2 will perform at the 50th percentile or higher on the MAP exam.

**Method**

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned to New York State Standards and was administered in grades Kindergarten, 1st, and 2nd. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting

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

specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides normal curve equivalents necessary to track growth over time.

**Results**

The table below shows the results of the NWEA MAP test in the spring of 2015, and provides a summary of performance.

**Math NWEA MAP Results Spring 2015**

Grade	Number Tested	Percent of Students scoring in the 50 <sup>th</sup> Percentile or higher	Target Percent	Target Achieved
K	51	59% (30/51)	80%	No
1	55	45% (25/55)	80%	No
2	50	42% (21/50)	80%	No

**Evaluation**

In 2014-2015, East Harlem Scholars Academy II did not achieve the goal and missed the target percentiles in each grade. While performance results provide great insight into instructional priorities for the upcoming school year, administration of this exam presented various logistical and other challenges that potentially impacted results. This year was the second year in which students saw or took an exam of its format. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

To improve these scores for the 2015-2016 school year, East Harlem Scholars Academy plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support student ability to perform tasks needed for this assessment. Students’ progress is tracked weekly and analyzed. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

**Additional Evidence**

No additional evidence at this time.

**Goal 2: Optional Math Measure**

Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

## Method

East Harlem Scholars Academy created its own end-of-year, summative math assessment aligned to grade level Common Core and New York State Standards. The Director of Curriculum and Instruction developed the assessments based on EngageNY, the Common Core standards, and the MAP. Objectives on the assessment were tracked according to student mastery.

## Results

The table below shows the results of the internal end-of-year summative math assessment for the spring of 2015, and provides a summary of performance.

Math End of Year Interim Assessment Results Spring 2015

Grade	Number Tested	Average Mastery of Mathematics Objectives	Target Percent	Target Achieved
K	55	81%	80%	Achieved
1	53	87%	80%	Achieved
2	47	75%	80%	Did not Achieve

## Evaluation

East Harlem Scholars Academy II did not achieve its targets in mathematics objective mastery as a school, but exceeded targets in kindergarten and first grade. Students were assessed on grade level standards and performed at high levels of mastery for each of the key power standards. Although second grade did not meet the expected goal, as our lead grade that did not attend kindergarten at the school they made significant growth in the last two years.

## Additional Evidence

No additional evidence is available at this time.

## Goal 2: Optional Math Measure

Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average percentile in the previous year and the 50th percentile or higher in the current year. If a grade-level cohort exceeds the 50th percentile in the previous year, the cohort is expected to show a positive gain in the current year.

## Method

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in Kindergarten, 1st, and 2nd grades. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results,

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allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

**Results**

N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**Summary of the of the Mathematics Goal**

Although East Harlem Scholars Academy II was not able to meet the goals set for each grade, we have shown considerable growth. Math performance scores have trended upwards, with almost every grade showing significant improvement over the course of the year with regard to average objective mastery. Our end-of-year assessment results indicate 79% of our scholars achieved average math objective mastery.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	N/A
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	N/A
Absolute	Each year, 80 percent of students K-3 will perform at an NCE of 50 or higher on the MAP exam.	Did not Achieve
Absolute (Optional)	Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.	Did not Achieve
Growth	Each year, on the MAP exam, all grade-level cohorts of students (in Grades	N/A

(Optional)	K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	
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**Action Plan**

During the 2015-2016 school year, students will continue to receive over 90 minutes of math instruction daily. The school will provide targeted intervention to scholars in need via a variety of in school, after school, Saturday Academy, and holiday break sessions. We will more actively use the results of our MAP assessment to guide and inform instruction. The school also added an additional beginning of year and end of year math assessment in order to measure the percent growth scholars make across the focus standards throughout the year.

As the school is always committed to maintaining high levels of academic performance, implementation of an intensive strategic plan to better meet the needs of students in the 2015-16 year is in progress. We have modified the whole school schedule to further support the success of our math program, and increased the professional development for teachers in critical need areas and in their ability to implement the Engage NY curriculum.

Additionally the school invested in the Collaborative Guided Instruction (CGI) program to help students become better problem solvers. The program increases students’ ability to work independently through rich and challenging application problems. The teacher is more of a facilitator and a big part of the math congress at the end of each CGI block is focused around sharing of different math strategies. CGI is an approach to teaching math rather than a curriculum program. The essence of the approach is to listen to scholars’ mathematical thinking and using it as a basis for instruction.

The school will also invested in rigorous assessments created by EdVista, which directly aligns with the state exams and helps prepare students for testing conditions. This testing program provides the school with very detailed data that is broken down by areas of growth and strength around the state standards. Teachers will use this data to create leveled math groupings and really guide their daily instruction and assessments.

School leaders will continue to conduct school visits with school leaders of other high performing schools to discuss best practiced related to our critical need areas.

**SCIENCE**

**Goal 3: Science**

Students will demonstrate proficiency in the understanding and application of scientific principles.

**Background**

East Harlem Scholars Academy II provides hands on inquiry based science instruction. Science understandings are also infused throughout the curriculum through centers and inquiry projects. The aim of East Harlem Scholars Academy II's science curriculum is to teach science content, principles and practices, as well as train students to use inquiry and scientific methods to learn independently and to solve problems. Accordingly, the Scholars Academy II 's science education programs are inquiry-based and, to the greatest degree practical, rooted in "real world" situations and experiences.

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science that are taught at East Harlem Scholars Academy II. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. Science is about asking questions and finding answers to questions---these are the same skills we want our students to use in their daily lives. East Harlem Scholars Academy II's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

East Harlem Scholars Academy II utilizes Foss' Delta Science Kits to support its science curriculum. This K-5 program is aligned with the National Science Education Standards, and to New York State science standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center<sup>4</sup>, Science for All Children<sup>5</sup> and the National Science Teachers Association. The school also uses *EngageNY* curricular components to ensure that the science program is rigorous and aligned with the State Test Standards.

### **Goal 3: Absolute Measure**

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

### **Method**

N/A: School currently only serves grades K-2.

### **Goal 3: Comparative Measure**

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

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<sup>4</sup> National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

<sup>5</sup> National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

**Method**

N/A: School currently only serves grades K-2.

**Goal 3: Comparative Measure**

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

**Method**

N/A: School currently only serves grades K-2

**Results**

N/A: School currently only serves grades K-2

**Evaluation**

N/A: School currently only serves grades K-2

**Additional Evidence**

N/A: School currently only serves grades K-2

**Goal 3: Optional Measure**

Each year, 80 percent of 3-5 grade students will perform at the 50th percentile or higher on the NWEA MAP exam.

The MAP, a nationally-normed, standardized achievement test is aligned to New York State Standards and will be administered in grades 3-5 in upcoming years. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides normal curve equivalents necessary to track growth over time.

**Results**

N/A: School currently only serves grades K-2

**Evaluation**

N/A: School currently only serves grades K-2

**Additional Evidence**

N/A: School currently only serves grades K-2.

**Goal 3: Optional Measure**

Each year, students will demonstrate average mastery of 80% of Science objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

**Method**

East Harlem Scholars Academy II is in the process of creating a summative Science assessment.

**Results**

East Harlem Scholars Academy II is in the process of creating a summative Science assessment.

**Evaluation**

East Harlem Scholars Academy II is in the process of creating a summative Science assessment.

**Additional Evidence**

N/A

**Summary of the Science Goal**

N/A: School currently only serves grades K-2.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	n/a
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	n/a

**NCLB**

**Goal 4: NCLB**

The school will make Adequate Yearly Progress.

**Goal 4: Absolute Measure**

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

**Method**

N/A: School currently only serves grades K-2.

**Results**

N/A: School currently only serves grades K-2.

**Evaluation**

N/A: School currently only serves grades K-2.

**Additional Evidence**

N/A: School currently only serves grades K-2.

**NCLB Status by Year**

Year	Status
2013-14	N/A
2014-15	N/A

**Goal S: ELL LEARNERS**

ELL students will speak English proficiently.

**Goal S: Absolute Measure**

By their second year of enrollment at East Harlem Scholars Academy II, at least 60% of English Language Learners/Limited English Proficiency (ELL/LEP) students will score at the Advanced or Proficient Levels on the NYSESLAT.

**Method**

The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K–12 in New York State schools.

**Results**

2014-2015 NYSESLAT Results of Students (in second year of enrollment)  
Scoring Advanced or Proficient

Percentage of Students Scoring Advanced or Proficient
100%

**Evaluation**

100% of our students in their second year of enrollment at East Harlem Scholars Academy II have scored at the advanced or proficient Levels on NYSESLAT assessment. Of our 15 students that are in their second year of enrollment, 13 students scored proficient and 2 students scored advance.

**Additional Evidence**

No additional evidence is available.

**Goal S: ATTENDANCE**

East Harlem Scholars Academy will post strong attendance data.

**Goal S: Absolute Measure**

The average attendance in each grade will be 90% or higher.

**Method**

Teachers update and track attendance daily in an automated data management system.

**Results****2014-2015 Attendance**

Grade	Average Daily Attendance Rate
K	93%
1	93%
2	93%
School Wide	93%

**Evaluation**

East Harlem Scholars Academy II met the attendance goal of 90% or higher as a school and in each of the grades. The school utilizes a structured and programmatic approach towards ensuring that students are prompt and present for school each day. Student attendance is tracked daily and classes compete for an attendance award each week. Students are also recognized quarterly for perfect attendance. Absent students receive a phone call from the Operations Assistant or the School Social Worker, and in egregious cases, the Principal or the Director of School Culture and Family Engagement.

**Additional Evidence**

No additional evidence is available.

**Goal S: CORE VALUES**

East Harlem Scholars Academy students will demonstrate strength of character.

**Goal S: Absolute Measure**

By the end of each academic year, 80% of East Harlem Scholars Academy students will have satisfactory ratings (an average of 3 or above) in the following core values as is measured by the school's core values rubric.

**Service**

We embrace opportunities to help others. We appreciate and learn about our community and the world in which we live.

**Courage**

We challenge ourselves to take risks, to persevere, to question the status quo.

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**Humility**

We apologize for our mistakes and seek to improve our shortcomings.

**Originality**

We embrace our individuality and celebrate the diversity of all others around us.

**Leadership**

We seize opportunities to lead and always demonstrate strong moral character. We treat others as we wish to be treated.

**Achievement**

We expect the best of ourselves at all times. We pursue knowledge and excellence.

**Reflection**

We cherish moments to step back, consider our actions, and plan for a better tomorrow.

**Method**

East Harlem Scholars Academy created its own core values rubric to measure students' character development.

**Results****2014-2015 Core Values**

Percentage of Students that received an Average of 3 or higher on the Core Values
72%

**Evaluation**

East Harlem Scholars Academy II did not meet its core values goal of 80% or higher of students receiving an average of 3 or more on the core values rubric. Students were graded each quarter on their embodiment of the core values and these grades are displayed on the quarterly report cards. All staff members also reflected on their mid-year and end-of year evaluations their students' ability to articulate and to represent the school's core values in the classroom and in the school community. Moving forward into 2015-2016, teachers will be teaching the core values through direct instruction with Second Step curriculum and during Morning Meeting, while reinforcing

behaviors that match the core values. As a school, we will be teaching and celebrating students for meeting the core values weekly at our whole school *Community Circle* events.

**Additional Evidence**

No additional evidence is available at this time.

**Goal S: FAMILY ENGAGEMENT**

Families will be satisfied with their choice to enroll their child at East Harlem Scholars Academy.

**Goal S: Absolute Measure**

Each year, over 90% of families will complete an anonymous survey and will express satisfaction with the school such that at least 70% of them provide a positive response to each of the survey items.

**Method**

East Harlem Scholars Academy II conducted one family satisfaction survey in the middle of the 2014-2015 year to measure family satisfaction with the school. The school also participated in the NYC DOE Survey.

**Results**

86% of families responded to the internal family survey. 98% of respondents provided a positive response to each of the questions asked.

**Evaluation**

East Harlem Scholars Academy II closely missed goal of receiving 90% of family satisfaction surveys, but did exceeded the target of families providing a positive response with 98%. In the 2015-2016 school year, we will be reaching out to families personally to ensure completion the survey.

**Additional Evidence**

No additional evidence is available at this time.

**Goal S: Absolute Measure**

Each year, 95 percent of families will participate in at least two family engagement events.

**Method**

The school tracked attendance for each of the family engagement events.

**Results**

**2014-15 Family Engagement Participation**

Percentage of Families Participating in
---

two or more Family Engagement Events
100%

**Evaluation**

East Harlem Scholars Academy II met the goal of family participation in family engagement events. Family engagement events are planned by semester and include a variety of activities, including math and literacy night, family film night, health and wellness workshops and family-teacher conferences. These events are always marketed in both English and Spanish via printed communications, email and automated phone calls. At each family event, attendance is tracked and analyzed by the school’s leadership team.

**Additional Evidence**

No additional evidence is available at this time.



# Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/30/2015

## Page 1

Charter School Name:

### B. Financial Information

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

#### 1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	2833416
Line 2: Year End Per Pupil Count	159
Line 3: Divide Line 1 by Line 2	17820

#### 2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	29277
Line 2: Management and General Cost (Column)	52105
Line 3: Sum of Line 1 and Line 2	81382
Line 4: Year End Per Pupil Count	159
Line 5: Divide Line 3 by the Year End Per Pupil Count	511

***Thank you.***



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

<a href="#">1.) Name of School</a>	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
<a href="#">2.) Enrollment</a>	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
<a href="#">4.) Yearly Budget</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
<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)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2014-15 Basic Tuition*</b>	<b>Final 2015-16 Basic Tuition*</b>
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**Charter Schools Institute**  
The State University of New York

## **ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

### **East Harlem Scholars Academy II**

Contact Name: Jeffrey Rodriguez  
Contact Title: Director of Operations  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	54	54	54	54				
TOTAL ENROLLMENT = 216								

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	0	216	0	216	0	216	0	216

NOTE:  
IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COME BLANK.  
IF "Revised Budgeted Enrollment" column is utilized, all cells in the entire column should be com

	PRIOR YEAR #NAME? Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District		216		216		216		216

PRIMARY/OTHER	DISTRICT NAME(S)
1 PRIMARY District	NYC CHANCELLOR'S OFFICE
2 SECONDARY District	(Select from drop-down list)
Other District 3	(Select from drop-down list)
Other District 4	(Select from drop-down list)
Other District 5	(Select from drop-down list)
Other District 6	(Select from drop-down list)
Other District 7	(Select from drop-down list)
Other District 8	(Select from drop-down list)
Other District 9	(Select from drop-down list)
Other District 10	(Select from drop-down list)
Other District 11	(Select from drop-down list)
Other District 12	(Select from drop-down list)
Other District 13	(Select from drop-down list)
Other District 14	(Select from drop-down list)
Other District 15	(Select from drop-down list)
Other District 16	(Select from drop-down list)
Other District 17	(Select from drop-down list)
Other District 18	(Select from drop-down list)
Other District 19	(Select from drop-down list)
Other District 20	(Select from drop-down list)
Other District 21	(Select from drop-down list)
Other District 22	(Select from drop-down list)
Other District 23	(Select from drop-down list)
Other District 24	(Select from drop-down list)
Other District 25	(Select from drop-down list)
Other District 26	(Select from drop-down list)
Other District 27	(Select from drop-down list)
Other District 28	(Select from drop-down list)
Other District 29	(Select from drop-down list)
Other District 30	(Select from drop-down list)
Other District 31	(Select from drop-down list)
Other District 32	(Select from drop-down list)
Other District 33	(Select from drop-down list)
Other District 34	(Select from drop-down list)
Other District 35	(Select from drop-down list)
Other District 36	(Select from drop-down list)
Other District 37	(Select from drop-down list)
Other District 38	(Select from drop-down list)
Other District 39	(Select from drop-down list)
Other District 40	(Select from drop-down list)
Other District 41	(Select from drop-down list)
Other District 42	(Select from drop-down list)
Other District 43	(Select from drop-down list)
Other District 44	(Select from drop-down list)
Other District 45	(Select from drop-down list)
Other District 46	(Select from drop-down list)
Other District 47	(Select from drop-down list)
Other District 48	(Select from drop-down list)
Other District 49	(Select from drop-down list)
Other District 50	(Select from drop-down list)

AY II

8	9	10	11	12

	<b>ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT</b>			
<b>QUARTER 4</b>	<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
COMPLETELY pleted.				
	<b>ACTUAL ENROLLMENT BY QUARTER</b>			
<b>QUARTER 4</b>	<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**EAST HARLEM SCHOLARS ACADEMY  
2015-16**

**STAFFING PLAN - FULL TIME EQUIVALENT**

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETE. IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES sections.

<b>ADMINISTRATIVE PERSONNEL FTE</b>		<b>ANNUAL BUDGETED FTE</b>							
<b>*NOTE: Enter the number of FTE positions in the "blue" cells.</b>		<b>Q1</b>		<b>Q2</b>		<b>Q3</b>		<b>Q4</b>	
<b>2014-15</b>	<b>ACTUAL</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>
Executive Management		1.2		1.2		1.2		1.2	
Instructional Management									
Deans, Directors & Coordinators		4.0		4.0		4.0		4.0	
CFO / Director of Finance									
Operation / Business Manager		3.1		3.1		3.1		3.1	
Administrative Staff									
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>0.0</b>	<b>8.3</b>	<b>0.0</b>	<b>8.3</b>	<b>0.0</b>	<b>8.3</b>	<b>0.0</b>	<b>8.3</b>	<b>0.0</b>
<b>INSTRUCTIONAL PERSONNEL FTE</b>		<b>ANNUAL BUDGETED FTE</b>							
<b>*NOTE: Enter the number of FTE positions in the "blue" cells.</b>		<b>Q1</b>		<b>Q2</b>		<b>Q3</b>		<b>Q4</b>	
<b>2014-15</b>	<b>ACTUAL</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>
Teachers - Regular		11.0		11.0		11.0		11.0	
Teachers - SPED		5.0		5.0		5.0		5.0	
Substitute Teachers									
Teaching Assistants		5.0		5.0		5.0		5.0	
Specialty Teachers		7.0		7.0		7.0		7.0	
Aides		1.0		1.0		1.0		1.0	
Therapists & Counselors		2.6		2.6		2.6		2.6	
Other		1.0		1.0		1.0		1.0	
<b>TOTAL INSTRUCTIONAL</b>	<b>0.0</b>	<b>32.6</b>	<b>0.0</b>	<b>32.6</b>	<b>0.0</b>	<b>32.6</b>	<b>0.0</b>	<b>32.6</b>	<b>0.0</b>
<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>		<b>ANNUAL BUDGETED FTE</b>							
<b>*NOTE: Enter the number of FTE positions in the "blue" cells.</b>		<b>Q1</b>		<b>Q2</b>		<b>Q3</b>		<b>Q4</b>	
<b>2014-15</b>	<b>ACTUAL</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>
Nurse									
Librarian									
Custodian									
Security									
Other									
<b>TOTAL NON-INSTRUCTIONAL</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>	<b>0.0</b>	<b>0.0</b>
<b>TOTAL PERSONNEL SERVICE FTE</b>	<b>0.0</b>	<b>40.9</b>	<b>0.0</b>	<b>40.9</b>	<b>0.0</b>	<b>40.9</b>	<b>0.0</b>	<b>40.9</b>	<b>0.0</b>





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ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
NON-INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						



**EAST HARLEM SCHOLARS ACADEM<sup>Y</sup>**  
**Budget / Operating Plan**  
**2015-16**

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
<b>Total Revenue</b>	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
<b>Total Expenses</b>	-	1,139,755	#NAME?	#NAME?	1,139,755	#NAME?	#NAME?	1,139,754	
<b>Net Income</b>	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
<b>Actual Student Enrollment</b>	-	216	-	-	216	-	-	216	
		<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>
		#NAME?	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>
<b>EXPENSES</b>									
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	Avg. No. of Positions								
Executive Management	1.20	-	42,179	-	#NAME?	42,179	-	#NAME?	42,179
Instructional Management	-	-	-	-	#NAME?	-	-	#NAME?	-
Deans, Directors & Coordinators	4.00	-	85,750	-	#NAME?	85,750	-	#NAME?	85,750
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	3.10	-	37,314	-	#NAME?	37,314	-	#NAME?	37,314
Administrative Staff	-	-	-	-	#NAME?	-	-	#NAME?	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.30</b>	-	<b>165,242</b>	-	<b>#NAME?</b>	<b>165,242</b>	-	<b>#NAME?</b>	<b>165,242</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>									
Teachers - Regular	11.00	-	181,393	-	#NAME?	181,393	-	#NAME?	181,393
Teachers - SPED	5.00	-	77,851	-	#NAME?	77,851	-	#NAME?	77,851
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?	-
Teaching Assistants	5.00	-	57,325	-	#NAME?	57,325	-	#NAME?	57,325
Specialty Teachers	7.00	-	118,386	-	#NAME?	118,386	-	#NAME?	118,386
Aides	1.00	-	8,500	-	#NAME?	8,500	-	#NAME?	8,500
Therapists & Counselors	2.60	-	42,574	-	#NAME?	42,574	-	#NAME?	42,573
Other	1.00	-	9,375	-	#NAME?	9,375	-	#NAME?	9,375
<b>TOTAL INSTRUCTIONAL</b>	<b>32.60</b>	-	<b>495,403</b>	-	<b>#NAME?</b>	<b>495,403</b>	-	<b>#NAME?</b>	<b>495,403</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	-	-	-	-	#NAME?	-	-	#NAME?	-
Security	-	-	-	-	#NAME?	-	-	#NAME?	-
Other	-	-	-	-	#NAME?	-	-	#NAME?	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	-	-	-	#NAME?	-	-	#NAME?	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>40.90</b>	-	<b>660,646</b>	-	<b>#NAME?</b>	<b>660,646</b>	-	<b>#NAME?</b>	<b>660,645</b>
<b>PAYROLL TAXES AND BENEFITS</b>									
Payroll Taxes	-	-	57,279	-	#NAME?	57,279	-	#NAME?	57,278
Fringe / Employee Benefits	-	-	66,560	-	#NAME?	66,560	-	#NAME?	66,561
Retirement / Pension	-	-	9,338	-	#NAME?	9,338	-	#NAME?	9,338
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	-	<b>133,176</b>	-	<b>#NAME?</b>	<b>133,176</b>	-	<b>#NAME?</b>	<b>133,176</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>40.90</b>	-	<b>793,822</b>	-	<b>#NAME?</b>	<b>793,822</b>	-	<b>#NAME?</b>	<b>793,821</b>
<b>CONTRACTED SERVICES</b>									
Accounting / Audit	-	-	3,979	-	#NAME?	3,979	-	#NAME?	3,979
Legal	-	-	258	-	#NAME?	258	-	#NAME?	258
Management Company Fee	-	-	-	-	#NAME?	-	-	#NAME?	-
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch	-	-	-	-	#NAME?	-	-	#NAME?	-
Payroll Services	-	-	2,171	-	#NAME?	2,171	-	#NAME?	2,171
Special Ed Services	-	-	3,919	-	#NAME?	3,919	-	#NAME?	3,919
Titlement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting	-	-	101,316	-	#NAME?	101,316	-	#NAME?	101,316
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	-	<b>111,641</b>	-	<b>#NAME?</b>	<b>111,641</b>	-	<b>#NAME?</b>	<b>111,641</b>



**EAST HARLEM SCHOLARS ACADEM<sup>y</sup>**  
**Budget / Operating Plan**  
**2015-16**

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,139,755	#NAME?	#NAME?	1,139,755	#NAME?	#NAME?	1,139,754
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	216	-	-	216	-	-	216
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	#NAME?	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
NYC CHANCELLOR'S OFFICE	-	216	-	-	216	-	-	216
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	<b>216</b>	-	-	<b>216</b>	-	-	<b>216</b>
<b>REVENUE PER PUPIL</b>	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>EXPENSES PER PUPIL</b>	-	5,277	-	#NAME?	5,277	-	#NAME?	5,277



<b>Total Revenue</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>		#NAME?	#NAME?	1,139,746	#NAME?	#NAME?
<b>Net Income</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>		-	-	216	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	Avg. No. of Positions					
Executive Management	1.20	-	#NAME?	42,179	-	#NAME?
Instructional Management	-	-	#NAME?	-	-	#NAME?
Deans, Directors & Coordinators	4.00	-	#NAME?	85,750	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	3.10	-	#NAME?	37,314	-	#NAME?
Administrative Staff	-	-	#NAME?	-	-	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.30</b>	-	#NAME?	<b>165,242</b>	-	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	11.00	-	#NAME?	181,393	-	#NAME?
Teachers - SPED	5.00	-	#NAME?	77,850	-	#NAME?
Substitute Teachers	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	5.00	-	#NAME?	57,325	-	#NAME?
Specialty Teachers	7.00	-	#NAME?	118,386	-	#NAME?
Aides	1.00	-	#NAME?	8,500	-	#NAME?
Therapists & Counselors	2.60	-	#NAME?	42,573	-	#NAME?
Other	1.00	-	#NAME?	9,375	-	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	<b>32.60</b>	-	#NAME?	<b>495,402</b>	-	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	#NAME?	-	-	#NAME?
Security	-	-	#NAME?	-	-	#NAME?
Other	-	-	#NAME?	-	-	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	-	#NAME?	<b>-</b>	-	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>40.90</b>	-	#NAME?	<b>660,644</b>	-	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		-	#NAME?	57,278	-	#NAME?
Fringe / Employee Benefits		-	#NAME?	66,560	-	#NAME?
Retirement / Pension		-	#NAME?	9,338	-	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	-	#NAME?	<b>133,175</b>	-	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>40.90</b>	-	#NAME?	<b>793,819</b>	-	#NAME?
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		-	#NAME?	3,979	-	#NAME?
Legal		-	#NAME?	258	-	#NAME?
Management Company Fee		-	#NAME?	-	-	#NAME?
Nurse Services		-	#NAME?	-	-	#NAME?
Food Service / School Lunch		-	#NAME?	-	-	#NAME?
Payroll Services		-	#NAME?	2,170	-	#NAME?
Special Ed Services		-	#NAME?	3,919	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting		-	#NAME?	101,316	-	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	-	#NAME?	<b>111,640</b>	-	#NAME?

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	1,139,746	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	-	-	216	-	-
	<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	-	#NAME?	155	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	21,783	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	1,966	-	#NAME?
Textbooks / Workbooks	-	#NAME?	28,075	-	#NAME?
Supplies & Materials other	-	#NAME?	-	-	#NAME?
Equipment / Furniture	-	#NAME?	5,648	-	#NAME?
Telephone	-	#NAME?	8,142	-	#NAME?
Technology	-	#NAME?	33,290	-	#NAME?
Student Testing & Assessment	-	#NAME?	2,250	-	#NAME?
Field Trips	-	#NAME?	3,366	-	#NAME?
Transportation (student)	-	#NAME?	-	-	#NAME?
Student Services - other	-	#NAME?	17,090	-	#NAME?
Office Expense	-	#NAME?	8,447	-	#NAME?
Staff Development	-	#NAME?	7,791	-	#NAME?
Staff Recruitment	-	#NAME?	5,425	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	5,704	-	#NAME?
School Meals / Lunch	-	#NAME?	56,234	-	#NAME?
Travel (Staff)	-	#NAME?	234	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	1,164	-	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	-	#NAME?	206,761	-	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	-	#NAME?	7,744	-	#NAME?
Janitorial	-	#NAME?	-	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	-	-	#NAME?
Repairs & Maintenance	-	#NAME?	471	-	#NAME?
Equipment / Furniture	-	#NAME?	-	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	-	-	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	#NAME?	8,215	-	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	#NAME?	19,311	-	#NAME?
<b>RESERVES / CONTINGENCY</b>	-	#NAME?	-	-	#NAME?
<b>TOTAL EXPENSES</b>	-	#NAME?	1,139,746	-	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,139,746	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	216	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	216	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	-	<b>216</b>	-	-
<b>REVENUE PER PUPIL</b>	-	#NAME?	#NAME?	-	#NAME?
<b>EXPENSES PER PUPIL</b>	-	#NAME?	5,277	-	#NAME?



**EAST HARLEM SCHOLAR  
Budget / Operatin  
2015-16**

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Revenue</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>		4,559,009	#NAME?	#NAME?	(4,559,009)	#NAME?
<b>Net Income</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions				
Executive Management	1.20	168,714	#NAME?	#NAME?	(168,714)	#NAME?
Instructional Management	-	-	#NAME?	#NAME?	-	#NAME?
Deans, Directors & Coordinators	4.00	343,000	#NAME?	#NAME?	(343,000)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	3.10	149,256	#NAME?	#NAME?	(149,256)	#NAME?
Administrative Staff	-	-	#NAME?	#NAME?	-	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.30</b>	<b>660,970</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(660,970)</b>	<b>#NAME?</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	11.00	725,571	#NAME?	#NAME?	(725,571)	#NAME?
Teachers - SPED	5.00	311,404	#NAME?	#NAME?	(311,404)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	5.00	229,300	#NAME?	#NAME?	(229,300)	#NAME?
Specialty Teachers	7.00	473,543	#NAME?	#NAME?	(473,543)	#NAME?
Aides	1.00	34,000	#NAME?	#NAME?	(34,000)	#NAME?
Therapists & Counselors	2.60	170,294	#NAME?	#NAME?	(170,294)	#NAME?
Other	1.00	37,500	#NAME?	#NAME?	(37,500)	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	<b>32.60</b>	<b>1,981,611</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(1,981,611)</b>	<b>#NAME?</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>-</b>	<b>#NAME?</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>40.90</b>	<b>2,642,581</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(2,642,581)</b>	<b>#NAME?</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		229,112	#NAME?	#NAME?	(229,112)	#NAME?
Fringe / Employee Benefits		266,242	#NAME?	#NAME?	(266,242)	#NAME?
Retirement / Pension		37,350	#NAME?	#NAME?	(37,350)	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>532,704</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(532,704)</b>	<b>#NAME?</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>40.90</b>	<b>3,175,285</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(3,175,285)</b>	<b>#NAME?</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		15,914	#NAME?	#NAME?	(15,914)	#NAME?
Legal		1,030	#NAME?	#NAME?	(1,030)	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		8,682	#NAME?	#NAME?	(8,682)	#NAME?
Special Ed Services		15,675	#NAME?	#NAME?	(15,675)	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		405,263	#NAME?	#NAME?	(405,263)	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>		<b>446,564</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(446,564)</b>	<b>#NAME?</b>

**EAST HARLEM SCHOLAR  
Budget / Operatin  
2015-16**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	4,559,009	#NAME?	#NAME?	(4,559,009)	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<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	618	#NAME?	#NAME?	(618)	#NAME?
Classroom / Teaching Supplies & Materials	87,130	#NAME?	#NAME?	(87,130)	#NAME?
Special Ed Supplies & Materials	7,864	#NAME?	#NAME?	(7,864)	#NAME?
Textbooks / Workbooks	112,298	#NAME?	#NAME?	(112,298)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	22,591	#NAME?	#NAME?	(22,591)	#NAME?
Telephone	32,568	#NAME?	#NAME?	(32,568)	#NAME?
Technology	133,159	#NAME?	#NAME?	(133,159)	#NAME?
Student Testing & Assessment	9,000	#NAME?	#NAME?	(9,000)	#NAME?
Field Trips	13,468	#NAME?	#NAME?	(13,468)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	68,361	#NAME?	#NAME?	(68,361)	#NAME?
Office Expense	33,795	#NAME?	#NAME?	(33,795)	#NAME?
Staff Development	31,166	#NAME?	#NAME?	(31,166)	#NAME?
Staff Recruitment	21,700	#NAME?	#NAME?	(21,700)	#NAME?
Student Recruitment / Marketing	22,816	#NAME?	#NAME?	(22,816)	#NAME?
School Meals / Lunch	224,932	#NAME?	#NAME?	(224,932)	#NAME?
Travel (Staff)	935	#NAME?	#NAME?	(935)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	4,656	#NAME?	#NAME?	(4,656)	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	827,057	#NAME?	#NAME?	(827,057)	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	30,978	#NAME?	#NAME?	(30,978)	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	-	#NAME?
Repairs & Maintenance	1,883	#NAME?	#NAME?	(1,883)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	32,861	#NAME?	#NAME?	(32,861)	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>	77,242	#NAME?	#NAME?	(77,242)	#NAME?
<b>RESERVES / CONTINGENCY</b>	-	#NAME?	#NAME?	-	#NAME?
<b>TOTAL EXPENSES</b>	4,559,009	#NAME?	#NAME?	(4,559,009)	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?





**S ACADEMY II  
g Plan**

<b>Total Revenue</b>
<b>Total Expenses</b>
<b>Net Income</b>
<b>Actual Student Enrollment</b>

**DESCRIPTION OF ASSUMPTIONS**

**EXPENSES**

<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	Avg. No. of Positions
Executive Management	1.20
Instructional Management	-
Deans, Directors & Coordinators	4.00
CFO / Director of Finance	-
Operation / Business Manager	3.10
Administrative Staff	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.30</b>

<b>INSTRUCTIONAL PERSONNEL COSTS</b>	
Teachers - Regular	11.00
Teachers - SPED	5.00
Substitute Teachers	-
Teaching Assistants	5.00
Specialty Teachers	7.00
Aides	1.00
Therapists & Counselors	2.60
Other	1.00
<b>TOTAL INSTRUCTIONAL</b>	<b>32.60</b>

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

<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>40.90</b>
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<b>PAYROLL TAXES AND BENEFITS</b>	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	

<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>40.90</b>
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<b>CONTRACTED SERVICES</b>	
Accounting / Audit	
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	
<b>TOTAL CONTRACTED SERVICES</b>	

**S ACADEMY II**  
**g Plan**

<b>Total Revenue</b>
<b>Total Expenses</b>
<b>Net Income</b>
<b>Actual Student Enrollment</b>
<b>SCHOOL OPERATIONS</b>
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
<b>TOTAL SCHOOL OPERATIONS</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>
Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>
<b>RESERVES / CONTINGENCY</b>
<b>TOTAL EXPENSES</b>
<b>NET INCOME</b>

**DESCRIPTION OF ASSUMPTIONS**

Curriculum costs included in this line

**S ACADEMY II  
g Plan**

Total Revenue  
Total Expenses  
Net Income  
Actual Student Enrollment

**DESCRIPTION OF ASSUMPTIONS**

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

**Number of Districts:**

NYC CHANCELLOR'S OFFICE

-

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ALL OTHER School Districts: ( Weighted Avg )

**TOTAL ENROLLMENT**

**REVENUE PER PUPIL**

**EXPENSES PER PUPIL**

**EAST HARLEM SCHOLARS ACADEMY II**  
**BALANCE SHEET**  
**2015-16**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>#NAME?</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<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>	-	-	-	-	-



**EAST HARLEM SCHOLARS ACADEMY II**  
**Budget / Operating Plan**  
**2015-16**

<b>Total Revenue</b>	#NAME?						
<b>Total Expenses</b>	#NAME?						
<b>Net Income</b>	#NAME?						
<b>Actual Student Enrollment</b>	-	#NAME?	-	-	#NAME?	-	-

*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 Q
		<b>Current</b>			<b>Current</b>		
	<b>Actual</b>	<b>Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Budget</b>	<b>Variance</b>	<b>Actual</b>

<b>EXPENSES</b>		Quarter 0					
		No. of Positions					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>							
	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>							
	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?







Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-

*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		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES		Quarter 0				
		No. of Positions				
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
Executive Management	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		#NAME?	#NAME?	#NAME?	-	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>		#NAME?	#NAME?	#NAME?	-	#NAME?
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES	#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	#NAME?	-	-	#NAME?	-
*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		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>					
Board Expenses	#NAME?	#NAME?	-	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	-	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	-	#NAME?	#NAME?
Technology	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	-	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	-	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	-	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	-	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	#NAME?	#NAME?	-	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	-	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>RESERVES / CONTINGENCY</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL EXPENSES</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-

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

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: ( Count = 0 )	#NAME?	-	-	#NAME?	-
<b>TOTAL ENROLLMENT</b>	#NAME?	-	-	#NAME?	-
<b>REVENUE PER PUPIL</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>EXPENSES PER PUPIL</b>	#NAME?	#NAME?	-	#NAME?	#NAME?











**EMY II**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	4,559,009	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?
<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	5		P Y Actual (P Y	Actual CY
	Original Budget - TY	Actual vs. Original Budget TY	TY / No. of COMPLETED Actual CY Quarters	vs. Actual PY

EXPENSES		Quarter 0			
		No. of Positions			
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
Executive Management	#NAME?		168,714	#NAME?	#NAME?
Instructional Management	#NAME?		-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?		343,000	#NAME?	#NAME?
CFO / Director of Finance	#NAME?		-	#NAME?	#NAME?
Operation / Business Manager	#NAME?		149,256	#NAME?	#NAME?
Administrative Staff	#NAME?		-	#NAME?	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?		660,970	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	#NAME?		725,571	#NAME?	#NAME?
Teachers - SPED	#NAME?		311,404	#NAME?	#NAME?
Substitute Teachers	#NAME?		-	#NAME?	#NAME?
Teaching Assistants	#NAME?		229,300	#NAME?	#NAME?
Specialty Teachers	#NAME?		473,543	#NAME?	#NAME?
Aides	#NAME?		34,000	#NAME?	#NAME?
Therapists & Counselors	#NAME?		170,294	#NAME?	#NAME?
Other	#NAME?		37,500	#NAME?	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	#NAME?		1,981,611	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	#NAME?		-	#NAME?	#NAME?
Librarian	#NAME?		-	#NAME?	#NAME?
Custodian	#NAME?		-	#NAME?	#NAME?
Security	#NAME?		-	#NAME?	#NAME?
Other	#NAME?		-	#NAME?	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?		-	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>					
	#NAME?		2,642,581	#NAME?	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes			229,112	#NAME?	#NAME?
Fringe / Employee Benefits			266,242	#NAME?	#NAME?
Retirement / Pension			37,350	#NAME?	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>			532,704	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>					
	#NAME?		3,175,285	#NAME?	#NAME?
<b>CONTRACTED SERVICES</b>					
Accounting / Audit			15,914	#NAME?	#NAME?
Legal			1,030	#NAME?	#NAME?
Management Company Fee			-	#NAME?	#NAME?
Nurse Services			-	#NAME?	#NAME?
Food Service / School Lunch			-	#NAME?	#NAME?
Payroll Services			8,682	#NAME?	#NAME?
Special Ed Services			15,675	#NAME?	#NAME?
Titlement Services (i.e. Title I)			-	#NAME?	#NAME?
Other Purchased / Professional / Consulting			405,263	#NAME?	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>			446,564	#NAME?	#NAME?

**EMY II**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	4,559,009	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?
<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				
	Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
<b>SCHOOL OPERATIONS</b>				
Board Expenses	618	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	87,130	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	7,864	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	112,298	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	22,591	#NAME?	#NAME?	#NAME?
Telephone	32,568	#NAME?	#NAME?	#NAME?
Technology	133,159	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	9,000	#NAME?	#NAME?	#NAME?
Field Trips	13,468	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	#NAME?
Student Services - other	68,361	#NAME?	#NAME?	#NAME?
Office Expense	33,795	#NAME?	#NAME?	#NAME?
Staff Development	31,166	#NAME?	#NAME?	#NAME?
Staff Recruitment	21,700	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	22,816	#NAME?	#NAME?	#NAME?
School Meals / Lunch	224,932	#NAME?	#NAME?	#NAME?
Travel (Staff)	935	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	4,656	#NAME?	#NAME?	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	827,057	#NAME?	#NAME?	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>				
Insurance	30,978	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	1,883	#NAME?	#NAME?	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	-	#NAME?	#NAME?	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	32,861	#NAME?	#NAME?	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>	77,242	#NAME?	#NAME?	#NAME?
<b>RESERVES / CONTINGENCY</b>	-	#NAME?	#NAME?	#NAME?
<b>TOTAL EXPENSES</b>	4,559,009	#NAME?	#NAME?	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?

**EMY II**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	4,559,009	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?
<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	S	Actual vs. Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

<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>				-	-



**Charter Schools Institute**  
The State University of New York

**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
EAST HARLEM SCHOLARS ACADEMY II  
**2015-16**

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**



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

<b>Charter School Name:</b>	<b>East Harlem Scholars Academy II</b>
<b>Audit Period:</b>	2014-15
<b>Prior Period:</b>	2013-14
<b>Report Due Date:</b>	Sunday, November 01, 2015
<b>Date Submitted:</b>	October 30, 2015
<b>School Fiscal Contact Name:</b>	Lauren Goldstein
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	O'Connor Davies, LLP
<b>School Audit Contact Name:</b>	Anan Samara
<b>School Audit Contact Email:</b>	<a href="mailto:asamara@odpkf.org">asamara@odpkf.org</a>
<b>School Audit Contact Phone:</b>	212-286-2600

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

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 \$500,000; 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.

Item	If not included, state the reason(s) below (if not applicable fill in "NIA"):
Management Letter	[REDACTED]
Management Letter Response	
Form 990	Extension to file requested
Federal Single Audit (A-133) <sup>1</sup>	[REDACTED]
Corrective Action Plan	

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 <a href="mailto:charterschools@mail.nysed.gov">charterschools@mail.nysed.gov</a>	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234 <a href="mailto:FSandA133@mail.nysed.gov">FSandA133@mail.nysed.gov</a>
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<sup>1</sup> [A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circu](#)

**EAST HARLEM SCHOLARS ACADEMY II**  
**Statement of Financial Position**  
**#NAME?**

<b>ASSETS</b>	<b>2014-15</b>
<b><u>CURRENT ASSETS</u></b>	
Cash and cash equivalents	219686
Grants and contracts receivable	161391
Accounts receivables	0
Prepaid expenses	10557
Contributions and other receivables	0
<b>TOTAL CURRENT ASSETS</b>	<b>391,634</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>67929</b>
<b><u>OTHER ASSETS</u></b>	<b>35453</b>
<b>TOTAL ASSETS</b>	<b>495,016</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>	
<b><u>CURRENT LIABILITIES</u></b>	
Accounts payable and accrued expenses	40503
Accrued payroll and benefits	105706
Deferred Revenue	0
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	152783
<b>TOTAL CURRENT LIABILITIES</b>	<b>298,992</b>
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	<b>0</b>
<b>TOTAL LIABILITIES</b>	<b><u>298,992</u></b>
<b><u>NET ASSETS</u></b>	
Unrestricted	196024
Temporarily restricted	0
<b>TOTAL NET ASSETS</b>	<b><u>196,024</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>495,016</b>

**EAST HARLEM SCHOLARS /**  
**Statement of Financial P**  
**#NAME?**

<u>ASSETS</u>	<u>2013-14</u>	<u>IOI</u> nu
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	154142	
Grants and contracts receivable	152473	
Accounts receivables	9129	
Prepaid expenses	10370	
Contributions and other receivables	0	
<b>TOTAL CURRENT ASSETS</b>	<b>326,114</b>	
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>51436</b>	
<b><u>OTHER ASSETS</u></b>	<b>0</b>	
<b>TOTAL ASSETS</b>	<b>377,550</b>	
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	28560	
Accrued payroll and benefits	111950	
Deferred Revenue	0	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	201781	
<b>TOTAL CURRENT LIABILITIES</b>	<b>342,291</b>	
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	<b>0</b>	
<b>TOTAL LIABILITIES</b>	<b><u>342,291</u></b>	
<b><u>NET ASSETS</u></b>		
Unrestricted	35259	
Temporarily restricted	0	
<b>TOTAL NET ASSETS</b>	<b><u>35,259</u></b>	
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>377,550</b>	

**EAST HARLEM SCHOLARS ACADEMY II**

**Statement of Activities**

#NAME?

	2014-15		Total
	Unrestricted	Temporarily Restricted	
<b>REVENUE, GAINS AND OTHER SUPPORT</b>			
Public School District			
Resident Student Enrollment	2205174	\$-	\$2,205,174
Students with disabilities	273353	-	273,353
Grants and Contracts			
State and local	15849	-	15,849
Federal - Title and IDEA	83088	-	83,088
Federal - Other	143068	-	143,068
Other		-	-
Food Service/Child Nutrition Program	123037	-	<u>123,037</u>
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	2,843,569	-	2,843,569
<b>EXPENSES</b>			
Program Services			
Regular Education	1773352	\$-	\$1,773,352
Special Education	695410	-	695,410
Other Programs	33892	-	33,892
Total Program Services	2,502,654	-	2,502,654
Management and general	225666	-	225,666
Fundraising	104484	-	<u>104,484</u>
<b>TOTAL OPERATING EXPENSES</b>	2,832,804	-	2,832,804
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	10,765	-	10,765
<b>SUPPORT AND OTHER REVENUE</b>			
Contributions			
Foundations	150000	\$-	\$150,000
Individuals	0	-	-
Corporations	0	-	-
Fundraising	0	-	-
Interest income	0	-	-
Miscellaneous income	0	-	-
Net assets released from restriction	0	-	<u>-</u>
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	150,000	-	150,000
<b>CHANGE IN NET ASSETS</b>	160,765	-	160,765
NET ASSETS BEGINNING OF YEAR	0	-	-
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	<u>-</u>
<b>NET ASSETS END OF YEAR</b>	\$160,765	\$-	\$160,765

<b>2013-14</b>	<b>IOI</b>
	nu
<b>Total</b>	

1446051  
166793  
  
101615  
458790  
83244  
  
0  
2,256,493

1558000  
453416  
1766  
2,013,182  
201543  
107684  
2,322,409  
  
(65,916)

254400  
0  
0  
0  
0  
0  
0  
254,400  
  
188,484  
  
-16866  
0  
  
\$171,618

**EAST HARLEM SCHOLARS ACADEMY II**  
**Statement of Cash Flows**  
**#NAME?**

	<b>2014-15</b>	<b>2013-14</b>
		*Please briefly explain any
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	160765	52125
Revenues from School Districts	0	0
Accounts Receivable	0	-9129
Due from School Districts	0	0
Depreciation	40541	33309
Grants Receivable	211	-16114
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	-187	-10370
Accounts Payable	5702	3211
Accrued Expenses	0	133796
Accrued Liabilities	0	0
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	0	0
Interest payments	0	0
Other	-84454	40111
Other	0	0
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$122,578</b>	<b>\$226,939</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Purchase of equipment	-57034	-72797
Other	0	0
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$(57,034)</b>	<b>\$(72,797)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Principal payments on long-term debt	0	0
Other	0	0
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$-</b>	<b>\$-</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$65,544</b>	<b>\$154,142</b>
Cash at beginning of year	154142	0
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$219,686</b>	<b>\$154,142</b>

101  
nu

**EAST HARLEM SCHOLARS ACADEMY II**  
**Statement of Functional Expenses**  
**#NAME?**

		<b>2014-15</b>				
		<b>Program Services</b>				<b>S</b>
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising
		\$	\$	\$	\$	\$
Personnel Services Costs						
Administrative Staff Personnel	9	277380	80293	0	357,673	22750
Instructional Personnel	37.5	827085	372639	0	1,199,724	0
Non-Instructional Personnel	-	0	0	0	-	0
Total Salaries and Staff	46.50	1,104,465	452,932	-	1,557,397	22,750
Fringe Benefits & Payroll Taxes		194779	79878	0	274,657	4012
Retirement		10745	4406	0	15,151	221
Management Company Fees		0	0	0	-	0
Legal Service		293	120	0	413	6
Accounting / Audit Services		0	0	0	-	0
Other Purchased / Professional / Consulting Services		121054	34048	0	155,102	74813
Building and Land Rent / Lease / Facility Finance Interest		0	0	0	-	0
Repairs & Maintenance		433	177	0	610	9
Insurance		18817	7717	0	26,534	388
Utilities		0	0	0	-	0
Supplies / Materials		86611	31954	0	118,565	0
Equipment / Furnishings		10469	4293	0	14,762	216
Staff Development		13554	5246	0	18,800	211
Marketing / Recruitment		31915	11464	0	43,379	327
Technology		37647	15439	0	53,086	775
Food Service		104714	32351	0	137,065	0
Student Services		1352	418	33892	35,662	0
Office Expense		7492	3072	0	10,564	154
Depreciation		27060	11097	0	38,157	557
OTHER		1952	798	0	<u>2,750</u>	45
<b>Total Expenses</b>		<b>\$1,773,352</b>	<b>\$695,410</b>	<b>\$33,892</b>	<b>\$2,502,654</b>	<b>\$104,484</b>

				2013-14
Supporting Services				
Management and General	Total	Total		
\$	\$	\$	\$	
74578	97,328	455,001	394211	
0	-	1,199,724	858748	
0	-	-	0	
74,578	97,328	1,654,725	1,252,959	
13153	17,165	291,822	188114	
726	947	16,098	8468	
0	-	-	5	
20	26	439	121	
12606	12,606	12,606	20000	
98483	173,296	328,398	393493	
0	-	-	0	
29	38	648	1276	
1271	1,659	28,193	10774	
0	-	-	0	
0	-	118,565	161931	
707	923	15,685	10866	
2326	2,537	21,337	22924	
1071	1,398	44,777	28634	
2542	3,317	56,403	37309	
0	-	137,065	105371	
0	-	35,662	6943	
16197	16,351	26,915	38219	
1827	2,384	40,541	33310	
130	<u>175</u>	<u>2,925</u>	1697	
<b>\$225,666</b>	<b>\$330,150</b>	<b>\$2,832,804</b>	<b>\$2,322,414</b>	



# Appendix F: BOT Membership Table

Created: 07/28/2015

Last updated: 07/29/2015

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Iris Chen	[REDACTED]	Secretary	Yes	Education	Mar-11 to Jun-13; Jul-13 to Jun-15; Jul-15 to Jun-17
2	Brian Gavin	[REDACTED]	Treasurer	Yes	Finance	Mar-11 to Jun-13; Jul-13 to Jun-15; Jul-15 to Jun-17
3	Jamie Kiggen	[REDACTED]	Trustee/Member	Yes	Finance	Mar-11 to Jun-13; Jul-13 to Jun-15; Jul-15-Jun-17
4	Lili Lynton	[REDACTED]	Trustee/Member	Yes	Operations and Organizational Development	Jul-12 to Jun-14; Jul-14 to Jun-16
5	Carlos Morales	[REDACTED]	Trustee/Member	Yes	Legal	Mar-11 to Jun-12; Jul-12 to Jun-14; Jul-14- Jun-16
6	Marilyn Simmons	[REDACTED]	Trustee/Member	Yes	Governance	Jun-14 to Jul-16
7	Joan Solotar	[REDACTED]	Chair/Board President	Yes	Management	Jul-12 to Jun-14, Jul-14 to Jun-16
8	Tom Webber	[REDACTED]	Trustee/Member	Yes	Education	Mar-11 to Jun-13, Jul-13 to Jun-15
9	David Wildermuth	[REDACTED]	Vice Chair/Vice President	Yes	Finance	Apr-13 to Jun-13, Jul-13 to Jun-15, Jul-15 to Jun-17
10						
11						
12						
13						
14						
15						
16						
17						

18						
19						
20						

**2. Total Number of Members Joining Board during the 2014-15 school year**

1

**3. Total Number of Members Departing the Board during the 2014-15 school year**

0

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

15

**5. How many times did the Board meet during the 2014-15 school year?**

6

**6. How many times will the Board meet during the 2015-16 school year?**

6

**Thank you.**



## Admission and Retention Targets

### **2014-15 Outreach**

East Harlem Scholars Academies' admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to East Harlem Scholars Academies is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to East Harlem Scholars Academies. The School complies with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

In its admission policies and procedures, East Harlem Scholars Academies did not engage in any of the following:

1. Requiring parents to attend meetings or information workshops as a condition of enrollment
2. Having an unduly narrow enrollment period (e.g. fewer than 30 days);
3. Giving enrollment preference to children of members of East Harlem Scholars Academies Board or founders group;
4. Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to East Harlem Scholars Academies, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);
5. Mandating that students or parents agree with East Harlem Scholars Academies' mission or philosophy; or
6. Giving preference to or unduly targeting students interested or talented in a particular East Harlem Scholars Academies program (e.g. sports or arts).

East Harlem Scholars Academies offered a 100 percent lottery preference for Community School District (CSD) 4 students and a 20% lottery preference for English Language Learners (ELLs). The CSD 4 preference innately meant that the school drew primarily from a population that has a large percentage of of English Language Learners, special education students, and students living in poverty. In CSD 4, 15 percent of students are ELLs, 18 percent receive special education services, and 78 percent live in poverty.

East Harlem Scholars Academies completed the measures below to recruit student applicants. The School provided translation services for all promotional materials and any person-to-person interaction requiring an English translation. Outreach included:

## Recruitment and Retention Targets

1. Posting flyers and placing notices in local, supermarkets, communities of faith, community centers and apartment complexes;
2. Conducting school tours and open houses at the Jackie Robinson Educational Complex
3. Leveraging the relationships and network of contacts of the Applicant Team and the East Harlem Tutorial Program;
4. Displaying advertisements on MTA buses that have routes in East Harlem
5. Canvassing neighborhoods in East Harlem to further reach interested families, specifically targeting NYCHA public housing buildings in lower East Harlem.
6. Providing applications to the school's Committee on Special Education so that families would be made aware of the school

East Harlem Scholars Academies does not discriminate in its admission or enrollment policies on the basis of students having or being suspected of having a disability. The school provides instruction to students with disabilities in the most inclusive environment possible with their non-disabled peers to the extent appropriate and subject in all instances to the requirements and restrictions included in each student's IEP prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations (e.g. IDEA).

East Harlem Scholars Academies ensures the special education programs and services as indicated on each student's IEP are provided directly to the student during school hours. The school provides support services to students to ensure that IEP mandates and measurable goals are met, including a Collaborative Team Teaching (CTT) classroom in each grade level. Special education students at East Harlem Scholars Academies, when appropriate according to their IEPs, receive their adapted curriculum work and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and related-service providers (i.e. speech and language, occupational and physical therapists) provides both push-in and pull-out services to special education students as required by their IEPs.

East Harlem Scholars Academies had the capacity to undertake an extensive student outreach plan to ensure that a broad range of families in East Harlem were informed about the school and could apply to enroll their age-eligible children. In particular, East Harlem Scholars Academies' Applicant Team and founding Board have tremendous connections and visibility in East Harlem,



## ment and Retention Targets

as does the East Harlem Tutorial Program, which has served the community for more than half a century.

The outreach plan included an intensive, targeted (and ongoing) community information strategy, which was conducted by the Applicant Team, School Leadership and the East Harlem Tutorial Program. The plan aimed to:

- a) build widespread community awareness about East Harlem Scholars Academies
- b) demonstrate to parents and youth in the community the importance of education and the critical role of parental involvement and decision-making in the academic achievement and outcomes of children
- c) inform parents and youth about East Harlem Scholars Academies' curriculum and academic model.

East Harlem Scholars Academies also established a website during the charter term that conveyed information about the School, its curriculum and its events and activities. Our website focuses on the following:

- a) East Harlem Scholars Academies' commitment to educational excellence, strong academic focus, rigorous curriculum and instructional staff, as well as its relationship with the East Harlem Tutorial Program
- b) the extended day program
- c) the use of data-driven decision-making, innovative instructional practices and comprehensive academic support to help students achieve.

### **Retention of ELL and Students Receiving Special Education Services**

The school has taken several measures to ensure that its ELL and special education students return to the school each year. All of the school's ELL and special education students have stated that they are returning next year.

The school has two full-time ELL specialists who see small groups of students daily and meets with families regularly to offer them support. All of the school documents and verbal presentations are translated for the school's ELL families.

East Harlem Scholars Academies also has both a full-time Special Education Coordinator and 2 full-time Social Workers. These staff members ensure that special education needs are being met for the scholars and that all related services are contracted in from the Department of Education. (Counseling is provided by the school's social worker.) In addition, the school hosted a very well-attended and informative parent workshop on special education. Each grade level has one Collaborative Team Teaching class so that the school is able to meet the requirements of students who need to receive instruction from a certified special education teacher.



## Enrollment and Retention Targets

We plan to continue our efforts in these areas in 2015-16. We have been very successful at attracting and retaining students from CSD 4, including special education, ELL, and low-income families.



# Appendix I: Teacher and Administrator Attrition

Created: 07/27/2015

Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

**Charter School Name:**

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

**ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.**

### **2013-14 Teacher Attrition Table**

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	12.5	7	3

### **2013-14 Administrator Position Attrition Table**

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	5	2	2

**Thank you**

**East Harlem Scholars Academy Charter School**

Financial Statements and  
OMB Circular A-133 Financial Report  
Together With Independent Auditors' Report

June 30, 2015

# East Harlem Scholars Academy Charter School

## Financial Statements and OMB Circular A-133 Financial Report Together With Independent Auditors' Report

June 30, 2015

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## **Independent Auditors' Report**

**Board of Trustees  
East Harlem Scholars Academy Charter School**

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

We have audited the accompanying financial statements of East Harlem Scholars Academy Charter School (the "School") which comprise the statements of financial position as of June 30, 2015 and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

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

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

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

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the 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.

O'CONNOR DAVIES, LLP  
665 Fifth Avenue, New York, NY 10022 | Tel: 212.286.2600 | Fax: 212.286.4080 | [www.odpkf.com](http://www.odpkf.com)

***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of East Harlem Scholars Academy Charter School as of June 30, 2015 and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Report on Summarized Comparative Statements***

We have previously audited the School's June 30, 2014 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 30, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited financial statements from which it has been derived.

***Other Matters***

***Supplemental Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of financial position by school and activities by school for the year ended June 30, 2015 on pages 13 and 14 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

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

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2015 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*O'Connor Davies, LLP*

October 29, 2015

## East Harlem Scholars Academy Charter School

Statement of Financial Position  
June 30, 2015  
(with comparative amounts at June 30, 2014)

	<u>2015</u>	<u>2014</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 1,474,954	\$ 1,038,888
Grants and accounts receivable	317,775	250,658
Prepaid expenses	20,309	33,419
Restricted cash	50,000	50,000
Property and equipment, net	<u>268,148</u>	<u>298,208</u>
	<u>\$ 2,131,186</u>	<u>\$ 1,671,173</u>
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities		
Accounts payable and accrued expenses	\$ 435,764	\$ 401,705
Due to East Harlem Tutorial Program	<u>532,172</u>	<u>491,134</u>
Total Liabilities	967,936	892,839
Net assets, unrestricted	<u>1,163,250</u>	<u>778,334</u>
	<u>\$ 2,131,186</u>	<u>\$ 1,671,173</u>

See notes to financial statements

**East Harlem Scholars Academy Charter School**

Statement of Activities  
Year Ended June 30, 2015  
(with comparative totals for the year ended June 30, 2014)

	<u>2015</u>	<u>2014</u>
<b>REVENUE AND SUPPORT</b>		
Public School District -		
State and local per pupil operating revenue	\$ 7,152,055	\$ 5,304,726
Government grants and contracts	756,240	892,642
Contributions from foundations	280,000	380,000
Other income	<u>7,056</u>	<u>3,921</u>
Total Revenue and Support	<u>8,195,351</u>	<u>6,581,289</u>
 <b>EXPENSES</b>		
Program services	7,002,948	5,605,867
Management and general	561,577	427,525
Fundraising	<u>245,910</u>	<u>159,792</u>
Total Expenses	<u>7,810,435</u>	<u>6,193,184</u>
Change in Net Assets	384,916	388,105
 <b>NET ASSETS (UNRESTRICTED)</b>		
Beginning of year	<u>778,334</u>	<u>390,229</u>
 End of year	<u>\$ 1,163,250</u>	<u>\$ 778,334</u>

See notes to financial statements

## East Harlem Scholars Academy Charter School

### Statement of Functional Expenses Year Ended June 30, 2015 (with summarized totals for the year ended June 30, 2014)

	2015						2014	
	Program Services				Management and General	Fundraising	Total	Total
	General Education	Special Education	Supplemental Education	Total Program Services				
Instructional salaries	\$ 2,135,074	\$ 1,312,635	\$ -	\$ 3,447,709	\$ -	\$ -	\$ 3,447,709	\$ 2,547,018
Administrative staff salaries	630,730	194,821	-	825,551	192,400	52,731	1,070,682	833,717
Fringe benefits and payroll taxes	480,223	261,061	-	741,284	33,396	9,163	783,843	562,682
Retirement	32,074	17,945	-	50,019	1,110	1,734	52,863	34,106
Total Salaries and Related Expenses	3,278,101	1,786,462	-	5,064,563	226,906	63,628	5,355,097	3,977,523
Legal services	1,069	613	-	1,682	75	20	1,777	1,032
Accounting and audit services	-	-	-	-	23,812	-	23,812	43,000
Other professional and consulting services	370,325	119,850	-	490,175	230,441	175,002	895,618	839,264
Repairs and maintenance	2,378	1,412	-	3,790	167	44	4,001	4,049
Insurance	39,193	20,650	-	59,843	2,716	755	63,314	30,432
Supplies and materials	184,373	82,960	1,272	268,605	-	-	268,605	324,207
Equipment and furnishings	19,841	10,242	-	30,083	1,372	385	31,840	20,080
Staff development	47,947	22,910	-	70,857	6,737	560	78,154	71,137
Marketing and recruitment	95,151	45,933	-	141,084	4,073	1,090	146,247	51,002
Technology	92,852	50,480	-	143,332	6,457	1,772	151,561	100,678
Food service	265,573	90,845	-	356,418	-	-	356,418	308,601
Student services	13,058	4,675	130,914	148,647	-	-	148,647	170,324
Office expenses	33,759	19,746	-	53,505	51,246	628	105,379	101,857
Depreciation	100,573	57,759	-	158,332	7,041	1,883	167,256	128,806
Bad debt	-	-	-	-	-	-	-	5,527
Other expenses	7,628	4,404	-	12,032	534	143	12,709	15,665
 Totals	<u>\$ 4,551,821</u>	<u>\$ 2,318,941</u>	<u>\$ 132,186</u>	<u>\$ 7,002,948</u>	<u>\$ 561,577</u>	<u>\$ 245,910</u>	<u>\$ 7,810,435</u>	<u>\$ 6,193,184</u>

See notes to financial statements

## East Harlem Scholars Academy Charter School

### Statement of Cash Flows

June 30, 2015

(with comparative totals for the year ended June 30, 2015)

	<u>2015</u>	<u>2014</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Changes in net assets	\$ 384,916	\$ 388,105
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation	167,256	128,806
Bad debt	-	5,527
Changes in operating assets and liabilities		
Grants and accounts receivable	(67,117)	197,129
Prepaid expenses	13,110	12,244
Accounts payable and accrued expenses	34,059	210,169
Due to East Harlem Tutorial Program	<u>41,038</u>	<u>127,527</u>
Net Cash from Operating Activities	573,262	1,069,507
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of property and equipment	<u>(137,196)</u>	<u>(189,388)</u>
Net Change in Cash and Cash Equivalents	436,066	880,119
<b>CASH AND CASH EQUIVALENTS</b>		
Beginning of period	<u>1,038,888</u>	<u>158,769</u>
End of period	<u>\$ 1,474,954</u>	<u>\$ 1,038,888</u>

See notes to financial statements

## **East Harlem Scholars Academy Charter School**

Notes to Financial Statements  
June 30, 2015

### **1. Organization and Tax Status**

#### ***The Corporation***

Founded upon the 53-year legacy of East Harlem Tutorial Program (“EHTP”), East Harlem Scholars Academy Charter School is a not-for-profit education corporation (the “Corporation”) originally formed by the Board of Regents of the University of the State of New York (the “Board of Regents”) on December 14, 2010 by the granting of a Provisional Charter (the education corporation-equivalent of a certificate of incorporation) valid for a period of five (5) years and renewable upon expiration to operate one (1) (and as of January 1, 2013 two (2)) public charter schools. The mission of the schools is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

#### ***The Schools***

East Harlem Scholars Academy Charter School (“Scholars”) - also the name of the first school for which the Corporation received a charter to operate – is situated in East Harlem in the borough of Manhattan, New York City. Scholars opened in the fall of 2011 with kindergarten and first grade and added a grade each year so that it now serves kindergarten through 5<sup>th</sup> grade.

East Harlem Scholars Academy Charter School II (“Scholars II”) is the second public charter school for which the Corporation received a charter to operate, and opened in the fall of 2013 with kindergarten and first grade and will add a grade each year until it serves kindergarten through 5<sup>th</sup> grade. Scholars and Scholars II are referred to collectively as the “School.”

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

The School’s primary sources of income are from per pupil and other government funding.

### **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 contingencies, if any, at the date of the financial statements, and the reported amounts of support and revenue and expenses during the reporting period. Actual results could differ from those estimates.

## East Harlem Scholars Academy Charter School

Notes to Financial Statements  
June 30, 2015

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

#### ***Basis of Presentation and Use of Estimates (continued)***

The net assets of the School and changes therein are classified as unrestricted, temporarily restricted and permanently restricted based on the existence or absence of donor-imposed restrictions. Unrestricted net assets are those that are not subject to donor-imposed stipulations. Temporarily restricted net assets represent contributions with donor-imposed restrictions that have not yet been satisfied or are time restricted. When a stipulated time restriction ends or a purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restriction. Permanently restricted net assets are those which are established by donor gifts to provide a permanent endowment. There were no temporarily or permanently restricted net assets at June 30, 2015 and 2014.

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

For purposes of the statement of cash flows, the School considers all highly liquid investments, with a maturity of three months or less at the time of purchase to be cash equivalents. Restricted cash is a reserve fund of \$50,000 to cover debts in the event of the School's dissolution.

#### ***Contributions and Unconditional Promises to Give***

Contributions are recognized as revenue when an unconditional promise to give is made and the gift is subject to reasonable valuation. Contributions received and unconditional promises to give are classified as unrestricted, temporarily restricted, or permanently restricted support. If donor restrictions are met within the same reporting period as when the contribution was made, those contributions are recorded as unrestricted support.

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

Property and equipment is recorded at cost. Additions and improvements or betterments in excess of \$1,000 with an estimated useful life of more than one year are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 2 to 5 years. Leasehold improvements are amortized over the shorter of the estimated useful life of the asset or term of the related lease. Property and equipment acquired with certain government contract funds are recorded as expenses when the government retains title to such assets.

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized at June 30, 2015 and 2014.

## East Harlem Scholars Academy Charter School

Notes to Financial Statements  
June 30, 2015

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

#### ***Revenue Recognition***

Revenue from the state and local governments under the charter agreement is based on the number of students enrolled, and recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts is recognized by the School when qualifying expenditures are incurred. Funds received in advance for which qualifying expenditures have not been incurred are reflected as deferred revenues from state and local government grants in the accompanying statement of financial position.

The School follows U.S. GAAP guidance on Accounting for Contributions Received and Contributions Made. Accordingly, contributed assets are recorded at fair value at date of donation. Services are recognized as revenue and expenses at fair value if those services (a) create or enhance nonfinancial assets, (b) would typically need to be purchased by the School if they had not been provided by contribution or (c) require specialized skills and are provided by individuals with those skills.

A number of volunteers have made a contribution of their time to the School to develop its programs and to serve on the School's board of trustees. The value of such contributed time is not reflected in these financial statements because it does not meet the criteria for recognition.

#### ***Prior Year Summarized Financial Information***

The financial statements present prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. AAP. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2014 from which the summarized financial information was derived.

#### ***Functional Expenses***

Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications based upon benefits received. Expenses are classified according to the functional categories for which they are incurred, as follows:

General Education Program Services – represents expenses directly associated with general education.

Special Education Program Services – represents expenses directly associated with special education for certain students requiring additional attention and guidance.

## East Harlem Scholars Academy Charter School

Notes to Financial Statements  
June 30, 2015

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

#### ***Functional Expenses (continued)***

Supplemental Education Program Services – represents expenses directly associated with after-school and summer school programs.

Management and General – represents expenses related to the overall administration and operation of the School that are not associated with any education services or fundraising.

Fundraising – represents expenses related to efforts to raise additional funds for the School.

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

Marketing and recruitment costs are expensed as incurred for staff and student recruitment.

#### ***Accounting For Uncertainty in Income Taxes***

The School recognizes the effect of income tax positions only when they 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 subject to examination by applicable taxing authorities since inception in 2012.

#### ***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 29, 2015 and has accounted for or disclosed such events, as appropriate, in these financial statements.

### 3. Concentration of Credit Risk and Revenue

The School's financial instruments that are potentially exposed to concentration of credit risk consist of cash and cash equivalents. The School places its cash and cash equivalents with quality financial institutions in the United States. At times, cash balances may be in excess of Federal Deposit Insurance Corporation ("FDIC") insurance limits. The School routinely assesses the financial strength of its cash and cash equivalents. The School has not experienced any losses in such accounts and believes its cash balances are not exposed to any significant risk.

## East Harlem Scholars Academy Charter School

Notes to Financial Statements  
June 30, 2015

### 3. Concentration of Credit Risk and Revenue *(continued)*

The School receives a majority of its revenues from the New York State Education Department through the Charter Schools Institute of the State University of New York (the "Institute"). The Institute provides general operating support to the School based upon the location and the number of students enrolled. Per pupil General Education and Special Education support provided to the School totaled \$7,152,055 and \$5,304,726 for the years ended June 30, 2015 and 2014. The School is dependent upon this level of funding in order to continue its operations.

### 4. Grants and Accounts Receivable

At June 30, 2015 and 2014, grants and accounts receivable are deemed to be fully collectible by management.

### 5. Property and Equipment

Property and equipment consist of the following at June 30:

	<u>2015</u>	<u>2014</u>
Computers and other equipment	\$ 352,609	\$ 297,898
Furniture and fixtures	169,253	125,679
Leasehold improvements	<u>115,611</u>	<u>104,982</u>
	637,473	528,559
Less: Accumulated depreciation	<u>(369,325)</u>	<u>(230,351)</u>
	<u>\$ 268,148</u>	<u>\$ 298,208</u>

During the fiscal year ended June 30, 2015, the School removed from its books and record fully depreciated equipment amounting to \$28,282.

### 6. Related Party Transactions

The School's bylaws stipulate that at least 51% and no more than 60% of its Trustees may also be members of the Board of EHTP thus resulting in common control. Under a cost sharing agreement with EHTP, approved by a supermajority of the board, EHTP provides the School with administrative support. Shared operating costs are allocated to the School based on employee hours spent. The total shared operating costs allocated from EHTP amounted to \$671,831 and \$680,349 for 2015 and 2014. Amounts due to EHTP are paid in the normal course of operations.

The accompanying financial statements reflect only the activities and net assets of the School. Management has applied U.S. GAAP standards in assessing the need to consolidate the financial statements of the School with those of EHTP. Under these standards, consolidation should occur if both an economic interest in the School and control by a majority of common board members exist. Management has determined that EHTP has no economic interest in the School and consolidation is precluded.

## East Harlem Scholars Academy Charter School

Notes to Financial Statements  
June 30, 2015

### 7. Agreement with School Facility

Scholars has an agreement through the school year 2015-2016 with the New York City Department of Education for space at the Jackie Robinson Educational Complex (the "Complex"), a New York City public school located at 1573 Madison Avenue, New York, New York. Scholars II has an agreement to be permanently co-located at the Complex. The fair value of the rent has not been included in the accompanying financial statements. The School will be responsible for any overtime-related costs for services provided beyond the regular operating hours. For the years ended June 30, 2015 and 2014, the School did not incur any overtime permit fees.

### 8. Contingencies

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to protect itself from such risks and is self-insured for other risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund, because management does not believe that there are any liabilities to be recorded.

### 9. Employee Benefit Plan

The School maintains a deferred compensation plan for all qualified employees. The School elects to make contributions to the plan on a discretionary basis. The School had contributed \$52,864 and \$34,106 to the plan for the years ended June 30, 2015 and 2014.

### 10. Commitments

During the fiscal year ended June 30, 2015 an agreement to lease the land and buildings located at 2040-2050 Second Avenue, New York, NY, was executed between Scholars and the East Harlem Center, LLC, a wholly owned subsidiary of EHTP. The lease has a term of 30 years commencing on September 1, 2016. Future minimum rental payments to be received under this lease are as follows:

2016	\$	-
2017		722,500
2018		1,269,900
2019		1,416,600
2020		1,416,600
Thereafter		<u>39,142,468</u>
		<u>\$ 43,968,068</u>

## East Harlem Scholars Academy Charter School

Notes to Financial Statements  
June 30, 2015

### 10. Commitments

In addition, Scholars entered into an agreement with EHTP to sublease a portion of its space located at 2040-2050 Second Avenue, New York, NY. The lease has a term of 30 years commencing on September 1, 2016. Future minimum rental payments under this lease are as follows:

2016	\$	-
2017		12,500
2018		21,900
2019		24,600
2020		24,600
Thereafter		<u>678,468</u>
	\$	<u>762,068</u>

\* \* \* \* \*

**East Harlem Scholars Academy Charter School**

Supplementary Information

June 30, 2015

## East Harlem Scholars Academy Charter School

### Schedule of Financial Position by School June 30, 2015

	East Harlem Scholars Academy	East Harlem Scholars Academy II	Eliminating Entry	Total
<b>ASSETS</b>				
Cash and cash equivalents	\$ 1,255,268	\$ 219,686	\$ -	\$ 1,474,954
Grants and accounts receivable	156,384	161,391	-	317,775
Prepaid expenses	9,752	10,557	-	20,309
Restricted cash	50,000	-	-	50,000
Property and equipment, net	200,219	67,929	-	268,148
Due from East Harlem Scholars Academy	-	35,453	(35,453)	-
	<u>\$ 1,671,623</u>	<u>\$ 495,016</u>	<u>\$ (35,453)</u>	<u>\$ 2,131,186</u>
 <b>LIABILITIES AND NET ASSETS</b>				
Liabilities				
Accounts payable and accrued expenses	\$ 289,555	\$ 146,209	\$ -	\$ 435,764
Due to East Harlem Tutorial Program	379,389	152,783	-	532,172
Due to East Harlem Scholars Academy II	35,453	-	(35,453)	-
Total Liabilities	704,397	298,992	(35,453)	967,936
Net assets, unrestricted	967,226	196,024	-	1,163,250
	<u>\$ 1,671,623</u>	<u>\$ 495,016</u>	<u>\$ (35,453)</u>	<u>\$ 2,131,186</u>

See independent auditors' report

## East Harlem Scholars Academy Charter School

### Schedule of Activities by School Year Ended June 30, 2015

	<u>East Harlem Scholars Academy</u>	<u>East Harlem Scholars Academy II</u>	<u>Total</u>
<b>REVENUE AND SUPPORT</b>			
Public School District -			
State and local per pupil operating revenue	\$ 4,673,528	\$ 2,478,527	\$ 7,152,055
Government grants and contracts	391,198	365,042	756,240
Contributions from foundations	130,000	150,000	280,000
Other income	<u>7,056</u>	<u>-</u>	<u>7,056</u>
Total Revenue and Support	<u>5,201,782</u>	<u>2,993,569</u>	<u>8,195,351</u>
<b>EXPENSES</b>			
Program services	4,500,294	2,502,654	7,002,948
Management and general	335,911	225,666	561,577
Fundraising	<u>141,426</u>	<u>104,484</u>	<u>245,910</u>
Total Expenses	<u>4,977,631</u>	<u>2,832,804</u>	<u>7,810,435</u>
Change in Net Assets	224,151	160,765	384,916
<b>NET ASSETS (UNRESTRICTED)</b>			
Beginning of year	<u>743,075</u>	<u>35,259</u>	<u>778,334</u>
End of year	<u>\$ 967,226</u>	<u>\$ 196,024</u>	<u>\$ 1,163,250</u>

See independent auditors' report

**East Harlem Scholars Academy Charter School**

OMB Circular A-133 Schedules and Reports

Year Ended June 30, 2015

## East Harlem Scholars Academy Charter School

### Schedule of Expenditures of Federal Awards Year Ended June 30, 2015

<u>Federal Grantor/Pass-through Grantor/Program or Cluster Title</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>
<u>Department of Education</u>			
Pass-Through Programs From:			
New York State Education Department			
Title I Grants to Local Educational Agencies	0021144980	84.010	\$ 6,771
Title I Grants to Local Educational Agencies	0021144840	84.010	13,071
Title I Grants to Local Educational Agencies	0021154980	84.010	51,232
Title I Grants to Local Educational Agencies	0021154840	84.010	68,273
Charter Schools	0089145055	84.282	30,625
Charter Schools	0089155055	84.282	82,163
Improving Teacher Quality State Grants	0147144980	84.367	908
Improving Teacher Quality State Grants	0147144840	84.367	917
Improving Teacher Quality State Grants	0147154980	84.367	4,857
Improving Teacher Quality State Grants	0147154840	84.367	4,848
<i>Total Department of Education</i>			<u>263,665</u>
 <u>Department of Agriculture</u>			
Pass-Through Programs From:			
New York State Education Department			
Child Nutrition Cluster			
School Breakfast Program	310400860995	10.553	94,520
National School Lunch Program	310400860995	10.555	219,602
Total Child Nutrition Cluster			<u>314,122</u>
<i>Total Department of Agriculture</i>			<u>314,122</u>
<i>Total Expenditures of Federal Awards</i>			<u>\$ 577,787</u>

See independent auditors' report and notes to schedule of expenditures of federal awards

## **East Harlem Scholars Academy Charter School**

Notes to Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2015

### **1. Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of East Harlem Scholars Academy Charter School (the "School") under programs of the federal government for the year ended June 30, 2015. The information in this Schedule is presented in accordance with the requirements of the Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the Schedule presents only a selected portion of the operations of East Harlem Scholars Academy Charter School, it is not intended to and does not represent the financial position, changes in net assets or cash flows of East Harlem Scholars Academy Charter School.

### **2. Summary of Significant Accounting Policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

### **3. Nonmonetary Assistance**

For the year ended June 30, 2015, the School received no nonmonetary assistance.

### **4. Subrecipients**

For the year ended June 30, 2015, the School provided no funds to subrecipients.

**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  
East Harlem Scholars Academy 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 East Harlem Scholars Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015, 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 20, 2015.

**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.

*O'Connor Davies, LLP*

October 29, 2015

**Report on Compliance For Each Major Federal Program and Report  
on Internal Control Over Compliance Required by  
OMB Circular A-133**

**Independent Auditors' Report**

**Board of Trustees  
East Harlem Scholars Academy Charter School**

**Report on Compliance for Each Major Federal Program**

We have audited East Harlem Scholars Academy Charter School's (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2015. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

***Auditors' Responsibility***

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

***Opinion on Each Major Federal Program***

In our opinion, East Harlem Scholars Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

## **Report on Internal Control Over Compliance**

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

*O'Connor Davies, LLP*

October 29, 2015

**East Harlem Scholars Academy Charter School**

Schedule of Findings and Questioned Costs  
Year Ended June 30, 2015

**Section I - Summary of Auditors' Results**

Financial Statements

Type of auditors' report issued: Unmodified  
Internal control over financial reporting:  
Material weakness(es) identified? \_\_\_\_\_yes  X  no  
Significant deficiency(ies) identified? \_\_\_\_\_yes  X  none reported  
Noncompliance material to financial statements noted? \_\_\_\_\_yes  X  no

Federal Awards

Internal control over major programs:  
Material weakness(es) identified? \_\_\_\_\_yes  X  no  
Significant deficiency(ies) identified? \_\_\_\_\_yes  X  none reported  
Type of auditors' report issued on compliance for major federal programs: Unmodified  
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133? \_\_\_\_\_yes  X  no

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
10.553	School Breakfast Program (Children Nutrition Cluster)
10.555	National School Lunch Program (Children Nutrition Cluster)

Dollar threshold used to distinguish between Type A and Type B programs: \$300,000

Auditee qualified as low-risk auditee? \_\_\_\_\_yes  X  no

**Section II - Financial Statement Findings**

During our audit, we noted no material findings for the year ended June 30, 2015.

**Section III - Federal Award Findings and Questioned Costs**

During our audit, we noted no material instances of noncompliance and none of the costs reported in the federal financially assisted programs are questioned or recommended to be disallowed.

**Section IV – Prior Years Findings**

There were no prior year financial statement findings or federal award findings and questioned cost.

\* \* \* \* \*

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 14, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/df16112127f87fa436>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Lili	Lynton

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*East Harlem Scholars Academy Charter School (Ed Corp)*

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

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• Chair/President

---

• Treasurer

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

No

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

No

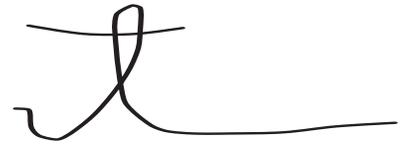
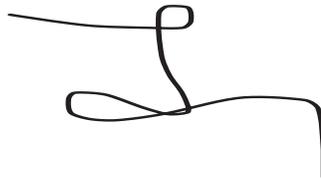
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 26, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/41f39e0559f280d919>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Joan	Solotar

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*East Harlem Scholars Academy Charter School (Ed Corp)*

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Chair/President
- 

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

No

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

No

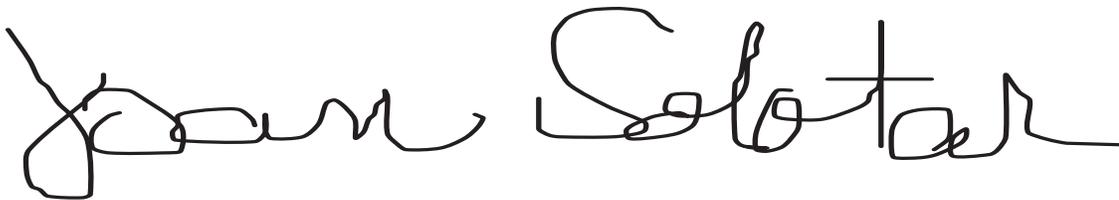
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Jean Solotar". The signature is written in a cursive style with a large initial "J" and "S".

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/43a59ab9a0c620cbc9>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	James	Kiggen

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*East Harlem Scholars Academy Charter School (Ed Corp)*

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

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

*No*

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

No

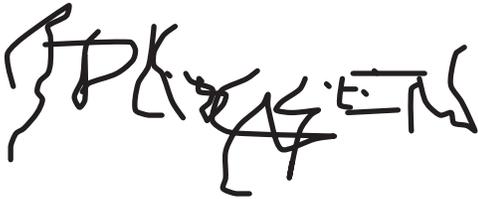
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read 'J. P. K. [unclear]'. The signature is written in a cursive, somewhat stylized font.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 29, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/b12abda72ddb3d16c>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Carlos M	Morales

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*East Harlem Scholars Academy Charter School (Ed Corp)*

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

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

*No*

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Carlos M. Morales". The signature is written in a cursive style with a large initial "C" and "M".

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 29, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7de855cb5b4d2c3a8>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Brian	Gavin

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*East Harlem Scholars Academy Charter School (Ed Corp)*

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Treasurer
- 

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

No

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

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Position Held	East Harlem Tutorial Program Board Member
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Responsibilities	General Board Responsibilities
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Salary	0
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Start Date	2010

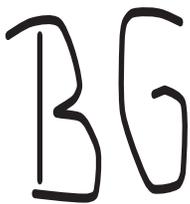
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 29, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7c88ca52b8c3ddac7a>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Iris	Chen

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*East Harlem Scholars Academy Charter School (Ed Corp)*

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

---

- Secretary
- 

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'A' followed by a series of connected, flowing letters that appear to be 'h e m'.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 30, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5ed6a448c94905951>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Sara	Berman

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*East Harlem Scholars Academy Charter School (Ed Corp)*

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Chair/President
- 

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

No

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

No

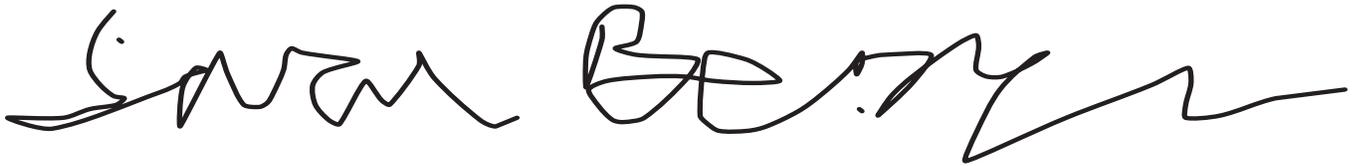
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Sarah Berry". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, November 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/46d3f4d11959b6c20>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Saskia	Thompson

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*East Harlem Scholars Academy Charter School (Ed Corp)*

East Harlem Scholars Academy CS

East Harlem Scholars Academy CS II

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: I sit on the Education and Accountability Committee
- 

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

No

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

No

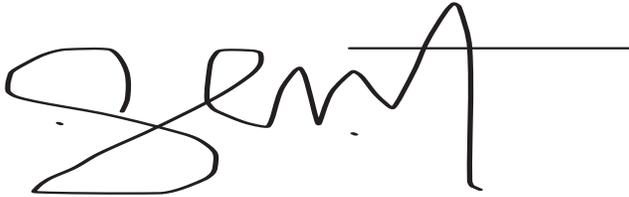
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'S. M.', written over a horizontal line. The signature is stylized and cursive.

**Thank you.**