I. SCHOOL INFORMATION AND COVER PAGE

Created Monday, June 16, 2014
Updated Thursday, July 31, 2014

Page 1

1. SCHOOL NAME

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

310400861046 EAST HARLEM SCHOLARS ACADEMY CS II

2. CHARTER AUTHORIZER

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 (###-###-####)	[redacted]

5. SCHOOL WEB ADDRESS (URL)

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

(as reported on BEDS Day)

102

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

- K
- 1

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

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

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

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

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Steve Corbett	[redacted]		[redacted]
Operational Leader	Jeffrey Rodriguez	[redacted]		[redacted]
Compliance Contact	Jeffrey Rodriguez	[redacted]		[redacted]
Complaint Contact	Steve Corbett	[redacted]		[redacted]

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

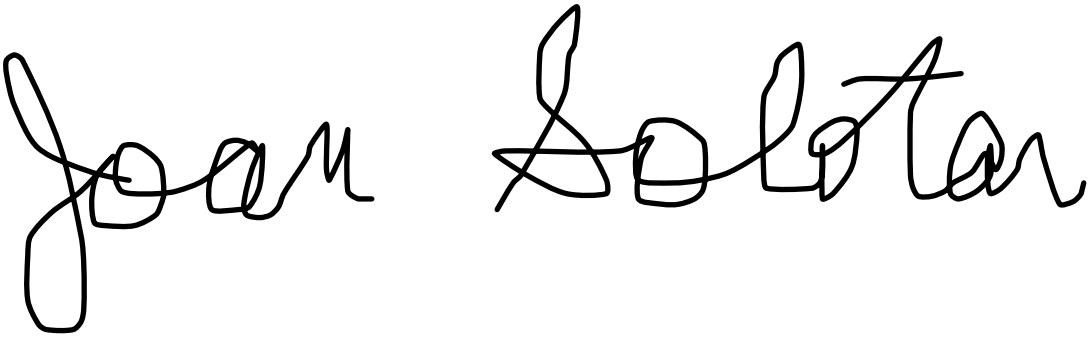
No

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

- Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees



Thank you.

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

Created Friday, August 01, 2014

Page 1

Charter School Name: 310400861046 EAST HARLEM SCHOLARS ACADEMY CS II

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).

URL is not available

East Harlem Scholars Academy II CHARTER SCHOOL

2013-2014 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By East Harlem Scholars Academy II

1573 Madison Avenue, Room 418
New York, NY 10029
Tel: (212) 348-2518
Fax: (212) 348-2848

Steve Corbett, Founding Principal and Chandra Williams, Founding Director of Curriculum & Instruction, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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

Steve Corbett **has served as the Founding Principal since August 2013**

INTRODUCTION

East Harlem Scholars Academy II opened in August, 2013 with 106 students in grades K-1. Founded upon the 55-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.

58% of East Harlem Scholars students identify as Hispanic, 42% of students identify as Black, 1% of students identify as American Indian or Alaskan Native, and 1% of students identify as White. 95% of students are eligible for free and reduced lunch. 19% of students qualify for ELL services and 20% 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 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 work force 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 II'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 certified general education teachers in each classroom of 27 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.-4:00 p.m.) and school year (187 days) than the district public schools. Students have 90 minutes of math instruction and 170-195 minutes of ELA 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*[1].

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 II 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10														
2010-11														
2011-12														
2012-2013														
2013-2014	54	52												106

[1] 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 abilities. 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 both the Reading Specialist and the ELL Specialist to differentiate and to meet the needs of all learners. In addition, East Harlem Scholars Academy II works collaboratively with a highly qualified Literacy Specialist to lead monthly professional development sessions to 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[2] [3] has shown to be most effective for early 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 plan lessons based on their assessments of students' reading and writing abilities. 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 Pearson Scott Foresman's *Reading Street*, which is a scientific- and research-based reading program aligned with Common Core standards. The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical

[2] Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.
[3] Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: The MIT Press.

elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program consistently meets or exceeds expectations at all grade levels. Classic and contemporary fiction and non-fiction selections serve as the foundation of the instructional plan. *Reading Street* is aligned with the research-based 3-Tier Reading Model. The 3-Tier Reading Model is a framework designed to help prevent reading difficulties from taking hold through instructional strategies such as the GRR, which is the overarching instructional model that is utilized at the school. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes.[4]

East Harlem Scholars Academy II, while focusing on phonics and phonemic awareness in the early grades, also introduces students to the joy of reading with authentic literature. East Harlem Scholars Academy II students understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective[5] and the concurrent focus on phonics and phonemic awareness provide them with the tools to do just that.

To measure students' ELA progress, the school uses weekly Reading Street assessments that are aligned to the content and grade level standards. In addition, students complete Words Their Way spelling tests and are tested every eight weeks on their reading level growth using the Fountas & Pinnell assessment. During weekly professional development, teachers analyze student data and create action plans for each student to ensure they reach their end of year ELA goals.

Goal 1: Absolute Measure
Each year, 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts exam.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

[4] Vaughan H, Whitelaw G, Craig B, and Stewart C. (2003). Linking ecological science to decision-making: delivering environmental monitoring information as societal feedback. *Environ Monit Assess* 88: 399–408.
[5] http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Index (PI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of all students in the same tested grades in Community School District 4.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 1: Comparative Measure
Each year, the percent of all tested general education students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 1: Growth Measure
Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 1: Optional ELA Measure
On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of Kindergartners and first graders will read at grade level (independent 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.

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 receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy 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 F&P in the spring of 2014, and provides a summary of performance.

Fountas & Pinnell Results Spring 2014

Grade	Number Tested	2013-2014 Percent of Students on Grade Level	Target Percentage	Target Achieved
K	54	93%	80%	YES
1	52	62%	80%	NO

Evaluation
In 2013-2014, East Harlem Scholars Academy II achieved its goal for Kindergarten scholars, however fell short of meeting the goal for First graders. Kindergarten scholars made over 1.5 years growth in reading, with 87% of scholars ending the year above grade level. Our first grade scholars came to

our school with varying abilities, each coming from different schools the year prior. During our BOY assessment, we determined that 42% of our first graders entered the school reading on either AA or A, pre-k level. Despite this, first graders grew 1.4 years growth as a cohort.

We will continue to set ambitious goals and hold high expectations for all of our students, and through a continued focus on literacy through guided reading, phonics, ELA skills, and guided reading believe our scholars will continue to grow as readers.

Additional Evidence

In the beginning of the year, 5% of our kindergarten scholars entered reading on grade level, with 93% reading above grade level at year's end. Only 23% of first grade scholars entered the year on grade level, with 62% reading on grade level by year's end.

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 and first grade. 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 national percentiles that can be tracked over time.

Results

The table below shows the results of the MAP in the spring of 2014, and provides a summary of performance.

Reading MAP Results Spring 2014

Grade	Number Tested	Percentage of Students performing at 50th percentile or higher	Target for Percentage of Students with a NCE of 50 or higher	Target Achieved
K	54	51%	80%	NO
1	52	46%	80%	NO

Evaluation
In 2013-2014, East Harlem Scholars Academy II did not achieve this goal. The school fell short of the target percentage with 51% of kindergarten students and 46% of 1st grade grade students scoring at at the 50th percentile or higher. While we did not meet the goal of 80% of students scoring in the 50th percentile or higher, our scholars outperformed their projected reading goals in each grade, scoring at 103% and 110% respectively. Our scholars also increased their national percentile rank in each grade.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy II plans to utilize additional NWEA MAP instructional tools to support differentiation of skill sets that are aligned with MAP and common core standards. By using this data to inform our small group instruction, scholars will gain practice in areas they are deficient in and be supported in learning concepts that are new and unfamiliar in. We also plan to focus explicit professional development on supporting teachers in using these tools to inform their instruction.

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 new Writing Workshop units of study rubrics 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 2014, and provides a summary of performance.

Writing Rubric Results Spring 2014

Grade	Number Tested	Percentage of Students who are Proficient (Level 3 or higher)	Target	Target Achieved
K	54	69%	80%	NO
1	52	73%	80%	NO

Evaluation

In 2013-2014, East Harlem Scholars Academy II did not achieve the optional ELA writing goal for grades K, and 1. Kindergarten and 1st grade scholars did make significant growth over the course of the year. As a grade, Kindergarten averaged a rubric score of 2.91, and First grade a 2.94 on a scaled rubric of 1-4. Our data also shows us that punctuation was our weakest area in both grades, and we plan to incorporate further support in ELA skills to meet this need in the 2014-15 school year.

For the 2014-2015 school year, the school plans to continue using Lucy Calkins' Writing Workshop *Units of Stud*y 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 at this time.

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
No additional evidence is available at this time.

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 2014.

Fountas & Pinnell Results Spring 2014

Grade	Number Tested	Percentage of students who achieved over one grade level of growth	Target	Target Achieved
K	54	87%	80%	YES
1	52	81%	80%	YES

Evaluation

In 2013-2014, East Harlem Scholars Academy II exceeded this goal in both Kindergarten and First Grade with 87% and 81% of our students achieving over one grade level of growth in their first year of enrollment.

Additional Evidence
No additional evidence is available at this time.

Summary of the English Language Arts Goal
East Harlem Scholars Academy II achieved 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 enrolled in at least their second year will perform at or above at or above Level 3 on the New York State English Language Arts Exam.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the English Language arts exam will be greater than that of students in the same tested grades in Community School District 4.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all Public Schools in New York State.	N/A
Comparative	Each year, the percent of all tested general education students who are enrolled in at least their second year and are performing at or above a Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).	N/A
Growth	On the 2013-14 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2012-13 state exam and percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Absolute *Optional*	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.	Did Not Achieve
Absolute *Optional*	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	80% of students will exhibit proficiency in Language Arts by writing a piece	Did Not Achieve

Optional	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.	
Growth *Optional*	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 *Optional*	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.	Achieved

Action Plan

The positive results of our English Language Arts 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 daily ELA instruction 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.

Based on the results of our writing assessments, we plan to develop a more rigorous and structured approach to teaching writing. In the 2014-2015 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.

Additionally, East Harlem Scholars Academy II has adopted a new phonics program called Reading Mastery to assist teachers in explicitly teaching phonics skills that can be immediately applied in context during the reading comprehension block. The school is also rearranging the whole school schedule and revamping pacing guides and unit plans to allow for a cohesive flow between the different components of our ELA block. This restructuring will allow teachers to teach a specific

comprehension skill that the students can then practice during independent reading as well as guided reading. Additionally, the revamping of our pacing guides and unit plans will allow teachers to make stronger connections between our reading and writing blocks. For example, when students are reading non-fiction text, they will also write non-fiction text. This will also lend itself better for teachers to make connections between reading and writing strategies throughout the day in the other content areas as well.

East Harlem Scholars Academy II will also continue to supplement the core reading and writing instructional materials it uses with Pearson's *Words Their Way* program, using small groups of 5-7 students for a 20-minute daily phonics block. This program will help to further build vocabulary, spelling, and word recognition skills in our students, particularly our school's ELLs. *Words Their Way* has evolved from three decades of developmental aspects of word knowledge with children and adults. The power of the *Words Their Way* program for word study lies in the diagnostic information contained in the students' spelling inventions that reveal their current understanding of how written English words work. By using students' invented spellings as a guide, teachers can better differentiate efficient, effective instruction in phonics, spelling and vocabulary. The *Words Their Way* program includes small group, targeted instruction to allow teachers to track students' progress as it relates to phonemic awareness, letter/sound recognition, and word patterns.

MATHEMATICS

Goal II: 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 the University of Chicago's *Everyday Mathematics* and EngageNY to deliver rigorous mathematics instruction. Extensive research has been done on the Everyday Mathematics (Everyday Math) curriculum since its implementation in 1986. The Everyday Math teacher's guide provides sections on diverse language learners that encourage different group interaction among students and that also build on each student's prior knowledge. At each grade level, the Everyday Math curriculum provides students with multiple opportunities to learn concepts and practice.[6] Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of Everyday Math are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning. EngageNY 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

[6] What Works Clearinghouse (2010). Everyday Mathematics[R]. What Works Clearinghouse Intervention Report. Retrieved from http://www.mendeley.com/research/literacy-express-works-clearinghouse-intervention-report/.

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. East Harlem Scholars Academy II adapted material from the math modules on the EngageNY website. The modules included instructional resources, bilingual resources, performance tasks and assessment guidelines and materials.

East Harlem Scholars Academy II works collaboratively with a highly qualified Math Specialist to lead professional development sessions, with an emphasis on data collection and effective instructional practices with *Everyday Math* and *EngageNY* Assessments include *EngageNY exit tickets, mid module assessments and end of module assessments*. Interim assessments were created by the Director of Curriculum and Instruction based on common core standards and taught material. During weekly professional development, teachers analyze assessment data and create action plans to ensure that each student reaches the end of year goal.

Goal 2: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2013-14, 2014-15, and 2015-16, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination.[7]

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Index (PI) 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-1

[7] In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 2: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in Community School District 4.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 2: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 2: Growth Measure

On the current year's state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show a positive gain in the current year.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

Goal 2: Optional Measure
Each year, 80 percent of students K-3 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, 2nd and 3rd. 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
The table below shows the results of the NWEA MAP test in the spring of 2014, and provides a summary of performance.

Math NWEA MAP Results Spring 2014

Grade	Number Tested	Percentage of Students scoring in the 50th percentile or Higher	Target for Percentage of Students with a NCE of 50 or Higher	Target Achieved

K	**54**	**50%**	**80%**	**NO**
1	**52**	**53%**	**80%**	**NO**

Evaluation

In 2013-2014, East Harlem Scholars Academy II did not achieve the goal. 50% of our Kindergarten students and 53% of our 1st grade students scored in the 50th percentile or higher. While neither grade made the 80% goal, each grade made significant growth over the course of the year. Both grades outperformed their projected growth, 107% and 121% respectively. Each grade also increased their national percentile ranking significantly.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy II plans to utilize additional NWEA MAP instructional tools to support differentiation of skill sets that are aligned with MAP and common core standards. By using this data to inform our small group instruction, scholars will gain practice in areas they are deficient in and be supported in learning concepts that are new and unfamiliar in. We also plan to focus explicit professional development on supporting teachers in using these tools to inform their instruction.

Additional Evidence

No additional evidence at this time.

Goal 2: Optional 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 who has extensive familiarity with Everyday Math, Engage NY and the Common Core standards, and the MAP developed the assessment. 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 2014, and provides a summary of performance.

Math End of Year Interim Assessment Results Spring 2014

Grade	Number Tested	Average Mastery of Mathematics Objectives	Target Average Mastery of Mathematics Objectives	Target Achieved
K	**54**	**80%**	**80%**	**YES**

1	**53**	**85%**	**80%**	**YES**

Evaluation

East Harlem Scholars Academy II achieved its goals in both Kindergarten and First Grade. Each grade showed significant growth over the year, and produced over 80% average objective mastery in common core aligned math standards by end of year.

Additional Evidence
No additional evidence is available at this time.

Goal 2: Optional 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 grades Kindergarten, 1st , 2nd and 3rd. . 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

<u>Summary of the of the Mathematics Goal</u>
East Harlem Scholars Academy II did not achieve its optional goal for student performance with regards to MAP assessments. East Harlem Scholars Academy II did however meet the goal of 80%

objective mastery on common core aligned internal assessments. We are confident that with a continued focus on data driven instruction, and with ongoing professional development related to effective differentiation of math concepts and skills that we will support high levels of student achievement in Mathematics. Our current levels of performance represent a solid foundation for continuing success in the upcoming years.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	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 exam will be greater than that of all 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 exam by at least a small Effect Size.	N/A
Growth	On the 2013-14 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	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.	Achieved
Growth (Optional)	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 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.	N/A

Action Plan

During the 2014-2015 school year, students will continue to receive over 90 minutes of math instruction daily. To improve performance, the school will continue to work with its highly qualified math consultant to further develop its curriculum so that is comprehensive, rigorous, and student-centered. Key competencies that arise from mastery of mathematics—aptitude in problem-solving, facility with numbers, clear communication, logic and reasoning, argument and proof, mental discipline, and strategic and analytical thinking will be infused in the math curriculum and across the content areas. The school also plans to refine its formative and summative math assessments to ensure that all skills and understandings are aligned to the Common Core Standards. Furthermore, students will engage in more higher-order, critical thinking, through project-based learning

assessments each quarter. This approach will enable our students to apply mathematical concepts to the real world and to make personal connections to their own lives.

The Director of Curriculum and Instruction and Principal will continue to support teachers with content and instructional coaching specifically around the mathematical progressions and teaching for conceptual understanding. Data from the year indicated that teachers need more support in identifying and providing appropriate intervention for student misconceptions and providing more professional development and coaching for teachers around the standards and progressions will help address this growth area. Teachers also identified a need for more frequent assessments and carved out time for problem solving and critical thinking within the math block. The leadership team has adjusted the professional development calendar for teachers to provide time for learning more strategies for teaching these types of problems.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. East Harlem Scholars Academy II recognizes that ELL students need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. As part of teacher professional development, an emphasis will be placed on differentiation and scaffolding during the 2014-2015 school year. Effective differentiation will challenge students, while simultaneously providing them with the necessary support to achieve the lesson's specific learning objectives, as well as amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.[8] With the co-teaching model, teachers will be expected to include more small group support and maintain a low teacher-student ratio to best meet the needs of all students, particularly those who are struggling. The school will also provide intensive professional development about the use of mathematics vocabulary to support ELL students.

SCIENCE

Goal 3: Science
Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

East Harlem Scholars Academy II provides one semester of science across all grade levels. Science understandings are also infused throughout the curriculum through centers and inquiry projects. The aim of the School'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 School'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

[8] WestEd. (2008). EL expertise: Not just for specialists anymore. The R&D Alert, 10(1), 3-5. Retrieved from http://www.wested.org/online_pubs/RD-08-02.pdf

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[9], Science for All Children[10] and the National Science Teachers Association.

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

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-1

[9] National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from http://books.nap.edu/openbook.php?isbn=0309052939&page=9
[10] National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

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-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

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 had not yet developed its end-of-year, summative Science assessment.

Evaluation
East Harlem Scholars Academy II had not yet developed its end-of-year, summative Science assessment.

Additional Evidence
N/A

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method
N/A: School currently only serves grades K-1

Results
N/A: School currently only serves grades K-1

Evaluation
N/A: School currently only serves grades K-1

Additional Evidence
N/A: School currently only serves grades K-1

APPENDIX B: OPTIONAL GOALS

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 NYSELAT assessment.

Method
N/A: School is only in its first year

Results
N/A: School is only in its first year

Evaluation
N/A: School is only in its first year

Additional Evidence
N/A: School is only in its first year

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

2013-2014 Attendance

Grade	Average Daily Attendance Rate
K	94%
1	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.

Additional Evidence
N/A

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.

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

2013-2014 Core Values

Percentage of Students that received an Average of 3 or higher on the Core Values
85%

Evaluation
East Harlem Scholars Academy II met 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.

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 2013-2014 year to measure family satisfaction with the school. The school also participated in the NYC DOE Survey

Results
100% of families responded to the internal survey. 98% of respondents provided a positive response to each of the questions asked. In addition, 99% of of families completed the NYC DOE survey.

Evaluation
East Harlem Scholars Academy II met the goal of receiving 90% of family satisfaction surveys and exceeded the target of at least 70% of them providing a positive response. In the 2014-2015 school year, we will continue work diligently to work with our families to receive their feedback.

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

2013-14 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 parent-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

Created Monday, June 16, 2014
Updated Friday, August 01, 2014

Page 1

Charter School Name: 310400861046 EAST HARLEM SCHOLARS ACADEMY CS II

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

1. Total Expenditures Per Child

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

1. Total Expenditures Per Child | Line 1: Total Expenditures	2114227
1. Total Expenditures Per Child | Line 2: BEDS Day Pupil Count	102
1. Total Expenditures Per Child | Line 3: Divide Line 1 by Line 2	20728

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 1: Relevant Personnel Services Cost (Row)	759662
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 2: Management and General Cost (Column)	380984
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 3: Sum of Line 1 and Line 2	1140646
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 4: BEDS Day Pupil Count	102
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 5: Divide Line 3 by the BEDS Day Pupil Count	11183

Thank you.

East Harlem Scholars Academy I I Charter School
Budget / Operating Plan
2014-15

Total Revenue		-	**770,351**	-	-	**770,351**	-	-	**770,351**	-	-	**770,351**	-	-
Total Expenses		-	**764,810**	-	-	**764,810**	-	-	**764,810**	-	-	**764,810**	-	-
Net Income		-	**5,541**	-	-	**5,541**	-	-	**5,541**	-	-	**5,541**	-	-
Actual Student Enrollment		-	**161**	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment			**161**	-	-	**161**	-	-	**161**	-	-	**161**	-	-

		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
REVENUE			*** If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.**											
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	**CY** Per Pupil Rate													
School District 1 (Enter Name)	13,777	-	554,524	-	-	554,524	-	-	554,524	-	-	554,524	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	-	554,524	-	-	554,524	-	-	554,524	-	-	554,524	-	-
Special Education Revenue		-	77,369	-	-	77,369	-	-	77,369	-	-	77,369	-	-
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	4,024	-	-	4,024	-	-	4,024	-	-	4,024	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	635,918	-	-	635,918	-	-	635,918	-	-	635,918	-	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	4,347	-	-	4,347	-	-	4,347	-	-	4,347	-	-
Title I		-	15,370	-	-	15,370	-	-	15,370	-	-	15,370	-	-
Title Funding - Other		-	2,050	-	-	2,050	-	-	2,050	-	-	2,050	-	-
School Food Service (Free Lunch)		-	30,455	-	-	30,455	-	-	30,455	-	-	30,455	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	32,285	-	-	32,285	-	-	32,285	-	-	32,285	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	84,506	-	-	84,506	-	-	84,506	-	-	84,506	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations		-	18,750	-	-	18,750	-	-	18,750	-	-	18,750	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	30,927	-	-	30,927	-	-	30,927	-	-	30,927	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	250	-	-	250	-	-	250	-	-	250	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	49,927	-	-	49,927	-	-	49,927	-	-	49,927	-	-
TOTAL REVENUE		**-**	**770,351**	**-**	**-**	**770,351**	**-**	**-**	**770,351**	**-**	**-**	**770,351**	**-**	**-**

East Harlem Scholars Academy I I Charter School
Budget / Operating Plan
2014-15

		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
Total Revenue		-	770,351	-	-	770,351	-	-	770,351	-	-	770,351	-	-
Total Expenses		-	764,810	-	-	764,810	-	-	764,810	-	-	764,810	-	-
Net Income		-	5,541	-	-	5,541	-	-	5,541	-	-	5,541	-	-
Actual Student Enrollment		-	161	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment			161	-	-	161	-	-	161	-	-	161	-	-
	No. of Positions													
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	2.00	-	39,710	-	-	39,710	-	-	39,710	-	-	39,710	-	-
Deans, Directors & Coordinators	4.00	-	61,894	-	-	61,894	-	-	61,894	-	-	61,894	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	3.00	-	13,285	-	-	13,285	-	-	13,285	-	-	13,285	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	9.00	-	114,889	-	-	114,889	-	-	114,889	-	-	114,889	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	9.00	-	143,284	-	-	143,284	-	-	143,284	-	-	143,284	-	-
Teachers - SPED	3.00	-	43,666	-	-	43,666	-	-	43,666	-	-	43,666	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	5.00	-	79,356	-	-	79,356	-	-	79,356	-	-	79,356	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	2.00	-	29,856	-	-	29,856	-	-	29,856	-	-	29,856	-	-
Other	-	-	8,000	-	-	8,000	-	-	8,000	-	-	8,000	-	-
TOTAL INSTRUCTIONAL	19.00	-	304,163	-	-	304,163	-	-	304,163	-	-	304,163	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	28.00	-	419,052	-	-	419,052	-	-	419,052	-	-	419,052	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	37,401	-	-	37,401	-	-	37,401	-	-	37,401	-	-
Fringe / Employee Benefits		-	31,312	-	-	31,312	-	-	31,312	-	-	31,312	-	-
Retirement / Pension		-	7,911	-	-	7,911	-	-	7,911	-	-	7,911	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	76,624	-	-	76,624	-	-	76,624	-	-	76,624	-	-
TOTAL PERSONNEL SERVICE COSTS	28.00	-	495,677	-	-	495,677	-	-	495,677	-	-	495,677	-	-
CONTRACTED SERVICES														
Accounting / Audit		-	3,863	-	-	3,863	-	-	3,863	-	-	3,863	-	-
Legal		-	250	-	-	250	-	-	250	-	-	250	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	1,339	-	-	1,339	-	-	1,339	-	-	1,339	-	-
Special Ed Services		-	1,246	-	-	1,246	-	-	1,246	-	-	1,246	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	91,700	-	-	91,700	-	-	91,700	-	-	91,700	-	-
TOTAL CONTRACTED SERVICES		-	98,398	-	-	98,398	-	-	98,398	-	-	98,398	-	-
SCHOOL OPERATIONS														
Board Expenses		-	150	-	-	150	-	-	150	-	-	150	-	-
Classroom / Teaching Supplies & Materials		-	13,605	-	-	13,605	-	-	13,605	-	-	13,605	-	-
Special Ed Supplies & Materials		-	994	-	-	994	-	-	994	-	-	994	-	-
Textbooks / Workbooks		-	12,345	-	-	12,345	-	-	12,345	-	-	12,345	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	6,606	-	-	6,606	-	-	6,606	-	-	6,606	-	-
Telephone		-	10,926	-	-	10,926	-	-	10,926	-	-	10,926	-	-
Technology		-	13,800	-	-	13,800	-	-	13,800	-	-	13,800	-	-
Student Testing & Assessment		-	1,125	-	-	1,125	-	-	1,125	-	-	1,125	-	-
Field Trips		-	2,363	-	-	2,363	-	-	2,363	-	-	2,363	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	11,863	-	-	11,863	-	-	11,863	-	-	11,863	-	-
Office Expense		-	12,763	-	-	12,763	-	-	12,763	-	-	12,763	-	-
Staff Development		-	8,402	-	-	8,402	-	-	8,402	-	-	8,402	-	-
Staff Recruitment		-	2,277	-	-	2,277	-	-	2,277	-	-	2,277	-	-
Student Recruitment / Marketing		-	7,441	-	-	7,441	-	-	7,441	-	-	7,441	-	-
School Meals / Lunch		-	40,270	-	-	40,270	-	-	40,270	-	-	40,270	-	-
Travel (Staff)		-	356	-	-	356	-	-	356	-	-	356	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	887	-	-	887	-	-	887	-	-	887	-	-
TOTAL SCHOOL OPERATIONS		-	146,172	-	-	146,172	-	-	146,172	-	-	146,172	-	-
FACILITY OPERATION & MAINTENANCE														
Insurance		-	4,796	-	-	4,796	-	-	4,796	-	-	4,796	-	-
Janitorial		-	457	-	-	457	-	-	457	-	-	457	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	5,253	-	-	5,253	-	-	5,253	-	-	5,253	-	-
DEPRECIATION & AMORTIZATION		-	19,310	-	-	19,310	-	-	19,310	-	-	19,310	-	-
RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		-	764,810	-	-	764,810	-	-	764,810	-	-	764,810	-	-
NET INCOME		-	5,541	-	-	5,541	-	-	5,541	-	-	5,541	-	-

East Harlem Scholars Academy I I Charter School
Budget / Operating Plan
2014-15

Total Revenue	-	770,351	-	-	770,351	-	-	770,351	-	-	770,351	-	-
Total Expenses	-	764,810	-	-	764,810	-	-	764,810	-	-	764,810	-	-
Net Income	-	5,541	-	-	5,541	-	-	5,541	-	-	5,541	-	-
Actual Student Enrollment	-	161	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment		161	-	-	161	-	-	161	-	-	161	-	-

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
School District 1 (Enter Name)	-	161	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	161	-	-	-	-	-	-	-	-	-	-	-
REVENUE PER PUPIL	-	4,785	-	-	-	-	-	-	-	-	-	-	-
EXPENSES PER PUPIL	-	4,750	-	-	-	-	-	-	-	-	-	-	-

East Harlem Scholars Academy II Charter School
Budget / Operating Plan
2014-15

						DESCRIPTION OF ASSUMPTIONS
Total Revenue		**3,081,403**	**3,081,403**	**-**	**3,081,403**	**3,081,403**
Total Expenses		**3,059,239**	**3,059,239**	**-**	**(3,059,239)**	**(3,059,239)**
Net Income		**22,164**	**22,164**	**-**	**22,164**	**22,164**
Actual Student Enrollment						
Total Paid Student Enrollment						
			Total Year		**VARIANCE**	
		Original	**Current**	**Variance**	**Original vs. PY**	**Current vs. PY**
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	**CY** Per Pupil Rate					
School District 1 (Enter Name)	13,777	2,218,097	2,218,097	-	2,218,097	2,218,097
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	2,218,097	2,218,097	-	2,218,097	2,218,097
Special Education Revenue		309,476	309,476	-	309,476	309,476
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		16,098	16,098	-	16,098	16,098
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,543,670	2,543,670	-	2,543,670	2,543,670
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		17,388	17,388	-	17,388	17,388
Title I		61,478	61,478	-	61,478	61,478
Title Funding - Other		8,199	8,199	-	8,199	8,199
School Food Service (Free Lunch)		121,818	121,818	-	121,818	121,818
Grants						
Charter School Program (CSP) Planning & Implementation		129,141	129,141	-	129,141	129,141
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		338,024	338,024	-	338,024	338,024
LOCAL and OTHER REVENUE						
Contributions and Donations		75,000	75,000	-	75,000	75,000
Fundraising		-	-	-	-	-
Erate Reimbursement		123,709	123,709	-	123,709	123,709
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		1,000	1,000	-	1,000	1,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		199,709	199,709	-	199,709	199,709
TOTAL REVENUE		**3,081,403**	**3,081,403**	**-**	**3,081,403**	**3,081,403**

East Harlem Scholars Academy II Charter School
Budget / Operating Plan
2014-15

DESCRIPTION OF ASSUMPTIONS

Total Revenue		**3,081,403**	**3,081,403**	**-**	**3,081,403**	**3,081,403**
Total Expenses		**3,059,239**	**3,059,239**	**-**	**(3,059,239)**	**(3,059,239)**
Net Income		**22,164**	**22,164**	**-**	**22,164**	**22,164**
Actual Student Enrollment						
Total Paid Student Enrollment						
			Total Year		**VARIANCE**	
		Original	**Current**	**Variance**	**Original vs. PY**	**Current vs. PY**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	-	-	-	-	-	-
Instructional Management	2.00	158,840	158,840	-	(158,840)	(158,840)
Deans, Directors & Coordinators	4.00	247,575	247,575	-	(247,575)	(247,575)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	3.00	53,140	53,140	-	(53,140)	(53,140)
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	9.00	459,555	459,555	-	(459,555)	(459,555)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	9.00	573,138	573,138	-	(573,138)	(573,138)
Teachers - SPED	3.00	174,665	174,665	-	(174,665)	(174,665)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	5.00	317,425	317,425	-	(317,425)	(317,425)
Aides	-	-	-	-	-	-
Therapists & Counselors	2.00	119,425	119,425	-	(119,425)	(119,425)
Other	-	32,000	32,000	-	(32,000)	(32,000)
TOTAL INSTRUCTIONAL	19.00	1,216,654	1,216,654	-	(1,216,654)	(1,216,654)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	28.00	1,676,209	1,676,209	-	(1,676,209)	(1,676,209)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		149,604	149,604	-	(149,604)	(149,604)
Fringe / Employee Benefits		125,250	125,250	-	(125,250)	(125,250)
Retirement / Pension		31,644	31,644	-	(31,644)	(31,644)
TOTAL PAYROLL TAXES AND BENEFITS		306,498	306,498	-	(306,498)	(306,498)
TOTAL PERSONNEL SERVICE COSTS	28.00	1,982,706	1,982,706	-	(1,982,706)	(1,982,706)
CONTRACTED SERVICES						
Accounting / Audit		15,450	15,450	-	(15,450)	(15,450)
Legal		1,000	1,000	-	(1,000)	(1,000)
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch				-	-	-
Payroll Services		5,356	5,356	-	(5,356)	(5,356)
Special Ed Services		4,985	4,985	-	(4,985)	(4,985)
Titlement Services (i.e. Title I)				-	-	-
Other Purchased / Professional / Consulting		366,800	366,800	-	(366,800)	(366,800)
TOTAL CONTRACTED SERVICES		393,591	393,591	-	(393,591)	(393,591)
SCHOOL OPERATIONS						
Board Expenses		600	600	-	(600)	(600)
Classroom / Teaching Supplies & Materials		54,418	54,418	-	(54,418)	(54,418)
Special Ed Supplies & Materials		3,978	3,978	-	(3,978)	(3,978)
Textbooks / Workbooks		49,378	49,378	-	(49,378)	(49,378)
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		26,425	26,425	-	(26,425)	(26,425)
Telephone		43,702	43,702	-	(43,702)	(43,702)
Technology		55,198	55,198	-	(55,198)	(55,198)
Student Testing & Assessment		4,500	4,500	-	(4,500)	(4,500)
Field Trips		9,453	9,453	-	(9,453)	(9,453)
Transportation (student)		-	-	-	-	-
Student Services - other		47,453	47,453	-	(47,453)	(47,453)
Office Expense		51,054	51,054	-	(51,054)	(51,054)
Staff Development		33,610	33,610	-	(33,610)	(33,610)
Staff Recruitment		9,109	9,109	-	(9,109)	(9,109)
Student Recruitment / Marketing		29,763	29,763	-	(29,763)	(29,763)
School Meals / Lunch		161,078	161,078	-	(161,078)	(161,078)
Travel (Staff)		1,424	1,424	-	(1,424)	(1,424)
Fundraising		-	-	-	-	-
Other		3,546	3,546	-	(3,546)	(3,546)
TOTAL SCHOOL OPERATIONS		584,688	584,688	-	(584,688)	(584,688)
FACILITY OPERATION & MAINTENANCE						
Insurance		19,183	19,183	-	(19,183)	(19,183)
Janitorial		1,828	1,828	-	(1,828)	(1,828)
Building and Land Rent / Lease		-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-
Equipment / Furniture		-	-	-	-	-
Security		-	-	-	-	-
Utilities		-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		21,012	21,012	-	(21,012)	(21,012)
DEPRECIATION & AMORTIZATION		77,242	77,242	-	(77,242)	(77,242)
RESERVES / CONTINGENCY		-	-	-	-	-
TOTAL EXPENSES		**3,059,239**	**3,059,239**	**-**	**(3,059,239)**	**(3,059,239)**
NET INCOME		**22,164**	**22,164**	**-**	**22,164**	**22,164**

East Harlem Scholars Academy II Charter School
Budget / Operating Plan
2014-15

Total Revenue	3,081,403	3,081,403	-	3,081,403	3,081,403
Total Expenses	3,059,239	3,059,239	-	(3,059,239)	(3,059,239)
Net Income	22,164	22,164	-	22,164	22,164
Actual Student Enrollment					
Total Paid Student Enrollment					

	Total Year			VARIANCE	
	Original	Current	Variance	Original vs. PY	Current vs. PY
ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Enter Name)					
School District 2 (Enter Name)					
School District 3 (Enter Name)					
School District 4 (Enter Name)					
School District 5 (Enter Name)					
School District 6 (Enter Name)					
School District 7 (Enter Name)					
School District 8 (Enter Name)					
School District 9 (Enter Name)					
School District 10 (Enter Name)					
School District 11 (Enter Name)					
School District 12 (Enter Name)					
School District 13 (Enter Name)					
School District 14 (Enter Name)					
School District 15 (Enter Name)					
School District - ALL OTHER					
TOTAL ENROLLMENT					
REVENUE PER PUPIL					
EXPENSES PER PUPIL					

DESCRIPTION OF ASSUMPTIONS

East Harlem Scholars Academy Charter School

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

June 30, 2014

East Harlem Scholars Academy Charter School

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

June 30, 2014

TABLE OF CONTENTS **Page**

Independent Auditors' Report

FINANCIAL STATEMENTS

Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7-12
Supplemental Information	13-14

OMB CIRCULAR A-133 SCHEDULES AND REPORTS

Schedule of Expenditures of Federal Awards	15
Notes to Schedule of Expenditures of Federal Awards	16
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*	
Report on Compliance For Each Major Federal Program and Report on Internal Control Over Compliance Required by OMB Circular A-133	
Schedule of Findings and Questioned Costs	21

O'CONNOR DAVIES

PKF

Independent Auditors' Report

Board of Directors
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 statement of financial position as of June 30, 2014, 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 is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

Opinion

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

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, 2014 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 30, 2014 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

O'Connor Davies, LLP

October 30, 2014

East Harlem Scholars Academy Charter School

Statement of Financial Position
June 30, 2014

ASSETS	
Cash and cash equivalents	$ 1,038,888
Grants and accounts receivable	250,658
Prepaid expenses	33,419
Restricted cash	50,000
Property and equipment, net	298,208
	$ 1,671,173
LIABILITIES AND NET ASSETS	
Liabilities	
Accounts payable and accrued expenses	$ 401,705
Due to East Harlem Tutorial Program	491,134
Total Liabilities	892,839
Net Assets, unrestricted	778,334
	$ 1,671,173

See notes to financial statements

East Harlem Scholars Academy Charter School

Statement of Activities
Year Ended June 30, 2014

REVENUE AND SUPPORT	
Public School District -	
State and local per pupil operating revenue	$ 5,304,726
Government grants and contracts	892,642
Contributions from foundations	380,000
Other income	3,921
Total Revenue and Support	6,581,289
EXPENSES	
Program services	5,605,867
Management and general	427,525
Fundraising	159,792
Total Expenses	6,193,184
Change in Net Assets	388,105
NET ASSETS (UNRESTRICTED)	
Beginning of year	390,229
End of year	$ 778,334

See notes to financial statements

East Harlem Scholars Academy Charter School

Statement of Functional Expenses
Year Ended June 30, 2014

	Program Services						
	General Education	Special Education	Supplemental Education	Total Program Services	Management and General	Fundraising	Total
Instructional Salaries	$ 1,720,049	$ 826,969	$ -	$ 2,547,018	$ -	$ -	$ 2,547,018
Administrative Staff Salaries	598,676	147,878	-	746,554	64,768	22,395	833,717
Fringe Benefits & Payroll Taxes	384,476	163,843	-	548,319	10,718	3,645	562,682
Retirement	23,095	10,161	-	33,256	641	209	34,106
Total Salaries and Related Expenses	2,726,296	1,148,851	-	3,875,147	76,127	26,249	3,977,523
Legal services	689	318	-	1,007	19	6	1,032
Accounting and audit services	-	-	-	-	43,000	-	43,000
Other professional and consulting services	336,435	128,399	-	464,834	243,631	130,799	839,264
Repairs and maintenance	2,761	1,185	-	3,946	77	26	4,049
Insurance	20,836	8,815	-	29,651	581	200	30,432
Supplies and materials	247,044	76,440	464	323,948	180	79	324,207
Equipment and furnishings	14,016	5,522	-	19,538	395	147	20,080
Staff development	44,814	16,824	-	61,638	9,272	227	71,137
Marketing and recruitment	38,864	11,505	-	50,369	483	150	51,002
Technology	69,051	29,031	-	98,082	1,929	667	100,678
Food service	235,661	72,940	-	308,601	-	-	308,601
Student Services	11,073	3,381	155,870	170,324	-	-	170,324
Office expenses	36,506	15,999	-	52,505	49,020	332	101,857
Depreciation	87,316	38,271	-	125,587	2,424	795	128,806
Bad debt	3,731	1,796	-	5,527	102	29	5,658
Other expenses	10,357	4,806	-	15,163	285	86	15,534
Totals	$ 3,885,450	$ 1,564,083	$ 156,334	$ 5,605,867	$ 427,525	$ 159,792	$ 6,193,184

See notes to financial statements

East Harlem Scholars Academy Charter School

Statement of Cash Flows
June 30, 2014

CASH FLOWS FROM OPERATING ACTIVITIES	
Changes in net assets	$ 388,105
Adjustments to reconcile change in net assets to net cash from operating activities	
Depreciation	128,806
Bad debt	5,527
Changes in operating assets and liabilities	
Grants and accounts receivable	197,129
Prepaid expenses	12,244
Accounts payable and accrued expenses	210,169
Due to EHTP	127,527
Net Cash from Operating Activities	1,069,507
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchases of property and equipment	(189,388)
Net Change in Cash and Cash Equivalents	880,119
CASH AND CASH EQUIVALENTS	
Beginning of period	158,769
End of period	$ 1,038,888

See notes to financial statements

1. Organization and Tax Status

Founded upon the 53-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy (the "School") is a public charter school that prepares 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 School operates in the borough of the Manhattan, New York City. On December 14, 2010, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The school opened in the fall of 2011 with kindergarten and first grade, and will add a grade each year until it serves kindergarten through 5th grade.

On January 1, 2013, an amendment to the School's charter was approved to open East Harlem Scholars Academy Charter School II which opened in the fall of 2013 with kindergarten and first grade, and will add a grade each year until it serves kindergarten through 5th grade. East Harlem Scholars Academy and the East Harlem Scholars Academy 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.

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, 2014.

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

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. 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, 2014.

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.

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

Revenue Recognition (continued)

The School follows US 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 assets or 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.

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.

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.

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

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 2011.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 30, 2014 and has accounted for or disclosed such events, as appropriate, in these financial statements.

3. Concentration of Credit Risk and Revenue

The School maintains its cash and cash equivalents in bank deposit accounts and as of June 30, 2014 they exceeded the federally insured limits by approximately $685,000. The School has not experienced any losses in these accounts.

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 Charter Schools 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 $5,304,726 for the year ended June 30, 2014. The School is dependent upon this level of funding in order to continue its operations.

4. Grants and Accounts Receivable

Grants and accounts receivable are deemed to be fully collectible by management at June 30, 2014

5. Property and Equipment, Net

Property and equipment consist of the following at June 30, 2014:

Computers and other equipment	$ 297,898
Furniture and fixtures	125,679
Leasehold improvements	104,982
	528,559
Less: Accumulated depreciation	(230,351)
	$ 298,208

6. Related Party Transactions

The School was granted a charter by The University of the State of New York and as stipulated in its bylaws, at least 51% and no more than 60% of Trustees may also be members of the Board of Directors of East Harlem Tutorial Program ("EHTP") board members thus resulting in common control. The School shares personnel, administrative, and other support under a cost sharing agreement with EHTP, approved by a supermajority of the board. Shared operating costs are allocated to the School based on employee hours spent. As of June 30, 2014 the total shared operating costs allocated from EHTP amounted to $680,349. 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 US 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.

7. Agreement with School Facility

The East Harlem Scholars Academy 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. East Harlem Scholars Academy 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 year ended June 30, 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. For the year ended June 30, 2014, the School had contributed $34,106 to the plan.

*****

East Harlem Scholars Academy Charter School

Supplemental Information
June 30, 2014

East Harlem Scholars Academy Charter School

Schedule of Financial Position by School
June 30, 2014

	East Harlem Scholars Academy	East Harlem Scholars Academy II	Eliminating Entry	Total
ASSETS				
Cash and cash equivalents	$ 884,746	$ 154,142	$ -	$ 1,038,888
Grants and accounts receivable	89,056	161,602	-	250,658
Prepaid expenses	23,049	10,370	-	33,419
Restricted cash	50,000	-	-	50,000
Property and equipment, net	246,772	51,436	-	298,208
Due from East Harlem Scholars Academy II	20,574	-	(20,574)	-
	$ 1,314,197	$ 377,550	$ (20,574)	$ 1,671,173
LIABILITIES AND NET ASSETS				
Liabilities				
Accounts payable and accrued expenses	$ 261,198	$ 140,507	$ -	$ 401,705
Due to East Harlem Tutorial Program	309,924	181,210	-	491,134
Due to East Harlem Scholars Academy	-	20,574	(20,574)	-
Total Liabilities	571,122	342,291	(20,574)	892,839
Net Assets, unrestricted	743,075	35,259	-	778,334
	$ 1,314,197	$ 377,550	$ (20,574)	$ 1,671,173

See independent auditors' report

East Harlem Scholars Academy Charter School

Schedule of Activities by School
Year Ended June 30, 2014

	East Harlem Scholars Academy	East Harlem Scholars Academy II	Total
REVENUE AND SUPPORT			
Public School District -			
State and local per pupil operating revenue	$ 3,691,882	$ 1,612,844	$ 5,304,726
Government grants and contracts	355,352	537,290	892,642
Contributions from foundations	155,600	224,400	380,000
Other income	3,921	-	3,921
Total Revenue and Support	4,206,755	2,374,534	6,581,289
EXPENSES			
Program services	3,592,685	2,013,182	5,605,867
Management and general	225,982	201,543	427,525
Fundraising	52,108	107,684	159,792
Total Expenses	3,870,775	2,322,409	6,193,184
Change in Net Assets	335,980	52,125	388,105
NET ASSETS (DEFICIT)			
Beginning of year	407,095	(16,866)	390,229
End of year	$ 743,075	$ 35,259	$ 778,334

See independent auditors' report

East Harlem Scholars Academy Charter School

OMB Circular A-133 Schedules and Reports

Year Ended June 30, 2014

East Harlem Scholars Academy Charter School

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2014

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Pass-Through Entity Identifying Number	Federal CFDA Number	Federal Expenditures
Department of Education			
Pass-Through Programs From:			
New York State Education Department			
Title I Grants to Local Educational Agencies	0021144980	84.010	$ 33,853
Title I Grants to Local Educational Agencies	0021144840	84.010	65,356
Charter Schools	0089135055	84.282	111,297
Charter Schools	0089145055	84.282	153,124
Improving Teacher Quality State Grants	0147144980	84.367	4,541
Improving Teacher Quality State Grants	0147144840	84.367	4,583
Total Department of Education			372,754
Department of Agriculture			
Pass-Through Programs From:			
New York State Education Department			
Child Nutrition Cluster			
School Breakfast Program	310400860995	10.553	65,280
National School Lunch Program	310400860995	10.555	147,786
National School Lunch Program	310400860995	10.555	36,186
Total Child Nutrition Cluster			249,252
Total Department of Agriculture			249,252
Total Expenditures of Federal Awards			$ 622,006

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, 2014

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 under programs of the federal government for the year ended June 30, 2014. 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.

O'CONNOR DAVIES

PKF

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 Directors
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, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2014.

Internal Control Over Financial Reporting

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

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

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

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 30, 2014

O'CONNOR DAVIES

PKF

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 Directors
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 Circular A-133 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, 2014. 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, 2014.

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

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 30, 2014

East Harlem Scholars Academy Charter School

Schedule of Findings and Questioned Costs
Year Ended June 30, 2014

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:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I Grants to Local Educational Agencies (LEAs)
10.553	School Breakfast Program (Cluster)
10.555	National School Lunch Program (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, 2014.

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.

* * * * *

East Harlem Scholars Academy Charter School

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

June 30, 2014

O'CONNOR DAVIES

PKF

Board of Trustees
East Harlem Scholars Academy Charter School

Auditors' Communication on Internal Control

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

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

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

The exhibit set forth below and appended to this letter, include various matters involving internal control that we identified during our audit:

- Exhibit A – Other observations and recommendations for strengthening internal control and/or operating efficiency.

This communication is intended solely for the information and use of the Board of Directors, Management and others within East Harlem Scholars Academy Charter School and is not intended to be and should not be used by anyone other than these specified parties.

O'Connor Davies, LLP

October 30, 2014

O'CONNOR DAVIES, LLP
665 Fifth Avenue, New York, NY 10022 I Tel: 212.286.2600 I Fax: 212.286.4080 I www.odpkf.com

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East Harlem Scholars Academy Charter School
Addendum A

Adhere to Capitalization Policy

Our audit procedures revealed that capital expenditures less than $1,000 have been capitalized in several cases during the year. The School's current capitalization policy requires that only asset purchases of greater than $1,000 be recorded as fixed assets. We recommend that East Harlem Scholars Academy Charter School adhere to its written policies so there is a consistent application of the capitalization of fixed assets within the organization.

Personnel Files

During our audit we noted that employees were missing I-9's and acknowledgement of receipt of policies and procedures. We recommend that each employee have their I-9 and acknowledgement of receipt of policies and procedures maintained in their respective personnel file.

EAST HARLEM SCHOLARS ACADEMY
An EHTP School

Management Response to Internal Control Policies FY14

Adhere to capitalization policy

The Finance Team has been re-trained on this issue to ensure that when check request forms are completed, they are coded correctly. The confusion generally revolved around single item vs total purchases.

Personnel Files

We have a new Coordinator, Benefits and Administration handling this task and files are in order. Turnover in the role led to less than ideal filing last year.

Form **8868**
(Rev. January 2014)

Department of the Treasury
Internal Revenue Service

Application for Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**

▶ **Information about Form 8868 and its instructions is at** *www.irs.gov/form8868* .

OMB No. 1545-1709

- If you are filing for an **Automatic 3-Month Extension, complete only Part I** and check this box ..... ▶ [X]
- If you are filing for an **Additional (Not Automatic) 3-Month Extension, complete only Part II** (on page 2 of this form).

Do not complete Part II unless you have already been granted an automatic 3-month extension on a previously filed Form 8868.

Electronic filing *(e-file)* . You can electronically file Form 8868 if you need a 3-month automatic extension of time to file (6 months for a corporation required to file Form 990-T), or an additional (not automatic) 3-month extension of time. You can electronically file Form 8868 to request an extension of time to file any of the forms listed in Part I or Part II with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, which must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/efile* and click on *e-file for Charities & Nonprofits.*

Part I Automatic 3-Month Extension of Time. Only submit original (no copies needed).

A corporation required to file Form 990-T and requesting an automatic 6-month extension - check this box and complete Part I only ..... ▶ [ ]

All other corporations (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

Employer identification number (EIN) or
27-4713450

Number, street, and room or suite no. If a P.O. box, see instructions.
1573 MADISON AVENUE

Social security number (SSN)

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
NEW YORK, NY 10029

Enter the Return code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ▶ CHEYENNE E. BATISTA SAO ROQUE 1573 MADISON AVENUE - NEW YORK, NY 10029
  Telephone No. ▶ 212-348-2518 Fax No. ▶
- If the organization does not have an office or place of business in the United States, check this box ..... ▶ [ ]
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ [ ] . If it is for part of the group, check this box ▶ [ ] and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 3-month (6 months for a corporation required to file Form 990-T) extension of time until FEBRUARY 15, 2015 , to file the exempt organization return for the organization named above. The extension is for the organization's return for:

▶ [ ] calendar year _____ or

▶ [X] tax year beginning JUL 1, 2013 , and ending JUN 30, 2014 .

2 If the tax year entered in line 1 is for less than 12 months, check reason: [ ] Initial return [ ] Final return [ ] Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$	0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$	0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$	0.

Caution. If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA **For Privacy Act and Paperwork Reduction Act Notice, see instructions.** Form **8868** (Rev. 1-2014)

323841
12-31-13

SUNY Charter Schools Institute
The State University of New York

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

School Name:	East Harlem Scholars Academy II
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	[redacted]
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	212-348-2518
School Audit Firm Name:	O'Connor Davies, LLP
School Audit Contact Name:	Anan Samara
School Audit Contact Email:	asamara@odpkf.com
School Audit Contact Phone:	212-286-2600
Audit Period:	2013-14
Prior Year:	2012-13

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 N/A):
Management Letter	
Management Letter Response	
Form 990	
Federal Single Audit (A-133)[1]	
Corrective Action Plan	

Please also send an ELECTRONIC copy of: 1.)This transmital 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 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov

[1] A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Circular A-133 for the federal filing requirements.

Appendix E: Disclosure of Financial Interest Form

Created Friday, August 01, 2014

Page 1

310400861046 EAST HARLEM SCHOLARS ACADEMY CS II

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

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

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

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

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

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Thursday, July 10, 2014
Updated Monday, July 14, 2014

Page 1

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Iris Chen	Secretary	Yes	Education	Mar-11 to Jun-13; Jul-13 to Jun-15	Education & Accountability, Scholars Academy
2	Brian Gavin	Treasurer	Yes	Finance	Mar-11 to Jun-13; Jul-13 to Jun-15	Finance, Scholars Academy II
3	Jamie Kiggen	Member	Yes	Finance	Mar-11 to Jun-13; Jul-13 to Jun-15	Executive, Scholars Academy
4	Lili Lynton	Vice Chair/Vice President	Yes	Operations and Organizational Development	Jul-12 to Jun-14	Education & Accountability, Executive, Scholars Academy II
5	Carlos Morales	Member	Yes	Legal	Mar-11 to Jun-12; Jul-12 to Jun-14	Finance, Scholars Academy II
6	Joan Solotar	Chair/Presiden t	Yes	Management	Jul-12 to Jun-14	Executive, Scholars Academy
7	Tom Webber	Member	Yes	Education	Mar-11 to Jun-13; Jul-13 to Jun-15	Education & Accountability, Scholars Academy II
8	David Wildermuth	Member	Yes	Finance	Apr-13 to Jun-13; Jul-13 to Jun-15	Finance, Scholars Academy

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

0

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

6

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

6

Thank you.

Enrollment and Retention Targets

2013-14 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:

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. Canvasing 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
7. Marching in the Three Kings Day parade, which is routed throughout East Harlem, and parent volunteers passed out applications for enrollment

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,

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 a full-time ELL specialist who sees 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 Social Worker. 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 2014-15. 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 Thursday, July 31, 2014

Page 1

Charter School Name: 310400861046 EAST HARLEM SCHOLARS ACADEMY CS II

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
	11	2	1

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
	2	0	0

Thank you

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

Created Thursday, July 03, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/c88e3

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:

Carol Lili Lynton

2. Charter School Name:

EAST HARLEM SCHOLARS ACADEMY CS II

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

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

Created Thursday, July 03, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/77f32

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:

Thomas L. Webber

2. Charter School Name:

EAST HARLEM SCHOLARS ACADEMY CS II

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

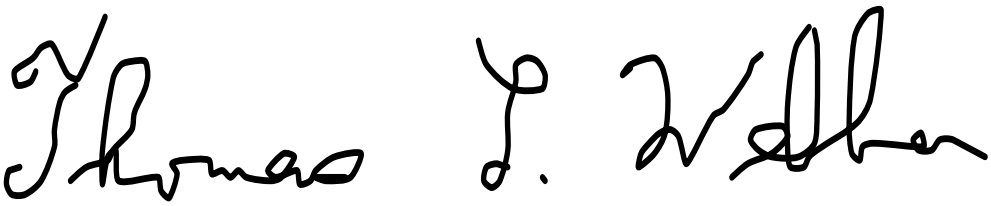
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



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

Created Monday, July 07, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/74ddc

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:

David Wildermuth

2. Charter School Name:

EAST HARLEM SCHOLARS ACADEMY CS II

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

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

Created Thursday, July 17, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/1c6dc

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:

Joan Solotar

2. Charter School Name:

EAST HARLEM SCHOLARS ACADEMY CS II

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on 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

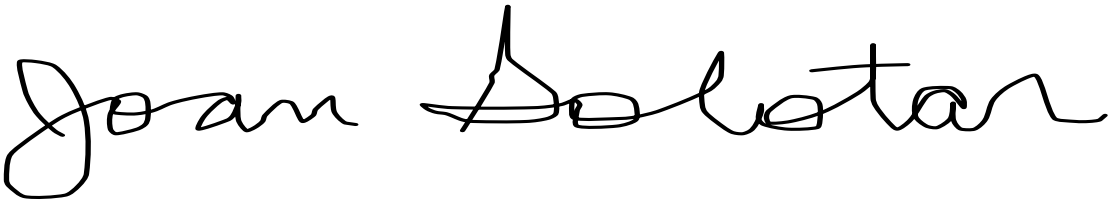
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



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

Created Thursday, July 17, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f2ba4

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:

James Kiggen

2. Charter School Name:

EAST HARLEM SCHOLARS ACADEMY CS II

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

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

Created Thursday, July 17, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/4ff61

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:

Brian F. Gavin

2. Charter School Name:

EAST HARLEM SCHOLARS ACADEMY CS II

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Treasurer

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

No

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

No

Page 2

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

No

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

No

Signature of Trustee

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

Created Friday, July 18, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/025c9

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:

Iris Chen

2. Charter School Name:

EAST HARLEM SCHOLARS ACADEMY CS II

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on 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

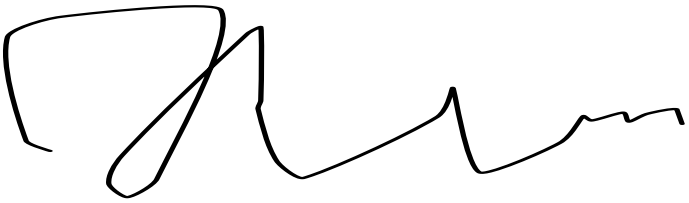
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



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

Created Thursday, July 24, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/24000

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:

Carlos M Morales

2. Charter School Name:

EAST HARLEM SCHOLARS ACADEMY CS II

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

Yes

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

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next | Position Held	Trustee
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next | Responsibilities	Governance
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next | 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 in the next | Start Date	2006

Page 2

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

No

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

No

Signature of Trustee