



# Entry 1 School Information

Last updated: 08/21/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

**a. SCHOOL NAME AND BEDS#** EAST HARLEM SCHOLARS ACADEMY CS (SUNY Trustees)

(Select name from the drop down menu)

**b. CHARTER AUTHORIZER** SUNY-Authorized Charter School

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

**c. DISTRICT / CSD OF LOCATION** NYC CSD 4

## d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	2050 Second Avenue New York, NY 10029	[REDACTED]	[REDACTED]	[REDACTED]

## d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Max Turner
Title	Network Director of Operations
Emergency Phone Number (###-###-####)	[REDACTED]

**e. SCHOOL WEB ADDRESS (URL)** [www.eastharlemscholars.org](http://www.eastharlemscholars.org)

**f. DATE OF INITIAL CHARTER** 11/2010

**g. DATE FIRST OPENED FOR INSTRUCTION** 08/2011

**i. TOTAL ENROLLMENT ON JUNE 30, 2017** 419

**j. GRADES SERVED IN SCHOOL YEAR 2016-17**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6
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**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?** No

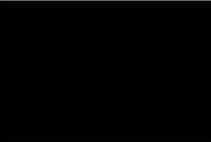
**I1. FACILITIES**

Does the school maintain or operate multiple sites?

No, just one site.
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**I2. SCHOOL SITES**

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	2050 Second Avenue		CSD 4	PK-7	No	Own
Site 2						
Site 3						

**l2a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Desree Cabrall-Njenga			
Operational Leader	Sheena Watkins			
Compliance Contact	Max Turner			
Complaint Contact	Sarah Caney			

**m1. Is the school or are the school sites co-located?** No

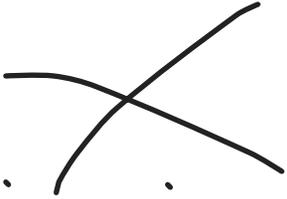
**n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).** No

**o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.** Max Turner, Network Director of Operations

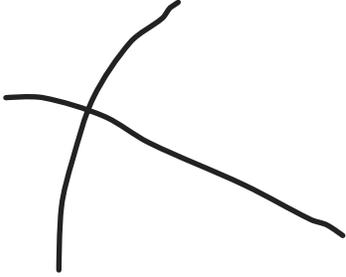
**p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

**Signature, Head of Charter School**

A handwritten signature consisting of two overlapping curved lines. The first line starts on the left, curves upwards and to the right, then curves back down and to the left. The second line starts lower on the left, curves upwards and to the right, crossing over the first line, and then curves down and to the right.

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

A handwritten signature consisting of two overlapping curved lines. The first line starts on the left, curves upwards and to the right, then curves back down and to the left. The second line starts lower on the left, curves upwards and to the right, crossing over the first line, and then curves down and to the right.

**Date**

2017/08/21

**Thank you.**



# Entry 2 NYS School Report Card Link

Last updated: 09/05/2017

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## 1. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/profile.php?instid=800000070176>

**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).

**East Harlem Scholars Academy  
CHARTER SCHOOL**

**2016-17 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute  
on:

September 22<sup>nd</sup>, 2017

By East Harlem Scholars Academy

2050 Second Avenue



**REFERENCE GUIDE TO TEMPLATE SECTIONS**

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## INTRODUCTION

Elah Lazin, Network Director of Curriculum and Instruction, and Sarah Caney, Deputy Superintendent, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joan Solotar	Chair/Board President
Brian Gavin	Treasurer
Iris Chen	Secretary
Lili Lynton	Trustee/Member
Carlos Morales	Trustee/Member
Marilyn Simons	Trustee/Member
Saskia Levy Thompson	Trustee/Member
David Wildermuth	Trustee/Member
Jamie Kiggen	Trustee/Member

Desree Cabrall-Njenga has served as the principal at East Harlem Scholars Academy Elementary since 2016, and Maureen Yusuf Morales served as the principal at East Harlem Scholars Academy Middle School since 2016.

East Harlem Scholars Academy opened in August 2011 with 108 students in grades K-1. Founded upon the 60-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy 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.

59% of East Harlem Scholars students identify as Hispanic, 33% of students identify as African American, 3% of students identify as other, 1% of students identify as Asian, 2% of students identify as White, and 2% of students identify as Multi-Racial. 99% of students are eligible for free and reduced lunch. 9% of students qualify for English Language Learner (ELL) services and 24% of students receive Special Education services.

East Harlem Scholars Academy 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 are grounded in the following guiding principles:

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

## INTRODUCTION

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

East Harlem Scholars Academy 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 has two teachers in each of the elementary school classroom of approximately 24-28 students allowing for a low student-teacher ratio of approximately 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher. In middle school there are 60-90 scholars in each grade. Scholars who are English Language Learners (ELL) are supported by the ELL specialist and those with IEPs receive the support of a Special Education teacher that pushes into the core subjects.

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 English Language Arts (ELA) coach, reading specialist and ELL specialists 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 Special Education teachers, resident social workers, student support service coordinator, speech therapist, occupational therapists, and physical therapist services. Students also have the opportunity to work with Academic Intervention Staff (AIS) to receive remedial support. 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 has a longer school day (7:45 a.m. to 4:00 p.m.) Monday through Thursday and a longer school year (185 days) than the district public schools. East Harlem Scholars Academy has a shortened student schedule on Friday (7:45 a.m. to 1:15 p.m.) in order to provide staff with professional development opportunities and time to plan using weekly and quarterly data. Students have 175-180 minutes of ELA instruction 85-90 minutes of math instruction daily. The extended day and year also allows students at East

## INTRODUCTION

Harlem Scholars Academy 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 that teachers learn together, solve problems in teams or as a whole staff and feel both individual and collective accountability for the success of every student in the school community. All professional development initiatives at the school are designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*<sup>1</sup>.

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

School Enrollment by Grade Level and School Year

School Year	Pre K	K	1	2	3	4	5	6	7	8	Total
2011-12	NA	56	52								108
2012-13	NA	56	56	54							166
2013-14	NA	55	56	56	52						219
2014-15	NA	56	56	56	56	53					277
2015-16	17	53	54	56	55	54	46				335
2016-17	18	57	56	58	59	58	54	76			436

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

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at East Harlem Scholars Academy 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's decision to allocate up to 200 minutes daily to ELA instruction. Teachers plan lessons based on their assessments of students' reading and writing skill levels. Within the ELA block scholars receive instruction in whole class mini-lessons, including shared reading and shared writing, read-aloud activities, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Dean of Instruction, ELA Coach, Reading Specialist and the ELL Specialists, in addition to members of the Leadership Team. They all work together to differentiate instruction to meet the needs of all learners. In addition, East Harlem Scholars Academy works collaboratively with highly qualified Literacy consultants to lead professional development sessions for the staff; these sessions emphasize increasing accountable talk, critical thinking skills, and reading analysis that is rooted in making inferences using text evidence.

The ELA program choices at East Harlem Scholars Academy include research-based curricula that rest its foundations on those components and methods of instruction that research has shown to be most effective for literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and infusing a love for reading in scholars. In grades 2-6 opportunities are implemented for scholars to write about their reading using text evidence to support their thinking. Teachers will closely support these identified components through focused small group instruction as well as incorporating increased opportunities for students to practice these skills. Scholars also spend an increased amount of time reading authentic texts that expose them to social justice curriculum and infuse a love of reading.

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 provides academic support to students in ELA in the form of academic

intervention services, tutoring and other effective practices. Scholars also have the opportunity to enroll in the cost-free Saturday Academy program. The program is 12-15 weeks long and provides scholars with the opportunity to receive targeted small group instruction geared towards their data-driven ELA and math goals.

For ELA, East Harlem Scholars Academy uses the *Wonders* Curriculum balanced literacy program by McGraw-Hill with Common Core State Standards (CCSS). The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The *Wonders* curriculum exposes students to high quality literature and provides multiple opportunities for teachers to facilitate discussions through the lens of the key comprehension strategies, as well as integrating cross-curricular domains and topics. The program exposes students to rich texts and pushes for critical thinking skills and opportunities for project-based learning. It also offers opportunities for enrichment and differentiation for students with special needs or students who are English Language Learners.

East Harlem Scholars Academy also uses Junior Great Books for grades K-4. In addition to teaching students the critical comprehension skills they need to be college and career ready, our school is dedicated to developing students that can also engage in academic discourse around current events and social themes that are relevant to their lives. Therefore, we have adapted these additional ELA curricula to expose students to engaging and complex texts and to teach students how to engage in dialogue about text with multiple interpretations, collaborate with peers around ideas, and disagree respectfully when opinions vary.

The Great Books Foundation started over 50 years ago as a non-profit with a mission of providing great literature to the general public. Over the years, the foundation expanded this mission to include children (Junior Great Books) and works extensively to empower students to think critically about what they read through discourse and discussion with their peers. At the end of each unit students at East Harlem Scholars Academy read a high-level text from the Junior Great Books library, engaging in various comprehension activities throughout the week and ending with a shared inquiry discussion. The shared inquiry forces students to support their claims with evidence in the text and provides them with the opportunity to share their ideas in a structured manner. This program has encouraged students to become closer readers, add to a discussion by building off another person's ideas and to persevere through reading a complex text.

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### Goal 1: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 6th grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2016-17 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	58	1	0	0	0	59
4	58	0	0	0	1	59
5	51	2	0	0	0	53
6	74	0	0	0	0	74
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	241	3	0	0	1	245

### RESULTS

In 2016-17 NYS ELA, Exam, 59% of East Harlem Scholars Academy 3<sup>rd</sup> grade students achieved proficiency, 55% of East Harlem Scholars Academy 4<sup>th</sup> grade students achieved proficiency, 25% of East Harlem Scholars Academy 5<sup>th</sup> grade students achieved proficiency, and 23% of East Harlem Scholar Academy 6<sup>th</sup> grade students achieved proficiency.

In 2016-17 NYS ELA, Exam, 64% of East Harlem Scholars Academy 3<sup>rd</sup> grade students in at least their second year achieved proficiency, 56% of East Harlem Scholars Academy 4<sup>th</sup> grade students in at least their second year achieved proficiency, 27% of East Harlem Scholar Academy 5<sup>th</sup> grade students in at least their second year achieved proficiency, and 24% of East Harlem Scholar Academy 5<sup>th</sup> grade students in at least their second year achieved proficiency.

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## INTRODUCTION

### Performance on 2016-17 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	59%	58	64%	47
4	55%	58	56%	45
5	25%	51	27%	44
6	23%	74	24%	37
7	-	-	-	-
8	-	-	-	-
All	40%	241	43%	173

## EVALUATION

East Harlem Scholars Academy's goal was to have 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Language Exam. The school fell short of the specified measure by 11% in 3rd grade, 19% in 4<sup>th</sup> grade, 48% in 5<sup>th</sup> grade and 51% in 6<sup>th</sup> grade. Internal interim assessments throughout the year have indicated that most students are reading on or around grade level. Though students did not demonstrate proficiency on the state exam, they did demonstrate high levels of reading mastery on other diagnostic tools such as Fountas & Pinnell assessments and quarterly interim assessments.

While East Harlem Scholars Academy did not meet its goal of 75% proficiency, it is important to note that scholars made visible growth. In 2016-17, 59% of 3rd grade scholars tested proficient in ELA while the 2013-14, 2014-15 and 2015-16 3<sup>rd</sup> grade testing cohorts yielded results of 10%, 33%, and 55% respectively. This demonstrates a significant proficiency increase of 49% and 26% in ELA since 2013-14 and 2014-15. In 2016-17, 55% of 4<sup>th</sup> grade scholars tested proficient in ELA while in 2014-15 and 2015-16, 12% and 38% of 4<sup>th</sup> grade scholars tested proficient, respectively. This is a significant increase of 43% and 17% of scholars scoring proficient in ELA over those years.

Furthermore, scholars in at least their second year made visible growth. In 2016-17, 64% of 3rd grade scholars tested proficient which was an increase of 55% from 2013-14. In 2016-17, 64% of scholars tested proficient which was an increase of 31% since 2014-15. Additionally, in 2016-17, 64% of scholars tested proficient. This reflects an increase of 12% since 2015-16. For 4<sup>th</sup> graders, 56% of scholars in at least their second year scored proficient. This is an increase of 46% and 21% since 2014-15 and 2015-16 respectively. For 5<sup>th</sup> grade, 27% of scholars in at least their second year were proficient, which is an increase of 6% since 2015-16.

The growth of scholars in 3rd and 4th grades can be attributed to the implementation of the *Wonders* balanced literacy curriculum program and the increased emphasis on higher-order East Harlem Scholars Academy Charter School 2016-17 Accountability Plan Progress Report 10

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thinking skills and application. We implemented a variety of test preparation techniques and strategies throughout the year in our daily instruction as well as our Saturday Academy program, which prepares scholars for state exams. In the middle school we also implemented a homework support program for scholars to further address high frequency skills and standards that are identified as areas of need.

For the 2017-18 school year, we will do more to streamline our effort and to develop a more comprehensive, cohesive, and rigorous curriculum across grades for both elementary and middle school. We will also be expanding our curriculum team to include a curriculum developer that will support our literacy program and ensure that there is a greater emphasis on curriculum alignment, critical thinking, application, and a balanced literacy approach. The curriculum developer will also support in writing unit plans and lesson-plans to ensure that teacher are spending a majority of their time on curriculum implementation and effective execution.

## ADDITIONAL EVIDENCE

The chart below highlights growth comparisons from the 2013-14, 2014-15, 2015-16, 2016-17 ELA Exam scores for students in at least their second year achieving proficiency. There continues to be a positive shift in overall student performance growth. Scholars in at least their second year made visible growth. In 2016-17, 64% of 3rd grade scholars tested proficient, demonstrating an increase of 55% from 2013-14. In 2016-17, 64% of scholars tested proficient which was an increase of 31% since 2014-15. In 2016-17, 64% of scholars tested proficient which was an increase of 12% since 2015-16. For 4<sup>th</sup> grade, 56% of scholars in at least their second year were proficient—an increase of 46% and 21% since the 2014-15 and 2015-16 school years, respectively. For 5<sup>th</sup> grade, 27% of scholars in at least their second year were proficient, which is an increase of 6% since 2015-16.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33%	49	52%	42	64%	47
4	10%	40	35%	46	56%	45
5	-	-	21%	38	27%	44
6	-	-	-	-	24%	37
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	22%	89	36%	126	43%	173

The chart below highlights the percentage difference between 2013-14, 2014-15, 2015-16, and 2016-17 ELA exam levels for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders. There is a significant increase of 3<sup>rd</sup> grade scholars scoring proficient compared to 2013-14 (+49%). Furthermore, there is a

## INTRODUCTION

significant decrease of students scoring Level 1 compared to 2013-14 (-52%). The number of students at Level 1 and 2 decreased from 90% in 2013-14 to 42% in 2016-17. In 4<sup>th</sup> grade, 55% of scholars scored proficient while 12% of scholars scored proficient in 2014-15. Furthermore, 88% of scholars scored Level 1 or 2 in 2014-15 while 44% of scholars scored Level 1 or 2 in 2016-17. This is a significant increase of students scoring proficient (+43%) and significant decrease of students scoring Level 1 and 2 compared to 2014-15 (-44%). Lastly, in 5<sup>th</sup> grade there was a 2% increase in scholars scoring proficiently and 2% decrease in scholars scoring level 1 or level 2 since 2015-16.

Grade 3	ELA 2013-14	ELA 2014-15	ELA 2015-16	ELA 2016-17	% Change (since 2013-14)
Level 4	0%	2%	4%	14%	+14%
Level 3	10%	31%	51%	45%	+35%
Level 2	29%	38%	31%	33%	+3%
Level 1	61%	29%	14%	9%	-52%

Grade 4	ELA 2014-15	ELA 2015-16	ELA 2016-17	% Change (+/-) (since 2014-15)
Level 4	0%	15%	17%	+17%
Level 3	12%	23%	38%	+26%
Level 2	49%	43%	34%	-15%
Level 1	39%	19%	10%	-29%

Grade 5	ELA 2015-16	ELA 2016-17	% Change (+/-) (since 2014-15)
Level 4	4%	10%	+6%
Level 3	20%	16%	-4%
Level 2	43%	37%	-6%
Level 1	33%	37%	-4%

## INTRODUCTION

### Goal 1: Absolute Measure

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

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>3</sup>

### RESULTS

The Performance Level Index (PLI) for this year is 121, as calculated below.

#### English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	20	41	28	12

$$\begin{array}{rcccccccc} \text{PI} & = & 41 & + & 28 & + & 12 & = & 81 \\ & & & & 28 & + & 12 & = & \underline{40} \\ & & & & & & \text{PLI} & = & 121 \end{array}$$

### EVALUATION

East Harlem Scholars Academy scored a PLI of 121, which is above the English Language Arts 2016-17 PLI of 111 by 10 points. A significant amount of scholars scored Level 3 and 4, which helped us achieve this goal.

Scholars Academy collaborated with an ELA consultant who supported the development of Common Core aligned lessons for grades K-6. In addition, Scholars Academy hired an ELA coach to support the growth and development of teachers in their lesson plan development and execution. Scholars received very targeted instruction in small groups that were geared towards their areas of growth. Scholars Academy ensured that scholars were spending significantly more time in text and a greater focus on reading for enjoyment to infuse a love of reading amongst scholars.

As a next step, East Harlem Scholars Academy will continue to develop staff in order to support our growing population of students with special needs and English Language Learners (ELL), through internal and external professional development. There will be

<sup>3</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## INTRODUCTION

greater emphasis on ensuring that the weekly PD sessions are targeted and rooted in the data across schools. Additionally, East Harlem Scholars will continue to increase the supports for grades 5 and 6 so that they can grow at a similar rate as our 3<sup>rd</sup> grade cohort. East Harlem Scholars Academy will also embed literacy practices across content areas with a particular focus on high interest non-fiction texts.

Additionally in grades k-4 we are shifting towards more strategic implementation of the *Wonders* curriculum and greater emphasis on the balanced literacy program and all of its components. There will be greater emphasis on the use of non-fiction texts and novel studies.

In preparation for the state exams, Scholars Academies administered two Common Core aligned mock state testing sessions for grades 3-6 in ELA and math to give scholars the opportunity to practice test-taking strategies and increase their overall stamina. The data from these exams was then used to provide targeted instruction to scholars in small groups in alignment with the CCLS. During these exams, scholars were given accommodations based on their IEPs and 504 plans. Teachers were actively proctoring the exams and keeping track of common misunderstandings, testing behaviors, and trends across grades in order to identify areas of growth and modify the instruction accordingly. During the practice mock state test sessions we were able to notice how scholars reacted to all stressors related to state testing. After gathering the data, we were able to engage in a formal conversation with families and consequently able to secure modifications for scholars that were displaying concerning behaviors during the mock test sessions through a 504 plan. The accommodations were identified and implemented during the scholars' next test session.

With scholars now testing in their most effective environment, they were more relaxed and fully engaged in the test taking process. The data generated by the mock test allowed the school to concretely identify specific, immediate interventions based on individual student needs. We took full advantage of our co-teaching model to modify instruction with small groups for nearly 80% of the school day. We also administered an EOY mock state exam to second graders. We specifically asked for the mock test to be designed to assess mastery of second grade standards in both ELA and Math. The data gathered from this assessment will be analyzed, disaggregated and used to plan instruction for our rising 3<sup>rd</sup> graders during the 2016-17 school year.

Using these mock state exams was helpful in designing small group instruction during our 12-15-week Saturday Academy program. During these sessions scholars worked in small groups on targeted goals. After each Saturday session, scholars completed assessments to track their progress over time as well as assess the skills they still needed to work on. Teachers reviewed these assessments with scholars and provided them with teaching points and feedback. With regular conferencing and feedback scholars became aware of their progress and focus areas. During winter break and spring break we offered a Test Prep Camp for two days to scholars who were approaching the grade level benchmark and needed an additional push.

## Goal 1: Comparative Measure

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

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

## RESULTS

Of the 47 East Harlem Scholars Academy 3<sup>rd</sup> grade students in at least their second year that were tested, 64% of 3<sup>rd</sup> graders were proficient on the ELA Exam, compared to 36% of their district peers. Of the 45 East Harlem Scholars Academy 4<sup>th</sup> grade students in at least their second year that were tested, 56% were proficient on the ELA Exam, compared to 35% proficiency of their district peers. Of the 44 East Harlem Scholars Academy 5<sup>th</sup> grade students in at least their second year that were tested, 27% were proficient on the ELA Exam, compared to 30% proficiency of their district peers. Of the 37 East Harlem Scholars Academy 6<sup>th</sup> grade students in at least their second year that were tested, 24% were proficient on the ELA Exam, compared to 27% proficiency of their district peers.

We attribute the decrease from grade 5 to 6 in percentage points to the high percentage of students with special needs and ELL students that are concentrated in the 6<sup>th</sup> grade. We also note that the decrease experienced in Scholars Academies is quite similar to the decrease in proficiency from grade 5 to 6 experienced by the district schools.

2016-17 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	64%	47	36%	886
4	56%	45	35%	889
5	27%	44	30%	933

<sup>4</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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6	24%	37	27%	905
7	-	-	-	-
8	-	-	-	-
All	43%	173	32%	3613

## EVALUATION

The students exceeded the aggregate district performance by 28% and 21% for 3<sup>rd</sup> and 4<sup>th</sup> grade respectively. However, the charter school fell short of the aggregate district performance by 3% for 5<sup>th</sup> and 6<sup>th</sup> grade. However, as the 6<sup>th</sup> grade group is our founding/lead cohort, they came in significantly behind and had some difficulty in their first testing year. They are also the only cohort at the school that did not attend our kindergarten program. Overall, East Harlem Scholars Academy surpassed the district average of 32% by 11 percentage points.

Overall, 24% of our students are identified as having special needs and 9% of the students are English Language Learners, and will need more intensive support to ensure their reading proficiency. However, 16% of our scholars with special needs scored proficient compared to the New York State average of 9.3%, which is a significant positive difference of 6.7%. Furthermore, 14% of our current English Language Learners scored proficient compared to the New York State average of 4%, which is a significant positive difference of 8.8%. It is the school's philosophy that all students can be pushed to meet their grade proficiency, and we continue to develop the appropriate interventions to support achievement. Finally, when we compare our scores to our local district 4, we are 11% above the local district performance (chart below for district 4, named "Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students").

## ADDITIONAL EVIDENCE

The percentage of students scoring as proficient in the following cohorts for other local charter schools in the district include:

Name of Charter School	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Success Academy, Harlem 1	87%	89%	62%	60%
Harlem Prep	48%	28%	23%	22%
D.R.E.A.M. Charter School	62%	48%	48%	38%
Amber Charter School	53%	75%	31%	-
East Harlem Scholars Academy	59%	55%	25%	23%

## INTRODUCTION

East Harlem Scholars Academy 3<sup>rd</sup> graders achieved the third highest proficiency scores in ELA compared to district charter schools. East Harlem Scholars Academy 4<sup>th</sup> graders compare similarly in ELA. East Harlem Scholars Academy 5<sup>th</sup> graders did not score as high in ELA compared to district schools. East Harlem Scholars Academy 6<sup>th</sup> graders have the third highest ELA proficiency scores compared to these schools.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	33%	28%	52%	38%	64%	36%
4	10%	25.4%	35%	34%	56%	35%
5	-	-	21%	30%	27%	30%
6	-	-	-	-	24%	27%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	22%	27%	36%	34%	43%	32%

#### Goal 1: Comparative Measure

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

#### METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available. The regression model calculator was found [here](#) on the SUNY Charter Schools Institute website.

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### RESULTS

On the 2015-2016 NYS ELA Exam East Harlem Scholars Academy reached well beyond the 0.30 benchmark. The school performed higher than expected with an overall effect size of 0.52.

*2015-16 English Language Arts Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>80%</b>	<b>51</b>	<b>55%</b>	<b>33%</b>	<b>22%</b>	<b>1.34</b>
4	<b>74%</b>	<b>53</b>	<b>38%</b>	<b>33%</b>	<b>5%</b>	<b>0.27</b>
5	<b>76%</b>	<b>46</b>	<b>24%</b>	<b>26%</b>	<b>2%</b>	<b>-0.10</b>
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	<b>77%</b>	<b>150</b>	<b>39%</b>	<b>30%</b>	<b>10%</b>	<b>0.52</b>

### EVALUATION

In regards to the 2015-16 NYS ELA results, the regression model predicted 30% of students would be proficient. Of the 3<sup>rd</sup> graders in East Harlem Scholars Academy, 55% achieved proficiency compared to the 33% predicted score. The effect size is 1.34, which means the school is performing significantly higher than expected. Of the 4<sup>th</sup> graders in East Harlem Scholars Academy, 38% achieved proficiency compared to the 33% predicted score. The effect size is 0.27, which means the school is performing lower than expected. Lastly, of the 5<sup>th</sup> graders, 24% achieved proficiency compared to the 26% predicted score. The effect size is -0.10, which means the school is performing lower than expected. Overall, the school did meet the 0.30 effect size measure by 0.22. Contributing factors were an increased familiarity and alignment with the Common Core State Standards as well as testing preparation. A Core Work targeted instruction block was implemented in order to review standard aligned skills.

*English Language Arts Comparative Performance by School Year*

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3	85%	51	10%	22%	-0.88
2014-15	3, 4	85%	103	23%	20%	0.16
2015-16	3, 4, 5	77%	150	39%	30%	0.52

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### Goal 1: Growth Measure<sup>5</sup>

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

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50. Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>6</sup>

### RESULTS

East Harlem Scholars Academy has a mean growth percentile of 52.3.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	44	50.0
5	60.5	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<b>52.3</b>	50.0

### EVALUATION

The mean unadjusted growth percentile for 4<sup>th</sup> grade is 52.3, which is 2.3 percentile points above the statewide median. This is a slightly larger change in performance compared to similarly grouped students in New York State. We attribute this slightly larger change in performance to several factors. We implemented the use of mock state exams twice a year prior to the ELA State Exam. The data from the mock exams helped to identify which skills student's required additional support and follow-up. Additionally the data from mocks were used to form targeted intervention groups during 10 sessions of Saturday school.

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

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>6</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	-	52.5	44	50.0
5	-	-	60.5	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	52.5	52.3	50.0

## ADDITIONAL EVIDENCE

### MAP Reading Rasch Unit (RIT)

	Spring						
	K	1	2	3	4	5	6
<b>Mean RIT</b>	<b>157.5</b>	<b>176</b>	<b>187.8</b>	<b>198.6</b>	<b>205.6</b>	<b>201.6</b>	<b>211.8</b>
<b>Norm RIT</b>	<b>158.1</b>	<b>177.5</b>	<b>188.7</b>	<b>198.6</b>	<b>205.9</b>	<b>221.3</b>	<b>211</b>

The RIT Scale is a norm-referenced scale that uses individual item difficulty values to estimate student achievement. In the spring of 2017, scholars on average were close to the norm Reading RIT in all grades. In 3<sup>rd</sup> and 6<sup>th</sup> grade scholars met or exceeded the norm RIT on average. Specifically 3<sup>rd</sup> graders scored similarly to the norm while 6<sup>th</sup> graders are 0.8 points above the norm RIT.

### Goal 2: 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.

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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 student grouping 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 targeted F&P score goals 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 2017.

**Fountas & Pinnell Results Spring 2017**

<b>Grade</b>	<b>Number Tested</b>	<b>Percentage of students who achieved over one grade level of growth</b>	<b>Target</b>	<b>Target Achieved</b>
<b>K</b>	<b>57</b>	<b>93%</b>	<b>80%</b>	<b>YES</b>
<b>1</b>	<b>56</b>	<b>18%</b>	<b>80%</b>	<b>NO</b>
<b>2</b>	<b>58</b>	<b>26%</b>	<b>80%</b>	<b>NO</b>
<b>3</b>	<b>59</b>	<b>75%</b>	<b>80%</b>	<b>NO</b>
<b>4</b>	<b>59</b>	<b>42%</b>	<b>80%</b>	<b>NO</b>
<b>5</b>	<b>53</b>	<b>50%</b>	<b>80%</b>	<b>NO</b>
<b>6</b>	<b>75</b>	<b>27%</b>	<b>80%</b>	<b>NO</b>
<b>Total</b>	<b>417</b>	<b>47%</b>	<b>80%</b>	<b>NO</b>

## EVALUATION

In 2016-2017, East Harlem Scholars Academy exceeded this goal in Kindergarten with 93% of our students achieving over one grade level of growth in their first year of enrollment. For 3<sup>rd</sup> grade scholars almost reached the 80% goal; they missed it by 5%. Although the school did not meet this goal in first to 6<sup>th</sup> grade, most students came in far below grade level and showed significant growth over the course of the year after receiving intervention support and targeted instruction from their classroom teachers. As stated previously, our first cohort of students did not attend kindergarten at our location, which has proven to adversely affect academic achievement and social development.

## ADDITIONAL EVIDENCE

No additional evidence is available.

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

East Harlem Scholars Academy achieved, or came very close to meeting the goals, for the Fountas & Pinnell reading assessments and writing rubric assessments in Kindergarten. 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-driven instruction, and our students' test-taking skills, we will continue to support high levels of student achievement in English Language Arts.

Though the school has made noticeable growth in the percent of scholars meeting proficiency on the ELA Exam, the school did not meet their absolute and growth goals. The school did, however, meet part of their comparative and PLI goal. The number of scholars who were enrolled in at least their second year in the 3<sup>rd</sup> grade and performed at proficiency on the state English Language Arts exam is greater than that of students in the same tested grades in the local school district.

In 2014-15, East Harlem Scholars Academy did not achieve the specified ELA goals. In 2015-16, East Harlem Scholars Academy achieved the absolute goal (PLI), comparative goal, and growth goal. For the comparative predicted level of performance we exceeded the goal of 0.30. For MAP we did not achieve our optional goal of 80% of scholars will be above the 50<sup>th</sup> percentile; finally, for the F&P measurement East Harlem Scholars Academy kindergarteners achieved the goal, but as a school we did not reach the goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested	Achieved

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	students in grades 4-8 will be above the state's unadjusted median growth percentile.	
MAP	Each year, 80 percent of tested students K-5 will perform at or above the 50th percentile her on the MAP exam.	Not Achieved
ELA	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.	Not Achieved
F&P	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.	Not Achieved

## ACTION PLAN

The results from the 2016-17 data illustrate that we have clear focus areas for student growth. Therefore, in the 2017-18 school year, the Leadership Team and Board of Directors of Scholars Academy has created a strategic plan to address this vital issue. Based on the achievement data (both internal and external) scholars in grades 3-6 were assessed and placed in achievement-based cohorts. Depending on the needs of the cohorts, each group receives strategic interventions guided by various forms of achievement data. It is important to note that these groupings are flexible and change throughout the school year in response to student results and needs.

In response to the results of our 2016-17 state test scores, Scholars Academies instituted changes to our literacy approach. We strengthened our focus on curriculum alignment across classrooms and grades in conjunction with the Common Core State Standards (CCSS). A major focus will be on delivering high-quality guided reading instruction with the goal to foster higher order and critical thinking skills. To deliver that instruction, Scholars Academies strengthened it's Guided Reading program for all students in grades K – 6. Guided Reading blocks are designed to offer small group, differentiated instruction, during which scholars are working towards a targeted individual goal informed by their academic data. During Guided Reading, scholars demonstrate comprehension through written analysis.

During its second year, the Scholars Academy Pre-K program continued to have a very positive impact network-wide. With a strong focus on developing social-emotional skills and learning through developmentally appropriate play, our Pre-K program continues to support school readiness. This year, Scholars Academy was independently evaluated using the Early Childhood Environmental Rating Scale (ECERS) and was rated on par with Pre-K programs throughout the city and scored higher than the New York City average in the area of teacher-student interactions with a 5.2/7. Another highlight of this 2016-17 year is that 75% of Scholars Academy Pre-K students are meeting the reading and math standards of the Pre-K Foundation for the Common Core as measured by our authentic assessment system, Teaching Strategies Gold (TSG). Our students demonstrated pre-emergent reading skills as measured by both TSG observational assessments and the Concepts

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About Print assessment. According to TSG alphabet assessments, our Pre-K students also recognize more than 40 uppercase and lowercase letters. Our Pre-K scholars entered Kindergarten demonstrating social-emotional readiness and the beginning academic skills that will prepare them for success. We will continue to implement the current Pre-K academic and social-emotional curriculum, and teachers will engage in an observation-debrief cycle bi-weekly.

Students in grades K – 4 reading furthest below grade level participated in numerous intervention blocks throughout the 2016-17 school year, making dramatic gains: most dramatically, at Scholars Academy 37% of Kindergarten scholars were reading on grade level at the first Interim Assessment (IA) and 72% were on grade level by the end of year. Scholars Academy 4th grade scholars also made huge strides in achieving at grade level or above in reading by increasing 19% between IA 1 (66%) and IA 4 (85%). Highlights of the 2017 report assessing “writing to a source” include: 3rd grade scored a school average of 59% of total possible points, up 4% points from last year, whereas the NYC average was 49%. For 4th grade, they scored a school average of 65% of total possible points in “Reading”, whereas the NYC average is 57%. In the 2017-18 school year, we will continue to implement the reading and writing curriculum that yielded strong results last year.

The school has also provided scholars with academic support through academic interventionists, a dedicated reading specialist, and ELL specialists. This yielded positive growth in the 2016-17 year. In the 2017-18 school year, Scholars Academy will strategically utilize the ELA coach to strengthen and align the ELA curriculum, coach teachers, and provide ongoing professional development to staff. East Harlem Scholars Academy will assign support staff to each grade level to provide remedial instruction and interventions to scholars who need more targeted instruction at least twice a week. They will implement a clear “Criteria for Success” component in guided reading blocks that drive instruction and assessment. To support this, instructional leaders will provide ongoing professional development, observations and coaching in this area throughout the school year.

In the 2017-2018 school year, we plan to embed literacy rich opportunities in all of our content areas classrooms for grades 5-7. We have a keen awareness of the connection between non-fiction texts and college readiness. Taking that into account, we have begun to intentionally plan opportunities for our scholars to practice high frequency literacy skills through engaging content. We have also taken a targeted approach to teaching scholars critical reading and writing skills through daily active participation that assess student’s progression towards mastery. We also plan to create more frequent opportunities for students to express their thinking processes in writing.

Scholars Academies continues to expand scholars’ abilities to analyze and write about texts across different genres. A primary focus is to ensure that scholars are able to make a relevant inference with substantial text evidence to support their claim. Teachers will work with scholars on annotation habits aligned to key standards and literacy skills. Specifically, students in the middle school grades will practice identifying, evaluating, and synthesizing evidence in a text, and will be exposed to a higher frequency of nonfiction texts—

performance data indicates that these are the standards and texts where students have the

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most areas for growth. Finally, we will conduct an audit of our internal assessments and revise to ensure that the standards students showed the least mastery in will be continuously assessed throughout the year, so that teachers can frequently evaluate their skill level and respond to needs.

To ensure continued growth among all of our students, including those who are English Language Learners, have an IEP, and/or receive special services, we are adding another ELL teacher, Academic Intervention Specialist (AIS), and ELA Coach next year. Along with the current AIS and Reading Specialist, these additions to the team will be beneficial to our school as a whole and support the needs of our growing ELL population. We are focused on implementing a new balanced literacy curriculum to continue to improve our scholars' reading progress: *Wonders* by McGraw Hill will incorporate more time in text, interdisciplinary learning, as well as a structured phonics program. Offering a connected suite of programs, *Wonders* will support K-4 core ELA instruction and ELL intervention.

Our population of students with special needs is also growing. In order to develop and support staff to work with students with special needs, Scholars Academies sent six instructional team members to specific Special Education-related professional development opportunities. Additionally, through EHTP's East Harlem Teaching Residency, residents *and* current teachers at Scholars Academies now have the opportunity to enroll in a Special Education certification program through Hunter College.

Although ambitious goals were not met in all grades, it is important to note the exciting progress our scholars made this year. Across Scholars Academies, 61% of assessed K-6 scholars were reading on or above grade level by the End-of-Year (EOY) June assessments. At East Harlem Scholars Academy, there is a solid foundation to build on in the coming year.

## MATHEMATICS

### Goal 2: Mathematics

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-6.

#### BACKGROUND

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

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

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

Grades 2 – 4 have continued to implement the Core Work block in a more efficient way to help address the need for test prep in ELA and math prior to the New York State Tests. To respond to our 2015-16 results, we have provided more opportunities for scholars to receive explicit instruction as related to the question types on the state test. Scholars spent 30 minutes per day reviewing test taking strategies and spiraling review on standards that had not been mastered by Interim Assessments (IA) cycles in Math and ELA throughout the course of the year. During this time block, students were engaged primarily in small group instruction and collaborative groups. Together with instructional staff members such as the Academic Intervention Specialist, Reading Specialist, ELA Coach, and teachers, scholars'

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progress was tracked, material was retaught, and/or interventions and enrichment were provided as dictated by the data.

Based on observations and formative assessments, scholars struggled with fact fluency across all grade levels. This was evident in their challenges with mental math tasks that dealt with addition and multiplication. They also struggled in book three of the New York State Test which was an open-ended response that required scholars to explain their mathematical thinking in writing and problem solve through one and two step word problems.

In order to address these challenges, the school continues to strategically implement the Cognitively Guided Instruction (CGI) program that provides scholars with an opportunity to explore and develop their problem solving skill and use of strategies. Through the CGI program scholars were able to share their ideas and discuss the similarities and differences among the different strategies they used. The program helped scholars learn about different problem types, develop greater efficiency, and deepen their understanding of the mathematical concept instead of relying on the standard algorithm.

Scholars Academy made a big push for fact fluency across all grade levels. Scholars were provided with fluency flashcards and were assessed through weekly timed quizzes; we also began to implement consistent strategies across grades 1 – 5 to help scholars identify the important information in word problems.

Scholars also spent a great deal of time in more hands on mathematical experiences and investigations. These experiences allowed them to further deepen their mathematical understanding and apply them to real life situations and problem solving. This exploratory approach empowers students to discover mathematical concepts on their own and further develop critical thinking skills.

The co-teaching models during the math block allowed teachers to support students in need of intervention with a lower teacher-to-student ratio during math. These smaller groups within the classroom allowed us to modify lessons to best support student mastery and included opportunities to provide intervention for students with foundational math gaps. The built-in math center block is also used as a reteach block and an opportunity for differentiated grouping based on scholar needs. Additional resource teachers such as the Academic Intervention Specialist also provided support where needed during this time.

### **Goal 2: Absolute Measure**

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

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

## INTRODUCTION

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

2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>7</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	55	1	0	0	3	59
4	59	0	0	0	0	59
5	52	1	0	0	0	53
6	71	0	0	0	4	75
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	237	2	0	0	7	246

## RESULTS

On the 2016-2017 Math Exam, 78% of East Harlem Scholars Academy students in 3<sup>rd</sup> grade scored as proficient. For students in 4<sup>th</sup> grade, 66% of East Harlem Scholars Academy students scored as proficient. In 5<sup>th</sup> grade, 27% of East Harlem Scholars Academy students scored as proficient. Finally, 42% of East Harlem Scholars Academy students in 6<sup>th</sup> grade scored as proficient.

On the 2016-2017 Math Exam, 80% of East Harlem Scholars Academy students in 3<sup>rd</sup> grade in at least their second year scored as proficient. For East Harlem Scholars Academy students in 4<sup>th</sup> grade in at least their second year, 72% scored as proficient. East Harlem Scholars Academy students in 5<sup>th</sup> grade in at least their second year scored at 20% proficient. Finally, 50% of 6<sup>th</sup> graders in at least their second year scored proficient.

Performance on 2016-17 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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3	78%	55	80%	45
4	66%	59	72%	46
5	27%	52	20%	44
6	42%	71	50%	36
7	-	-	-	-
8	-	-	-	-
All	53%	237	56%	171

## EVALUATION

The school exceeded the goal by 5% in 3<sup>rd</sup> grade. However, the school fell short of the specified measure by 3% in 4<sup>th</sup> grade, 55% in 5<sup>th</sup> grade, and 25% in 6<sup>th</sup> grade. Overall, the school fell short of the specified goal by 19%. Students demonstrate high levels of mastery on several standards, while having significant challenges with others.

While East Harlem Scholars Academy did not meet its goal of 75% for grades 4, 5, and 6, it is important to note that scholars made visible growth. In 2016-17, 78% of 3<sup>rd</sup> grade scholars tested proficient in math while 33%, 55% and 76% of 3<sup>rd</sup> grade scholars tested proficient in 2013-14, 2014-15 and 2015-16 respectively. This is a significant increase of 45%, 23% and 2% of scholars scoring proficient in math since 2013-14, 2014-15, and 2015-16, respectively. In 2016-17, 66% of 4<sup>th</sup> grade scholars tested proficient in math while 55% and 58% of 4<sup>th</sup> grade scholars tested proficient in 2014-15 and 2015-16, respectively. This represents an increase of 11% and 8% of scholars scoring proficient in math since 2014-15 and 2015-16, respectively.

However, in order to meet the 75% goal across the grades, more time is needed as well as more targeted interventions for scholars who are performing below grade level. The increase in proficiency level is significant considering where students started and given the percentage of students with special needs.

In order to continue to close the gaps and make the steady growth in math, the Network Curriculum developer in collaboration with Assistant Principals, coaches, and deans will continue to work closely with teachers on the math planning, pacing and alignment of the curriculum to the Common Core Learning Standards (CCLS) as well as stronger alignment across grade levels.

## ADDITIONAL EVIDENCE

The chart below highlights the percentage difference between 2013-14, 2014-15, 2015-16 and 2016-17 mathematics exam levels for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders. There is a significant increase of 3<sup>rd</sup> grade students scoring proficient compared to 2013-14 (+45%). Furthermore, there is a significant decrease of students scoring level 1 compared to 2013-14 (-20%). In 4<sup>th</sup> grade, there is a slight increase of students scoring proficient (+11%) and decrease of students scoring level 1 compared to 2014-15 (-9%). In 5<sup>th</sup> grade, there is a decrease of students scoring proficient (-25%) and increase of students scoring level 1 compared to 2015-16 (+10%).

For 3<sup>rd</sup> grade, the level 1 and 2's decreased from 67% in 2013-14 to 22% in 2016-17. In 4<sup>th</sup> grade, 66% of scholars scored proficient while 55% of scholars scored proficient in 2014-15. This is an increase in math proficiency. Furthermore, 45% of scholars scored level 1 or 2 in East Harlem Scholars Academy Charter School 2016-17 Accountability Plan Progress Report 29

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2014-15 while 34% of scholars scored level 1 or 2s in 2016-17, which is a decrease of 11 percentage points in level 1 and 2s.

Grade 3	Math 2013-14	Math 2014-15	Math 2015-16	Math 2016-17	% Change (since 2013-14)
Level 4	8%	23%	48%	49%	+41%
Level 3	25%	32%	28%	29%	+4%
Level 2	40%	32%	20%	15%	-25%
Level 1	27%	13%	4%	7%	-20%

Grade 4	Math 2014-15	Math 2015-16	Math 2016-17	% Change (+/-) (since 2014-15)
Level 4	18%	11%	32%	+14%
Level 3	37%	47%	34%	-3%
Level 2	31%	32%	29%	-2%
Level 1	14%	9%	5%	-9%

Grade 5	Math 2015-16	Math 2016-17	% Change (+/-) (since 2015-16)
Level 4	17%	4%	-13%
Level 3	35%	23%	-12%
Level 2	30%	46%	+16%
Level 1	17%	27%	+10%

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52%	50	80%	44	80%	45
4	55%	40	59%	46	72%	46
5	-	-	55%	38	20%	44
6	-	-	-	-	50%	36

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7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	54%	90	65%	128	56%	171

### Goal 2: Absolute Measure

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

### METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>8</sup>

### RESULTS

The Performance Level Index (PLI) for this year is 137, as calculated below.

#### Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	16	31	28	25

$$\begin{array}{rclclcl}
 \text{PI} & = & 31 & + & 2 & + & 25 & = & 84 \\
 & & & & 8 & & & & \\
 & & & & 2 & + & 25 & = & \underline{53} \\
 & & & & 8 & & & & \\
 & & & & & & \text{PLI} & = & 137
 \end{array}$$

### EVALUATION

East Harlem Scholars Academy exceeded the Performance Level Index (PLI) of 137 by 28 points.

Several factors contributed to student performance. Teachers continued to work with the Network Director of Curriculum and Instruction, Assistant Principals, and deans around lesson planning and execution for instructional support. The math curriculum was realigned to the demands of the Common Core. Scholars Academy instituted a 12-15-week Saturday School Academy program where scholars worked in targeted groups to address their academic needs based on the Common Core State Standards. During winter recess, we

<sup>8</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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offered targeted tutoring to scholars who were approaching the grade level benchmarks. Finally, we made sure math standards were spiraled through science content in order to provide scholars with additional opportunities to experience a given standard within different content areas.

### Goal 2: Comparative Measure

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

### METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>9</sup>

### RESULTS

Of the 45 East Harlem Scholars Academy students tested in at least their second year, 80% were proficient on the 3rd grade math exam, compared to the 39% proficiency of their 902 district student peers. Of the 46 charter school students in at least their second year that were tested, 72% were proficient on the 4th grade math exam, compared to the 33% proficiency of their 897 district student peers. Of the 44 East Harlem Scholars Academy students tested in at least their second year, 20% were proficient on the 5th grade exam compared to the 35% proficient of their 945 student peers. Of the 44 East Harlem Scholars Academy students tested in at least their second year, 50% were proficient on the 6th grade exam compared to the 28% proficient of their 918 student peers.

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	80%	45	39%	902
4	72%	46	33%	897
5	20%	44	35%	945
6	50%	36	28%	918

<sup>9</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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7	-	-	-	-
8	-	-	-	-
All	56%	171	34%	3662

## EVALUATION

East Harlem Scholars Academy exceeded the aggregate district performance by 41% in 3<sup>rd</sup> grade, by 39% in the 4<sup>th</sup> grade, and by 22% in the 6<sup>th</sup> grade for students who are enrolled in at least their second year. The 5<sup>th</sup> grade cohort is below the district average by 15%. Overall East Harlem Scholars Academy exceeded the aggregate district performance by 22%.

In 2014-15, 52% of 3<sup>rd</sup> grade scholars and 55% of 4<sup>th</sup> grade scholars in at least their second year scored proficient compared to 35% and 32% of 3<sup>rd</sup> and 4<sup>th</sup> graders in all districts. East Harlem Scholars 3<sup>rd</sup> graders exceeded the district average by 17% in 2014-15 while 4<sup>th</sup> graders exceeded the district average by 23%. In 2015-16, East Harlem Scholars 3<sup>rd</sup> graders outperformed the district (43% difference) while in 4<sup>th</sup> grade East Harlem Scholars still outperformed the district (26% difference). This year, 3<sup>rd</sup> graders outperformed the whole district (41% difference) while in 4<sup>th</sup> grade East Harlem Scholars still outperformed the whole district (39% difference). Last year 5<sup>th</sup> grade exceeded the district average by 23% but this year it was 15% below the district average. However, this year 6<sup>th</sup> grade scholars in at least their second year exceeded the district average by 22%.

Overall, 24% of our students are identified as having special needs and 9% of the students are English Language Learners. Of these student populations, 36% of our scholars with special needs scored proficient compared to the New York State average of 11.4%, which is a significant difference of 24.6%. Furthermore, 50% of our current English Language Learners scored proficient compared to the New York State average of 13.2%, which is a significant different of 36.8%. Additionally, when comparing East Harlem Scholars Academy to local district 4, we are 22% above the local district performance (chart below for district 4, named “Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students”). Therefore, East Harlem Scholars Academy is a strong option for providing families with academic programming that will prepare their children to achieve above the district and state averages.

## ADDITIONAL EVIDENCE

The percentage of students scoring as proficient in the following cohorts for other local charter schools in the district include:

Name of Charter School	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Success Academy, Harlem 1	99%	98%	90%	95%
Harlem Prep	54%	35%	22%	37%
D.R.E.A.M. Charter	74%	68%	69%	49%

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School				
Amber Charter School	62%	39%	31%	-
East Harlem Scholars Academy	78%	66%	27%	42%

East Harlem Scholars Academy 3<sup>rd</sup> graders are second highest in math compared to these charter schools. East Harlem Scholars Academy 4<sup>th</sup> graders are also in 3<sup>rd</sup> place in math compared to the same schools. East Harlem Scholars Academy 5<sup>th</sup> graders are also 4<sup>th</sup> place in math compared to these schools. Lastly, East Harlem Scholars Academy 6<sup>th</sup> graders are also 3<sup>rd</sup> place in math compared to these schools.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	52%	35%	80%	37%	80%	39%
4	55%	32%	59%	33%	72%	33%
5	-	-	55%	32%	20%	35%
6	-	-	-	-	50%	28%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	54%	34%	65%	34%	56%	<b>34%</b>

When we compare our scores to our local district 4, we are 22% above the local district performance. In 2013-14 East Harlem Scholars Academy was only 5% above the average while in 2014-15 we were 20% above the average. In 2015-16 we were 22% above the average. East Harlem Scholars Academy is showing significant progress in terms of exceeding the local district average.

### Goal 2: Comparative Measure

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

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual East Harlem Scholars Academy Charter School 2016-17 Accountability Plan Progress Report 34

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performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

## RESULTS

Out of 166 students at East Harlem Scholars Academy tested in 2015-2016, 57% are proficient in math. The regression model predicted 34% of students would be proficient. The difference between the actual and predicted is 23% and as a result the effect size is 1.19.

*2015-16 Mathematics Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80%	55	78%	35%	43%	2.13
4	74%	59	66%	37%	29%	1.53
5	76%	52	27%	30%	-3%	-0.19
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	77%	166	57%	34%	25%	1.19

**School's Overall Comparative Performance: 1.19**

## EVALUATION

In regards to the 2015-2016 NYS math results the regression model predicted 34% of students would be proficient. However, 78% of 3<sup>rd</sup> graders in East Harlem Scholars Academy achieved proficiency, which is a 43% difference. The effect size is 2.13, which means the school is performing significantly higher than expected. Furthermore, 66% of 4<sup>th</sup> graders in East Harlem Scholars Academy achieved proficiency, which is a 29% difference. The effect size is 1.53, which means the school is performing significantly higher than expected. However, 27% of 5<sup>th</sup> graders in East Harlem Scholars Academy achieved proficiency compared to the predicted 30%, which is lower than expected. Overall, we have a significant effect size of 1.19, which is 0.89 larger than the 0.3 effect size goal. Contributing factors were an increased familiarity and alignment with the Common Core State Standards as well as testing preparation. A Core Work targeted instruction block was implemented in order to review standard aligned skills.

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### ADDITIONAL EVIDENCE

Out of 55 3rd grade students at East Harlem Scholars Academy tested in 2015-2016, 78% were proficient in math. Out of 59 4th grade students at East Harlem Scholars Academy, tested in 2015-2016, 66% were proficient in math. There is also a significantly larger effect size in 2015-16 (1.19) compared to 2013-14 (0.13) but a slight dip compared to 2014-15 (1.37).

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3	85%	52	33%	31%	0.13
2014-15	3, 4	85%	104	55%	29%	1.37
2015-16	3, 4, 5	77%	166	57%	34%	1.19

#### Goal 2: Growth Measure<sup>10</sup>

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

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>11</sup>

<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>11</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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### RESULTS

The mean unadjusted growth percentile for 4<sup>th</sup> and 5<sup>th</sup> grade is 48.0.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	49.5	50.0
5	46.5	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<b>48.0</b>	50.0

### EVALUATION

In 2015-16 East Harlem Scholars Academy met the measure by having a mean growth percentile that was less than the state median (2 points below). The mean unadjusted growth percentile for 4<sup>th</sup> grade is 49.5, which is 0.5 percentile points above the statewide median. The mean unadjusted growth percentile for 5<sup>th</sup> grade is 46.5, which is 3.5 percentile points above the statewide median. This is less of a change in performance compared to similarly grouped students in New York State.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2015-16	2015-16	Statewide Median
4	-	66.5	49.5	50.0
5	-	-	46.5	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	66.5	48.0	50.0

### ADDITIONAL EVIDENCE

#### MAP Math Rasch Unit (RIT)

	Spring						
	K	1	2	3	4	5	6
Mean RIT	158.7	180.9	185.4	204.2	213.8	209.5	215.7
Norm	159.1	180.8	192.1	203.4	213.5	221.4	225.3

## INTRODUCTION

RIT							
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The RIT Scale is a norm-referenced scale that uses individual item difficulty values to estimate student achievement. In 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade scholars met or exceeded the norm RIT on average. Specifically 1<sup>st</sup> graders scored 0.1 points above the norm, 3<sup>rd</sup> graders scored 0.8 points above the norm and 4<sup>th</sup> graders are 0.4 points above the norm RIT.

### 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. Objectives on the assessments 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 2016, and provides a summary of performance.

**Math End of Year Interim Assessment Results Spring 2017**

Grade	Number Tested	Average Mastery of Mathematics Objectives	Target Average Mastery of Mathematics Objectives	Target Achieved
K	57	93%	80%	Yes
1	56	80%	80%	Yes
2	58	79%	80%	No
3	59	81%	80%	Yes
4	58	78%	80%	No
5	53	68%	80%	No
6	75	71%	80%	No
Total	416	79%	80%	No

## EVALUATION

East Harlem Scholars Academy scholars scored 79% average proficiency overall and did not achieve its targets in mathematics objective mastery as a school, but met targets in Kindergarten, 1<sup>st</sup> and 3<sup>rd</sup> grade. Overall, we were close to our goal as a school (the goal was 80%; our actual was 79%). Students were assessed on grade level standards and performed at high levels of mastery for each of the key power standards. Both 2<sup>nd</sup> and 3<sup>rd</sup> grades came very close to meeting the ambitious benchmark.

Although the school has provided instruction aligned to the common core standards since opening in 2011, the math curriculum was significantly revised to further align more to the demands of the new standards. Because the domain emphasis has shifted slightly and the new standards emphasize breadth over depth, it was identified early in the year that the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade students had some foundational gaps in their basic number sense and numerical reasoning that contributed to insufficient mastery of newer concepts. As a result, teachers identified students in need of intervention and delivered instruction in smaller groups with modified pacing and extra time built in their day to work on foundational skills from previous grades they had not yet mastered. Classroom teachers provided these interventions in the classroom and the students that were significantly below grade level received additional pull out support from the academic intervention specialist. To continue to improve student outcomes, teachers will utilize the objective tracker and math data as a professional development tool in the upcoming school year to differentiate instruction and to set individual targets for students.

## SUMMARY OF THE MATHEMATICS GOAL

The school has made tremendous growth in math from 2013-2014 to 2016-2017. The school was able to achieve its Performance Level Index (PLI) on the State Mathematics Exam as well as exceed the performance of local school district school in the number of proficient students. However, we did not achieve the absolute goal (75% of all tested students in at least their second year), growth goal, math mastery (all grades) nor MAP math goals (all grades).

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a	Achieved

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	regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Achieved
Math End of Year Mastery	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.	Not Achieved
MAP Math	Each year, 80 percent of students K-5 will perform at or above the 50 <sup>th</sup> percentile on the MAP Exam.	Not Achieved

## ACTION PLAN

The school will provide targeted intervention to scholars in need via a variety of in school, Saturday Academy, and holiday break sessions. We will more actively use the results of our MAP assessment to guide and inform instruction.

3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades have started to implement the Core Work block more strategically in the 2017-18 school year to help address the need for test prep in math. During this instructional block teachers tracked the progress students made for each standard as needed. The push for greater fact fluency and mental math is also going to make a significant impact on students' proficiency levels. Additionally, the investment in the CGI program last year helped support students with problems solving, application, and increasing strategies, which is a big area of growth for the school. The program increases students' ability to work independently through rich and challenging application problems. The teacher is more of a facilitator and a big part of the math congress at the end of each CGI block is focused around sharing of different math strategies. We will continue to implement these strategies, given their positive impact.

As the school is always committed to maintaining high levels of academic performance, implementation of an intensive strategic plan to better meet the needs of students in the 2016-17 year is in progress. We have modified the whole school schedule to further support the success of our math program, and increased the professional development for teachers in critical need areas and in their ability to implement the Engage NY curriculum.

The school also added an additional baseline assessment at the start of the year to help teachers assess standards from the previous year that need to be spiraled. The Dean of Instruction maintains an academic watch list to ensure that students in need get the services, tutoring, intervention and support. Weekly student support meetings with our specialists ensure that at risk student needs are targeted and take supportive action. Additionally we have three AIS support staff, who track the goals of each scholar as well as support all scholars who have been retained in the past.

The school also invested in a rigorous assessment created by EdVista, which directly aligns with the state exams and helps prepare students for testing conditions. This testing program provides the school with very detailed data that is broken down by areas of growth and

## INTRODUCTION

strength around the state standards. Teachers used this data to create leveled math groupings and really guide their daily instruction and assessments.

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

## SCIENCE

### Goal 3: Science

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

#### BACKGROUND

East Harlem Scholars Academy provides hands on inquiry-based science instruction. 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 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. 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 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 utilizes Foss' Delta Science Kits to support its science curriculum. This K-5 program is aligned with the National Science Education Standards, and to New York State science standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center<sup>12</sup>,

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<sup>12</sup> National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

## INTRODUCTION

Science for All Children<sup>13</sup> and the National Science Teachers Association. The school also uses Engage NY curricular components to ensure that the science program is rigorous and aligned with the State Test Standards.

### Goal 3: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

## RESULTS

East Harlem Scholars students took the State Science Exam for the second time this year. The school had 81% overall proficiency on the 4th grade Science State Test. Students in at least their second year had an average proficiency of 83% on the 4th grade Science State Test. The School exceeded its goal of 75% proficiency for students in at least their 2<sup>nd</sup> year by 6%. Data for all district students is not available.

Charter School Performance on 2016-17 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	83%	41	-	-
8	-	-	-	-
All	83%	41	-	-

## EVALUATION

These results are due to the rigor of the science program in the school and the increased amount of time scholars are spending in rigorous science instruction in grades 3-5. Scholars worked throughout the year on hands on experiments as well as extensive writing assignments. Additionally the school carefully aligned the Science standards with the Math State Standards to ensure the integration between the two subject areas. The district data was not available at the time that this document was completed.

<sup>13</sup> National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

## INTRODUCTION

### ADDITIONAL EVIDENCE

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	93%	41	86%	36	83%	41
8	-	-	-	-	-	-
All	93%	41	86%	36	83%	41

#### Goal 3: Comparative Measure

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

#### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

#### RESULTS

Of the 41 4th graders in at least their 2<sup>nd</sup> year, 83% of scholars showed proficiency on the New York Science State Test. Last year, 86% of scholars in at least their second year showed proficiency on the New York Science State Test. This is a drop of 10% since 2014-15.

#### 2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	83%	41	-	-
8	-	-	-	-
All	83%	41	-	-

#### EVALUATION

The additional data requested for this section was not available at the time this document was completed.

ADDITIONAL EVIDENCE

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	93%	-	86%	-	83%	-
8	-	-	-	-	-	-
All	93%	-	86%	-	83%	-

SUMMARY OF THE SCIENCE GOAL

East Harlem Scholars students took the State Science Exam for the 3rd time this year. The school had 81% proficiency on the 4th grade Science State Test. The School exceeded its goal of 75% proficiency for students in at least their 2<sup>nd</sup> year. The school exceeded the goal by 8%. This is a notable achievement considering that this was the 3rd year East Harlem Scholars took the science exam. During our first testing year, 93% of our 4th grade students achieved proficiency on the 4th grade Science State Test.

Scholars Academy is further developing a high quality science program. Through strong programming efforts and a rigorous, hands on discovery program, scholars have multiple opportunities to experiment with hands on science regularly.

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

ACTION PLAN

East Harlem Scholars Academy will continue to push scholars to become lifelong science learners. The current New York State Test results exhibited proficiency in 81% of scholars. In order to reach 100% proficiency the school will continue to expose scholars to hands on experiments as well as teach students to write rigorous science lab reports. The number of minutes scholars will receive science instruction will increase in grades 3-5. In addition, the school will provide more supports to scholars with special needs or scholars who are English Language Learners to ensure that they can also be more successful.

## NCLB

### Goal 4: NCLB

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

#### Goal 4: Absolute Measure

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

### METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

### RESULTS

East Harlem Scholars Academy is in good standing.

### EVALUATION

East Harlem Scholars Academy has met this measure each year.

### ADDITIONAL EVIDENCE

The school has been in good standing each year in which it has had and NCLB status.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing





# Entry 4 Expenditures per Child

Created: 09/18/2017 • Last updated: 10/31/2017

## 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 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	10843317
Line 2: Year End FTE student enrollment	433
Line 3: Divide Line 1 by Line 2	25056

## 2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

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

**Notes:**  
***The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:***  
**<http://www.p12.nysed.gov/psc/AuditGuide.html>.**  
**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	204290
Line 2: Management and General Cost (Column)	555425
Line 3: Sum of Line 1 and Line 2	759715
Line 5: Divide Line 3 by the Year End FTE student enrollment	1756

***Thank you.***

**East Harlem Scholars Academy Charter School**

Financial Statements and  
Uniform Guidance Schedules  
Together With Independent Auditors' Reports

June 30, 2017

# East Harlem Scholars Academy Charter School

## Financial Statements and Uniform Guidance Schedules Together With Independent Auditors' Reports

June 30, 2017

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## Independent Auditors' Report

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

### Report on the Financial Statements

We have audited the accompanying financial statements of East Harlem Scholars Academy Charter School (the "School") which comprise the statement of financial position as of June 30, 2017 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.

***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, 2017 and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Report on Summarized Comparative Statements***

We have previously audited the School's June 30, 2016 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 31, 2016. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016 is consistent, in all material respects, with the audited financial statements from which it has been derived.

***Other Matters***

***Report on Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of financial position, activities, functional expenses and cash flows by school as of and for the year ended June 30, 2017 on pages 15-19 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 on page 20 as required by Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), 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 23, 2017 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*PKF O'Connor Davies, LLP*

October 23, 2017

## East Harlem Scholars Academy Charter School

Statement of Financial Position  
June 30, 2017  
(with comparative amounts at June 30, 2016)

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 326,000	\$ 1,045,924
Grants and accounts receivable	2,032,578	889,749
Prepaid expenses	10,510	294,056
Restricted cash	75,000	50,000
Property and equipment, net	<u>740,779</u>	<u>137,631</u>
	<u>\$ 3,184,867</u>	<u>\$ 2,417,360</u>
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities		
Accounts payable and accrued expenses	\$ 922,456	\$ 717,625
Due to East Harlem Tutorial Program	1,492,151	560,852
Due to East Harlem Center, LLC	133,914	-
Deferred rent	<u>304,390</u>	<u>-</u>
Total Liabilities	2,852,911	1,278,477
Net assets, unrestricted	<u>331,956</u>	<u>1,138,883</u>
	<u>\$ 3,184,867</u>	<u>\$ 2,417,360</u>

See notes to financial statements

## East Harlem Scholars Academy Charter School

Statement of Activities  
Year Ended June 30, 2017  
(with comparative amounts for the year ended June 30, 2016)

	<u>2017</u>	<u>2016</u>
<b>REVENUE AND SUPPORT</b>		
Public School District -		
State and local per pupil operating revenue	\$ 11,606,387	\$ 9,450,248
Lease assistance	522,562	-
Government grants and contracts	1,755,408	862,569
Contributions	2,087,592	480,000
Other income	<u>13,263</u>	<u>44,647</u>
Total Revenue and Support	<u>15,985,212</u>	<u>10,837,464</u>
 <b>EXPENSES</b>		
Program services	14,979,472	9,828,900
Management and general	1,311,770	740,705
Fundraising	<u>500,897</u>	<u>292,226</u>
Total Expenses	<u>16,792,139</u>	<u>10,861,831</u>
Change in Net Assets	(806,927)	(24,367)
 <b>NET ASSETS (UNRESTRICTED)</b>		
Beginning of year	<u>1,138,883</u>	<u>1,163,250</u>
 End of year	<u>\$ 331,956</u>	<u>\$ 1,138,883</u>

See notes to financial statements

## East Harlem Scholars Academy Charter School

### Statement of Functional Expenses Year Ended June 30, 2017 (with summarized totals for the year ended June 30, 2016)

	2017							2016	
	Program Services					Management and General	Fundraising	Total	Total
	General Education	Special Education	Pre-K	Supplemental Education	Total Program Services				
Instructional salaries	\$ 4,629,129	\$ 1,641,290	\$ 448,324	\$ -	\$ 6,718,743	\$ -	\$ -	\$ 6,718,743	\$ 4,681,983
Administrative staff salaries	1,484,402	391,223	69,871	-	1,945,496	342,525	-	2,288,021	1,550,646
Non-instructional salaries	-	-	-	-	-	2,309	-	2,309	-
Fringe benefits and payroll taxes	1,051,895	347,134	92,110	-	1,491,139	59,404	-	1,550,543	1,136,952
Retirement	59,045	19,404	5,263	-	83,712	3,337	-	87,049	78,948
Total Salaries and Related Expenses	<u>7,224,471</u>	<u>2,399,051</u>	<u>615,568</u>	<u>-</u>	<u>10,239,090</u>	<u>407,575</u>	<u>-</u>	<u>10,646,665</u>	<u>7,448,529</u>
Legal services	-	-	-	-	-	15,888	-	15,888	4,088
Accounting and audit services	-	-	-	-	-	36,398	-	36,398	30,335
Other professional and consulting services	164,371	88,731	16,317	-	269,419	750,536	496,337	1,516,292	1,222,658
Building and land rent/lease	837,372	320,018	23,418	-	1,180,808	46,082	-	1,226,890	-
Repairs and maintenance	280,439	106,701	8,384	-	395,524	15,446	-	410,970	14,381
Insurance	49,482	16,310	3,866	-	69,658	2,637	-	72,295	41,443
Utilities	102,199	39,057	2,858	-	144,114	5,624	-	149,738	-
Supplies and materials	305,470	84,092	17,830	-	407,392	-	-	407,392	300,206
Equipment and furnishings	88,592	22,673	673	-	111,938	-	-	111,938	222,677
Staff development	165,281	46,068	124	-	211,473	9,254	-	220,727	97,238
Marketing and recruitment	70,199	15,261	-	-	85,460	-	-	85,460	176,233
Technology	241,918	73,989	19,878	-	335,785	11,406	-	347,191	277,546
Food service	563,112	142,920	279	-	706,311	-	-	706,311	513,116
Student services	123,792	35,076	635	210,045	369,548	-	-	369,548	259,109
Office expenses	155,300	43,349	519	-	199,168	-	-	199,168	95,951
Depreciation and amortization	157,717	57,367	7,732	-	222,816	8,761	-	231,577	130,517
Dues and Memberships	17,199	4,043	-	-	21,242	-	-	21,242	13,630
Bad debt	-	-	-	-	-	-	-	-	5,009
Other expenses	7,653	2,073	-	-	9,726	2,163	4,560	16,449	9,165
<b>Totals</b>	<u>\$ 10,554,567</u>	<u>\$ 3,496,779</u>	<u>\$ 718,081</u>	<u>\$ 210,045</u>	<u>\$ 14,979,472</u>	<u>\$ 1,311,770</u>	<u>\$ 500,897</u>	<u>\$ 16,792,139</u>	<u>\$ 10,861,831</u>

See notes to financial statements

**East Harlem Scholars Academy Charter School**

Statement of Cash Flows

Year Ended June 30, 2017

(with comparative amounts for the year ended June 30, 2016)

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Changes in net assets	\$ (806,927)	\$ (24,367)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	231,577	130,517
Bad debt	-	5,009
Deferred rent	304,390	-
Changes in operating assets and liabilities		
Grants and accounts receivable	(1,142,829)	(576,983)
Prepaid expenses	283,546	(273,747)
Accounts payable and accrued expenses	204,831	281,861
Due to East Harlem Tutorial Program	931,299	28,680
Due to East Harlem Center, LLC	133,914	-
Net Cash from Operating Activities	<u>139,801</u>	<u>(429,030)</u>
 <b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of property and equipment	(834,725)	-
Restricted cash	<u>(25,000)</u>	-
Net Cash from Investing Activities	<u>(859,725)</u>	-
 Net Change in Cash and Cash Equivalents	(719,924)	(429,030)
 <b>CASH AND CASH EQUIVALENTS</b>		
Beginning of year	<u>1,045,924</u>	<u>1,474,954</u>
End of year	<u>\$ 326,000</u>	<u>\$ 1,045,924</u>

See notes to financial statements

## East Harlem Scholars Academy Charter School

Notes to Financial Statements

June 30, 2017

### 1. Organization and Tax Status

#### *The Corporation*

Founded upon the 53-year legacy of East Harlem Tutorial Program (“EHTP”), East Harlem Scholars Academy Charter School is a not-for-profit education corporation (the “Corporation”) originally formed by the Board of Regents of the University of the State of New York (the “Board of Regents”) on December 14, 2010 by the granting of a Provisional Charter (the education corporation-equivalent of a certificate of incorporation) to operate one (1) (and as of January 1, 2013 two (2)) public charter schools. The Board of Regents has since issued two renewals to the Corporation’s charter. The Corporation’s charter expires on December 31, 2020. The mission of the schools is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities, and to realize their best possible selves.

#### *The Schools*

East Harlem Scholars Academy Charter School (“Scholars”) - also the name of the first school for which the Corporation received a charter to operate – is situated in East Harlem in the borough of Manhattan, New York City. Scholars opened in the fall of 2011 with kindergarten and first grade and added a grade each year so that in fiscal 2017 it served pre-k through sixth grade. In 2016 Scholars received a full five year term renewal which authorizes the school to add a grade each year until it serves kindergarten through eighth grade. In fiscal 2017 Scholars added one section of Universal Pre-Kindergarten (pre-k).

East Harlem Scholars Academy Charter School II (“Scholars II”) is the second public charter school for which the Corporation received a charter to operate. It opened in the fall of 2013 with kindergarten and first grades and will expand each year until it serves students through fifth grade. In fiscal 2016 Scholars II added two sections of Universal Pre-Kindergarten (pre-k). In fiscal 2017 it served students in pre-k through fourth grade.

Scholars and Scholars II are referred to collectively as the “School.”

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

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

## East Harlem Scholars Academy Charter School

Notes to Financial Statements

June 30, 2017

### 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 or 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, 2017 and 2016.

#### ***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 \$75,000 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 \$5,000 with an estimated useful life of more than one year are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 2 to 5 years. Leasehold improvements are amortized over the shorter of the estimated useful life of the asset or term of the related lease. Property and equipment acquired with certain government contract funds are recorded as expenses when the government retains title to such assets.

## East Harlem Scholars Academy Charter School

Notes to Financial Statements

June 30, 2017

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

#### ***Property and Equipment (continued)***

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, 2017 and 2016.

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

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

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

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

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

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

The financial statements present prior year summarized comparative information in total but not by functional class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such information should be read in conjunction with the School's financial statements as of and for the year ended June 30, 2016 from which the summarized financial information was derived.

## East Harlem Scholars Academy Charter School

Notes to Financial Statements

June 30, 2017

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

#### ***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.

Pre-K – represents expenses directly associated with Pre-K programs.

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

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

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

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

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

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

The School recognizes the effect of income tax positions only when they are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examination by applicable taxing authorities for periods prior to 2014.

#### ***Reclassifications***

Certain amounts in the 2016 financial statements have been reclassified to conform to the 2017 presentation. Net assets and the change in net assets are unchanged due to these reclassifications

## East Harlem Scholars Academy Charter School

Notes to Financial Statements

June 30, 2017

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

#### ***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 23, 2017.

### 3. Concentration of Credit Risk and Revenue

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

The School receives a majority of its revenues from the New York State Education Department through the Charter Schools Institute of the State University of New York (the "Institute"). The Institute provides general operating support to the School based upon the location and the number of students enrolled. Support from per pupil general education and special education and lease assistance provided to the School totaled \$12,128,949 and \$9,450,248 for the years ended June 30, 2017 and 2016. The School is dependent upon this level of funding in order to continue its operations.

### 4. Grants and Accounts Receivable

At June 30, 2017 and 2016, grants and accounts receivable are deemed to be fully collectible by management. Management has assessed the need for an allowance and has determined that such an allowance is not necessary.

### 5. Property and Equipment

Property and equipment consist of the following at June 30:

	<u>2017</u>	<u>2016</u>
Computers and other equipment	\$ 609,266	\$ 309,506
Furniture and fixtures	704,218	169,253
Leasehold improvements	<u>64,562</u>	<u>64,562</u>
	1,378,046	543,321
Less: Accumulated depreciation	<u>(637,267)</u>	<u>(405,690)</u>
	<u>\$ 740,779</u>	<u>\$ 137,631</u>

## East Harlem Scholars Academy Charter School

### Notes to Financial Statements

June 30, 2017

#### 6. Related Party Transactions

The School's bylaws stipulate that at least 51% and no more than 60% of its Trustees may also be members of the board of EHTP thus resulting in common control. Under a cost sharing agreement with EHTP, approved by a supermajority of the board, EHTP provides the School with administrative support. Shared operating costs are allocated to the School based on employee hours spent. The total amount of the cost sharing agreement for the years ended June 30, 2017 and 2016 was \$999,323 and \$713,582.

In addition, EHTP pays certain expenses on behalf of the School which are subsequently reimbursed. The total amount of these reimbursed expenses for the year ended June 30, 2017 was \$1,402,816 and \$1,977,495 for the year ended June 30, 2016. The balance due from the School to EHTP related to both the cost sharing and reimbursable expenses as of June 30, 2017 totaled \$1,492,151 and \$560,852 for the year ended June 30, 2016.

During the year ended June 30, 2017, East Harlem Center, LLC ("EHC"), a wholly owned subsidiary of EHTP, paid for utility costs on behalf of the School. The balance due from the School to EHC at June 30, 2017 totaled \$133,914.

For the year ended June 30, 2017, grants from affiliates amounted to \$1,767,095. At June 30, 2017, grants receivable from EHTP amounted to \$1,159,681.

The accompanying financial statements reflect only the activities and net assets of the School. Management has applied U.S. GAAP standards in assessing the need to consolidate the financial statements of the School with those of EHTP and EHC. 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 and EHC have no economic interest in the School and consolidation is precluded.

#### 7. Agreement with School Facility

Scholars had 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. Beginning September 1, 2016, Scholars occupies a facility located at 2040-2050 Second Avenue, New York, NY (see Note 10). Scholars II has an agreement to be permanently co-located at the Complex. The fair value of the rent has not been included in the accompanying financial statements. The School will be responsible for any overtime-related costs for services provided beyond the regular operating hours. For the years ended June 30, 2017 and 2016, the School did not incur any overtime related costs.

## East Harlem Scholars Academy Charter School

Notes to Financial Statements

June 30, 2017

### 8. Contingencies

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

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

### 9. Employee Benefit Plan

The School maintains a deferred compensation plan for all qualified employees. The School elects to make contributions to the plan on a discretionary basis. The School contributed \$87,049 and \$78,948 to the plan for the years ended June 30, 2017 and 2016.

### 10. Commitments

During the fiscal year ended June 30, 2015, an agreement to lease the land and buildings located at 2040-2050 Second Avenue, New York, NY, was executed between Scholars and EHC. In connection with this agreement, at June 30, 2016, the School made a contribution to EHC toward the cost of the new building in the amount of \$200,000 to be amortized over the life of the lease. The lease has a term of 30 years commencing on September 1, 2016. Future minimum rental payments to be paid under this lease are as follows:

2018	\$ 1,269,900
2019	1,416,600
2020	1,416,600
2021	1,416,600
2022	1,416,600
Thereafter	<u>36,309,268</u>
	<u>\$ 43,245,568</u>

Rent expense under this lease for the years ended June 30, 2017 and 2016 was \$1,226,890 and \$0.

**East Harlem Scholars Academy Charter School**

Notes to Financial Statements  
June 30, 2017

**10. Commitments (continued)**

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

2018	\$	21,900
2019		24,600
2020		24,600
2021		24,600
2022		24,600
Thereafter		<u>629,268</u>
		<u>\$ 749,568</u>

Rental income under this sublease for the years ended June 30, 2017 and 2016 was \$12,500 and \$0.

\* \* \* \* \*

**East Harlem Scholars Academy Charter School**

Supplementary Information

June 30, 2017

## East Harlem Scholars Academy Charter School

### Schedule of Financial Position by School June 30, 2017

	East Harlem Scholars Academy Charter School	East Harlem Scholars Academy Charter School II	Eliminating Entry	Total
<b>ASSETS</b>				
Cash and cash equivalents	\$ 18,768	\$ 307,232	\$ -	\$ 326,000
Grants and accounts receivable	1,246,803	785,775	-	2,032,578
Prepaid expenses	5,983	4,527	-	10,510
Restricted cash	75,000	-	-	75,000
Property and equipment, net	671,390	69,389	-	740,779
Due from East Harlem Scholars Academy Charter School II	<u>81,474</u>	<u>-</u>	<u>(81,474)</u>	<u>-</u>
	<u>\$ 2,099,418</u>	<u>\$ 1,166,923</u>	<u>\$ (81,474)</u>	<u>\$ 3,184,867</u>
<b>LIABILITIES AND NET ASSETS</b>				
Liabilities				
Accounts payable and accrued expenses	\$ 596,102	\$ 326,354	\$ -	\$ 922,456
Due to East Harlem Tutorial Program	763,045	729,106	-	1,492,151
Due to East Harlem Scholars Academy Charter School	-	81,474	(81,474)	-
Due to East Harlem Center, LLC	133,914	-	-	133,914
Deferred rent	<u>304,390</u>	<u>-</u>	<u>-</u>	<u>304,390</u>
Total Liabilities	1,797,451	1,136,934	(81,474)	2,852,911
Net assets, unrestricted	<u>301,967</u>	<u>29,989</u>	<u>-</u>	<u>331,956</u>
	<u>\$ 2,099,418</u>	<u>\$ 1,166,923</u>	<u>\$ (81,474)</u>	<u>\$ 3,184,867</u>

See independent auditors' report

## East Harlem Scholars Academy Charter School

### Schedule of Activities by School Year Ended June 30, 2017

	<u>East Harlem Scholars Academy Charter School</u>	<u>East Harlem Scholars Academy Charter School II</u>	<u>Total</u>
<b>REVENUE AND SUPPORT</b>			
Public School District -			
State and local per pupil operating revenue	\$ 7,262,534	\$ 4,343,853	\$ 11,606,387
Lease assistance	522,562	-	522,562
Government grants and contracts	825,685	929,723	1,755,408
Contributions	1,533,713	553,879	2,087,592
Other income	<u>13,263</u>	<u>-</u>	<u>13,263</u>
Total Revenue and Support	<u>10,157,757</u>	<u>5,827,455</u>	<u>15,985,212</u>
<b>EXPENSES</b>			
Program services	9,770,545	5,208,927	14,979,472
Management and general	779,431	532,339	1,311,770
Fundraising	<u>293,341</u>	<u>207,556</u>	<u>500,897</u>
Total Expenses	<u>10,843,317</u>	<u>5,948,822</u>	<u>16,792,139</u>
Change in Net Assets	(685,560)	(121,367)	(806,927)
<b>NET ASSETS (UNRESTRICTED)</b>			
Beginning of year	<u>987,527</u>	<u>151,356</u>	<u>1,138,883</u>
End of year	<u>\$ 301,967</u>	<u>\$ 29,989</u>	<u>\$ 331,956</u>

See independent auditors' report

## East Harlem Scholars Academy Charter School

### Schedule of Functional Expenses East Harlem Scholars Academy School Year Ended June 30, 2017

	Program Services					Management and General	Fundraising	Total
	General Education	Special Education	Pre-K	Supplemental Education	Total Program Services			
Instructional salaries	\$ 2,801,130	\$ 1,136,265	\$ 98,849	\$ -	\$ 4,036,244	\$ -	\$ -	\$ 4,036,244
Administrative staff salaries	911,080	282,429	4,969	-	1,198,478	201,981	-	1,400,459
Non-instructional salaries	-	-	-	-	-	2,309	-	2,309
Fringe benefits and payroll taxes	618,330	236,307	17,293	-	871,930	34,028	-	905,958
Retirement	34,066	13,019	953	-	48,038	1,875	-	49,913
Total Salaries and Related Expenses	<u>4,364,606</u>	<u>1,668,020</u>	<u>122,064</u>	<u>-</u>	<u>6,154,690</u>	<u>240,193</u>	<u>-</u>	<u>6,394,883</u>
Legal services	-	-	-	-	-	1,287	-	1,287
Accounting and audit services	-	-	-	-	-	21,398	-	21,398
Other professional and consulting services	71,576	46,749	304	-	118,629	433,771	288,781	841,181
Building and land rent/lease	837,372	320,018	23,418	-	1,180,808	46,082	-	1,226,890
Repairs and maintenance	276,695	105,744	7,738	-	390,177	15,227	-	405,404
Insurance	30,390	11,522	814	-	42,726	1,602	-	44,328
Utilities	102,199	39,057	2,858	-	144,114	5,624	-	149,738
Supplies and materials	198,307	63,757	6,292	-	268,356	-	-	268,356
Equipment and furnishings	48,748	15,112	353	-	64,213	-	-	64,213
Staff development	122,292	37,910	-	-	160,202	-	-	160,202
Marketing and recruitment	16,136	5,002	-	-	21,138	-	-	21,138
Technology	118,089	43,998	2,864	-	164,951	5,635	-	170,586
Food service	299,945	92,981	-	-	392,926	-	-	392,926
Student services	96,355	29,870	200	184,313	310,738	-	-	310,738
Office expenses	115,435	35,784	389	-	151,608	-	-	151,608
Depreciation and amortization	134,745	51,495	3,768	-	190,008	7,416	-	197,424
Dues and Memberships	6,483	2,010	-	-	8,493	-	-	8,493
Bad debt	-	-	-	-	-	-	-	-
Other expenses	5,167	1,601	-	-	6,768	1,196	4,560	12,524
Totals	<u>\$ 6,844,540</u>	<u>\$ 2,570,630</u>	<u>\$ 171,062</u>	<u>\$ 184,313</u>	<u>\$ 9,770,545</u>	<u>\$ 779,431</u>	<u>\$ 293,341</u>	<u>\$ 10,843,317</u>

See independent auditors' report

**East Harlem Scholars Academy Charter School**

Schedule of Functional Expenses  
East Harlem Scholars Academy School II  
Year Ended June 30, 2017

	Program Services				Management and General	Fundraising	Total	
	General Education	Special Education	Pre-K	Supplemental Education				Total Program Services
Instructional salaries	\$ 1,827,999	\$ 505,025	\$ 349,475	\$ -	\$ 2,682,499	\$ -	\$ -	\$ 2,682,499
Administrative staff salaries	573,322	108,794	64,902	-	747,018	140,544	-	887,562
Fringe benefits and payroll taxes	433,565	110,827	74,817	-	619,209	25,376	-	644,585
Retirement	24,979	6,385	4,310	-	35,674	1,462	-	37,136
Total Salaries and Related Expenses	2,859,865	731,031	493,504	-	4,084,400	167,382	-	4,251,782
Legal services	-	-	-	-	-	14,601	-	14,601
Accounting and audit services	-	-	-	-	-	15,000	-	15,000
Other professional and consulting services	92,795	41,982	16,013	-	150,790	316,765	207,556	675,111
Repairs and maintenance	3,744	957	646	-	5,347	219	-	5,566
Insurance	19,092	4,788	3,052	-	26,932	1,035	-	27,967
Supplies and materials	107,163	20,335	11,538	-	139,036	-	-	139,036
Equipment and furnishings	39,844	7,561	320	-	47,725	-	-	47,725
Staff development	42,989	8,158	124	-	51,271	9,254	-	60,525
Marketing and recruitment	54,063	10,259	-	-	64,322	-	-	64,322
Technology	123,829	29,991	17,014	-	170,834	5,771	-	176,605
Food service	263,167	49,939	279	-	313,385	-	-	313,385
Student services	27,437	5,206	435	25,732	58,810	-	-	58,810
Office expenses	39,865	7,565	130	-	47,560	-	-	47,560
Depreciation and amortization	22,972	5,872	3,964	-	32,808	1,345	-	34,153
Dues and Memberships	10,716	2,033	-	-	12,749	-	-	12,749
Other expenses	2,486	472	-	-	2,958	967	-	3,925
<b>Totals</b>	<b>\$ 3,710,027</b>	<b>\$ 926,149</b>	<b>\$ 547,019</b>	<b>\$ 25,732</b>	<b>\$ 5,208,927</b>	<b>\$ 532,339</b>	<b>\$ 207,556</b>	<b>\$ 5,948,822</b>

See independent auditors' report

## East Harlem Scholars Academy Charter School

### Schedule of Cash Flows by School Year Ended June 30, 2017

	East Harlem Scholars Academy Charter School	East Harlem Scholars Academy Charter School II	Total
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Changes in net assets	\$ (685,560)	\$ (121,367)	\$ (806,927)
Adjustments to reconcile change in net assets to net cash from operating activities			
Depreciation and amortization	197,424	34,153	231,577
Bad debt	-	-	-
Deferred rent	304,390	-	304,390
Changes in operating assets and liabilities			
Grants and accounts receivable	(540,041)	(602,788)	(1,142,829)
Prepaid expenses	285,593	(2,047)	283,546
Accounts payable and accrued expenses	100,817	104,014	204,831
Due (to)/from East Harlem Scholars Academy Charter School	(23,977)	81,474	57,497
Due to East Harlem Tutorial Program	440,180	491,119	931,299
Due to East Harlem Center, LLC	133,914	-	133,914
Due (to)/from East Harlem Scholars Academy Charter School II	(81,474)	23,977	(57,497)
Net Cash from Operating Activities	131,266	8,535	139,801
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Purchases of property and equipment	(769,051)	(65,674)	(834,725)
Restricted cash	(25,000)	-	(25,000)
Net Cash from Investing Activities	(794,051)	(65,674)	(859,725)
Net Change in Cash and Cash Equivalents	(662,785)	(57,139)	(719,924)
<b>CASH AND CASH EQUIVALENTS</b>			
Beginning of period	681,553	364,371	1,045,924
End of period	\$ 18,768	\$ 307,232	\$ 326,000

See independent auditors' report

**East Harlem Scholars Academy Charter School**

Uniform Guidance Schedules and Reports

June 30, 2017

# East Harlem Scholars Academy Charter School

## Schedule of Expenditures of Federal Awards Year Ended June 30, 2017

<u>Federal Grantor/Pass-through Grantor/Program or Cluster</u>		<u>Pass-Through Entity Identifying Number</u>	<u>CFDA Number</u>	<u>Passed Through to Subrecipients</u>	<u>Total Federal Expenditures</u>
<u>U.S. Department of Education</u>					
Pass-through New York State Education Department					
Title I Grants to Local Educational Agencies (LEAs)	EHS	0021164840	84.010	\$ -	\$ 14,889
Title I Grants to Local Educational Agencies (LEAs)	EHS	0021174840	84.010	-	107,766
Title I Grants to Local Educational Agencies (LEAs)	EHS 2	0021164980	84.010	-	9,405
Title I Grants to Local Educational Agencies (LEAs)	EHS 2	0021174980	84.010	-	91,485
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants (Title II))	EHS	0147164840	84.367	-	941
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants (Title II))	EHS	0147174840	84.367	-	5,542
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants (Title II))	EHS 2	0147164980	84.367	-	944
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants (Title II))	EHS 2	0147174980	84.367	-	5,859
Total Pass-through New York State Education Department				-	236,831
Total US Department of Education				-	236,831
<u>U.S. Department of Agriculture</u>					
Pass-through New York State Education Department					
Child Nutrition Cluster					
School Breakfast Program (SBP) (Cluster)		310400860995	10.553	-	168,404
National School Lunch Program (NSLP) (Lunch) (Cluster)		310400860995	10.555	-	361,869
National School Lunch Program (NSLP) (Snack) (Cluster)		310400860995	10.555	-	82,994
Total Child Nutrition Cluster				-	613,267
Total Pass-through New York State Education Department				-	613,267
Total US Department of Agriculture				-	613,267
<b>Total Expenditures of Federal Awards</b>				<b>\$ -</b>	<b>\$ 850,098</b>

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, 2017

**1. Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of East Harlem Scholars Academy Charter School (the "School") under programs of the federal government for the year ended June 30, 2017. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the 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 the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.

**3. Nonmonetary Assistance**

Nonmonetary assistance is reported in the Schedule based on the amount disbursed or received. The School received no nonmonetary assistance for the year ended June 30, 2017.

**4. Indirect Cost Rate**

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

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

**Independent Auditors' Report**

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of East Harlem Scholars Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2017 and the related statement 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 23, 2017.

**Internal Control Over Financial Reporting**

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

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

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

### **Compliance and Other Matters**

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

### **Purpose of this Report**

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

*PKF O'Connor Davies, LLP*

October 23, 2017

**Report on Compliance for Each Major Federal Program and Report on Internal Control  
Over Compliance Required by the Uniform Guidance**

**Independent Auditors' Report**

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

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

We have audited East Harlem Scholars Academy Charter School's (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2017. 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 federal statutes, regulations, and the terms and conditions of its federal awards 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 the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance 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, 2017.

***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 the Uniform Guidance, 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 the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*PKF O'Connor Davies, LLP*

October 23, 2017

**East Harlem Scholars Academy Charter School**

Schedule of Findings and Questioned Costs  
Year Ended June 30, 2017

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified  
Internal control over financial reporting:  
Material weakness(es) identified?  yes  no  
Significant deficiency(ies) identified?  yes  none reported  
Noncompliance material to financial statements noted?  yes  no

Federal Awards

Internal control over major federal programs:  
Material weakness(es) identified?  yes  no  
Significant deficiency(ies) identified?  yes  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 2 CFR 200.516(a)?  yes  no

Identification of major federal programs:

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

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000  
Auditee qualified as low-risk auditee?  yes  no

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2017.

Section III – Federal Award Findings and Questioned Costs

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

Section IV - Prior Years Findings

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

**East Harlem Scholars Academy  
Charter School**

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

June 30, 2017

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

In planning and performing our audit of the financial statements of East Harlem Scholars Academy Charter School (the "School") as of and for the year ended June 30, 2017, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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.

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 material weaknesses. 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.

We have other observations and recommendations that are opportunities for strengthening internal control and/or operating efficiency, presented in Addendum A to this letter.

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

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

*PKF O'Connor Davies, LLP*  
October 23, 2017

## Addendum A

### **Other Observations and Recommendations for Strengthening Internal Control and/or Operating Efficiency**

#### **1. Corporate Credit Card**

During our review of the School's corporate credit cards, we noted instances where credit card charges were not being reviewed and approved by management prior to purchase. In addition, we noted instances where supporting documentation for credit card charges was not available.

To increase controls, we recommend that all charges are reviewed and approved prior to purchase to verify that items purchased are allowable. We also recommend that support for all credit card charges be kept on file.

#### **2. Journal Entries – Retroactive Application of Control Procedures**

During our audit, we noted that the controls over journal entries had been implemented retroactively on transactions occurring prior to the date of our testing.

Control procedures should be applied prospectively from the effective date of implementation, as any retroactive application is considered an override of the control function altogether. We recommend the School apply control procedures prospectively from the date of implementation.

#### **3. Related Party Transactions**

During our audit, we noted that the School did not consistently perform monthly reconciliation of transactions between the School and its related party.

Schedules of related party transactions should be analyzed on a monthly or quarterly basis. Periodic in-depth account analysis and reconciliations will help the School to detect and correct errors in the general ledger on a more timely basis.

#### **4. Voided Checks**

During our audit, we noted one check in the amount of approximately \$16,000 was written and subsequently voided in the School's system. After the check was voided, it was erroneously mailed to the vendor by School personnel and cashed by the vendor, which resulted in duplicate payments.

We recommend that all voided checks be properly defaced to ensure that they could not be improperly completed and cashed. All voided checks should be kept and filed in a separate folder in a secured place.

\* \* \* \* \*

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

Report to the Audit Committee

June 30, 2017

Presented by:

Gus Saliba  
Partner



Anan Samara  
Manager



**KNOW  
GREATER  
VALUE**

October 23, 2017

Board of Trustees  
East Harlem Scholars Academy Charter School  
2050 Second Avenue  
New York, NY 10029

We have audited the financial statements of East Harlem Scholars Academy Charter School (the "School") as of and for the year ended June 30, 2017 and have issued our report thereon dated October 23, 2017.

Professional standards require us to communicate with you regarding audit matters that are, in our professional judgment, significant and relevant to those charged with governance ("TCWG") in overseeing the financial reporting process. This communication is intended to provide you with these required communications as well as other findings and information regarding our audit.

We are pleased to be of service to you and the School and appreciate the opportunity to present our audit findings to you. We are also pleased to discuss other matters which may be of interest to you and to answer any questions you may have.

This information is intended solely for the information and use of TCWG and management of the School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

*PKF O'Connor Davies, LLP*

PKF O'Connor Davies, LLP

## Contents

Status of the Audit and Other Services .....	4
Required Communications and Other Matters .....	5
Review of Financial Statements and Report on Communication of Internal Control Matters .....	10
On the Horizon .....	11

## Appendices

- 1 – Management Representation Letter
- 2 – About PKF O'Connor Davies, LLP

## Status of the Audit and Other Services

### Audit of Financial Statements

- Audit fieldwork is substantially complete. The scope of our fieldwork was substantially the same as described in our Audit Planning communications.
- The financial statements have been drafted and reviewed by management.
- We anticipate that we will be issuing an unmodified report on the financial statements upon completion of all outstanding audit related items/issues. If the nature of our report changes, we will notify you prior to issuance.
- The following audit related items remain outstanding:
  - Signed management representation letter
  - Final approval of the financial statements by the Board of Trustees

### Other Services

- Our 990 questionnaire has been provided to management. We will begin preparation of the 990 upon receipt of the completed questionnaire.

## Required Communications and Other Matters

Required Item	Comments
<p><b>Auditors' responsibility under professional standards and planned scope and timing of the audit</b></p>	<p>We have communicated such information in our engagement letter to you dated July 24, 2017. Generally, these responsibilities include:</p> <ul style="list-style-type: none"> <li>• Forming and expressing an opinion on the financial statements.</li> <li>• Obtaining reasonable assurance that the financial statements are free of material misstatements, whether caused by error or fraud.</li> <li>• Accumulating and communicating uncorrected misstatements to TCWG.</li> <li>• Maintaining professional skepticism.</li> <li>• Communicating audit related matters that are, in our professional judgment, significant to TCWG.</li> </ul>
<p><b>Supplementary information accompanying the financial statements</b></p>	<p>Our responsibility for the supplementary information accompanying the financial statements is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.</p> <p>With respect to such supplementary information, we made certain inquiries of members of management and evaluated the form, content and methods of preparing the information to determine that the information complies with US GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.</p>

## Required Communications and Other Matters *(Continued)*

Required Item	Comments
<p><b>Our responsibilities under Uniform Guidance and the Yellow Book</b></p>	<p>In connection with our audit we performed tests of the School’s compliance with certain provisions of laws, regulations, contracts, and grants, 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. Also in accordance with Uniform Guidance, we examined, on a test basis, evidence about the School’s compliance with the types of compliance requirements described in the “U.S. Office of Management and Budget (OMB) Uniform Guidance Compliance Supplement” applicable to each of its major federal programs for the purpose of expressing an opinion on the School’s compliance with those requirements. While our audit provided a reasonable basis for our opinion, it does not provide a legal determination on the School’s compliance with those requirements.</p>
<p><b>Responsibilities of management and TCWG</b></p>	<p>Management’s responsibilities include:</p> <ul style="list-style-type: none"> <li>The fair presentation of the financial statements, including the selection of appropriate accounting policies.</li> <li>Establishing and maintaining effective internal control.</li> <li>Complying with laws, regulations, grants and contracts.</li> <li>Providing the auditors with all financial records and related information and a signed representation letter.</li> </ul> <p>TCWG are responsible for communicating with the auditors and overseeing the financial reporting process.</p> <p>Both management and TCWG are responsible for:</p> <ul style="list-style-type: none"> <li>Setting the proper tone at the top.</li> </ul> <p>Designing and implementing policies and controls to prevent and detect fraud.</p>

## Required Communications and Other Matters *(Continued)*

Required Item	Comments
<p><b>Qualitative aspects of accounting practices - <i>Accounting Policies</i></b></p>	<p>The significant accounting policies are described in Note 2 to the financial statements. There have been no initial selections of accounting policies and no changes in significant accounting policies or their application during the reporting period that had a significant impact on the financial statements.</p> <p>These policies are appropriate and comply with Accounting Principles Generally accepted in the United States of America (US GAAP).</p>
<p><b>Qualitative aspects of accounting practices – <i>Significant Unusual Transactions</i></b></p>	<p>No matters have come to our attention that would require us to inform you about the methods used to account for significant unusual transactions.</p>
<p><b>Qualitative aspects of accounting practices - <i>Accounting Estimates and Management’s Judgment</i></b></p>	<p>Accounting estimates made by management are an integral part of the financial statements and are based on management’s knowledge and experience about past and current events and assumptions about future events. Actual results could differ from those estimates.</p> <p>Certain accounting estimates are particularly sensitive because of their significance to financial statements and their susceptibility to change. The most sensitive estimates affecting the financial statements are:</p> <p><b>Functional Allocation of Expenses</b> – Management performs a review of expenses and allocates costs across specific programs on a functional basis.</p> <p><b>Depreciation Expense</b> – Depreciation expense is intended to allocate the cost of a long-term asset over its period of use. Management estimates depreciation expense based on the expected useful life and residual value of the underlying assets.</p> <p>Management believes that the estimates used and assumptions made are adequate based on the information currently available. We evaluated the key factors and assumptions used to develop the estimates in determining that they are reasonable in relation to the financial statements as a whole.</p>

## Required Communications and Other Matters (Continued)

Required Item	Comments																											
<b>Qualitative aspects of accounting practices - Financial Statement Disclosures</b>	<p>Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements are:</p> <p><b>Note 5</b> which summarizes property and equipment.</p> <p>The financial statement disclosures are consistent and clear.</p>																											
<b>Difficulties encountered in performing the audit</b>	<p>We encountered no significant difficulties in dealing with management relating to the performance of our audit.</p>																											
<b>Corrected and uncorrected misstatements</b>	<p>Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management.</p> <p>We are required to communicate to you misstatements that remain uncorrected, including any related to prior periods, and the effect, if any, that they may have on the opinion in our report, and request their correction. There are no such financial statement misstatements that remain uncorrected. We recorded the following entry during our audit:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #003366; color: white; text-align: left;">Adjusting Journal Entries JE # 1</th> <th style="text-align: center;"><u>Debit</u></th> <th style="text-align: center;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td colspan="3" style="background-color: #cccccc;">To record contributions from affiliate</td> </tr> <tr> <td style="padding-left: 20px;">02-1100    Accounts Receivable</td> <td style="text-align: right;">400,000.00</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">02-4210    Unrestricted Contributions</td> <td style="text-align: right;">50,000.00</td> <td></td> </tr> <tr> <td style="padding-left: 40px;">1100        Accounts Receivable</td> <td style="text-align: right;">240,000.00</td> <td></td> </tr> <tr> <td style="padding-left: 20px;">02-4206    Grant from Affiliate</td> <td></td> <td style="text-align: right;">450,000.00</td> </tr> <tr> <td style="padding-left: 40px;">4206        Restricted Contributions:</td> <td></td> <td></td> </tr> <tr> <td style="padding-left: 60px;">Grant From Affiliate</td> <td></td> <td style="text-align: right;">240,000.00</td> </tr> <tr> <td style="padding-left: 20px;"><b>Total</b></td> <td style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black;"><b>690,000.00</b></td> <td style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black;"><b>690,000.00</b></td> </tr> </tbody> </table>	Adjusting Journal Entries JE # 1	<u>Debit</u>	<u>Credit</u>	To record contributions from affiliate			02-1100    Accounts Receivable	400,000.00		02-4210    Unrestricted Contributions	50,000.00		1100        Accounts Receivable	240,000.00		02-4206    Grant from Affiliate		450,000.00	4206        Restricted Contributions:			Grant From Affiliate		240,000.00	<b>Total</b>	<b>690,000.00</b>	<b>690,000.00</b>
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## Required Communications and Other Matters *(Continued)*

Required Item	Comments
<b>Disagreements with management</b>	For purposes of this communication, a disagreement with management is a matter, whether or not resolved to our satisfaction, concerning financial accounting, reporting, or auditing, which could be significant to the financial statements or the auditors' report. No such disagreements arose during the course of the audit.
<b>Management representations</b>	We have requested certain representations from management that are included in the management representation letter (see Appendix 1).
<b>Management's consultations with other accountants</b>	In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no such consultations with other accountants.
<b>Auditor independence</b>	We affirm that PKF O'Connor Davies, LLP is independent with respect to the School in accordance with relevant professional standards.
<b>Significant issues discussed with management prior to retention</b>	We generally discuss with management a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the School and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed and our responses thereto were a condition to our retention as auditors.

## Review of Financial Statements and Report on Communication of Internal Control Matters

- Financial Statements (Addendum)
- Report on Communication of Internal Control Matters (Addendum)

## On the Horizon

### Leases

On February 25, 2016, FASB issued ASU 2016-02 on leases (the “ASU”). The core principle of the ASU is that a lessee should recognize the assets and liabilities that arise from leases on their statement of financial position. Consequently, all leases that were classified as operating leases under prior lease guidance will now be recognized as assets and liabilities, initially measured at the present value of the lease payments. The lessee will recognize a single lease cost in its statement of activities calculated so that the cost of the lease is allocated over the lease term, typically on a straight-line basis. For leases with a term of 12 months or less, a lessee is permitted to make an accounting policy election to not recognize such leases as assets and liabilities in their statement of financial position. The accounting applied by a lessor entity is largely unchanged from prior lease guidance.

For public business entities, the ASU is effective for fiscal years beginning after December 15, 2018, including interim periods within those fiscal years; for nonpublic business entities, the ASU is effective for fiscal years beginning after December 15, 2019, and interim periods within fiscal years beginning after December 15, 2020. Early application is permitted for all entities.

While the required implementation date is several years out, entities should consider the potential affect that this ASU may have on debt covenant compliance.

### FASB’s Changes for Not-for-Profit Reporting

The FASB issued ASU 2016-14, Not-for-Profit Entities (Topic 958): *Presentation of Financial Statements of Not-for-Profit Entities*. The new guidance requires improved presentation and disclosures to help not-for-profits (NFPs) provide more relevant information about their resources – and changes in those resources – to donors, grantors, creditors and other users of their financial statements.

#### NFP Organizations Affected:

The NFPs affected include: charities, foundations, colleges and universities, health care providers, religious organizations, trade associations, and cultural institutions, among others.

## On the Horizon (Continued)

### FASB's Changes for Not-for-Profit Reporting (continued)

#### Requirements of the New Guidance:

- Revises the net asset classification scheme to two classes – net assets with donor restrictions and net assets without donor restrictions.
- Enhances disclosures for self-imposed limits on the use of resources without donor-imposed restrictions and the composition of net assets with donor restrictions.
- Updates the accounting and disclosure requirements for underwater endowment funds.
- Requires net presentation of investment expenses against investment return on the statement of activities, and eliminates the requirement to disclose investment expenses that have been netted.
- Requires the presentation of expenses by nature as well as by function, including an analysis of expenses showing the relationship between function and natural classification for all expenses.
- Requires qualitative disclosures on how a not-for-profit manages its available liquid resources.
- Requires quantitative disclosures that communicate the availability of financial assets to meet cash needs for general expenditures within one year of the statement of financial position date.
- Allows for a choice between the direct and indirect method of reporting operating cash flows. [Presentation of the indirect reconciliation is no longer required if using the direct method.]

#### Effective Dates:

The ASU is effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. [Application to interim financial statements is permitted but not required in the initial year of application.] Early application of the amendments in this ASU is permitted.

The FASB is currently deliberating on additional proposed changes to NFP financial statements which need more time to resolve or involve consideration of alternatives suggested by stakeholders that FASB did not previously consider or are related to similar issues being addressed in other projects. These proposals include:

- Operating measures: all other elements of the proposal, including: i. whether to require intermediate measure(s); ii. whether and how to define such measure(s) and what items should or should not be included in the measure(s) and; iii. alternative disaggregation approaches suggested by stakeholders.
- Statement of cash flows: realignment of certain line items (operating vs. financing vs investing)

## On the Horizon (Continued)

### OMB Uniform Guidance – Procurement Revisions

The new Uniform Grant Guidance requires significant changes to a non-Federal entities procurement procedures (Subpart D; 200.317-200.326) related to Federal award purchases. The changes are designed to better mitigate waste, fraud and abuse.

General Requirements of the New Guidance:

- Non-Federal entities receiving federal awards must have their own documented procurement procedures that conform to reflect Federal law, Uniform Guidance standards, and any State laws and regulations.
- Non-Federal entities must maintain oversight to ensure that contractors perform in accordance with the terms of their contracts or purchase orders.
- Non-Federal entities must maintain written conflict-of-interest policies if its employees engage in the selection, award and administration of contracts. No employee, officer or agent may participate in the selection, award, or administration of a contract funded by a Federal award if he or she has an actual or apparent conflict of interest. This also applies to organizational conflicts of interest if the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization.
- Non-Federal entities should focus on greater economy and efficiency to promote cost-effective use of services during the procurement process, and must avoid using Federal funds for the acquisition of unnecessary and duplicative items.
- Non-Federal entities must document and maintain records sufficient to detail the history of the procurement steps and activities required to be completed. This includes the rationale for the type of procurement, selection of contract type, and the basis for the contractor selection and price.

The Uniform Guidance outlines five methods of procurement:

- **Micro-Purchases:** Purchases that individually do not exceed \$3,500. To the extent practicable, micro-purchases must be distributed equitably among qualified suppliers. No bid or quote process is required.
- **Small Purchases:** Used for purchases up to the Simplified Acquisition threshold, which is currently \$150,000. These include small and informal purchase methods for securing services, supplies, or other property. Price or rate quotes must be obtained from an adequate number of qualified sources.

## On the Horizon (Continued)

### OMB Uniform Guidance – Procurement Revisions (continued)

- Sealed bids: Purchases over \$150,000. Bids are publically solicited and a fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming to all material terms and conditions of the invitation for bids, is the lowest in price. This method is most commonly used for procurement of construction contracts.
- Competitive Proposals: Purchases over \$150,000. This method requires formal solicitation from an adequate number of qualified sources, fixed-price or cost-reimbursement contracts, and is used when sealed bids are not appropriate. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.
- Noncompetitive Proposals: These proposals only apply under unique circumstances. Examples include when an item is available only from one source, when a public emergency does not allow time for a competitive proposal process, when the federal awarding agency authorizes, or when the competition is deemed inadequate after proper solicitation.

#### Effective Dates:

OMB has allowed a final grace period for implementation of the new Uniform Guidance procurement standards. The implementation date will be effective for fiscal years beginning on or after December 26, 2017, for those entities choosing to take advantage of the extension. During this grace period all non-Federal entities must document whether they are in compliance with the previous requirements under OMB Circular A-110 or with new Uniform Guidance requirements.

## Appendix 1

### Management Representation Letter

October 23, 2017

PKF O'Connor Davies LLP  
500 Mamaroneck Ave, Suite 301  
Harrison, NY 10528

This representation letter is provided in connection with your audit of the financial statements of East Harlem Scholars Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (US GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of the date of this letter, the following representations made to you during your audit:

### **Our Responsibilities**

- We acknowledge that we have fulfilled our responsibilities for:
  - The preparation and fair presentation of the financial statements in accordance with US GAAP;
  - 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; and
  - The design, implementation, and maintenance of internal control to prevent and detect fraud.
- We understand that the term "fraud" refers to intentional acts by one or more individuals among management, those charged with governance, employees, or third parties, involving the use of deception that results in a misstatement in financial statements. Two types of intentional misstatements are relevant to your audit – misstatements resulting from fraudulent financial reporting and misstatements resulting from misappropriation of assets. Fraudulent financial reporting involves intentional misstatements, including omissions of amounts or disclosures in financial statements to deceive financial statement users. Misappropriation of assets involves the theft of an entity's assets.

- We acknowledge our responsibility for presenting the Schedule of Financial Position by School and Schedule of Activities by School (“supplementary information”) in accordance with US GAAP, and we believe the supplementary information, including its form and content, is fairly presented in accordance with US GAAP. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.

## **Financial Statements**

- The financial statements referred to above are fairly presented in conformity with US GAAP and include all disclosures necessary for such fair presentation. In that connection, we specifically confirm that:
  - The School's accounting policies, and the practices and methods followed in applying them, are appropriate and are as disclosed in the financial statements.
  - There have been no changes during the period audited in the School's accounting policies and practices.
  - All material transactions have been recorded in the accounting records and are reflected in the financial statements.
- Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- The following, where they exist, have been appropriately disclosed to you and accounted for and/or disclosed in the financial statements in accordance with the requirements of US GAAP:
  - The identity of all related parties and related party relationships and transactions.
  - Material concentrations. We understand that concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which it is reasonably possible that events could occur which would significantly disrupt normal finances within the next year.
  - Guarantees, whether written or oral, under which the School is contingently liable, including guarantee contracts and indemnification agreements.
  - The effects of all known actual, possible, pending or threatened litigation, claims, and assessments.
  - Significant common ownership or management control relationships, economic interests and/or financial interests in related entities, requiring disclosure.
- The School does not have any uncertain tax positions that require disclosure or recognition in the financial statements.
- We have evaluated events subsequent to the date of the financial statements through the date of this letter, and no such events have occurred which would require adjustment or disclosure in the financial statements.

## Information Provided

- We have provided you with:
  - Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
  - Access to all minutes of the meetings of The Board of Trustees.
  - Communications from regulatory agencies concerning noncompliance with or deficiencies in, financial reporting practices.
  - Additional information that you have requested from us for the purpose of the audit.
  - Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.
- We have disclosed to you our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- There are no deficiencies in the design or operation of internal control over financial reporting that are reasonably likely to adversely affect the School's ability to initiate, authorize, record, process, and report financial data reliably in accordance with US GAAP.
- We have no knowledge of any fraud or suspected fraud that affects the School and involves:
  - Management,
  - Employees who have significant roles in internal control, or
  - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud or suspected fraud affecting the School's financial statements communicated by employees, former employees, regulators, or others.
- We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
- We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
- The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
- The School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the School's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- We have a reasonable basis for the allocation of functional expenses.
- With respect to contributions:
  - Adequate controls are in place over the receipt and recording of contributions.

- There were no unrecorded contributions or pledges at June 30, 2017 that could materially affect the financial statements. In addition, we are unaware of any assets for which the School may be the beneficiary as prescribed by probated wills or held in trusts by independent trustees at June 30, 2017, which should be recorded in the financial statements.
- We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor restrictions to maintain an appropriate composition of assets needed to satisfy their restrictions.

### **Uniform Guidance Compliance Report**

The following representations are provided in connection with your audit of the School's compliance with the types of compliance requirements described in *Title 2 U.S. Code of Federal Regulations ("CFR") Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards ("Uniform Guidance")*, *Audits of States, Local Governments and Non-Profit Organizations* and *Government Auditing Standards* that could have a direct and material effect on each of its major federal programs (hereinafter referred to as "compliance requirements") for the year ended June 30, 2017 for the purpose of expressing an opinion as to whether the School complied with such requirements.

- With respect to federal award programs:
  - We are responsible for understanding and complying with, and have complied with the requirements of Uniform Guidance, including requirements relating to preparation of the schedule of expenditures of federal awards.
  - The schedule of expenditures of federal awards is in accordance with Uniform Guidance and identifies and discloses expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
  - We acknowledge our responsibility for presenting the schedule of expenditures of federal awards ("SEFA") in accordance with the requirements of Uniform Guidance §200.502, and we believe the SEFA, including its form and content, is fairly presented in accordance with Uniform Guidance §200.502. The methods of measurement and presentation of the SEFA have not changed from those used in the prior period, and we have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the SEFA.
  - If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the supplementary information and the auditors' report thereon.
  - We have identified and disclosed to you all of our government programs and related activities subject to Uniform Guidance.

- We are responsible for understanding and complying with the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs and have identified and disclosed to you the requirements of laws, regulations and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major program.
- We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to federal programs that provides reasonable assurance that we are managing our federal awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
- We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
- We have received no requests from a federal agency to audit one or more specific programs as a major program.
- We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the Uniform Guidance, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards.
- We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- Amounts claimed or used for matching were determined in accordance with relevant guidelines in Uniform Guidance.
- We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditors' report.

- No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies in internal control over compliance (including material weaknesses in internal control over compliance), have occurred subsequent to the date as of which compliance was audited.
- Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared.
- The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- We have charged costs to federal awards in accordance with applicable cost principles.
- We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by Uniform Guidance.
- We are responsible for preparing and implementing a corrective action plan for each audit finding.
- We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
- We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- We have evaluated events subsequent to the date of the financial statements through the date of this letter, and no such events, including instances of noncompliance, have occurred which would require adjustment or disclosure in the financial statements or in the schedule of findings and questioned costs.
- As part of your audit, you prepared the draft financial statements and related notes and schedule of expenditures of federal awards. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have made all management decisions and performed all management functions. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.
- In regards to the tax return preparation services performed by you, we have—
  - Made all management decisions and performed all management functions.
  - Designated an individual with suitable skill, knowledge, or experience to oversee the services.
  - Evaluated the adequacy and results of the services performed.

- Accepted responsibility for the results of the services.

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Managing Director, East Harlem Scholars Academy

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Managing Director, Planning and Administration

## Appendix 2

### About PKF O'Connor Davies, LLP

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

<b>Charter School Name:</b>	East Harlem Scholars Academy Charter School
<b>Audit Period:</b>	2016-17
<b>Prior Period:</b>	2015-16
<b>Report Due Date:</b>	Wednesday, November 01, 2017
<b>Date Submitted:</b>	Select from drop-down list →
<b>School Fiscal Contact Name:</b>	Karen Harris
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	enter firm name
<b>School Audit Contact Name:</b>	enter name
<b>School Audit Contact Email:</b>	enter email address
<b>School Audit Contact Phone:</b>	enter phone number

Please submit the following items to the SUNY Charter Schools Institute via email or online portal:

Email: [REDACTED]

**Required Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) 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 \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

**And, if applicable:**

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

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Please also submit the following items to the New York State Education Department via online portal:

Online Portal: [REDACTED]

**Required Items:**

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

**And, if applicable:**

- 3) Management Letter and Response;
- 4) Federal Single Audit (A-133).

<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circular A-133" for the federal filing requirements which can be found on the Office of Management and Budget website:

[www.whitehouse.gov/omb/information-for-agencies/circulars](http://www.whitehouse.gov/omb/information-for-agencies/circulars)





**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2017**

<u>ASSETS</u>	<u>2016-17</u>	<u>2015-16</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 18,768	\$ 681,553
Grants and contracts receivable	\$ 392,407	\$ 131,299
Accounts receivables	\$ 854,396	\$ 575,463
Prepaid expenses	\$ 5,983	\$ 291,576
Contributions and other receivables	\$ -	\$ 50,000
<b>TOTAL CURRENT ASSETS</b>	<b>1,271,554</b>	<b>1,729,891</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>671,390</b>	<b>99,763</b>
<b><u>OTHER ASSETS</u></b>	<b>156,474</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b>2,099,418</b>	<b>1,829,654</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 596,102	\$ 495,285
Accrued payroll and benefits	-	\$ 346,842
Deferred Revenue	-	\$ -
Current maturities of long-term debt	-	\$ -
Short Term Debt - Bonds, Notes Payable	-	\$ -
Other	896,959	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>1,493,061</b>	<b>842,127</b>
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	<b>304,390</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>1,797,451</b>	<b>842,127</b>
<b><u>NET ASSETS</u></b>		
Unrestricted	301,967	987,527
Temporarily restricted	-	-
<b>TOTAL NET ASSETS</b>	<b>301,967</b>	<b>987,527</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>2,099,418</b>	<b>1,829,654</b>



**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**

**Statement of Activities**

**as of June 30, 2017**

	2016-17			2015-16
	Unrestricted	Temporarily Restricted	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 5,966,601	\$ -	\$ 5,966,601	\$ 4,588,269
Students with disabilities	1,295,933	-	1,295,933	981,956
Grants and Contracts				
State and local	205,778	-	205,778	24,948
Federal - Title and IDEA	188,652	-	188,652	145,743
Federal - Other	431,255	-	431,255	321,037
Other	-	-	-	-
NYC DoE Rental Assistance	522,562	-	522,562	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>8,610,780</b>	<b>-</b>	<b>8,610,780</b>	<b>6,061,953</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 6,844,540	\$ -	\$ 6,844,540	\$ 3,708,360
Special Education	2,570,630	-	2,570,630	1,856,298
Other Programs	355,375	-	355,375	154,880
Total Program Services	9,770,545	-	9,770,545	5,719,538
Management and general	779,431	-	779,431	477,861
Fundraising	293,341	-	293,341	180,217
<b>TOTAL OPERATING EXPENSES</b>	<b>10,843,317</b>	<b>-</b>	<b>10,843,317</b>	<b>6,377,616</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>(2,232,537)</b>	<b>-</b>	<b>(2,232,537)</b>	<b>(315,663)</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 1,528,872	\$ -	\$ 1,528,872	\$ 280,000
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	4,841	-	4,841	50,000
Interest income	-	-	-	-
Miscellaneous income	13,263	-	13,263	5,964
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>1,546,976</b>	<b>-</b>	<b>1,546,976</b>	<b>335,964</b>

<b>CHANGE IN NET ASSETS</b>	(685,560)	-	(685,560)	20,301
NET ASSETS BEGINNING OF YEAR	987,527	-	987,527	967,226
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<u>\$ 301,967</u>	<u>\$ -</u>	<u>\$ 301,967</u>	<u>\$ 987,527</u>

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2017**

	<u>2016-17</u>	<u>2015-16</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ (685,560)	\$ 20,301
Revenues from School Districts		-
Accounts Receivable	(540,041)	(555,387)
Due from School Districts		-
Depreciation	197,424	100,456
Grants Receivable		-
Due from NYS		-
Grant revenues		-
Prepaid Expenses	285,593	(281,824)
Accounts Payable	100,817	205,730
Accrued Expenses		(68,000)
Accrued Liabilities		-
Contributions and fund-raising activities		-
Miscellaneous sources		-
Deferred Revenue		-
Interest payments		-
Other - Deferred Rent	304,390	5,009
Other - Due to/from Affiliates	468,643	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 131,266</b>	<b>\$ (573,715)</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(769,051)	-
Other	(25,000)	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (794,051)</b>	<b>\$ -</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ (662,785)</b>	<b>\$ (573,715)</b>
Cash at beginning of year	681,553	1,255,268
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 18,768</b>	<b>\$ 681,553</b>

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2017**

		<b>2016-17</b>						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	17.70	911,080	282,429	4,969	1,198,478		201,981	201,981
Instructional Personnel	55.50	2,801,130	1,136,265	98,849	4,036,244	-	-	-
Non-Instructional Personnel	1.00	-	-	-	-		2,309	2,309
Total Salaries and Staff	74.20	3,712,210	1,418,694	103,818	5,234,722	-	204,290	204,290
Fringe Benefits & Payroll Taxes		618,330	236,307	17,293	871,930		34,028	34,028
Retirement		34,066	13,019	953	48,038		1,875	1,875
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-		1,287	1,287
Accounting / Audit Services		-	-	-	-		21,398	21,398
Other Purchased / Professional / Consulting Services		71,576	46,749	304	118,629	288,781	433,771	722,552
Building and Land Rent / Lease / Facility Finance Interest		837,372	320,018	23,418	1,180,808	-	46,082	46,082
Repairs & Maintenance		276,695	105,744	7,738	390,177	-	15,227	15,227
Insurance		30,390	11,522	814	42,726	-	1,602	1,602
Utilities		102,199	39,057	2,858	144,114	-	5,624	5,624
Supplies / Materials		198,307	63,757	6,292	268,356	-	-	-
Equipment / Furnishings		48,748	15,112	353	64,213	-	-	-
Staff Development		122,292	37,910	-	160,202	-	-	-
Marketing / Recruitment		16,136	5,002	-	21,138	-	-	-
Technology		118,089	43,998	2,864	164,951	-	5,635	5,635
Food Service		299,945	92,981	-	392,926	-	-	-
Student Services		96,355	29,870	184,513	310,738	-	-	-
Office Expense		115,435	35,784	389	151,608	-	-	-
Depreciation		134,745	51,495	3,768	190,008	-	7,416	7,416
OTHER		11,650	3,611	-	15,261	4,560	1,196	5,756
<b>Total Expenses</b>		<b>\$ 6,844,540</b>	<b>\$ 2,570,630</b>	<b>\$ 355,375</b>	<b>\$ 9,770,545</b>	<b>\$ 293,341</b>	<b>\$ 779,431</b>	<b>\$ 1,072,772</b>

		<b>2015-16</b>
Total		
\$		\$
1,400,459		2,656,603
4,036,244		940,660
2,309		-
5,439,012		3,597,263
905,958		665,374
49,913		47,386
-		-
1,287		4,088
21,398		18,735
841,181		824,663
1,226,890		-
405,404		2,444
44,328		20,741
149,738		
268,356		177,850
64,213		52,521
160,202		61,389
21,138		77,867
170,586		167,565
392,926		265,471
310,738		190,540
151,608		79,533
197,424		100,456
21,017		23,730
<b>\$ 10,843,317</b>		<b>\$ 6,377,616</b>



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

**TEMPLATE TABS**

**1- GRAY tab contains the Instructions**

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

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

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

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

**CELL COLORS & GUIDANCE COMMENTS**

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

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



**ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

**East Harlem Scholars Academy Charter School**

**SCHOOL**

<b>Name:</b>	East Harlem Scholars Academy Charter School
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**CONTACT INFORMATION**

<b>Contact Name:</b>	Jose German
<b>Contact Title:</b>	Comptroller
<b>Contact Email:</b>	
<b>Contact Phone:</b>	

**REPORT PERIOD**

<b>Current Academic Year:</b>	2017-18
<b>Prior Academic Year:</b>	2016-17









**PLAN - FULL TIME EQUIVALENT**

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

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

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

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

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

PRIOR YEAR
2016-17
ACTUAL
2.8
5.0
5.5
0.4
13.7

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
4.8		4.8		4.8		4.8	
		0.0		0.0		0.0	
8.3		8.3		8.3		8.3	
		0.0		0.0		0.0	
4.0		4.0		4.0		4.0	
1.0		1.0		1.0		1.0	
18.1	0.0	18.1	0.0	18.1	0.0	18.1	0.0

INSTRUCTIONAL PERSONNEL FTE	INSTRUCTIONAL PERSONNEL FTE
Teachers - Regular	Teachers - Regular
Teachers - SPED	Teachers - SPED
Substitute Teachers	Substitute Teachers
Teaching Assistants	Teaching Assistants
Specialty Teachers	Specialty Teachers
Aides	Aides
Therapists & Counselors	Therapists & Counselors
Other	Other
<b>TOTAL INSTRUCTIONAL</b>	<b>TOTAL INSTRUCTIONAL</b>

PRIOR YEAR
2016-17
ACTUAL
18.0
6.0
10.0
3.0
4.0
1.0
42.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
26.0		26.0		26.0		26.0	
11.0		11.0		11.0		11.0	
1.0		1.0		1.0		1.0	
1.5		1.5		1.5		1.5	
15.0		15.0		15.0		15.0	
3.0		3.0		3.0		3.0	
8.2		8.2		8.2		8.2	
		0.0		0.0		0.0	
65.7	0.0	65.7	0.0	65.7	0.0	65.7	0.0

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

PRIOR YEAR
2016-17
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	TOTAL PERSONNEL SERVICE FTE

55.7
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83.7	0.0	83.7	0.0	83.7	0.0	83.7	0.0
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**WILEY SCHOLARS ACADEMY CHA  
2017-18**

**PLAN - FULL TIME EQUIVALENT**

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

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

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

<b>Description of Assumptions</b>	

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

<b>Description of Assumptions</b>	

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

<b>Description of Assumptions</b>	

<b>TOTAL PERSONNEL SERVICE FTE</b>	0.0
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**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2017-18**

<b>Total Revenue</b>	<b>10,157,756</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Total Expenses</b>	<b>10,843,316</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Net Income</b>	<b>(685,561)</b>	<b>(0)</b>	-	-	<b>(0)</b>	-	-	<b>(0)</b>
<b>Actual Student Enrollment</b>	<b>413</b>	<b>505</b>	-	-	<b>505</b>	-	-	<b>505</b>

	Prior Year Actual 2016-17 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

**REVENUE**  
**REVENUES FROM STATE SOURCES**

2017-18  
Per Pupil Rate

*\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave  
If budget revisions ARE made, the entire "REVISED" budget columns for the affected*

PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%	
Allocate Per Pupil Revenue by Quarter								
NYC CHANCELLOR'S OFFICE	14,527	5,966,601	1,834,034	-	-	1,834,034	-	1,834,034
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	14,527	5,966,601	1,834,034	-	-	1,834,034	-	1,834,034
Special Education Revenue		1,295,933	409,984			409,984		409,984
Grants								
Stimulus			37,875			37,875		37,875
DYCD (Department of Youth and Community Development)								
Other		197,049	49,266			49,266		49,266
NYC DoE Rental Assistance		522,562	297,434			297,434		297,434
Other		8,729	12,942			12,942		12,942
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>7,990,873</b>	<b>2,641,535</b>			<b>2,641,535</b>		<b>2,641,535</b>

<b>REVENUE FROM FEDERAL FUNDING</b>								
IDEA Special Needs		60,329	38,371			38,371		38,371
Title I		121,840	35,303			35,303		35,303
Title Funding - Other		6,483	2,275			2,275		2,275
School Food Service (Free Lunch)		344,013	99,279			99,279		99,279
Grants								

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL								
Budget / Operating Plan								
2017-18								
	10,157,756	3,085,123	-	-	3,085,123	-	-	3,085,123
Total Revenue								
Total Expenses								
Net Income								
Actual Student Enrollment								
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	2016-17	Original	Revised	Variance	Original	Revised	Variance	Original
	Revenue Per Pupil	Budget	Budget		Budget	Budget		Budget
Charter School Program (CSP) Planning & Implementation				-	-		-	-
Other				-	-		-	-
Other				-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	532,664	175,227		-	175,227		-	175,227
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations	1,528,872	157,150		-	157,150		-	157,150
Fundraising	4,841	75,000		-	75,000		-	75,000
Erate Reimbursement	87,242	26,925		-	26,925		-	26,925
Earnings on Investments				-	-		-	-
Interest Income				-	-		-	-
Food Service (Income from meals)				-	-		-	-
Text Book				-	-		-	-
OTHER	13,263	9,287		-	9,287		-	9,287
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,634,218	268,361		-	268,361		-	268,361
<b>TOTAL REVENUE</b>	<b>10,157,756</b>	<b>3,085,123</b>		-	<b>3,085,123</b>		-	<b>3,085,123</b>

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**

**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	<b>10,157,756</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Total Expenses</b>	<b>10,843,316</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Net Income</b>	<b>(685,561)</b>	<b>(0)</b>	-	-	<b>(0)</b>	-	-	<b>(0)</b>
<b>Actual Student Enrollment</b>	<b>413</b>	<b>505</b>	-	-	<b>505</b>	-	-	<b>505</b>

<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
<b>2016-17</b>	<b>Original</b>	<b>Revised</b>	<b>Variance</b>	<b>Original</b>	<b>Revised</b>	<b>Variance</b>	<b>Original</b>
<b>Revenue Per Pupil</b>	<b>Budget</b>	<b>Budget</b>		<b>Budget</b>	<b>Budget</b>		<b>Budget</b>

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Avg. No. of Positions

Executive Management	4.83	482,663	153,850	-	153,850	-	153,850
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	8.25	715,816	187,349	-	187,349	-	187,349
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	4.00	195,652	50,790	-	50,790	-	50,790
Administrative Staff	1.00	6,329	4,421	-	4,421	-	4,421
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>18.08</b>	<b>1,400,459</b>	<b>396,410</b>	<b>-</b>	<b>396,410</b>	<b>-</b>	<b>396,410</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	26.00	1,440,064	448,586	-	448,586	-	448,586
Teachers - SPED	11.00	696,191	193,338	-	193,338	-	193,338
Substitute Teachers	1.00	37,708	11,033	-	11,033	-	11,033
Teaching Assistants	1.50	46,752	14,831	-	14,831	-	14,831
Specialty Teachers	15.00	1,002,025	275,345	-	275,345	-	275,345
Aides	3.00	103,933	28,036	-	28,036	-	28,036
Therapists & Counselors	8.15	459,183	145,646	-	145,646	-	145,646
Other	-	250,388	52,891	-	52,891	-	52,891
<b>TOTAL INSTRUCTIONAL</b>	<b>65.65</b>	<b>4,036,245</b>	<b>1,169,706</b>	<b>-</b>	<b>1,169,706</b>	<b>-</b>	<b>1,169,706</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	2,309	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>2,309</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**SUBTOTAL PERSONNEL SERVICE COSTS**

83.73	5,439,013	1,566,116	-	-	1,566,116	-	1,566,116
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	430,954	120,803	-	120,803	-	120,803
Fringe / Employee Benefits	475,003	150,409	-	150,409	-	150,409

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2017-18**

<b>Total Revenue</b>	<b>10,157,756</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Total Expenses</b>	<b>10,843,316</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Net Income</b>	<b>(685,561)</b>	<b>(0)</b>	-	-	<b>(0)</b>	-	-	<b>(0)</b>
<b>Actual Student Enrollment</b>	<b>413</b>	<b>505</b>	-	-	<b>505</b>	-	-	<b>505</b>
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter</b>
	<b>2016-17</b>	<b>Original</b>	<b>Revised</b>		<b>Original</b>	<b>Revised</b>		<b>Original</b>
	<b>Revenue Per Pupil</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>
Retirement / Pension	49,913	27,138		-	27,138		-	27,138
TOTAL PAYROLL TAXES AND BENEFITS	955,870	298,351		-	298,351		-	298,351
<b>TOTAL PERSONNEL SERVICE COSTS</b>	83.73	6,394,883	1,864,467	-	1,864,467		-	1,864,467
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	21,398	5,876		-	5,876		-	5,876
Legal	1,287	520		-	520		-	520
Management Company Fee				-	-		-	-
Nurse Services				-	-		-	-
Food Service / School Lunch				-	-		-	-
Payroll Services	15,943	4,099		-	4,099		-	4,099
Special Ed Services	23,775	6,313		-	6,313		-	6,313
Titlement Services (i.e. Title I)				-	-		-	-
Other Purchased / Professional / Consulting	801,463	220,428		-	220,428		-	220,428
<b>TOTAL CONTRACTED SERVICES</b>		863,866	237,236	-	237,236		-	237,236

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2017-18**

<b>Total Revenue</b>	<b>10,157,756</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Total Expenses</b>	<b>10,843,316</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Net Income</b>	<b>(685,561)</b>	<b>(0)</b>	-	-	<b>(0)</b>	-	-	<b>(0)</b>
<b>Actual Student Enrollment</b>	<b>413</b>	<b>505</b>	-	-	<b>505</b>	-	-	<b>505</b>
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter</b>
	<b>2016-17</b>	<b>Original</b>	<b>Revised</b>		<b>Original</b>	<b>Revised</b>		<b>Original</b>
	<b>Revenue Per Pupil</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	411		-	411		-	411
Classroom / Teaching Supplies & Materials	140,480	44,585		-	44,585		-	44,585
Special Ed Supplies & Materials	2,171	850		-	850		-	850
Textbooks / Workbooks	63,137	17,616		-	17,616		-	17,616
Supplies & Materials other	13,497	5,693		-	5,693		-	5,693
Equipment / Furniture	54,781	16,536		-	16,536		-	16,536
Telephone	63,463	18,203		-	18,203		-	18,203
Technology	116,693	58,836		-	58,836		-	58,836
Student Testing & Assessment	23,897	8,843		-	8,843		-	8,843
Field Trips	71,275	20,808		-	20,808		-	20,808
Transportation (student)				-	-		-	-
Student Services - other	264,518	72,478		-	72,478		-	72,478
Office Expense	151,588	30,441		-	30,441		-	30,441
Staff Development	136,230	35,995		-	35,995		-	35,995
Staff Recruitment	4,754	18,444		-	18,444		-	18,444
Student Recruitment / Marketing	16,385	5,190		-	5,190		-	5,190
School Meals / Lunch	392,926	109,525		-	109,525		-	109,525
Travel (Staff)	23,972	6,194		-	6,194		-	6,194
Fundraising	4,560	1,535		-	1,535		-	1,535
Other	16,454	7,569		-	7,569		-	7,569
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,560,780</b>	<b>479,752</b>		-	<b>479,752</b>		-	<b>479,752</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	44,329	17,536		-	17,536		-	17,536
Janitorial	6,700	1,540		-	1,540		-	1,540
Building and Land Rent / Lease / Facility Finance Interest	1,221,335	317,475		-	317,475		-	317,475
Repairs & Maintenance	50,673	1,010		-	1,010		-	1,010
Equipment / Furniture				-	-		-	-
Security	348,031	117,413		-	117,413		-	117,413
Utilities	149,739			-	-		-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>1,820,808</b>	<b>454,974</b>		-	<b>454,974</b>		-	<b>454,974</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>202,979</b>	<b>48,694</b>		-	<b>48,694</b>		-	<b>48,694</b>
<b>RESERVES / CONTINGENCY</b>				-	-		-	-

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2017-18**

<b>Total Revenue</b>	<b>10,157,756</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Total Expenses</b>	<b>10,843,316</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>Net Income</b>	<b>(685,561)</b>	<b>(0)</b>	-	-	<b>(0)</b>	-	-	<b>(0)</b>
<b>Actual Student Enrollment</b>	<b>413</b>	<b>505</b>	-	-	<b>505</b>	-	-	<b>505</b>
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd C</b>
	<b>2016-17</b>	<b>Original</b>	<b>Revised</b>		<b>Original</b>	<b>Revised</b>		<b>Original</b>
	<b>Revenue Per Pupil</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>Budget</b>
<b>TOTAL EXPENSES</b>	<b>10,843,316</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>
<b>NET INCOME</b>	<b>(685,561)</b>	<b>(0)</b>	-	-	<b>(0)</b>	-	-	<b>(0)</b>





<b>Total Revenue</b>	-	-	<b>3,085,123</b>	-	-
<b>Total Expenses</b>	-	-	<b>3,085,123</b>	-	-
<b>Net Income</b>	-	-	<b>(0)</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>505</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
Charter School Program (CSP) Planning & Implementation		-	-		-
Other		-	-		-
Other		=	-		=
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	175,227	-	-
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations		-	157,150		-
Fundraising		-	75,000		-
Erate Reimbursement		-	26,925		-
Earnings on Investments		-	-		-
Interest Income		-	-		-
Food Service (Income from meals)		-	-		-
Text Book		-	-		-
OTHER		=	9,287		=
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	268,361	-	-
<b>TOTAL REVENUE</b>	=	=	<b>3,085,123</b>	=	=

<b>Total Revenue</b>		-	-	<b>3,085,123</b>	-	-
<b>Total Expenses</b>		-	-	<b>3,085,123</b>	-	-
<b>Net Income</b>		-	-	<b>(0)</b>	-	-
<b>Actual Student Enrollment</b>		-	-	<b>505</b>	-	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
		<b>Revised</b>		<b>Original</b>	<b>Revised</b>	
		<b>Budget</b>	<b>Variance</b>	<b>Budget</b>	<b>Budget</b>	<b>Variance</b>
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions				
Executive Management	4.83		-	153,850		-
Instructional Management	-		-	-		-
Deans, Directors & Coordinators	8.25		-	187,349		-
CFO / Director of Finance	-		-	-		-
Operation / Business Manager	4.00		-	50,790		-
Administrative Staff	1.00		-	4,421		-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>18.08</b>	-	-	<b>396,410</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	26.00		-	448,586		-
Teachers - SPED	11.00		-	193,338		-
Substitute Teachers	1.00		-	11,033		-
Teaching Assistants	1.50		-	14,831		-
Specialty Teachers	15.00		-	275,345		-
Aides	3.00		-	28,036		-
Therapists & Counselors	8.15		-	145,646		-
Other	-		-	52,891		-
<b>TOTAL INSTRUCTIONAL</b>	<b>65.65</b>	-	-	<b>1,169,706</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-		-	-		-
Librarian	-		-	-		-
Custodian	-		-	-		-
Security	-		-	-		-
Other	-		-	-		-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	-	-	<b>-</b>	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>						
	83.73	-	-	1,566,116	-	-
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes			-	120,803		-
Fringe / Employee Benefits			-	150,409		-

<b>Total Revenue</b>		-	-	<b>3,085,123</b>	-	-
<b>Total Expenses</b>		-	-	<b>3,085,123</b>	-	-
<b>Net Income</b>		-	-	<b>(0)</b>	-	-
<b>Actual Student Enrollment</b>		-	-	<b>505</b>	-	-
		<b>Quarter - 1/1 - 3/31</b>			<b>4th Quarter - 4/1 - 6/30</b>	
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
Retirement / Pension			-	27,138		-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	298,351	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>						
	83.73	-	-	1,864,467	-	-
<b>CONTRACTED SERVICES</b>						
Accounting / Audit			-	5,876		-
Legal			-	520		-
Management Company Fee			-	-		-
Nurse Services			-	-		-
Food Service / School Lunch			-	-		-
Payroll Services			-	4,099		-
Special Ed Services			-	6,313		-
Titlement Services (i.e. Title I)			-	-		-
Other Purchased / Professional / Consulting			-	220,428		-
<b>TOTAL CONTRACTED SERVICES</b>		-	-	237,236	-	-

<b>Total Revenue</b>	-	-	<b>3,085,123</b>	-	-
<b>Total Expenses</b>	-	-	<b>3,085,123</b>	-	-
<b>Net Income</b>	-	-	<b>(0)</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>505</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>					
Board Expenses		-	411		-
Classroom / Teaching Supplies & Materials		-	44,585		-
Special Ed Supplies & Materials		-	850		-
Textbooks / Workbooks		-	17,616		-
Supplies & Materials other		-	5,693		-
Equipment / Furniture		-	16,536		-
Telephone		-	18,203		-
Technology		-	58,836		-
Student Testing & Assessment		-	8,843		-
Field Trips		-	20,808		-
Transportation (student)		-	-		-
Student Services - other		-	72,478		-
Office Expense		-	30,441		-
Staff Development		-	35,995		-
Staff Recruitment		-	18,444		-
Student Recruitment / Marketing		-	5,190		-
School Meals / Lunch		-	109,525		-
Travel (Staff)		-	6,194		-
Fundraising		-	1,535		-
Other		-	7,569		-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	<b>479,752</b>	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance		-	17,536		-
Janitorial		-	1,540		-
Building and Land Rent / Lease / Facility Finance Interest		-	317,475		-
Repairs & Maintenance		-	1,010		-
Equipment / Furniture		-	-		-
Security		-	117,413		-
Utilities		-	-		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	<b>454,974</b>	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	<b>48,694</b>		-
<b>RESERVES / CONTINGENCY</b>		-	<b>-</b>		-

<b>Total Revenue</b>	-	-	<b>3,085,123</b>	-	-
<b>Total Expenses</b>	-	-	<b>3,085,123</b>	-	-
<b>Net Income</b>	-	-	<b>(0)</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>505</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised</b>	<b>Variance</b>	<b>Original</b>	<b>Revised</b>	<b>Variance</b>
	<b>Budget</b>		<b>Budget</b>	<b>Budget</b>	
<b>TOTAL EXPENSES</b>	-	-	<b>3,085,123</b>	-	-
<b>NET INCOME</b>	-	-	<b>(0)</b>	-	-

<b>Total Revenue</b>	-	-	<b>3,085,123</b>	-	-
<b>Total Expenses</b>	-	-	<b>3,085,123</b>	-	-
<b>Net Income</b>	Quarter - 1/1 - 3/31		(0)	-	-
<b>Actual Student Enrollment</b>	-	-	<b>505</b>	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
<b>Number of Districts:</b>	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	505	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	-	<b>505</b>	-	-
<b>REVENUE PER PUPIL</b>	-	-	<b>6,109</b>	-	-
<b>EXPENSES PER PUPIL</b>	-	-	<b>6,109</b>	-	-



**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>2,182,736</b>	<b>2,182,736</b>
<b>Total Expenses</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>(1,497,176)</b>	<b>(1,497,176)</b>
<b>Net Income</b>	<b>(0)</b>	<b>(0)</b>	<b>-</b>	<b>685,561</b>	<b>685,561</b>
<b>Actual Student Enrollment</b>					
	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>700,910</b>	<b>700,910</b>	<b>-</b>	<b>168,246</b>	<b>168,246</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	628,598	628,598	-	(900,274)	(900,274)
Fundraising	300,000	300,000	-	295,159	295,159
Erate Reimbursement	107,699	107,699	-	20,457	20,457
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	37,146	37,146	-	23,883	23,883
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>1,073,443</b>	<b>1,073,443</b>	<b>-</b>	<b>(560,775)</b>	<b>(560,775)</b>
<b>TOTAL REVENUE</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>2,182,736</b>	<b>2,182,736</b>

**DESCRIPTION OF ASSUMPTIONS**

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	<b>12,340,492</b>	<b>12,340,492</b>	-	<b>2,182,736</b>	<b>2,182,736</b>
<b>Total Expenses</b>	<b>12,340,492</b>	<b>12,340,492</b>	-	<b>(1,497,176)</b>	<b>(1,497,176)</b>
<b>Net Income</b>	<b>(0)</b>	<b>(0)</b>	-	<b>685,561</b>	<b>685,561</b>
<b>Actual Student Enrollment</b>					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

**DESCRIPTION OF ASSUMPTIONS**

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Avg. No.  
of Positions

Executive Management	4.83	615,399	615,399	-	(132,737)	(132,737)
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	8.25	749,396	749,396	-	(33,580)	(33,580)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	4.00	203,160	203,160	-	(7,508)	(7,508)
Administrative Staff	1.00	17,686	17,686	-	(11,357)	(11,357)
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>18.08</b>	<b>1,585,641</b>	<b>1,585,641</b>	<b>-</b>	<b>(185,181)</b>	<b>(185,181)</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	26.00	1,794,343	1,794,343	-	(354,279)	(354,279)
Teachers - SPED	11.00	773,352	773,352	-	(77,161)	(77,161)
Substitute Teachers	1.00	44,133	44,133	-	(6,425)	(6,425)
Teaching Assistants	1.50	59,325	59,325	-	(12,573)	(12,573)
Specialty Teachers	15.00	1,101,379	1,101,379	-	(99,354)	(99,354)
Aides	3.00	112,145	112,145	-	(8,212)	(8,212)
Therapists & Counselors	8.15	582,585	582,585	-	(123,403)	(123,403)
Other	-	211,563	211,563	-	38,826	38,826
<b>TOTAL INSTRUCTIONAL</b>	<b>65.65</b>	<b>4,678,825</b>	<b>4,678,825</b>	<b>-</b>	<b>(642,580)</b>	<b>(642,580)</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	2,309	2,309
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,309</b>	<b>2,309</b>

**SUBTOTAL PERSONNEL SERVICE COSTS**

	83.73	6,264,466	6,264,466	-	(825,453)	(825,453)
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		483,213	483,213	-	(52,259)	(52,259)
Fringe / Employee Benefits		601,637	601,637	-	(126,634)	(126,634)

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Budget / Operating Plan**

2017-18

<b>Total Revenue</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>2,182,736</b>	<b>2,182,736</b>
<b>Total Expenses</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>(1,497,176)</b>	<b>(1,497,176)</b>
<b>Net Income</b>	<b>(0)</b>	<b>(0)</b>	<b>-</b>	<b>685,561</b>	<b>685,561</b>
<b>Actual Student Enrollment</b>					
	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>
Retirement / Pension	108,553	108,553	-	(58,640)	(58,640)
TOTAL PAYROLL TAXES AND BENEFITS	1,193,403	1,193,403	-	(237,533)	(237,533)
<b>TOTAL PERSONNEL SERVICE COSTS</b>	83.73	7,457,869	-	(1,062,986)	(1,062,986)
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	23,502	23,502	-	(2,104)	(2,104)
Legal	2,078	2,078	-	(792)	(792)
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	16,397	16,397	-	(453)	(453)
Special Ed Services	25,253	25,253	-	(1,478)	(1,478)
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	881,713	881,713	-	(80,251)	(80,251)
<b>TOTAL CONTRACTED SERVICES</b>	948,943	948,943	-	(85,077)	(85,077)

**DESCRIPTION OF ASSUMPTIONS**

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>2,182,736</b>	<b>2,182,736</b>
<b>Total Expenses</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>(1,497,176)</b>	<b>(1,497,176)</b>
<b>Net Income</b>	<b>(0)</b>	<b>(0)</b>	<b>-</b>	<b>685,561</b>	<b>685,561</b>

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

**DESCRIPTION OF ASSUMPTIONS**

**SCHOOL OPERATIONS**

Board Expenses	1,642	1,642	-	(1,642)	(1,642)
Classroom / Teaching Supplies & Materials	178,340	178,340	-	(37,860)	(37,860)
Special Ed Supplies & Materials	3,399	3,399	-	(1,228)	(1,228)
Textbooks / Workbooks	70,465	70,465	-	(7,328)	(7,328)
Supplies & Materials other	22,771	22,771	-	(9,274)	(9,274)
Equipment / Furniture	66,145	66,145	-	(11,364)	(11,364)
Telephone	72,812	72,812	-	(9,348)	(9,348)
Technology	235,344	235,344	-	(118,651)	(118,651)
Student Testing & Assessment	35,371	35,371	-	(11,474)	(11,474)
Field Trips	83,231	83,231	-	(11,956)	(11,956)
Transportation (student)	-	-	-	-	-
Student Services - other	289,911	289,911	-	(25,393)	(25,393)
Office Expense	121,765	121,765	-	29,822	29,822
Staff Development	143,979	143,979	-	(7,750)	(7,750)
Staff Recruitment	73,778	73,778	-	(69,024)	(69,024)
Student Recruitment / Marketing	20,759	20,759	-	(4,374)	(4,374)
School Meals / Lunch	438,100	438,100	-	(45,174)	(45,174)
Travel (Staff)	24,777	24,777	-	(805)	(805)
Fundraising	6,141	6,141	-	(1,581)	(1,581)
Other	30,278	30,278	-	(13,824)	(13,824)
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,919,009</b>	<b>1,919,009</b>	<b>-</b>	<b>(358,229)</b>	<b>(358,229)</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	70,145	70,145	-	(25,816)	(25,816)
Janitorial	6,161	6,161	-	539	539
Building and Land Rent / Lease / Facility Finance Interest	1,269,900	1,269,900	-	(48,565)	(48,565)
Repairs & Maintenance	4,040	4,040	-	46,633	46,633
Equipment / Furniture	-	-	-	-	-
Security	469,650	469,650	-	(121,619)	(121,619)
Utilities	-	-	-	149,739	149,739
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>1,819,896</b>	<b>1,819,896</b>	<b>-</b>	<b>912</b>	<b>912</b>

**DEPRECIATION & AMORTIZATION**

	194,775	194,775	-	8,204	8,204
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**RESERVES / CONTINGENCY**

	-	-	-	-	-
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**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL  
Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>2,182,736</b>	<b>2,182,736</b>
<b>Total Expenses</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>(1,497,176)</b>	<b>(1,497,176)</b>
<b>Net Income</b>	<b>(0)</b>	<b>(0)</b>	<b>-</b>	<b>685,561</b>	<b>685,561</b>
<b>Actual Student Enrollment</b>					
	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>
<b>TOTAL EXPENSES</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>(1,497,176)</b>	<b>(1,497,176)</b>
<b>NET INCOME</b>	<b>(0)</b>	<b>(0)</b>	<b>-</b>	<b>685,561</b>	<b>685,561</b>

**DESCRIPTION OF ASSUMPTIONS**

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL  
Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>2,182,736</b>	<b>2,182,736</b>
<b>Total Expenses</b>	<b>12,340,492</b>	<b>12,340,492</b>	<b>-</b>	<b>(1,497,176)</b>	<b>(1,497,176)</b>
<b>Net Income</b>	<b>(0)</b>	<b>(0)</b>	<b>-</b>	<b>685,561</b>	<b>685,561</b>
<b>Actual Student Enrollment</b>					
	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>

**DESCRIPTION OF ASSUMPTIONS**

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

**Number of Districts:**

NYC CHANCELLOR'S OFFICE

- 
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- 
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- 
- 

ALL OTHER School Districts: ( Weighted Avg )

**TOTAL ENROLLMENT**

**REVENUE PER PUPIL**

**EXPENSES PER PUPIL**

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL  
BALANCE SHEET  
2017-18**

Please enter balance sheet data for the Ed Corp  
East Harlem Scholars Academy Charter School  
only on this template.

The balance sheet should include data for  
all charter schools operated by the Ed Corp.

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>2016-17</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	326,000	-	-	-	-
Grants and contracts receivable	494,553	-	-	-	-
Accounts receivables	1,538,025	-	-	-	-
Prepaid Expenses	10,510	-	-	-	-
Contributions and other receivables	156,475	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>2,525,562</b>	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>740,779</b>	-	-	-	-
<b><u>OTHER ASSETS</u></b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	<b><u>3,266,341</u></b>	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	922,456	-	-	-	-
Accrued payroll and benefits	1,707,539	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>2,629,995</b>	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	<b>304,390</b>	-	-	-	-
<b>TOTAL LIABILITIES</b>	<b><u>2,934,385</u></b>	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	331,956	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	<b><u>331,956</u></b>	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>3,266,341</u></b>	-	-	-	-



**EAST HARLEM SCHOLARS ACADEMY C**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	-	3,085,123	-	-	3,085,123	-	-
<b>Total Expenses</b>	-	3,085,123	-	-	3,085,123	-	-
<b>Net Income</b>	-	(0)	-	-	(0)	-	-
<b>Actual Student Enrollment</b>	-	505	-	-	505	-	-

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>						
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	175,227	-	-	175,227	-	-
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations		157,150	-		157,150	-	
Fundraising		75,000	-		75,000	-	
Erate Reimbursement		26,925	-		26,925	-	
Earnings on Investments		-	-		-	-	
Interest Income		-	-		-	-	
Food Service (Income from meals)		-	-		-	-	
Text Book		-	-		-	-	
OTHER		9,287	-		9,287	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	268,361	-	-	268,361	-	-
<b>TOTAL REVENUE</b>	-	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-	-

Total Revenue	-	3,085,123	-	-	3,085,123	-	-
Total Expenses	-	3,085,123	-	-	3,085,123	-	-
Net Income	-	(0)	-	-	(0)	-	-
Actual Student Enrollment	-	505	-	-	505	-	-

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

EXPENSES	Quarter 0 No. of Positions	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>								
Executive Management	-		153,850	-		153,850	-	
Instructional Management	-		-	-		-	-	
Deans, Directors & Coordinators	-		187,349	-		187,349	-	
CFO / Director of Finance	-		-	-		-	-	
Operation / Business Manager	-		50,790	-		50,790	-	
Administrative Staff	-		4,421	-		4,421	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	-		396,410	-		396,410	-	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-		448,586	-		448,586	-	
Teachers - SPED	-		193,338	-		193,338	-	
Substitute Teachers	-		11,033	-		11,033	-	
Teaching Assistants	-		14,831	-		14,831	-	
Specialty Teachers	-		275,345	-		275,345	-	
Aides	-		28,036	-		28,036	-	
Therapists & Counselors	-		145,646	-		145,646	-	
Other	-		52,891	-		52,891	-	
<b>TOTAL INSTRUCTIONAL</b>	-		1,169,706	-		1,169,706	-	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-		-	-		-	-	
Librarian	-		-	-		-	-	
Custodian	-		-	-		-	-	
Security	-		-	-		-	-	
Other	-		-	-		-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	-		-	-		-	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-		1,566,116	-		1,566,116	-	
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes			120,803	-		120,803	-	
Fringe / Employee Benefits			150,409	-		150,409	-	
Retirement / Pension			27,138	-		27,138	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>			298,351	-		298,351	-	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-		1,864,467	-		1,864,467	-	

**EAST HARLEM SCHOLARS ACADEMY C**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	-	3,085,123	-	-	3,085,123	-	-
<b>Total Expenses</b>	-	3,085,123	-	-	3,085,123	-	-
<b>Net Income</b>	-	(0)	-	-	(0)	-	-
<b>Actual Student Enrollment</b>	-	505	-	-	505	-	-

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

<b>CONTRACTED SERVICES</b>							
Accounting / Audit		5,876	-		5,876	-	
Legal		520	-		520	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		4,099	-		4,099	-	
Special Ed Services		6,313	-		6,313	-	
Titlment Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		220,428	-		220,428	-	
<b>TOTAL CONTRACTED SERVICES</b>	-	237,236	-	-	237,236	-	-

EAST HARLEM SCHOLARS ACADEMY C

Budget / Operating Plan

2017-18

Total Revenue	-	3,085,123	-	-	3,085,123	-	-
Total Expenses	-	3,085,123	-	-	3,085,123	-	-
Net Income	-	(0)	-	-	(0)	-	-
Actual Student Enrollment	-	505	-	-	505	-	-

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

**SCHOOL OPERATIONS**

Board Expenses		411	-		411	-	
Classroom / Teaching Supplies & Materials		44,585	-		44,585	-	
Special Ed Supplies & Materials		850	-		850	-	
Textbooks / Workbooks		17,616	-		17,616	-	
Supplies & Materials other		5,693	-		5,693	-	
Equipment / Furniture		16,536	-		16,536	-	
Telephone		18,203	-		18,203	-	
Technology		58,836	-		58,836	-	
Student Testing & Assessment		8,843	-		8,843	-	
Field Trips		20,808	-		20,808	-	
Transportation (student)		-	-		-	-	
Student Services - other		72,478	-		72,478	-	
Office Expense		30,441	-		30,441	-	
Staff Development		35,995	-		35,995	-	
Staff Recruitment		18,444	-		18,444	-	
Student Recruitment / Marketing		5,190	-		5,190	-	
School Meals / Lunch		109,525	-		109,525	-	
Travel (Staff)		6,194	-		6,194	-	
Fundraising		1,535	-		1,535	-	
Other		7,569	-		7,569	-	
<b>TOTAL SCHOOL OPERATIONS</b>		<b>479,752</b>	<b>-</b>		<b>479,752</b>	<b>-</b>	

**FACILITY OPERATION & MAINTENANCE**

Insurance		17,536	-		17,536	-	
Janitorial		1,540	-		1,540	-	
Building and Land Rent / Lease / Facility Finance Interest		317,475	-		317,475	-	
Repairs & Maintenance		1,010	-		1,010	-	
Equipment / Furniture		-	-		-	-	
Security		117,413	-		117,413	-	
Utilities		-	-		-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>454,974</b>	<b>-</b>		<b>454,974</b>	<b>-</b>	

**DEPRECIATION & AMORTIZATION**

RESERVES / CONTINGENCY		48,694	-		48,694	-	
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<b>TOTAL EXPENSES</b>		<b>3,085,123</b>	<b>-</b>		<b>3,085,123</b>	<b>-</b>	
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**EAST HARLEM SCHOLARS ACADEMY C**  
**Budget / Operating Pla**

**2017-18**

<b>Total Revenue</b>	-	3,085,123	-	-	3,085,123	-	-
<b>Total Expenses</b>	-	3,085,123	-	-	3,085,123	-	-
<b>Net Income</b>	-	(0)	-	-	(0)	-	-
<b>Actual Student Enrollment</b>	-	505	-	-	505	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	<b>NET INCOME</b>	-	(0)	-	-	(0)	-

**EAST HARLEM SCHOLARS ACADEMY**  
**Budget / Operating Plan**

**2017-18**

Total Revenue	-	3,085,123	-	-	3,085,123	-	-
Total Expenses	-	3,085,123	-	-	3,085,123	-	-
Net Income	-	(0)	-	-	(0)	-	-
Actual Student Enrollment	-	505	-	-	505	-	-

3rd C

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd C

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

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>							
NYC CHANCELLOR'S OFFICE	-	505	-	-	505	-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	<u>505</u>	-	-	<u>505</u>	-	-
<b>REVENUE PER PUPIL</b>	-	<u>6,109</u>	-	-	<u>6,109</u>	-	-
<b>EXPENSES PER PUPIL</b>	-	<u>6,109</u>	-	-	<u>6,109</u>	-	-

**CHARTER SCHOOL**

n

<b>Total Revenue</b>	3,085,123	-	-	3,085,123	-
<b>Total Expenses</b>	3,085,123	-	-	3,085,123	-
<b>Net Income</b>	(0)	-	-	(0)	-
<b>Actual Student Enrollment</b>	505	-	-	505	-

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

**REVENUE**  
**REVENUES FROM STATE SOURCES**

	CY Per Pupil Rate				
Per Pupil Revenue					
NYC CHANCELLOR'S OFFICE	14,527	1,834,034	-	1,834,034	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)</b>	<b>14,527</b>	<b>1,834,034</b>	<b>-</b>	<b>1,834,034</b>	<b>-</b>
Special Education Revenue		409,984	-	409,984	-
Grants					
Stimulus		37,875	-	37,875	-
DYCD (Department of Youth and Community Development)		-	-	-	-
Other		49,266	-	49,266	-
NYC DoE Rental Assistance		297,434	-	297,434	-
Other		12,942	-	12,942	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>2,641,535</b>	<b>-</b>	<b>2,641,535</b>	<b>-</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs		38,371	-	38,371	-
Title I		35,303	-	35,303	-
Title Funding - Other		2,275	-	2,275	-
School Food Service (Free Lunch)		99,279	-	99,279	-
Grants					
Charter School Program (CSP) Planning & Implementation		-	-	-	-
Other		-	-	-	-

**CHARTER SCHOOL**

n

<b>Total Revenue</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-
<b>Total Expenses</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-
<b>Net Income</b>	<b>(0)</b>	-	-	<b>(0)</b>	-
<b>Actual Student Enrollment</b>	<b>505</b>	-	-	<b>505</b>	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>
	-	-		-	-
Other	-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	175,227	-	-	175,227	-
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	157,150	-		157,150	-
Fundraising	75,000	-		75,000	-
Erate Reimbursement	26,925	-		26,925	-
Earnings on Investments	-	-		-	-
Interest Income	-	-		-	-
Food Service (Income from meals)	-	-		-	-
Text Book	-	-		-	-
OTHER	<u>9,287</u>	-		<u>9,287</u>	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	268,361	-	-	268,361	-
<b>TOTAL REVENUE</b>	<b><u>3,085,123</u></b>	-	-	<b><u>3,085,123</u></b>	-

**CHARTER SCHOOL**

n

<b>Total Revenue</b>	3,085,123	-	-	3,085,123	-
<b>Total Expenses</b>	3,085,123	-	-	3,085,123	-
<b>Net Income</b>	(0)	-	-	(0)	-
<b>Actual Student Enrollment</b>	505	-	-	505	-

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

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	Quarter 0 No. of Positions					
Executive Management	-	153,850	-		153,850	-
Instructional Management	-	-	-		-	-
Deans, Directors & Coordinators	-	187,349	-		187,349	-
CFO / Director of Finance	-	-	-		-	-
Operation / Business Manager	-	50,790	-		50,790	-
Administrative Staff	-	4,421	-		4,421	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	396,410	-	-	396,410	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	448,586	-		448,586	-
Teachers - SPED	-	193,338	-		193,338	-
Substitute Teachers	-	11,033	-		11,033	-
Teaching Assistants	-	14,831	-		14,831	-
Specialty Teachers	-	275,345	-		275,345	-
Aides	-	28,036	-		28,036	-
Therapists & Counselors	-	145,646	-		145,646	-
Other	-	52,891	-		52,891	-
<b>TOTAL INSTRUCTIONAL</b>	-	1,169,706	-	-	1,169,706	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

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

**SUBTOTAL PERSONNEL SERVICE COSTS**

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		120,803	-		120,803	-
Fringe / Employee Benefits		150,409	-		150,409	-
Retirement / Pension		27,138	-		27,138	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		298,351	-	-	298,351	-

**TOTAL PERSONNEL SERVICE COSTS**

	-	1,864,467	-	-	1,864,467	-
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<b>CHARTER SCHOOL</b>					
<b>n</b>					
<b>Total Revenue</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-
<b>Total Expenses</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-
<b>Net Income</b>	<b>(0)</b>	-	-	<b>(0)</b>	-
<b>Actual Student Enrollment</b>	<b>505</b>	-	-	<b>505</b>	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>	
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>		<b>CHARTER SCHOOL</b>			
		<b>n</b>	<b>Current</b>		<b>Current</b>
		<b>Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Budget</b>
				<b>Variance</b>	
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	5,876	-		5,876	-
Legal	520	-		520	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	-	-		-	-
Payroll Services	4,099	-		4,099	-
Special Ed Services	6,313	-		6,313	-
Titlment Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	<u>220,428</u>	-		<u>220,428</u>	-
<b>TOTAL CONTRACTED SERVICES</b>	<u>237,236</u>	-	-	<u>237,236</u>	-

**CHARTER SCHOOL**

n

<b>Total Revenue</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-
<b>Total Expenses</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-
<b>Net Income</b>	<b>(0)</b>	-	-	<b>(0)</b>	-
<b>Actual Student Enrollment</b>	<b>505</b>	-	-	<b>505</b>	-

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

<b>SCHOOL OPERATIONS</b>					
Board Expenses	411	-		411	-
Classroom / Teaching Supplies & Materials	44,585	-		44,585	-
Special Ed Supplies & Materials	850	-		850	-
Textbooks / Workbooks	17,616	-		17,616	-
Supplies & Materials other	5,693	-		5,693	-
Equipment / Furniture	16,536	-		16,536	-
Telephone	18,203	-		18,203	-
Technology	58,836	-		58,836	-
Student Testing & Assessment	8,843	-		8,843	-
Field Trips	20,808	-		20,808	-
Transportation (student)	-	-		-	-
Student Services - other	72,478	-		72,478	-
Office Expense	30,441	-		30,441	-
Staff Development	35,995	-		35,995	-
Staff Recruitment	18,444	-		18,444	-
Student Recruitment / Marketing	5,190	-		5,190	-
School Meals / Lunch	109,525	-		109,525	-
Travel (Staff)	6,194	-		6,194	-
Fundraising	1,535	-		1,535	-
Other	7,569	-		7,569	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>479,752</b>	-	-	<b>479,752</b>	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	17,536	-		17,536	-
Janitorial	1,540	-		1,540	-
Building and Land Rent / Lease / Facility Finance Interest	317,475	-		317,475	-
Repairs & Maintenance	1,010	-		1,010	-
Equipment / Furniture	-	-		-	-
Security	117,413	-		117,413	-
Utilities	-	-		-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>454,974</b>	-	-	<b>454,974</b>	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>48,694</b>	-		<b>48,694</b>	-
<b>RESERVES / CONTINGENCY</b>	-	-		-	-
<b>TOTAL EXPENSES</b>	<b>3,085,123</b>	-	-	<b>3,085,123</b>	-

CHARTER SCHOOL					
CHARTER SCHOOL					
n					
Total Revenue	3,085,123	-	-	3,085,123	-
Total Expenses	3,085,123	-	-	3,085,123	-
Net Income	(0)	-	-	(0)	-
Actual Student Enrollment	505	-	-	505	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Quarter - 1/1 - 3/31			
		Current Budget	Variance	Actual	Current Budget
NET INCOME	(0)	-	-	(0)	-



**EAST HARLEM SCHOLARS ACADEMY CHARTER S**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	-	-	-	12,340,492	(12,340,492)	-	-	12,340,492
<b>Total Expenses</b>	-	-	-	12,340,492	12,340,492	-	-	12,340,492
<b>Net Income</b>	-	-	-	(0)	0	-	-	-
<b>Actual Student Enrollment</b>	-	-	-			-	-	

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

**TOTALS AND VARIANCE ANALYSIS**

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
<b>REVENUE</b>								
<b>REVENUES FROM STATE SOURCES</b>								
Per Pupil Revenue								
NYC CHANCELLOR'S OFFICE		14,527		7,336,135	(7,336,135)			7,336,135
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
ALL OTHER School Districts: ( Count = 0 )								
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		14,527		7,336,135	(7,336,135)			7,336,135
Special Education Revenue				1,639,937	(1,639,937)			1,639,937
Grants								
Stimulus				151,500	(151,500)			151,500
DYCD (Department of Youth and Community Development)								
Other				197,064	(197,064)			197,064
NYC DoE Rental Assistance				1,189,734	(1,189,734)			1,189,734
Other				51,769	(51,769)			51,769
<b>TOTAL REVENUE FROM STATE SOURCES</b>				10,566,139	(10,566,139)			10,566,139
<b>REVENUE FROM FEDERAL FUNDING</b>								
IDEA Special Needs				153,484	(153,484)			153,484
Title I				141,210	(141,210)			141,210
Title Funding - Other				9,100	(9,100)			9,100
School Food Service (Free Lunch)				397,116	(397,116)			397,116
Grants								
Charter School Program (CSP) Planning & Implementation								
Other								

**EAST HARLEM SCHOLARS ACADEMY CHARTER S**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	-	-	-	12,340,492	(12,340,492)	-	-	12,340,4
<b>Total Expenses</b>	-	-	-	12,340,492	12,340,492	-	-	12,340,4
<b>Net Income</b>	-	-	-	(0)	0	-	-	-
<b>Actual Student Enrollment</b>	-	-	-			-	-	

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

**TOTALS AND VARIANCE ANALYSIS**

	<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget -</b>
Other	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	700,910	(700,910)	-	-	700,9
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations	-	-	-	628,598	(628,598)	-	-	628,5
Fundraising	-	-	-	300,000	(300,000)	-	-	300,0
Erate Reimbursement	-	-	-	107,699	(107,699)	-	-	107,6
Earnings on Investments	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	
OTHER	-	-	-	37,146	(37,146)	-	-	37,1
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	1,073,443	(1,073,443)	-	-	1,073,4
<b>TOTAL REVENUE</b>	-	-	-	<b>12,340,492</b>	<b>(12,340,492)</b>	-	-	<b>12,340,4</b>

**EAST HARLEM SCHOLARS ACADEMY CHARTER S**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	-	-	-	12,340,492	(12,340,492)	-	-	12,340,4
<b>Total Expenses</b>	-	-	-	12,340,492	12,340,492	-	-	12,340,4
<b>Net Income</b>	-	-	-	(0)	0	-	-	-
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-

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

**TOTALS AND VARIANCE ANALYSIS**

<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget -</b>
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<b>EXPENSES</b>	<b>Quarter 0 No. of Positions</b>	<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget -</b>
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>									
Executive Management	-	-	-	-	615,399	615,399	-	-	615,3
Instructional Management	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	749,396	749,396	-	-	749,3
CFO / Director of Finance	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	203,160	203,160	-	-	203,1
Administrative Staff	-	-	-	-	17,686	17,686	-	-	17,6
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	-	1,585,641	1,585,641	-	-	1,585,6
<b>INSTRUCTIONAL PERSONNEL COSTS</b>									
Teachers - Regular	-	-	-	-	1,794,343	1,794,343	-	-	1,794,3
Teachers - SPED	-	-	-	-	773,352	773,352	-	-	773,3
Substitute Teachers	-	-	-	-	44,133	44,133	-	-	44,1
Teaching Assistants	-	-	-	-	59,325	59,325	-	-	59,3
Specialty Teachers	-	-	-	-	1,101,379	1,101,379	-	-	1,101,3
Aides	-	-	-	-	112,145	112,145	-	-	112,1
Therapists & Counselors	-	-	-	-	582,585	582,585	-	-	582,5
Other	-	-	-	-	211,563	211,563	-	-	211,5
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	-	4,678,825	4,678,825	-	-	4,678,8
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>									
Nurse	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	-	6,264,466	6,264,466	-	-	6,264,4
<b>PAYROLL TAXES AND BENEFITS</b>									
Payroll Taxes	-	-	-	-	483,213	483,213	-	-	483,2
Fringe / Employee Benefits	-	-	-	-	601,637	601,637	-	-	601,6
Retirement / Pension	-	-	-	-	108,553	108,553	-	-	108,5
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	-	1,193,403	1,193,403	-	-	1,193,4
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	-	7,457,869	7,457,869	-	-	7,457,8

**EAST HARLEM SCHOLARS ACADEMY CHARTER S**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	-	-	-	12,340,492	(12,340,492)	-	-	12,340,4
<b>Total Expenses</b>	-	-	-	12,340,492	12,340,492	-	-	12,340,4
<b>Net Income</b>	-	-	-	(0)	0	-	-	-
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-

**TOTALS AND VARIANCE ANALYSIS**

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

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
<b>CONTRACTED SERVICES</b>	-	-	-	-	-	-	-	-
Accounting / Audit	-	-	-	23,502	23,502	-	-	23,5
Legal	-	-	-	2,078	2,078	-	-	2,0
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	16,397	16,397	-	-	16,3
Special Ed Services	-	-	-	25,253	25,253	-	-	25,2
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	881,713	881,713	-	-	881,7
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	948,943	948,943	-	-	948,9

**EAST HARLEM SCHOLARS ACADEMY CHARTER S**

**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	-	-	-	<b>12,340,492</b>	<b>(12,340,492)</b>	-	-	<b>12,340,4</b>
<b>Total Expenses</b>	-	-	-	<b>12,340,492</b>	<b>12,340,492</b>	-	-	<b>12,340,4</b>
<b>Net Income</b>	-	-	-	<b>(0)</b>	<b>0</b>	-	-	-
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-

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

**TOTALS AND VARIANCE ANALYSIS**

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

Board Expenses	-	-	-	1,642	1,642	-	-	1,6
Classroom / Teaching Supplies & Materials	-	-	-	178,340	178,340	-	-	178,3
Special Ed Supplies & Materials	-	-	-	3,399	3,399	-	-	3,3
Textbooks / Workbooks	-	-	-	70,465	70,465	-	-	70,4
Supplies & Materials other	-	-	-	22,771	22,771	-	-	22,7
Equipment / Furniture	-	-	-	66,145	66,145	-	-	66,1
Telephone	-	-	-	72,812	72,812	-	-	72,8
Technology	-	-	-	235,344	235,344	-	-	235,3
Student Testing & Assessment	-	-	-	35,371	35,371	-	-	35,3
Field Trips	-	-	-	83,231	83,231	-	-	83,2
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	289,911	289,911	-	-	289,9
Office Expense	-	-	-	121,765	121,765	-	-	121,7
Staff Development	-	-	-	143,979	143,979	-	-	143,9
Staff Recruitment	-	-	-	73,778	73,778	-	-	73,7
Student Recruitment / Marketing	-	-	-	20,759	20,759	-	-	20,7
School Meals / Lunch	-	-	-	438,100	438,100	-	-	438,1
Travel (Staff)	-	-	-	24,777	24,777	-	-	24,7
Fundraising	-	-	-	6,141	6,141	-	-	6,1
Other	-	-	-	30,278	30,278	-	-	30,2
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	<b>1,919,009</b>	<b>1,919,009</b>	-	-	<b>1,919,0</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	-	-	-	70,145	70,145	-	-	70,1
Janitorial	-	-	-	6,161	6,161	-	-	6,1
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	1,269,900	1,269,900	-	-	1,269,9
Repairs & Maintenance	-	-	-	4,040	4,040	-	-	4,0
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	469,650	469,650	-	-	469,6
Utilities	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	<b>1,819,896</b>	<b>1,819,896</b>	-	-	<b>1,819,8</b>

**DEPRECIATION & AMORTIZATION**

	-	-	-	194,775	194,775	-	-	194,7
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**RESERVES / CONTINGENCY**

	-	-	-	-	-	-	-	-
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**TOTAL EXPENSES**

	-	-	-	<b>12,340,492</b>	<b>12,340,492</b>	-	-	<b>12,340,4</b>
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**EAST HARLEM SCHOLARS ACADEMY CHARTER S**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	-	-	-	12,340,492	(12,340,492)	-	-	12,340,4
<b>Total Expenses</b>	-	-	-	12,340,492	12,340,492	-	-	12,340,4
<b>Net Income</b>	-	-	-	(0)	0	-	-	-
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**TOTALS AND VARIANCE ANALYSIS**

<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>								
	<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget -</b>
<b>NET INCOME</b>	-	-	-	(0)	0	-	-	

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**Budget / Operating Plan**

**2017-18**

<b>Total Revenue</b>	-	-	-	12,340,492	(12,340,492)	-	-	12,340,492
<b>Total Expenses</b>	-	-	-	12,340,492	12,340,492	-	-	12,340,492
<b>Net Income</b>	-	-	-	(0)	0	-	-	-
<b>Actual Student Enrollment</b>	-	-	-			-	-	

**TOTALS AND VARIANCE ANALYSIS**

**TOTALS AND VARIANCE ANALYSIS**

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

<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Actual vs. Current Budget</b>	<b>Current Budget - TY</b>	<b>Actual vs. Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Actual vs. Original Budget</b>	<b>Original Budget - TY</b>
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**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

**\* Enrollment Data Based on Last Actual Quarter Completed**

NYC CHANCELLOR'S OFFICE	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
-	-	-	-		-	-	
ALL OTHER School Districts: ( Count = 0 )	-	-	-		-	-	
<b>TOTAL ENROLLMENT</b>	-	-	-		-	-	
<b>REVENUE PER PUPIL</b>	-	-	-		-	-	
<b>EXPENSES PER PUPIL</b>	-	-	-		-	-	

<b>Total Revenue</b>		(12,340,492)	-	-
<b>Total Expenses</b>		12,340,492	-	-
<b>Net Income</b>		0	-	-
<b>Actual Student Enrollment</b>			-	-
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>		<p><b>Actual vs. Original Budget TY</b></p>	<p><b>PY Actual (PY TY / No. of COMPLETED Actual CY</b></p>	<p><b>Actual CY vs. Actual PY</b></p>
<b>REVENUE</b>				
<b>REVENUES FROM STATE SOURCES</b>				
Per Pupil Revenue	CY Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	14,527	(7,336,135)	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	14,527	(7,336,135)	-	-
Special Education Revenue		(1,639,937)	-	-
Grants				
Stimulus		(151,500)	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		(197,064)	-	-
NYC DoE Rental Assistance		(1,189,734)	-	-
Other		(51,769)	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>(10,566,139)</b>	<b>-</b>	<b>-</b>
<b>REVENUE FROM FEDERAL FUNDING</b>				
IDEA Special Needs		(153,484)	-	-
Title I		(141,210)	-	-
Title Funding - Other		(9,100)	-	-
School Food Service (Free Lunch)		(397,116)	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		-	-	-

**IOOL**

<b>Total Revenue</b>	(12,340,492)	-	-
<b>Total Expenses</b>	12,340,492	-	-
<b>Net Income</b>	0	-	-
<b>Actual Student Enrollment</b>		-	
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(700,910)	-	-
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations	(628,598)	-	-
Fundraising	(300,000)	-	-
Erate Reimbursement	(107,699)	-	-
Earnings on Investments	-	-	-
Interest Income	-	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	(37,146)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(1,073,443)	-	-
<b>TOTAL REVENUE</b>	<b>(12,340,492)</b>	-	-

**IOOL**

<b>Total Revenue</b>	<b>(12,340,492)</b>	-	-
<b>Total Expenses</b>	<b>12,340,492</b>	-	-
<b>Net Income</b>	<b>0</b>	-	-
<b>Actual Student Enrollment</b>		-	

<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
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<b>EXPENSES</b>	Quarter 0 No. of Positions			
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>				
Executive Management	-	615,399	-	-
Instructional Management	-	-	-	-
Deans, Directors & Coordinators	-	749,396	-	-
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	-	203,160	-	-
Administrative Staff	-	17,686	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	<b>1,585,641</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>				
Teachers - Regular	-	1,794,343	-	-
Teachers - SPED	-	773,352	-	-
Substitute Teachers	-	44,133	-	-
Teaching Assistants	-	59,325	-	-
Specialty Teachers	-	1,101,379	-	-
Aides	-	112,145	-	-
Therapists & Counselors	-	582,585	-	-
Other	-	211,563	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	<b>4,678,825</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	<b>6,264,466</b>	-	-
<b>PAYROLL TAXES AND BENEFITS</b>				
Payroll Taxes		483,213	-	-
Fringe / Employee Benefits		601,637	-	-
Retirement / Pension		108,553	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>1,193,403</b>	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	<b>7,457,869</b>	-	-

**100L**

<b>Total Revenue</b>	<b>(12,340,492)</b>	-	-
<b>Total Expenses</b>	<b>12,340,492</b>	-	-
<b>Net Income</b>	<b>0</b>	-	-
<b>Actual Student Enrollment</b>		-	

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

	<b>Actual 100L vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>CONTRACTED SERVICES</b>			
Accounting / Audit	23,502	-	-
Legal	2,078	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	16,397	-	-
Special Ed Services	25,253	-	-
Titlment Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	881,713	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>948,943</b>	-	-

<b>Total Revenue</b>	(12,340,492)	-	-
<b>Total Expenses</b>	12,340,492	-	-
<b>Net Income</b>	0	-	-
<b>Actual Student Enrollment</b>		-	-
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>			
	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>SCHOOL OPERATIONS</b>			
Board Expenses	1,642	-	-
Classroom / Teaching Supplies & Materials	178,340	-	-
Special Ed Supplies & Materials	3,399	-	-
Textbooks / Workbooks	70,465	-	-
Supplies & Materials other	22,771	-	-
Equipment / Furniture	66,145	-	-
Telephone	72,812	-	-
Technology	235,344	-	-
Student Testing & Assessment	35,371	-	-
Field Trips	83,231	-	-
Transportation (student)	-	-	-
Student Services - other	289,911	-	-
Office Expense	121,765	-	-
Staff Development	143,979	-	-
Staff Recruitment	73,778	-	-
Student Recruitment / Marketing	20,759	-	-
School Meals / Lunch	438,100	-	-
Travel (Staff)	24,777	-	-
Fundraising	6,141	-	-
Other	30,278	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,919,009</b>	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>			
Insurance	70,145	-	-
Janitorial	6,161	-	-
Building and Land Rent / Lease / Facility Finance Interest	1,269,900	-	-
Repairs & Maintenance	4,040	-	-
Equipment / Furniture	-	-	-
Security	469,650	-	-
Utilities	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>1,819,896</b>	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	194,775	-	-
<b>RESERVES / CONTINGENCY</b>	-	-	-
<b>TOTAL EXPENSES</b>	<b>12,340,492</b>	-	-

IOOL
IOOL

<b>Total Revenue</b>	(12,340,492)	-	-
<b>Total Expenses</b>	12,340,492	-	-
<b>Net Income</b>	0	-	-
<b>Actual Student Enrollment</b>		-	-
<p style="text-align: center;"><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
<b>NET INCOME</b>	<u>0</u>	-	-

**IOOL**

<b>Total Revenue</b>	(12,340,492)	-	-
<b>Total Expenses</b>	12,340,492	-	=
<b>Net Income</b>	0	-	-
<b>Actual Student Enrollment</b>		-	

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



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL**  
**2017-18**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

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

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

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Marilyn Simons

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Scholars Board

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

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

*WAS*

*Nov 7 2017*

Signature

Date

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

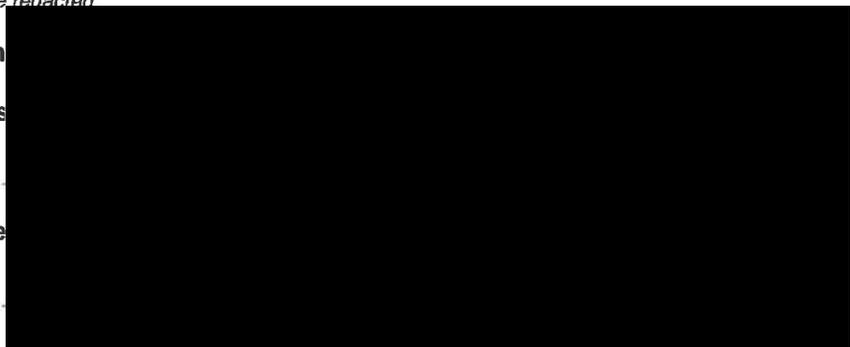
**Business Telephone:**

**Business Address:**

**E-mail Address:**

**Home Telephone:**

**Home Address:**



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Lili LYNTON

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

East Huron Scholar Academics  
CS # II

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Jean Solotar

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

East Harlem Tutorial Program & Scholars Program

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Chair of the Board, EHTP + Scholars
- Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

- Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

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

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

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


11/7/2017  
 Signature Date

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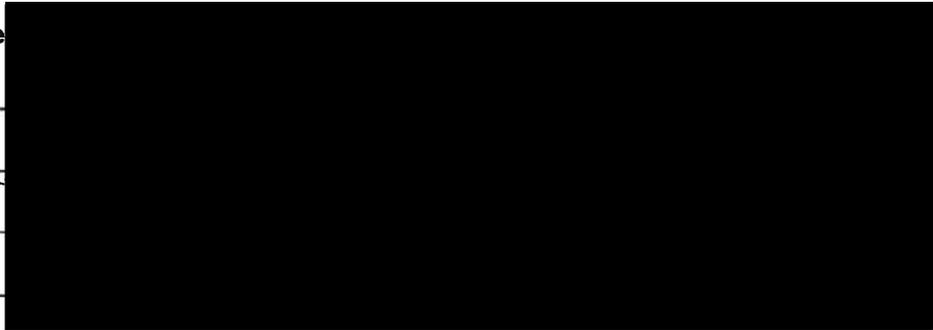
**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

*Hope Knight*

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

*East Harlem Tutorial Program*

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
  
2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

*Please write "None" if applicable. Do not leave this space blank.*

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

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

*[Handwritten Signature]*

Signature

*11/7/2017*

Date

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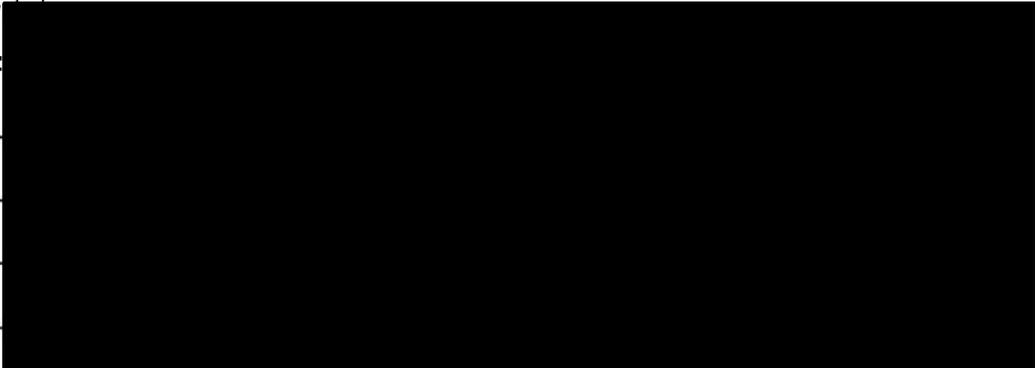
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_



**Disclosure of Financial Interest by a Current or Proposed Charter School  
Education Corporation Trustee**

**Trustee Name:**

CARLOS M. MORALES

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

East Harlem Scholars Academy Education Corporation

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

*Trustee; Member of the Audit and Finance Committee*

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

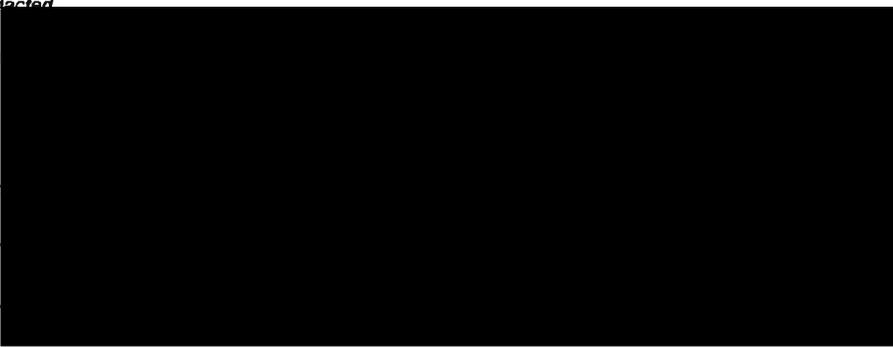
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

*Charles M. Grunwald*  
 Signature

*11/7/17*  
 Date

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

**Business Telephone:** \_\_\_\_\_  
**Business Address:** \_\_\_\_\_  
**E-mail Address:** \_\_\_\_\_  
**Home Telephone:** \_\_\_\_\_  
**Home Address:** \_\_\_\_\_



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Brian Gavin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

EAST HARLEM SCHOLAR ACADEMIES

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). TREASURER EHSAA

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

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

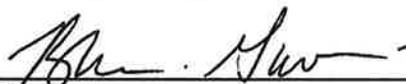
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p align="center">Please write "None" if applicable. Do not leave this space blank.</p> <p align="center"><b>NONE</b></p>			

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

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

  
 Signature \_\_\_\_\_ Date 11/7/17

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

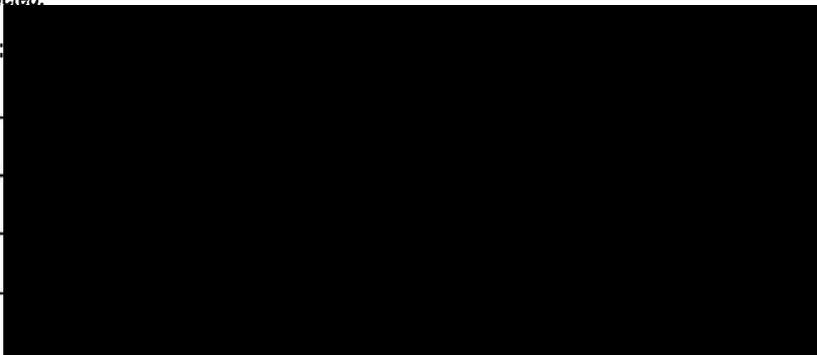
**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Iris Y. Chen

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

East Harlem Scholars Academy Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee an ~~employee~~ of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>NONE</u> <small>write None if applicable. Do not leave this space blank.</small>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

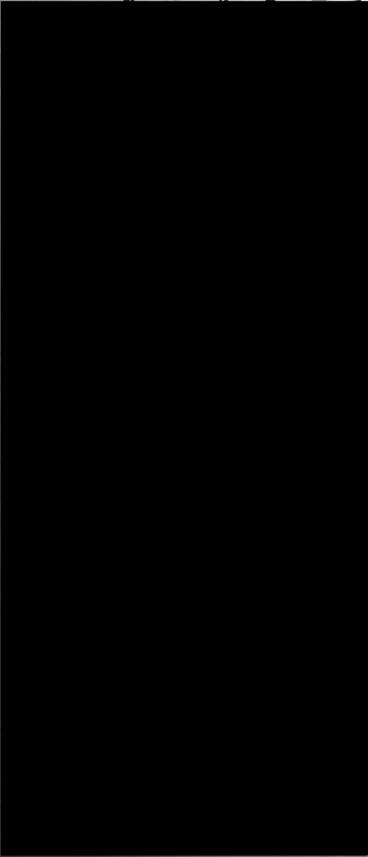
Signature

*Iris Chen*

Date 11/19/17

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the provisions of the Freedom of Information Act.

Business Telephone  
 Business Address  
 E-mail Address  
 Home Telephone  
 Home Address



**Disclosure of Financial Interest by a Current or Proposed Charter School  
Education Corporation Trustee**

Trustee Name:

David Wildermuth

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

East Harlem Scholars Academy CHARTER School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?

Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

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

Paul Wald  
Signature

11/14/2017  
Date

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

**Business Telephone**

**Business Address**

**E-mail Address**

**Home Telephone**

**Home Address**



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Saskia Levy Thompson

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

East Harlem Scholars Academy

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

committee chair, education & accountability

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

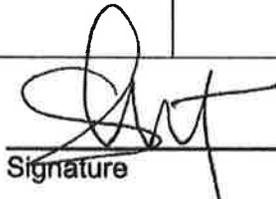
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>NONE</u> <i>Please write "None" if applicable.</i>	<u>NONE</u>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

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

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

*Please write "None" if applicable. Do not leave this space blank.*

  
Signature

11/15/17  
Date

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

Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_





# Entry 9 BOT Table

Created: 09/18/2017 • Last updated: 11/03/2017

(tab across or use scroll bar at bottom of table)

## 1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Carlos Morales		Trustee/Member	Finance Committee	Yes		11 years	6
2	David Wildermuth		Trustee/Member	Finance Committee, Executive Committee, and Integration Committee	Yes		4 years	10
3	Iris Chen		Trustee/Member	Scholars Education and Accountability	Yes		3 years	10

				Committee				
4	Marilyn Simmons		Trustee/Member	Committee on Trustees	Yes		15 years	9
5	Joan Solotar		Chair/Board President	Campaign Cabinet, Integration Committee, Investment Committee, Executive Committee	Yes		14 years	8
6	Lili Lynton		Trustee/Member	Campaign Cabinet, Committee on Trustees, Facilities Committee, Education and Accountability Committee	Yes		22 years	11
7	Hope Knight		Trustee/Member	Facilities Committee	Yes		2 years	5 or less
				Campa				

8	Brian Gavin		Treasurer	ign Cabinet, Fund Development Committee, Integration Committee, Investment Committee, Finance Committee, Executive Committee	Yes		4 years	11
9	Saskia Thompson		Trustee/Member	Education and Accountability Committee	Yes		2 years	10
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

**2. Total Number of Members on June 30, 2016** 9

**3. Total Number of Members Joining the Board 2016-17 School Year** 0

**4. Total Number of Members Departing the Board during the 2016-17 School Year** 0

**5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes** 9

**6. Number of Board Meetings Conducted in the 2016-17 School Year** 11

**7. Number of Board Meetings Scheduled for the [2017-18](#) School Year** 6

**Thank you.**



# Entry 11 Enrollment and Retention of Special Populations

Created: 09/18/2017 • Last updated: 11/04/2017

## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<p>East Harlem Scholars Academy admissions process preferences students from CSD4, where 78% of residents live in poverty.</p> <p>In 2016-17, East Harlem Scholars Academy employed the following outreach strategies to meet recruitment targets for students who qualify as economically disadvantaged:</p> <ul style="list-style-type: none"> <li>• In-person recruitment through the school's partnership Out of School Time programs with East Harlem Tutorial Program</li> <li>• Ensure that all recruitment events provide translation services and all written recruitment materials are translated for community members</li> <li>• Post translated flyers and notices in local supermarkets, communities of faith, community centers and apartment complexes</li> <li>• Provide tours of school to East Harlem community members</li> <li>• Provide applications to the school's Committee on Special Education</li> </ul>	<p>East Harlem Scholars Academy II admissions process preferences students from CSD4. In CSD4, 15% of students are ELLs, 18% receive special education services, and 78% live in poverty.</p> <p>In addition, East Harlem Scholars Academy employed the following outreach strategies to meet recruitment targets for students who qualify as economically disadvantaged:</p> <ul style="list-style-type: none"> <li>• In-person recruitment through the school's partnership Out of School Time programs with East Harlem Tutorial Program</li> <li>• Ensure that all recruitment events provide translation services and all written recruitment materials are translated for community members</li> <li>• Post translated flyers and notices in local supermarkets, communities of faith, community centers and apartment complexes</li> <li>• Provide tours of school to East Harlem community members and host community events</li> <li>• Provide applications to the school's Committee on Special Education</li> <li>• Strong word-of-mouth recommendations through families of current students and community partners</li> <li>• Post application through online Common</li> </ul>

		<p>Charter Application</p> <ul style="list-style-type: none"> <li>Engage in community-based projects in collaboration with local artists of East Harlem</li> </ul>
English Language Learners	<p>East Harlem Scholars Academy's lottery includes a preference for SWD, ELD students, and students eligible for FRPL. In addition, the following strategies were used to recruit English Language Learners:</p> <ul style="list-style-type: none"> <li>All recruitment and outreach materials include translations</li> <li>All recruitment and community events hosted by the school provide translation services</li> <li>Lottery provides preference to siblings; special services coordinators and ELL educators target outreach to families with siblings</li> <li>Leverage relationships with local community-based organizations and businesses that service bilingual residents</li> </ul>	<p>East Harlem Scholars Academy's lottery includes a preference for SWD, ELD students, and students eligible for FRPL. In addition, the following strategies were used to recruit English Language Learners:</p> <ul style="list-style-type: none"> <li>All recruitment and outreach materials include translations</li> <li>All recruitment and community events hosted by the school provide translation services</li> <li>All community events hosted by East Harlem Tutorial Program provide translation services</li> <li>Lottery provides preference to siblings; special services coordinators and ELL educators target outreach to families with siblings</li> <li>Leverage relationships with local community-based organizations and businesses that service bilingual residents</li> </ul>
Students with Disabilities	<p>East Harlem Scholars Academy's lottery includes a preference for SWD, ELD students, and students eligible for FRPL. In addition, the following strategies were used to recruit students with IEPs:</p> <ul style="list-style-type: none"> <li>Update the East Harlem Scholars Academy website with recent updates about increased Special Education services and student achievement data of students with IEPs</li> <li>Include in recruitment materials East Harlem Scholars Academies' commitment to implementing restorative justice practices and social-emotional learning to include and serve students at a variety of developmental stages</li> </ul>	<p>East Harlem Scholars Academy's lottery includes a preference for SWD, ELD students, and students eligible for FRPL. In addition, the following strategies were used to recruit students with IEPs:</p> <ul style="list-style-type: none"> <li>Update the East Harlem Scholars Academy website with recent updates about increased Special Education services and student achievement data of students with IEPs</li> <li>Provide translated recruitment materials that highlight the school's Collaborative Team Teaching model and ICT classes in each grade level</li> <li>Include in recruitment materials East Harlem Scholars Academies' commitment to implementing restorative justice practices and social-emotional learning to include and serve students at a variety of developmental stages</li> </ul>

### Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
	East Harlem Scholars Academy provides an	East Harlem Scholars Academy provides an

Economically Disadvantaged

educational program that is inclusive of students across all developmental and academic needs. To serve the needs of economically disadvantaged students, we provide:

- Free breakfast and lunch for all students
  - Full day Pre-K classes with a record of success (students who attend our Pre-K program perform higher on average in Kindergarten literacy skills)
  - Culturally relevant curriculum that reflects topics relevant to East Harlem, as well as guides our students to identify as global citizens
  - Restorative practices promote positive community amongst peers and result in low suspension/exclusion rates
  - Daily absence/tardy outreach conducted by Culture Support Team and social workers; chronic absences and/or tardiness flagged for social work team to offer support to families
  - Two social workers on staff to support families' and students' needs
  - Strong partnerships with community-based organizations and social services; provide office space for organizations that provide mental health and counseling services
  - Family Leadership Council serves as a vehicle to encourage family participation and actively engage in decision-making processes
  - Rigorous coaching and evaluation process to ensure teacher quality for all students
  - Collaborative Co-Teaching model creates strong student-to-teacher ratio and provides opportunities for strong relationships and targeted instruction
- After-school programs through East Harlem Tutorial Program offered to East Harlem Scholars Academy students after school and in summer

East Harlem Scholars Academy provides an educational program that is inclusive of students across all developmental and academic needs. To serve the needs of English Language Learners, we provide:

- Intensive early identification process for students to ensure immediate access to

educational program that is inclusive of students across all developmental and academic needs. To serve the needs of economically disadvantaged students, we provide:

- Free breakfast and lunch for all students
- Full day Pre-K classes with a record of success (students who attend our Pre-K program perform higher on average in Kindergarten literacy skills)
- Culturally relevant curriculum that reflects topics relevant to East Harlem, as well as guides our students to identify as global citizens
- Restorative practices promote positive community amongst peers and result in low suspension/exclusion rates
- Daily absence/tardy outreach conducted by Culture Support Team and social workers; chronic absences and/or tardiness flagged for social work team to offer support to families
- Two social workers on staff to support families' and students' needs
- Strong partnerships with community-based organizations and social services; provide office space for organizations that provide mental health and counseling services
- Family Leadership Council serves as a vehicle to encourage family participation and actively engage in decision-making processes
- Rigorous coaching and evaluation process to ensure teacher quality for all students
- Collaborative Co-Teaching model creates strong student-to-teacher ratio and provides opportunities for strong relationships and targeted instruction
- After-school programs through East Harlem Tutorial Program offered to East Harlem Scholars Academy students after school and in summer

East Harlem Scholars Academy provides an educational program that is inclusive of students across all developmental and academic needs. To serve the needs of English Language Learners, we provide:

- Intensive early identification process for students to ensure immediate access to language development supports

<p>English Language Learners</p>	<p>language development supports</p> <ul style="list-style-type: none"> <li>• English Language Learner (ELL) department consisting of ELL coordinator and ELL specialist track student progress in listening, speaking, reading and writing</li> <li>• ELL department educators have certification and attend ELL-specific professional development workshops throughout the year</li> <li>• ELL specialist provides inclusion support to students in classrooms</li> <li>• Academic Intervention Services (AIS): students receive twice weekly targeted reading and literacy instruction</li> <li>• Academic progress outreach to families is translated; academic events ensure bilingual translation</li> </ul>	<ul style="list-style-type: none"> <li>• English Language Learner (ELL) department consisting of ELL coordinator and ELL specialist track student progress in listening, speaking, reading and writing</li> <li>• ELL department educators have certification and attend ELL-specific professional development workshops throughout the year</li> <li>• ELL specialist provides inclusion support to students in classrooms</li> <li>• Academic Intervention Services (AIS): students receive twice weekly targeted reading and literacy instruction</li> <li>• Academic progress outreach to families is translated; academic events ensure bilingual translation</li> <li>• East Harlem Scholars Academy hosts workshops for families to share strategies in language development</li> </ul>
<p>Students with Disabilities</p>	<p>East Harlem Scholars Academy provides an educational program that is inclusive of students across all developmental and academic needs. To serve the needs of Students with IEPs, we provide:</p> <ul style="list-style-type: none"> <li>• One ICT classroom per grade to ensure that the Collaborative Co-Teaching model includes at least one certified Special Education teacher to best service students' individual needs</li> <li>• Student Support Services Coordinator facilitates weekly planning period for Special Education teachers to plan targeted support lessons and provide accommodations to general education lessons</li> <li>• Restorative justice model matches instructive discipline to students' social-emotional learning goals</li> <li>• Student Support Services Coordinator attends Instructional Leadership Team meetings to engage in data analysis and action planning specific to students with IEPs</li> <li>• Daily Academic and Social-Emotional progress reports shared with families to track student-specific goals</li> <li>• Staff social workers provide targeted</li> </ul>	<p>East Harlem Scholars Academy provides an educational program that is inclusive of students across all developmental and academic needs. To serve the needs of Students with IEPs, we provide:</p> <ul style="list-style-type: none"> <li>• Student Support Services Coordinator works with Operations Associate to ensure immediate services are provided for new students with IEPs</li> <li>• One ICT classroom per grade to ensure that the Collaborative Co-Teaching model includes at least one certified Special Education teacher to best service students' individual needs</li> <li>• Student Support Services Coordinator facilitates weekly planning period for Special Education teachers to plan targeted support lessons and provide accommodations to general education lessons</li> <li>• Student Support Services Coordinator attends Instructional Leadership Team meetings to engage in data analysis and action planning specific to students with IEPs</li> <li>• Data Specialist tracks progress of students with IEPs on benchmark exams to increase teachers' capacity for targeted data action planning</li> <li>• Academic Intervention Services (AIS): students receive twice weekly targeted reading and literacy instruction</li> <li>• Restorative justice model matches instructive discipline to students' social-</li> </ul>

instruction to students' social emotional goals

emotional learning goals

- Paraprofessionals provide targeted support to students with individualized academic and social-emotional goals
- Daily Academic and Social-Emotional progress reports shared with families to track student-specific goals



# Entry 12 Classroom Teacher and Administrator Attrition

Created: 08/24/2017 • Last updated: 11/03/2017

Report changes in teacher and administrator staffing.

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

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

### Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	36	6	9	14	50

### Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	16	7	4	7	20

Thank you

Jul-17						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug 17						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep 17						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Oct-17						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Nov 17						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Dec-17						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan-18						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Feb 18						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Mar 18						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Apr-18						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 18						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jun-18						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Notes & Holidays	
8/16/17	First Day of School
9/4/17	Labor Day - NO SCHOOL
9/6/17	Pre-K Professional Development - NO SCHOOL (Pre-K Only)
10/9/17	EHTP All-Staff Summit - NO SCHOOL
10/17/17	Teacher Data Day 1 - Student Half Day
10/26/17	Family Conferences - After School
10/27/17	Family Conferences - NO SCHOOL
10/31/17	All-Academies Professional Development - NO SCHOOL
11/21/17	Community Feast - Student Half Day
11/22/17 - 11/24/17	Thanksgiving Break - NO SCHOOL
12/6/17	Pre-K Professional Development - NO SCHOOL (Pre-K Only)
12/19/17	Teacher Data Day 2 - Student Half Day
12/25/17 - 01/05/18	Winter Break
1/8/18	All-Academies Professional Development - NO SCHOOL
1/15/18	MLK Day - Student Half Day
1/18/18	Family Conferences - After School
1/19/18	Family Conferences - NO SCHOOL
2/7/18	Pre-K Professional Development - NO SCHOOL (Pre-K Only)
2/16/18	All-Academies Professional Development - NO SCHOOL
2/19/18 - 2/23/18	Mid-Winter Break
3/16/18	EHTP All-Staff Summit - NO SCHOOL
3/20/18	Teacher Data Day 3 - Student Half Day
3/29/18	Family Conferences - After School
3/30/18	Family Conferences - NO SCHOOL
4/2/18 - 4/6/18	Spring Break - NO SCHOOL
4/11/18 - 4/13/2018	NYS ELA Test (ELA Makeup Days 4/16 - 4/18)
5/1/18 - 5/3/18	NYS Math Test (Math Makeup Days 5/4 - 5/9)
05/23/18 - 6/01/18	NYS Science Test - Performance
5/28/18	Memorial Day - NO SCHOOL
6/4/18	NYS Science Test - Written
6/5/18	Teacher Data Day 4 - Student Half Day
6/13/18	Last Day of School - Student Half Day

	Pre-Build Days
	Build Days
	All-Academies PD
	Half Day (1:15 Dismissal)
	NO SCHOOL
‡	NO SCHOOL (Pre-K Only)
	State Testing
●	Family Conferences
●	Family Conferences (No School)
‡	Start Date (Half Day)
‡	End Date (Half Day)
☞	End of Quarter

Total School Days: 183  
 Total School Days (Including PD): 188  
 Total School Days (Pre-K): 180

Important Academic Dates				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Start Date	8/21/17	10/23/17	1/8/18	3/26/18
End Date	10/20/17	12/22/17	3/23/18	6/8/18
IA Windows	9/25-10/13	11/27-12/15	2/26-3/16	5/14-6/1
Report Card Dates		10/25-10/26	1/18-1/19	6/8-6/13
Ed Vista ELA (3-7)		11/14-11/16	2/12-2/14	
Ed Vista ELA (2)		12/5-12/7	3/12-3/14	
Ed Vista Math (3-7)				5/7-5/8
Ed Vista Math (2)				5/9-5/10
MAP ELA & Math	9/5-9/22		1/15-2/2*	5/7-5/25
Data Days	10/19	12/21	3/22	6/7
Total Weeks	10	8	10	10
Total Days	45	40	46	48

\*K-2 Only