

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 01, 2014

Updated Thursday, July 31, 2014

Page 1

1. SCHOOL NAME

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

310400860995 E HARLEM SCHOLARS ACAD CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 4

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
1573 Madison Ave. New York, NY 10029	212-348-2518	212-348-2848	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Monica Hostetler
Title	Director of Operations
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

www.eastharlemschoalrs.org

6. DATE OF INITIAL CHARTER

2010-12-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 K

 1

 2

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

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

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

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

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Cheyenne Batista S. Roque	[REDACTED]		[REDACTED]
Operational Leader	Monica Hostetler	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Monica Hostetler	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Cheyenne Batista S. Roque	[REDACTED]		[REDACTED]

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

Yes

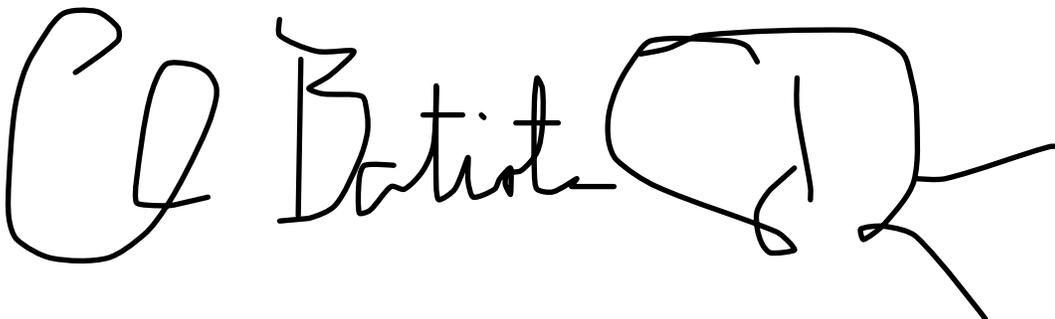
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in design or educational program	Math will be at least 400 to 450 minutes/week.		
2	Change in design or educational program	Scholars will receive a combination of Spanish, Music, and PE for a total of at least 4 hours of specials per week.		
3	Change in design or educational program	The school will administer the MAP assessment as our nationally normed test.		
4	Change in schedule/calendar	The school day will end at 4:00 p.m.		
5	Change in schedule/calendar	The school year will have 185 days		

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

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Joan Solotar

Thank you.

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

Created Friday, July 25, 2014

Updated Thursday, July 31, 2014

Page 1

Charter School Name: 310400860995 E HARLEM SCHOLARS ACAD CS

1. NEW YORK STATE REPORT CARD

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

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

The 2013-14 Report Card isn't out yet, but here is the link to our 2012-13 report:

<http://data.nysed.gov/reportcard.php?instid=800000070176&year=2013&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherq>

**East Harlem Scholars Academy
CHARTER SCHOOL**

**2013-2014 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2014

By East Harlem Scholars Academy

1573 Madison Avenue, Room 418B

New York, NY 10029

Tel: (212) 348-2518

Fax: (212) 348-2848

Cheyenne Batista São Roque, Founding Principal, Managing Director; Swaicha Chanduri, Director of Curriculum & Instruction; and Valencia Chapman, Dean of Instruction, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

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

Cheyenne Batista São Roque **has served as the Founding Principal since June 2011.**

INTRODUCTION

East Harlem Scholars Academy opened in August, 2011 with 108 students in grades K-1. Founded upon the 53-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.

67% of East Harlem Scholars students identify as Hispanic, 28% of students identify as Black, 1% of students identify as American Indian or Alaskan Native, 3% of students identify as multi-racial and 1% of students identify as White. 94% of students are eligible for free and reduced lunch. 19% of students qualify for ELL services and 30% 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 work force and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21st century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.
- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

Consistent with its guiding principles, East Harlem Scholars Academy 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 certified general education teachers in each classroom of 27 students allowing for a low student-teacher ratio of 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

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

Recognizing the benefits of additional minutes of instruction in order for students to achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem Scholars Academy has a longer school day (7:25 a.m. to 4:00 p.m.) and school year (185 days) than the district public schools. Students have 170-195 minutes of ELA instruction 90 minutes of math instruction daily. The extended day and year also allows students at East 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*¹.

Our after-school program provides meaningful learning opportunities after the formal school day comes to a close. Scholars obtain extra help with their homework and academic planning, and enjoy

¹ <http://www.nsd.org/standards/>

additional enrichment experiences via "Fascination Stations" that boost academic achievement and encourage exploration.

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 parent involvement and partnership in supporting the growth and development of the children it has served for over 50 years. East Harlem Scholars Academy engages families in the life of the school in a variety of EHTP's tried and true ways to ensure that all families are informed and supported to participate actively in their child's academic experience.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10														
2010-11														
2011-12	56	51												107
2012-2013	55	53	53											161
2013-2014	54	53	53	52										212

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 allocating up to 180 minutes daily to ELA instruction, in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, teachers vary between whole class mini-lessons, including shared reading and shared writing, read-aloud activities, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of both the Reading Specialist and the ELL Specialist to differentiate and to meet the needs of all learners. In addition, East Harlem Scholars Academy works collaboratively with a highly qualified Literacy Specialist to lead monthly professional development sessions to staff, with an emphasis on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children.

The ELA program choices at East Harlem Scholars Academy include research-based curricula that rest its foundations on those components and methods of instruction that research^{2 3} has shown to be most effective for early literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. This is especially important for students from low-income backgrounds who are likely to enter school with limited literacy experiences.

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

For ELA, East Harlem Scholars Academy uses Pearson Scott Foresman's *Reading Street* and *EngageNY.org*. Reading Street is a scientific- and research-based reading program aligned with Common Core standards. The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program consistently meets or exceeds expectations at all grade levels. Classic and contemporary fiction and non-fiction selections

² Snow, C., Burns, M., & Griffin, P. (1998). [*Preventing reading difficulties in young children*](#). Washington, DC: National Academy Press.

³ Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

serve as the foundation of the instructional plan. *Reading Street* is aligned with the research-based 3-Tier Reading Model. The 3-Tier Reading Model is a framework designed to help prevent reading difficulties from taking hold through instructional strategies such as the GRR, which is the overarching instructional model that is utilized at the school. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes.⁴ 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. EngageNY.org exposes students to high quality literature and provides multiple opportunities for teachers to facilitate discussions through the lens of the key comprehension strategies.

East Harlem Scholars Academy also uses resources from Making Meaning and the Great Books Foundation. 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, but complex, text and to teach students how to have conversations about text with multiple interpretations, collaborate with peers around ideas and how to disagree respectfully when opinions vary.

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

The higher grades develop these same skills through a program called Junior Great Books. 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 least once a month, students at East Harlem Scholars Academy read high-level text from the Junior Great Books library, engaging in various comprehension activities throughout the week, which ends 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.

East Harlem Scholars Academy, while focusing on phonics and phonemic awareness in the early grades, also introduces students to the joy of reading with authentic literature. East Harlem

⁴ Vaughan H, Whitelaw G, Craig B, and Stewart C. (2003). Linking ecological science to decision-making: delivering environmental monitoring information as societal feedback. *Environ Monit Assess* 88: 399–408.

Scholars students understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective⁵ and the concurrent focus on phonics and phonemic awareness provide them with the tools to do just that.

To measure students’ ELA progress, the school uses weekly Reading Street assessments that are aligned to the content and grade level standards. In addition, students complete Words Their Way spelling tests and are tested every eight weeks on their reading level growth using the Fountas & Pinnell assessment. During weekly professional development, teachers analyze student data and create action plans for each student to ensure they reach their end of year ELA goals. Additionally, at the end of each interim assessment period, accountability teams, which are comprised of grade team teachers, specials teachers and intervention specialists, analyze the data and complete a data reflection process to identify key trends, outline clear next steps for the team, and request specific support from the leadership team to successfully improve student performance in the following instruction cycle.

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd grade in April 2014. 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.

**2013-14 State English Language Arts Exam
 Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁶			Total Enrolled
		IEP	ELL	Absent	
3	51	0	0	0	52
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	51	17	9	0	52

⁵ <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

⁶ 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.

Results

On the 2013-14 NYS ELA Exam, 11% of East Harlem Scholars Academy students *in at least their second year* scored as proficient.

Performance on 2013-14 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	10%	51	11%	46
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	10%	51	11%	46

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 Arts Exam. The school fell short of the specified measure by 64%. Though internal interim assessments throughout the year have indicated that most students are reading on or above grade level, the vast majority of students did not demonstrate proficiency on the state exam. Students demonstrate high levels of reading mastery on other diagnostic tools, but were unable to translate this level of comprehension to their performance on the standardized test.

Several factors contributed to student performance. Though we implemented a variety of test preparation techniques and strategies throughout the year, we believe we can do more to streamline our efforts and to develop a comprehensive, cohesive program that provides students with frequent practice responding to multiple choice and short response questions. Additionally, students were provided with insufficient opportunities to practice written responses to reading passages. Several students scored within 10 points of the proficiency cut score, indicating that with increased targeted supports, more students can achieve proficient levels on the exam.

Also, as this group is our founding/lead cohort, it is was their first testing year. They are also the only cohort at our school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of our students are English Language Learners, and will need more intensive support to ensure their reading proficiency.

Additional Evidence

As 2013-14 was the first testing year, there is no longitudinal data available to assess year-to-year trends.

As the school is always committed to maintaining high levels of academic performance, we have implemented an intensive strategic plan to better meet the needs of students in the 2014-15 year. We recently added the roles of Dean of Instruction and additional academic intervention specialists to our staff roster, and have enlisted more frequent support from our literacy consultants. We have modified the whole school schedule to enhance the success of our literacy program, and increased the professional development for teachers in critical need areas.

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

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.

Goal 1: Absolute Measure

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

Method

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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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 200.⁷

Results

The Performance Level Index (PLI) for this year is 49, as calculated below:

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
51	31	15	5	0

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 15 & + & 5 & + & 0 & = & 39\% \\
 & & & & 5 & + & 0 & = & \underline{10\%} \\
 & & & & & & \text{PLI} & = & 49
 \end{array}$$

Evaluation

The school did not meet the measure of having a Performance Level Index (PLI) of 89, but fell short of it by 40 points.

⁷ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Several factors contributed to student performance. Though we implemented a variety of test preparation techniques and strategies throughout the year, we believe we can do more to streamline our efforts and to develop a comprehensive, cohesive program that provides students with frequent practice responding to multiple choice and short response questions. Additionally, students were provided with insufficient opportunities to practice written responses to reading passages in ELA. Several students scored within 10 points of the proficiency cut score, indicating that with increased targeted supports, more students can achieve proficient levels on the exam.

Also, as this group is our founding/lead cohort, it is was their first testing year. They are also the only cohort at our school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of our students are English Language Learners, and will need more intensive support to ensure their reading proficiency.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.⁸

Results

Of the 46 charter school students in at least their 2nd year that were tested, 11% were proficient on the ELA exam, compared to the 29% proficiency of their 965 district student peers.

**2013-14 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 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	11%	46	29%	965
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	11%	46	29%	965

Evaluation

⁸ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

The charter school fell short of the aggregate district performance by 18%.

Additional Evidence

As this is the first testing year for East Harlem Scholars Academy, state-testing data is not available for a comparison between the school and the district.

In the cohort tested in at least their 2nd year, 27 percent are students with special needs, and 16 percent are English Language Learners, compared to 23% and 12% in the district, respectively. Comparing the results of Scholars Academy students to these subsets of the district schools is helpful, as we have implemented a wide array of modifications and interventions to meet the needs of these groups of students at our school.

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

- Success Academy – 63%
- Harlem Prep – 24%
- D.R.E.A.M. Charter School – 15%
- Amber Charter School – 12%
- East Harlem Scholars Academy – 10%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

⁹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

Evaluation

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

Additional Evidence

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

Goal 1: Growth Measure¹⁰

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹¹

Results

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	-	50.0
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

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

¹¹ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Evaluation

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

Additional Evidence

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

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

Grade	Mean Growth Percentile			
	2010-11 ¹²	2011-12 ⁷	2012-13	Statewide Average
3	-	-	-	50.0
4	-	-	-	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	-	50.0

Goal 1: Comparative Measure

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

Method

The adoption of the new Common Core Learning Standards signaled the need for new assessments that could assess student learning of the new rigorous standards. The New York Department of Education developed and administered a new Common Core Learning Assessment in ELA in 2013. Third graders in East Harlem Scholars Academy took the new assessment in the spring of 2014.

Results

The 15% percent proficiency of the charter school students in at least their second year was lower than the proficiency of the students in the district in at least their second year and in the same grade.

2013-14 State English Language Arts Exam General Education Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Gen Ed Students In At Least 2 nd Year		All Gen Ed District Students	
	Percent	Number Tested	Percent	Number Tested

¹² Grade level results not available.

3	15%	34	29%	965
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	15%	34	29%	965

Evaluation

The school did not meet the measure of exceeding the average ELA proficiency of general education students in the district in at least their second year and the same grade.

Additional Evidence

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 Arts Exam. The school fell short of the specified measure by 64%. Though internal interim assessments throughout the year have indicated that most students are reading on or above grade level, the vast majority of students did not demonstrate proficiency on the state exam. Students demonstrate high levels of reading mastery on other diagnostic tools, but were unable to translate this level of comprehension to their performance on the standardized test.

Several factors contributed to student performance. Though we implemented a variety of test preparation techniques and strategies throughout the year, we believe we can do more to streamline our efforts and to develop a comprehensive, cohesive program that provides students with frequent practice responding to multiple choice and short response questions. Additionally, students were provided with insufficient opportunities to practice written responses to reading passages. Several students scored within 10 points of the proficiency cut score, indicating that with increased targeted supports, more students can achieve proficient levels on the exam.

Also, as this group is our founding/lead cohort, it is was their first testing year. They are also the only cohort at our school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of our students are English Language Learners, and will need more intensive support to ensure their reading proficiency.

Goal 1: Growth Measure

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

Method

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

Results

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

Evaluation

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

Additional Evidence

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

Goal 1: Optional ELA Measure

On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of Kindergartners, first graders, second graders and third graders will read at grade level (levels D, H, L and O respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

Method

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

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

Results

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

Fountas & Pinnell Results Spring 2014

Grade	Number Tested	2013-2014 Percent of Students on	Target Percentage	Target Achieved
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		Grade Level		
K	54	89%	80%	YES
1	52	80%	80%	YES
2	53	95%	80%	YES
3	53	58%	80%	NO

Evaluation

In 2013-2014, East Harlem Scholars Academy achieved its goals as a school and at each grade level except for third grade. The Kindergarten cohort exceeded the target goal, with 89% of students reading on grade level. In 1st grade, 80% of students achieved the target goal and nearly all 2nd graders did as well with 95% reading at grade level. Third graders did not meet the target, though they continue to demonstrate substantial growth on a variety of interim and other assessments. As a note, this cohort was the only of our enrolled students to not have attended Kindergarten at Scholars Academy, and they continue to need reinforcement to make up for this lost opportunity for high-quality instruction. A wide variety of them found challenges with the increased rigor and text complexity as they progressed in their reading levels. As we continue to modify our program to meet their specific needs, a key focus area is in student comprehension of chapter books. After thorough data analysis, we will prioritize enhancing professional development provided to teachers, addressing the specific skills need to increase comprehension at the specific levels that were identified as concern areas. Our reading specialist will provide enhanced Leveled Literacy Instruction for all students who fail to demonstrate growth, as well as for the students who are reading at the lowest levels.

To further support our students who are below grade level, we plan to continue to utilize both a phonics-based and whole-language based instruction in our ELA instructional program. We will also continue to provide students with more than two hours of daily ELA instruction, along with additional work on reading, listening and oral communication skills integrated throughout other subjects during the instructional day.

Additional Evidence

Our first 2nd grade cohort offers particular insight into the academic progress of students who attended all elementary grades at our school (as opposed to those who did not enroll in Kindergarten or were enrolled in underperforming neighborhood schools prior to enrolling at Scholars Academy). In the 2011-2012 school year, 4% of these students began the year reading at grade level and in just two years close to 100% are reading at grade level and beyond.

Goal 1: Optional ELA Measure

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

Method

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

lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

Results

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

MAP Results Spring 2014

Grade	Number Tested	Percentage of Students in the 50 th percentile or higher	Target for Percentage of Students in the 50 th percentile or higher	Target Achieved
K	54	30%	80%	NO
1	52	39%	80%	NO
2	53	42%	80%	NO
3	52	29%	80%	NO

Evaluation

In 2013-2014, East Harlem Scholars Academy did not achieve this goal and fell short of the target percentages for each grade. While performance results provide great insight into instructional priorities for the upcoming school year, this first-time administration of this exam presented various logistical and other challenges that potentially impacted results. This year was the first in which students saw or took an exam of its format, and it is the first exam that they have taken on a computer. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

As is consistent with other assessment results, our 2nd grade cohort (the first cohort to have attended Kindergarten and all subsequent grades at our school) had strongest performance results.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support student ability to perform tasks needed for this assessment. Students who scored below the NCE of 20 will be included in the Student Support Team caseload, which meets every week to brainstorm and implement interventions to support student outcomes. Students' progress is tracked weekly and analyzed. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

Additional Evidence

No additional evidence is available at this time.

Goal 1: Optional ELA Measure

Each year, 80 percent of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. These essays will be evaluated by educators other than the student’s own classroom teachers. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.

Method

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

Results

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

Writing Rubric Results Spring 2014

Grade	Number Tested	Percentage of Students who are Proficient (Level 3 or higher)	Target	Target Achieved
K	54	78%	80%	NO
1	52	78%	80%	NO
2	53	87%	80%	YES
3	52	38%	80%	NO

Evaluation

In 2013-2014, East Harlem Scholars Academy met the optional ELA writing goal for second grade, but did not meet the goal in grades K, one and three. Kindergarten and first grade came very close to meeting the goal. Additionally, the first and second grade cohorts significantly increased from the previous year (42 and 54 percentage points respectively). In 2013-14, the school continued to use the Lucy Calkins writing workshop curriculum but upgraded to the new units of study which included a full curriculum per grade level, as opposed to one for grades K-2 and another for 3-5, and a more rigorous scope and sequence. The program also allowed students to spend a significant amount of time in one writing genre so that they could write several pieces before each on-demand assessment. In third grade, there is still significant progress to be made. Our third grade cohort did not attend Kindergarten at Scholars Academy and although they have made significant growth over the last three years, some students continue to struggle with the increased cognitive demand for reading and writing as they progress to the higher grades. Although the school has been aligned and teaching the Common Core standards since opening in 2011, this is the first year that it has adopted the update writing curriculum, which was modified to reflect the Common Core standards and it illuminated some knowledge gaps in skill, craft and genre specific writing that the curriculum assumed they had learned in previous years. For the 2014-2015 school year, the school plans to continue using Lucy Calkins’ *Writing Workshop Units of Study* and will provide additional professional development for teachers around using this curriculum and providing intervention for

students that fall below proficiency on the writing rubric and demonstrate gaps in the foundational skills learned in previous grades.

Additional Evidence

No additional evidence is available at this time.

Goal 1: Optional ELA Measure

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

Method

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

Results

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and comparative data will not be available until the 2014-2015 school year.

Evaluation

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and comparative data will not be available until the 2014-2015 school year.

Additional Evidence

No additional evidence is available at this time.

Goal 1: Optional ELA Measure

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

Method

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

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

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

Results

The table below shows the results of the Fountas & Pinnell assessment from the spring of 2014.

Fountas & Pinnell Results Spring 2014

Grade	Number Tested	Percentage of students who achieved over one grade level of growth	Target	Target Achieved
K	54	93%	80%	YES
1	5	20%	80%	NO
2	7	29%	80%	NO
3	5	60%	80%	NO

Evaluation

In 2013-2014, 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. Although the school did not meet this goal in first, second or third grade most students came in behind grade level and showed significant growth over the course of the year after receiving intervention support and targeted instruction from their classroom teachers.

Additional Evidence

No additional evidence is available at this time.

Summary of the English Language Arts Goal

East Harlem Scholars Academy achieved, or came very close to meeting the goals, for the Fountas & Pinnell reading assessments and writing rubric assessments in Kindergarten, first and second grade. We did not meet the reading or writing goals in third grade or meet the targets for the MAP exam in

any grade. Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goal. Overall, our current performance levels represent a solid foundation for continued success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students' test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above at or above Level 3 on the New York State English Language Arts Exam.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the English Language arts exam will be greater than that of students in the same tested grades in Community School District 4.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all Public Schools in New York State.	N/A
Comparative	Each year, the percent of all tested general education students who are enrolled in at least their second year and are performing at or above a Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).	N/A
Growth	On the 2013-14 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2012-13 state exam and percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Absolute <i>Optional</i>	On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of kindergarteners, 80 percent of first graders, 80% of second graders and 80% of third graders will read at grade level (levels D, H, L and O respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	Did Not Achieve
Absolute <i>Optional</i>	Each year, 80 percent of students K-3 will perform at or above the 50 th percentile on the MAP exam.	Did Not Achieve
Absolute <i>Optional</i>	80% of students will exhibit proficiency in Language Arts by writing a piece that will be scored using a rubric to evaluate proficiency. These essays will be evaluated by educators other than the student's own classroom teachers. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.	Did Not Achieve
Growth <i>Optional</i>	Each year, on the MAP exam all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Growth <i>Optional</i>	Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is	Achieved

	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.	
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Action Plan

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

Based on the results of our writing assessments, we plan to develop a more rigorous and structured approach to teaching writing. In the 2014-2015 school year, we will continue to use Lucy Calkins’ Writing Workshop *Units of Study*. Additionally, we will provide students with more opportunities throughout the year to practice responding to writing test prompts before the end-of-year assessment. These changes, in addition to key changes made last year, will allow for more thematic, continuous writing instruction and support teachers’ capacity to target critical need areas.

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

Additionally, East Harlem Scholars Academy has adopted a new phonics program to assist teachers in explicitly teaching phonics skills that can be immediately applied in context during the reading comprehension block. The school is also making significant modifications to the whole school schedule and revamping pacing guides and unit plans to allow for a cohesive flow between the different components of our ELA instructional program. This restructuring will allow teachers to teach a specific comprehension skill that the students can then practice during independent reading as well as guided reading (a key element that was previously missing in our literacy program). Additionally, the revamping of our pacing guides and unit plans will allow teachers to make stronger thematic and cohesive connections between our reading and writing programs. For example, when students are reading non-fiction text, they will also write non-fiction text. These changes will better support teachers to make connections between school-wide reading and writing strategies throughout the day in the other content areas as well.

East Harlem Scholars Academy will also continue to supplement the core reading and writing instructional materials it uses with Pearson’s *Words Their Way* program, using small groups of 5-7 students for a 20-minute daily phonics block. This program will help to further build vocabulary,

spelling, and word recognition skills in our students, particularly our school's ELLs. *Words Their Way* has evolved from three decades of developmental aspects of word knowledge with children and adults. The power of the *Words Their Way* program for word study lies in the diagnostic information contained in the students' spelling inventions that reveal their current understanding of how written English words work. By using students' invented spellings as a guide, teachers can better differentiate efficient, effective instruction in phonics, spelling and vocabulary. The *Words Their Way* program includes small group, targeted instruction to allow teachers to track students' progress as it relates to phonemic awareness, letter/sound recognition, and word patterns.

East Harlem Scholars Academy will also continue to provide targeted intervention during after school, designated Saturdays and holiday breaks.

MATHEMATICS

Goal II: Mathematics

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

Background

East Harlem Scholars Academy students participate in over 90-100 minutes of Math daily. The school uses the University of Chicago's *Everyday Mathematics* and EngageNY.org to deliver rigorous mathematics instruction. Extensive research has been done on the Everyday Mathematics (Everyday Math) curriculum since its implementation in 1986. The Everyday Math teacher's guide provides sections on diverse language learners that encourage different group interaction among students and that also build on each student's prior knowledge. At each grade level, the Everyday Math curriculum provides students with multiple opportunities to learn concepts and practice.¹³ Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of Everyday Math are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning. EngageNY.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 works collaboratively with a highly qualified Math Specialist to lead professional development sessions, with an emphasis on data collection and effective instructional practices with *Everyday Math* and *EngageNY.org*. Assessments include *EngageNY.org exit tickets, mid module assessments and end of module assessments*. The Director of Curriculum and Instruction 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.

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.

¹³ What Works Clearinghouse (2010). *Everyday Mathematics*[R]. What Works Clearinghouse Intervention Report. Retrieved from <http://www.mendeley.com/research/literacy-express-works-clearinghouse-intervention-report/>.

Method

The school administered the New York State Testing Program mathematics assessment to students 3rd grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

2013-14 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁴			Total Enrolled
		IEP	ELL	Absent	
3	52	0	0	0	52
4					
5					
6					
7					
8					
All					

Results

On the 2013-14 NYS ELA Exam, 32% of East Harlem Scholars Academy students *in at least their second year* scored as proficient.

In 2014, East Harlem Scholars Academy saw 32% of its students in at least their second year achieving proficiency. 33% of all students achieved proficiency.

Performance on 2013-14 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	33%	52	32%	47
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	33%	52	32%	47

Evaluation

¹⁴ 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.

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 Math Exam. The school fell short of the specified measure by 42%. Internal interim assessments gave some indication of challenges with mastery, and the school worked throughout the year to respond accordingly. Students demonstrate high levels of mastery on several standards, while having significant challenges with others.

Several factors contributed to student performance. Though we implemented a variety of test preparation techniques and strategies throughout the year, we believe we can do more to streamline our efforts and to develop a comprehensive, cohesive program that provides students with frequent practice responding to multiple choice and short response questions. We implemented a new math curriculum in the testing year, and teachers, over time, developed greater capacity to implement the curriculum effectively. Various students scored within 10 points of the proficiency cut score, indicating that with increased targeted supports, more students can achieve proficient levels on the exam (and would have made a difference of up to 20% on our scores in this testing year).

Also, as this group is our founding/lead cohort, it is was their first testing year. They are also the only cohort at our school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of our students are English Language Learners, and will need more intensive support to ensure their reading proficiency.

Additional Evidence

As 2013-14 was the first testing year, there is no longitudinal data available to assess year-to-year trends.

As the school is always committed to maintaining high levels of academic performance, we have implemented an intensive strategic plan to better meet the needs of students in the 2014-15 year. We recently added the roles of Dean of Instruction, Math Coach, and additional academic intervention specialists to our staff roster, and have enlisted more frequent support from our math consultants. 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 our new curriculum well.

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

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.

Goal 2: Absolute Measure

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

Method

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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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 200.¹⁵

Results

The Performance Level Index (PLI) for this year is 106, as calculated below:

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
52	14	21	13	4

$$\begin{array}{rccccccccc}
 \text{PI} & = & 21 & + & 13 & + & 4 & = & 73\% \\
 & & & & 13 & + & 4 & = & 33\% \\
 & & & & & & \text{PLI} & = & 106
 \end{array}$$

Evaluation

The school met the measure of having a Performance Level Index (PLI) of 86, exceeding it by 20 points.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.¹⁶

Results

¹⁵ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹⁶ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

Of the 47 charter school students in at least their 2nd year that were tested, 32% were proficient on the Math exam, compared to the 37% proficiency of their 981 district student peers.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	32%	47	37%	981
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	32%	47	37%	981

Evaluation

The charter school fell short of the aggregate district performance by 5%.

Additional Evidence

As this is the first testing year for East Harlem Scholars Academy, state-testing data is not available for a comparison between the school and the district.

In the cohort tested in at least their 2nd year, 27 percent are students with special needs, and 16 percent are English Language Learners, compared to 23% and 12% in the district, respectively. Comparing the results of Scholars Academy students to these subsets of the district schools is helpful, as we have implemented a wide array of modifications and interventions to meet the needs of these groups of students at our school.

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

- Success Academy – 96%
- D.R.E.A.M. Charter School – 38%
- Amber Charter School – 37%
- East Harlem Scholars Academy – 33%
- Harlem Prep – 29%

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 small degree) according

to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁷

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

n/a – East Harlem Scholars Academy does not have 2012-13 test results

Evaluation

n/a – East Harlem Scholars Academy does not have 2012-13 test results

Additional Evidence

n/a – East Harlem Scholars Academy does not have 2012-13 test results

Goal 2: Growth Measure¹⁸

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order

¹⁷ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

¹⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹⁹

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	-	50.0
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

Evaluation

n/a – East Harlem Scholars Academy does not have 2012-13 state test results.

Additional Evidence

n/a – East Harlem Scholars Academy does not have 2012-13 state test results.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ²⁰	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

¹⁹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

²⁰ Grade level results not available.

Goal 2: Growth Measure

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

Method

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

Results

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

Evaluation

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

Additional Evidence

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

Goal 2: Optional Measure

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

Method

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

Results

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

MAP Results Spring 2014

Grade	Number Tested	Percentage of Students with a NCE of 50 or Higher	Target for Percentage of Students with a NCE of 50 or Higher	Target Achieved
K	54	24%	80%	NO
1	52	38%	80%	NO
2	53	25%	80%	NO
3	52	44%	80%	NO

Evaluation

In 2013-2014, East Harlem Scholars Academy did not achieve the goal and missed the target percentiles in each grade. While performance results provide great insight into instructional priorities for the upcoming school year, this first-time administration of this exam presented various logistical and other challenges that potentially impacted results. This year was the first in which students saw or took an exam of its format, and it is the first exam that they have taken on a computer. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support student ability to perform tasks needed for this assessment. Students who scored below the NCE of 20 will be included in the Student Support Team caseload, which meets every week to brainstorm and implement interventions to support student outcomes. Students' progress is tracked weekly and analyzed. The MAP outcomes for individual students, as

well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

Additional Evidence

No additional evidence at this time.

Goal 2: Optional Measure

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

Method

East Harlem Scholars Academy created its own end-of-year, summative math assessment aligned to grade level Common Core and New York State Standards. The Director of Curriculum and Instruction who has extensive familiarity with Everyday Math, Engage NY and the Common Core standards, and the MAP developed the assessments. 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 2014, and provides a summary of performance.

Math End of Year Interim Assessment Results Spring 2014

Grade	Number Tested	Average Mastery of Mathematics Objectives	Target Average Mastery of Mathematics Objectives	Target Achieved
K	54	90%	80%	YES
1	53	85%	80%	YES
2	53	45%	80%	NO
3	52	61%	80%	NO

Evaluation

East Harlem Scholars Academy did not achieve its targets in mathematics objective mastery as a school, but met targets in Kindergarten and first grade. Students were assessed on grade level standards and performed at high levels of mastery for each of the key power standards. The results in second and third grade illuminate a growth area as we transition into using newly created curricula that reflects the new Common Core standards. Although the school has provided instruction aligned to the common core standards since opening in 2011, the math curriculum was significantly revised to further reflect 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 second and third 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.

Additional Evidence

No additional evidence is available at this time.

Goal 2: Optional Measure

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

Method

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

Results

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and comparative data will not be available until the 2014-2015 school year.

Evaluation

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and comparative data will not be available until the 2014-2015 school year.

Additional Evidence

No additional evidence at this time.

Summary of the of the Mathematics Goal

East Harlem Scholars Academy did not achieve its optional absolute measure for student performance on the summative mathematics assessment, aligned to the Common Core and NY State Standards, school-wide but did meet this measure in Kindergarten and first grade. In addition, the school did not meet the target goal on the MAP exam. However, we are confident that with a continued focus on data driven instruction, and with ongoing professional development related to effective differentiation of math concepts and skills that we will support high levels of student achievement in Mathematics. Our current levels of performance represent a solid foundation for continuing success in the upcoming years.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam	Achieved

	will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	On the 2013-14 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2012-13 state exam and 75 percent at or above Level 3.	N/A
Absolute	Each year, 80 percent of students K-3 will perform at or above the 50 th percentile on the MAP exam.	Did Not Achieve
Absolute (Optional)	Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.	Did Not Achieve
Growth (Optional)	Each year, on the MAP exam, all grade-level cohorts of students (in Grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A

Action Plan

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

Additionally, the school hired a mathematics coach (who achieved outstanding results on the NYS Math exam as a teacher at her prior school) that will work with the Director of Curriculum and Instruction and Founding Principal, Managing Director to support teachers with content and instructional coaching specifically around the mathematical progressions and teaching for conceptual understanding. Data from the year indicated that teachers need more support in identifying and providing appropriate intervention for student misconceptions. Providing more professional development and coaching for teachers around the standards and progressions will help address this growth area. The math coach will also provide pull-out intervention support students in need. Teachers will also implement additional time for students to problem solve and think critically, and they will utilize more frequent formative assessments to gauge student mastery. We will create weekly standards based assessments to provide teachers improved measures of student understanding and to inform next steps and intervention support. The pacing guides have also been adapted to allot more time for student problem solving, and the leadership team has

adjusted the professional development calendar to provide time for teachers to learn more strategies for teaching these types of problems.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. East Harlem Scholars Academy recognizes that ELL students need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. As part of teacher professional development, an emphasis will be placed on differentiation and scaffolding during the 2014-2015 school year. Effective differentiation will challenge students, while simultaneously providing them with the necessary support to achieve the lesson's specific learning objectives, as well as amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.²¹ With the co-teaching model, teachers will be expected to include more small group support and maintain a low teacher-student ratio to best meet the needs of all students, particularly those who are struggling. The school will also provide intensive professional development about the use of mathematics vocabulary to support ELL students.

SCIENCE

Goal 3: Science

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

Background

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

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an 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 II's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

East Harlem Scholars Academy 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

²¹ WestEd. (2008). EL expertise: Not just for specialists anymore. The R&D Alert, 10(1), 3-5. Retrieved from http://www.wested.org/online_pubs/RD-08-02.pdf

organizations, including the National Science Resources Center²², Science for All Children²³ and the National Science Teachers Association.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

Charter School Performance on 2013-14 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	-	-	-	-
8	-	-	-	-

Results

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

Evaluation

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

Additional Evidence

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

Goal 3: Comparative Measure

²² National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

²³ National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	-	-	-	-
8	-	-	-	-

Evaluation

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

Additional Evidence

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

Goal 3: Optional Measure

Each year, 80 percent of 3-5 grade students will perform at the proficient grade level on the MAP science exam.

The MAP, a nationally-normed, standardized achievement test is aligned to New York State Standards and will be administered in grades three and four in the 2014-2015 school year. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

Results

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and did not administer the science portion of the MAP.

Evaluation

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and did not administer the science portion of the MAP.

Additional Evidence

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and did not administer the science portion of the MAP.

Goal 3: Optional Measure

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

Method

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

Results

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

Evaluation

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

Additional Evidence

N/A

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 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 a local-assistance-plan school.

Method

Since *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 an NCLB status.

NCLB Status by Year

Year	Status
2011-12	n/a
2012-13	Good Standing
2013-14	Good Standing

APPENDIX B: OPTIONAL GOALS

Goal S: ELL LEARNERS

ELL students will speak English proficiently.

Goal S: Absolute Measure

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

Method

The data was not yet available at the time of writing this report but evidence from internal assessment tools indicates that we are on track to achieve above and beyond this goal.

Results

The data was not yet available at the time of writing this report but evidence from internal assessment tools indicates that we are on track to achieve above and beyond this goal.

Evaluation

The data was not yet available at the time of writing this report but evidence from internal assessment tools indicates that we are on track to achieve above and beyond this goal.

Additional Evidence

N/A

Goal S: ATTENDANCE

East Harlem Scholars Academy will post strong attendance data.

Goal S: Absolute Measure

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

Method

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

Results

2013-2014 Attendance

Grade	Average Daily Attendance Rate
K	92%
1	93%
2	90%
3	94%
School Wide	92%

Evaluation

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

Additional Evidence

N/A

Goal S: CORE VALUES

East Harlem Scholars Academy students will demonstrate strength of character.

Goal S: Absolute Measure

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

Service

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

Courage

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

Humility

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

Originality

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

Leadership

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

Achievement

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

Reflection

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

Method

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

Results

2013-2014 Core Values
Percentage of Students that received an Average of 3 or higher on the Core Values
68%

Evaluation

East Harlem Scholars Academy did not meet the core values goal of 80% or higher of students receiving an average of 3 or more on the core values rubric. Students were graded each quarter on their embodiment of the core values and these grades are displayed on the quarterly report cards. All staff members also reflected on their mid-year and end-of year evaluations their students' ability to articulate and to represent the school's core values in the classroom and in the school community. We continue to actively infuse the language and concepts of these values throughout our curriculum and daily activities in our efforts to support students to articulate and exemplify the core values in their everyday actions. During our 2014-2015 staff orientation program, we will

support staff members to reflect about this outcome and to cooperatively outline an action plan to drive growth on this metric by the end of next school year.

Additional Evidence

No additional evidence is available at this time.

Goal S: FAMILY ENGAGEMENT

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

Goal S: Absolute Measure

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

Method

East Harlem Scholars Academy conducted one family satisfaction survey in the middle of the 2013-2014 year to measure family satisfaction with the school.

Results

70% of families responded to the survey. Over 90% of respondents provided a positive response about their experience with Scholars Academy.

Evaluation

Despite aggressive efforts, East Harlem Scholars Academy did not meet the goal of receiving 90% of family satisfaction surveys, but exceeded the target of at least 70% of families providing a positive response. The school provided set times during the day where families could come in and take the survey on the computer at school, provided support for families that did not speak English or struggled with using the computer and offered raffle prizes that families became eligible for upon completion of the survey. In the 2014-2015 school year, we will continue these efforts as well as implement a system in which families must turn in a ticket with their child’s name on it once they have completed their survey. This will help us keep track of which families have not completed the survey and allow us to reach out to those families to provide support they might need in order to complete it.

Additional Evidence

No additional evidence is available at this time.

Goal S: Absolute Measure

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

Method

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

Results

2013-14 Family Engagement Participation

Percentage of Families Participating in two or more Family Engagement Events
98.5%



Evaluation

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

Additional Evidence

No additional evidence is available at this time.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Tuesday, July 01, 2014

Updated Friday, August 01, 2014

Page 1

Charter School Name: 310400860995 E HARLEM SCHOLARS ACAD CS

B. Financial Information

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

1. Total Expenditures Per Child

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

1. Total Expenditures Per Child Line 1: Total Expenditures	3550731
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	218
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	16288

2. Administrative Expenditures per Child

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

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

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

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

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

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	1524632
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	437007
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	1961639
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	218
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	8998

Thank you.



Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

**East Harlem Scholars Academy
Charter School**

Contact Name: Monica Hostetler
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Prior Year: 2013-14
Current Year: 2014-15

East Harlem Scholars Academy Charter School

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

June 30, 2014

East Harlem Scholars Academy Charter School

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

June 30, 2014

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Independent Auditors' Report

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

Report on the Financial Statements

We have audited the accompanying financial statements of East Harlem Scholars Academy Charter School (the "School") which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

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

Opinion

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

Other Matters

Supplemental Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of financial position by school and activities by school for the year ended June 30, 2014 on pages 13 and 14 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

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

O'Connor Davies, LLP

October 30, 2014

East Harlem Scholars Academy Charter School

Statement of Financial Position
June 30, 2014

ASSETS

Cash and cash equivalents	\$ 1,038,888
Grants and accounts receivable	250,658
Prepaid expenses	33,419
Restricted cash	50,000
Property and equipment, net	<u>298,208</u>
	<u>\$ 1,671,173</u>

LIABILITIES AND NET ASSETS

Liabilities	
Accounts payable and accrued expenses	\$ 401,705
Due to East Harlem Tutorial Program	<u>491,134</u>
Total Liabilities	892,839
Net Assets, unrestricted	<u>778,334</u>
	<u>\$ 1,671,173</u>

East Harlem Scholars Academy Charter School

Statement of Activities
Year Ended June 30, 2014

REVENUE AND SUPPORT

Public School District -	
State and local per pupil operating revenue	\$ 5,304,726
Government grants and contracts	892,642
Contributions from foundations	380,000
Other income	<u>3,921</u>
Total Revenue and Support	<u>6,581,289</u>

EXPENSES

Program services	5,605,867
Management and general	427,525
Fundraising	<u>159,792</u>
Total Expenses	<u>6,193,184</u>
Change in Net Assets	388,105

NET ASSETS (UNRESTRICTED)

Beginning of year	<u>390,229</u>
End of year	<u>\$ 778,334</u>

East Harlem Scholars Academy Charter School

Statement of Functional Expenses
Year Ended June 30, 2014

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

See notes to financial statements

East Harlem Scholars Academy Charter School

Statement of Cash Flows
June 30, 2014

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

See notes to financial statements

East Harlem Scholars Academy Charter School

Notes to Financial Statements
June 30, 2014

1. Organization and Tax Status

Founded upon the 53-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy (the "School") is a public charter school that prepares students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

The School operates in the borough of the Manhattan, New York City. On December 14, 2010, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The school opened in the fall of 2011 with kindergarten and first grade, and will add a grade each year until it serves kindergarten through 5th grade.

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

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

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

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

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

East Harlem Scholars Academy Charter School

Notes to Financial Statements
June 30, 2014

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

Cash and Cash Equivalents

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

Contributions and Unconditional Promises to Give

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

Property and Equipment

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

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

Revenue Recognition

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

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

East Harlem Scholars Academy Charter School

Notes to Financial Statements
June 30, 2014

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

Revenue Recognition (continued)

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

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

Functional Expenses

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

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

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

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

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

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

Marketing and Recruitment

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

East Harlem Scholars Academy Charter School

Notes to Financial Statements
June 30, 2014

2. Summary of Significant Accounting Policies (continued)

Accounting For Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only when they are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is subject to examination by applicable taxing authorities since inception in 2011.

Subsequent Events Evaluation by Management

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

3. Concentration of Credit Risk and Revenue

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

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

4. Grants and Accounts Receivable

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

5. Property and Equipment, Net

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

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

East Harlem Scholars Academy Charter School

Notes to Financial Statements
June 30, 2014

6. Related Party Transactions

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

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

7. Agreement with School Facility

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

8. Contingencies

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

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

East Harlem Scholars Academy Charter School

Notes to Financial Statements
June 30, 2014

9. Employee Benefit Plan

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

* * * * *

East Harlem Scholars Academy Charter School

Supplemental Information
June 30, 2014

East Harlem Scholars Academy Charter School

Schedule of Financial Position by School
June 30, 2014

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

See independent auditors' report

East Harlem Scholars Academy Charter School

Schedule of Activities by School
Year Ended June 30, 2014

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

East Harlem Scholars Academy Charter School

OMB Circular A-133 Schedules and Reports

Year Ended June 30, 2014

East Harlem Scholars Academy Charter School

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

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

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

East Harlem Scholars Academy Charter School

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

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of East Harlem Scholars Academy Charter School under programs of the federal government for the year ended June 30, 2014. The information in this Schedule is presented in accordance with the requirements of the Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the Schedule presents only a selected portion of the operations of East Harlem Scholars Academy Charter School, it is not intended to and does not represent the financial position, changes in net assets or cash flows of East Harlem Scholars Academy Charter School.

2. Summary of Significant Accounting Policies

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

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

Independent Auditors' Report

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of East Harlem Scholars Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2014.

Internal Control Over Financial Reporting

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

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

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

O'CONNOR DAVIES, LLP

665 Fifth Avenue, New York, NY 10022 | Tel: 212.286.2600 | Fax: 212.286.4080 | www.odpkf.com

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

Compliance and Other Matters

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

Purpose of this Report

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

O'Connor Davies, LLP

October 30, 2014

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

Independent Auditors' Report

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

Report on Compliance for Each Major Federal Program

We have audited East Harlem Scholars Academy Charter School's (the "School") compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2014. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditors' Responsibility

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

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

Opinion on Each Major Federal Program

In our opinion, East Harlem Scholars Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

O'CONNOR DAVIES, LLP

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Report on Internal Control Over Compliance

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

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

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

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

O'Connor Davies, LLP

October 30, 2014

East Harlem Scholars Academy Charter School

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

Section I - Summary of Auditors' Results

Financial Statements

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

Federal Awards

Internal control over major 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 Section 510(a) of OMB Circular A-133? yes no

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I Grants to Local Educational Agencies (LEAs)
10.553	School Breakfast Program (Cluster)
10.555	National School Lunch Program (Cluster)

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

Auditee qualified as low-risk auditee? yes no

Section II - Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2014.

Section III - Federal Award Findings and Questioned Costs

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

* * * * *

**East Harlem Scholars Academy
Charter School**

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

June 30, 2014

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

Auditors' Communication on Internal Control

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

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

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

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

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

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

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

O'Connor Davies, LLP

October 30, 2014

O'CONNOR DAVIES, LLP
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**East Harlem Scholars Academy Charter School
Addendum A**

Adhere to Capitalization Policy

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

Personnel Files

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

Management Response to Internal Control Policies FY14

Adhere to capitalization policy

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

Personnel Files

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

Application for Extension of Time To File an Exempt Organization Return

OMB No. 1545-1709

Department of the Treasury
Internal Revenue Service

▶ **File a separate application for each return.**
▶ **Information about Form 8868 and its instructions is at www.irs.gov/form8868.**

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

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

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

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

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

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

	Enter filer's identifying number	
Type or print	Name of exempt organization or other filer, see instructions. EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL	Employer identification number (EIN) or 27-4713450
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 1573 MADISON AVENUE	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. NEW YORK, NY 10029	

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

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

CHEYENNE E. BATISTA SAO ROQUE
1573 MADISON AVENUE - NEW YORK, NY 10029

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

1 I request an automatic 3-month (6 months for a corporation required to file Form 990-T) extension of time until **FEBRUARY 15, 2015**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
 ▶ calendar year _____ or
 ▶ tax year beginning **JUL 1, 2013**, and ending **JUN 30, 2014**.

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

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

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

Transmittal Form
Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

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

The following items are required to be included:

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

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	
Federal Single Audit (A-133) ¹	
Corrective Action Plan	

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

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 01, 2014

Updated Friday, July 25, 2014

Page 1

310400860995 E HARLEM SCHOLARS ACAD CS

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

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

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

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

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

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Tuesday, July 01, 2014

Updated Monday, July 14, 2014

Page 1

310400860995 E HARLEM SCHOLARS ACAD CS

1. Current Board Member Information

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

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

0

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

0

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

15

5. How many times did the Board meet during the 2013-14 school year?

6

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

6

Thank you.

Enrollment and Retention Targets

2013-14 Outreach

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

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

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

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

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

Enrollment and Retention Targets

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

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

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

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

Enrollment and Retention Targets

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

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

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

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

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

Retention of ELL and Students Receiving Special Education Services

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

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

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

Enrollment and Retention Targets

We plan to continue our efforts in these areas in 2014-15. We have been very successful at attracting and retaining students from CSD 4, including special education, ELL, and low-income families.

Appendix I: Teacher and Administrator Attrition

Created Friday, July 25, 2014

Updated Thursday, July 31, 2014

Page 1

Charter School Name: 310400860995 E HARLEM SCHOLARS ACAD CS

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
21	14	7

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
8	8	5

Thank you

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

Created Wednesday, July 02, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/09081>

Page 1

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

1. Trustee Name:

Thomas L. Webber

2. Charter School Name:

East Harlem Scholars Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

Thomas L. Webber

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

Created Thursday, July 03, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/ef3fea>

Page 1

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

1. Trustee Name:

Carol Lili Lynton

2. Charter School Name:

East Harlem Scholars Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

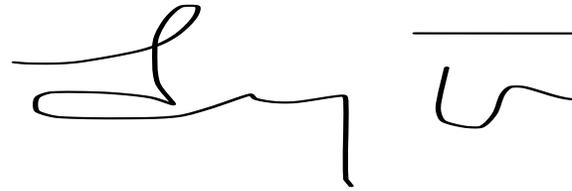
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'Carol', written in a cursive style.A handwritten signature in black ink, appearing to be 'L. T.', written in a cursive style.

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

Created Monday, July 07, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/d7ad5>

Page 1

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

1. Trustee Name:

David Wildermuth

2. Charter School Name:

East Harlem Scholars Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

David D. W. Schwartz

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

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/961f2>

Page 1

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

1. Trustee Name:

Joan Solotar

2. Charter School Name:

East Harlem Scholars Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

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

No

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

No

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

No

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

No

Signature of Trustee

Juan Solotar

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

Created Thursday, July 17, 2014

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

Page 1

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

1. Trustee Name:

James Kiggen

2. Charter School Name:

East Harlem Scholars Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "K. [unclear]", written on a light gray background.

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

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/670c7>

Page 1

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

1. Trustee Name:

Brian F. Gavin

2. Charter School Name:

East Harlem Scholars Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Treasurer
-

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

No

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

No

Page 2

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

No

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

No

Signature of Trustee

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

Created Friday, July 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f3df3>

Page 1

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

1. Trustee Name:

Iris Chen

2. Charter School Name:

East Harlem Scholars Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

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

No

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

No

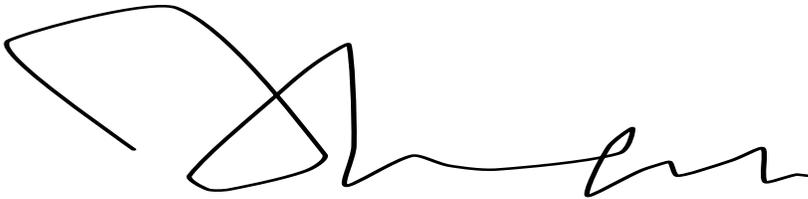
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'D' followed by a series of connected, cursive letters.

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

Created Thursday, July 24, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/4a51a>

Page 1

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

1. Trustee Name:

Carlos M Morales

2. Charter School Name:

East Harlem Scholars Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

Yes

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

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Trustee
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Governance
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	\$0
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	2006

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

No

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

No

Signature of Trustee

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