

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
EAST HARLEM SCHOLARS ACADEMY  
CHARTER SCHOOL'S  
AUTHORITY TO OPERATE:*

*EAST HARLEM SCHOLARS ACADEMY  
CHARTER SCHOOL*

*EAST HARLEM SCHOLARS ACADEMY  
CHARTER SCHOOL II*

**Report Date: March 7, 2023**

**Review Date: October 18 – 21, 2022**

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

518.445.4250  
[www.newyorkcharters.org](http://www.newyorkcharters.org)



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

# CONTENTS

---

**1** EDUCATION CORPORATION BACKGROUND

**4** RENEWAL RECOMMENDATION

**7** EXECUTIVE SUMMARY

**9** CHARTER SCHOOLS BACKGROUND

**21** DATA PRESENTATION

**38** FISCAL ANALYSIS

**48** FUTURE PLANS

**50** APPENDICES

A: Charter Schools Overview

B: Education Corporation Overview

C: Report Information

## EDUCATION CORPORATION BACKGROUND

# EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL



### MISSION

*East Harlem Scholars Academies are public charter schools that prepare students with the skills, strength of character, and emotional well-being to excel academically, lead in their communities, and realize their best possible selves. East Harlem Scholars Academies are operated by East Harlem Tutorial Program, a community-based organization founded in 1958.*

### KEY DESIGN ELEMENTS

Strong instructional leadership and a commitment to professional development;



Data driven instructional best practices;



Literacy and communication skills infused across curriculum;



Culturally responsive teaching;



Integration of social emotional learning and community service;



Importance of families and community;



Academic intervention;



Integration of performance based assessment;



College credit acquisition; and,



East Harlem Tutorial Program as partner organization.



### EDUCATION CORPORATION OVERVIEW

*First School Opened:  
Fall 2011*

*Total Number of Charters:  
two*

*Number of Students Served:  
1,556*

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

*Serves: Kindergarten – 12<sup>th</sup>*

*Total Number of Charters:  
two*

*Proposed Future Charter Enrollment:  
1,668*

*Information about each charter is found below in the Charter School Background section of this report.*

## EDUCATION CORPORATION BACKGROUND

### EDUCATION CORPORATION BACKGROUND

The State University of New York (“SUNY”) Trustees approved the original charter for East Harlem Scholars Charter School (“East Harlem Scholars”) on May 11, 2010. The SUNY Trustees approved East Harlem Scholars to open and operate East Harlem Scholars Academy Charter School II (“East Harlem Scholars II”) on October 2, 2012 under East Harlem Scholars Academy Charter School (“East Harlem Scholars Schools” or the “education corporation”). East Harlem Scholars Schools partners with East Harlem Tutorial Program (“EHTP” or the “network”) through a shared services agreement. EHTP supports each charter with its academic program, governance, back office, and finances.



State statute requires the Institute to conduct ongoing monitoring of full-day universal pre-Kindergarten programs at all SUNY authorized charter schools. The Institute evaluated both East Harlem Scholars Schools’ pre-Kindergarten programs at the same time as the renewal visit. The Institute used the New York State Prekindergarten Program Quality Assurance Protocol to evaluate the program, as well as data from the Classroom Assessment Scoring System (“CLASS”) and the Early Childhood Environment Rating Scale – Revised (“ECERS-R”), previously collected by the New York City Department of Education (“NYCDOE”). The Institute team finds the program meets the statutory requirements, and both programs are effective. All classrooms provide a warm, welcoming environment, and many program teachers are bilingual to provide supports to students in Spanish. The East Harlem Scholars Schools’ pre-Kindergarten evaluation reports are included after this report for the SUNY Trustees’ review.

### NOTEWORTHY

As a deeply community focused organization, East Harlem Scholars Schools, in partnership with EHTP, prioritized the health, safety, and basic needs of students, families, and community members throughout the COVID-19 pandemic. The charters started an emergency relief fund that provided approximately \$500 grants to families in need of financial assistance. The funds went to cover costs related to food, supplies, rent, internet, and other utility bills. In all, the charters and network distributed over \$200,000 in emergency funds. EHTP supported the charters in raising these specific funds from private donations.

### RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

East Harlem Scholars Schools recognizes a need to provide high quality learning and teaching, intervention supports, and other methods to improve student performance as the gaps caused by interrupted instruction are significant. Network and charter leaders worked on efforts to support social emotional and basic needs of students and families over the past few years.

## EDUCATION CORPORATION BACKGROUND

For 2022-23, leaders established a plan to mitigate interrupted instruction. In summer 2022, the charter provided students with a summer school intensive supported by the Lavinia Group’s English language arts (“ELA”) and mathematics curricula and funding from Bloomberg Philanthropies. During the current school year, leaders implement more frequent assessments to ensure stakeholders are closely monitoring students’ academic progress. Teachers urgently analyze assessment data shortly after test administration and create action plans to address standards students have not yet met. The charters amended the daily schedule to incorporate time for students to participate in i-Ready independent, adaptive learning activities. The charters also hired additional intervention teachers to support students struggling academically.

In order to support students with disabilities, EHTP hired a network senior director of inclusive learning as well as additional elementary level inclusive learning specialists at each elementary level program. To address interrupted learning at the high school level, the program is addressing credit recovery through summer, mid-winter and spring recesses, and Saturday programming.

## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Renewal with Conditions.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the two Applications for Charter Renewal:*

- *East Harlem Scholars Academy Charter School; and,*
- *East Harlem Scholars Academy Charter School II.*

*If each charter is renewed, East Harlem Scholars Academy Charter School will be granted the authority to continue to operate each charter for a period of five years with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal and subject to a set of conditions listed below. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).<sup>1</sup> The Table below presents more information about the schools.*

*The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of East Harlem Scholars Academy Charter School, the New York not-for-profit charter school education corporation, with the authority to operate the two charters listed above.*

*Both charters are subject to the following conditions:*

- *East Harlem Scholars and East Harlem Scholars II must meet or exceed the targets set forth in three out of five, or the majority, of the Accountability Plan measures for 3<sup>rd</sup> – 8<sup>th</sup> grade under the ELA and mathematics goals in at least three of five years of the upcoming Accountability Period.*

1. *SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).*

## RENEWAL RECOMMENDATION

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
East Harlem Scholars	K-12	1,142	Subsequent Renewal
East Harlem Scholars II	K-8	526	Subsequent Renewal

To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

### REQUIRED FINDINGS



In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>2</sup>

2. See New York Education Law § 2852(2).

## RENEWAL RECOMMENDATION

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

- 4: the charter school education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,
- 6: approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

During their charter terms, East Harlem Scholars and East Harlem Scholars II came close to meeting their key Accountability Plan goals. The information below presents the key findings for the SUNY Trustees and highlights the successes of the charters.

### FINDINGS & INFORMATION

#### *Is each education corporation an academic success?*

East Harlem Scholars Schools is developing and improving its academic program to become an academic success. Over the charter term, the charters came close to meeting their Accountability Plan goals in the two years for which valid and reliable state testing data are available. During the pandemic, the charters and board recognize they primarily focused on the social emotional, physical, and mental wellbeing of students, families, and the community. This resulted in lower than expected performance on the spring 2022 state tests for both charters in ELA and mathematics. However, the charters demonstrated academic success during the charter term in the following manner:

- East Harlem Scholars outperformed its district in both 2017-18 and 2018-19 in ELA and mathematics. Notably, in those years, the charter exceeded its effect size target by a meaningful degree;
- East Harlem Scholars II outperformed its district in both 2017-18 and 2018-19 in mathematics. The charter met its effect size target in ELA and mathematics in 2018-19; and,
- In 2017-18, both charters' ELA proficiency rates for students with disabilities nearly doubled that of the district. East Harlem Scholars' students with disabilities continued to outperform their district peers in 2018-19 and 2021-22 on the ELA exam.

#### *Is the education corporation an effective, viable organization?*

East Harlem Scholars Schools is an effective, viable organization. After facing many disruptions to staffing during the pandemic, the education corporation experienced recent turnover in the superintendent position. This latest departure, alongside other leadership transitions over the charter term, prompted both the education corporation and the network to reflect on internal practices to better retain high quality personnel. East Harlem Scholars Schools and EHTP are dedicating the first part of the current school year to engaging with a consulting firm to conduct an organizational review of its structure to ensure East Harlem Scholars Schools, alongside its partnership with EHTP, is functioning in the most effective ways possible.

#### *Is the education corporation fiscally sound?*

The education corporation, as well as the individual charters, continue to be fiscally strong based on the evidence collected through the renewal review. The education corporation presents a reasonable and appropriate fiscal plan for each charter over the next charter term.

## EXECUTIVE SUMMARY

***If the SUNY Trustees renew each charter, are the education corporation’s plans for each charter reasonable, feasible, and achievable?***

East Harlem Scholars Schools’ plans for East Harlem Scholars and East Harlem Scholars II are reasonable, feasible, and achievable. Before the next charter term, an external consultant will provide the board with its review of the education corporation’s organizational structure and the board, alongside network leadership, will consider recommendations for East Harlem Scholars Schools’ organizational evolution. The Institute and the board remain in contact as to the results of the review to better understand how EHTP will adapt its practices to serve the charters.

At the elementary and middle school levels, both charters demonstrate effective implementation of the East Harlem Scholars Schools’ model. Since the Institute’s most recent monitoring visit to East Harlem Scholars II in November 2017, network and charter leaders made strategic personnel changes among instructional leaders and the principal position. At the time of the renewal visit, East Harlem Scholars II demonstrated improvements to its implementation of East Harlem Scholars Schools’ instructional model characterized by effective teaching and learning across all grades.

East Harlem Scholars began enrolling 9<sup>th</sup> grade students in its high school program in 2019-20 and transitioned to remote learning in spring 2020. The facility space did not accommodate the charter’s growth forcing the program to house a portion of its enrollment in available space in the EHTP offices during the 2021-22 school year. These disruptions and interruptions caused by the pandemic prevented the program from building a strong and cohesive student culture and experience. Recognizing the developing issues at the high school level, the board and network leaders sought to hire a principal with experience improving struggling high school programs to better support East Harlem Scholars’ development and growth of its high school program. In 2022-23, the program is now in one site with a new principal in place. The principal has experience working in both high performing and turnaround high school programs and sets a clear vision for the program’s continuous improvement in conjunction with EHTP and the education corporation’s governing board.

Based on the Institute’s review of the education corporation’s performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters; a review of academic, organizational, governance, and financial documentation; and, a renewal review of each of the charter’s academic program, the Institute finds that the education corporation and each charter within it meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant East Harlem Scholars and East Harlem Scholars II each a Subsequent Full-Term Renewal of five years with conditions.

## CHARTER SCHOOL BACKGROUND

# EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

2050 Second Ave., New York, New York | Grades: K-8 | Community School District 4  
1 East 104<sup>th</sup> St., New York, New York | Grades: 9-12 | Community School District 4

The SUNY Trustees approved the original charter for East Harlem Scholars on May 11, 2010. The charter opened in fall 2011, serving 100 students in Kindergarten and 1<sup>st</sup> grade.

### PROGRAM

East Harlem Scholars implements most program elements of East Harlem Scholars Schools' charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

East Harlem Scholars, the flagship program for East Harlem Scholars Schools, has a strong and effective program at the elementary level, and leaders have plans in place to address issues at the middle and high school levels to fully align the programming with the East Harlem Scholars Schools' model. At the elementary level, teachers establish safe and warm, welcoming classrooms with purposeful teaching and learning. Many classrooms have two teachers who have clear responsibilities during lessons and work to provide various co-teaching models to support students. The elementary principal is new to the position in 2022-23, and previously served as assistant principal.

During the 2021-22 school year, the middle school program faced disruptions to its leadership. The principal left and the assistant principal took on the interim principal role during the principal's leave and remained in the role at the time of the visit. Due to disruptions in leadership, the program did not implement its discipline procedures or set high expectations for students and behavior consistently. For 2022-23, network leaders are focusing efforts to develop leaders' skills and teachers' pedagogical practices. Concurrently, network and charter leaders are establishing consistent culture and discipline systems this year. At the time of the visit, leaders were continually in classrooms supporting teachers with classroom management skills.

At the time of the high school program visit, leaders reported that overall discipline procedures and school culture demonstrate improvement from the previous school year. Despite continual efforts, the board, network, and charter leaders recognize a need to continue developing and improving the overall culture at the high school program as, at the time of the visit, the Institute observed many instances of disruptive behavior that restricted teachers from delivering full, rigorous lessons.

### CURRENT CHARTER

*Serves: Kindergarten – 12<sup>th</sup>*

*Chartered Enrollment:  
1,034*

*Charter Expires on:  
July 31, 2023*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 12<sup>th</sup>*

*Chartered Enrollment:  
1,142*

*Charter Expiration:  
July 31, 2028*

## CHARTER SCHOOL BACKGROUND

### CHARTER LEADERS

#### ELEMENTARY SCHOOL

*Tiffany Thomas, Principal (May 2022 to Present)*  
*Jessica Zannikos, Principal (December 2018 to May 2022)*  
*Desree Cabrall-Njenga, Principal (2015-16 to December 2018)*  
*Cheyenne Batista Sao Roque, Principal (2011-12 to 2014-15)*

#### MIDDLE SCHOOL

*Wallace Gaffney, Interim Principal (2022 to present)*  
*Tiffany McAfee, Principal (2020-21 to 2021-22)*  
*Maureen Yusef-Morales, Principal (2016-17 to 2019-20)*

#### HIGH SCHOOL

*Tyler Griffin, Principal (2022-23 to Present)*  
*Tammy Myers, Principal (April 2019 to 2021-22)*

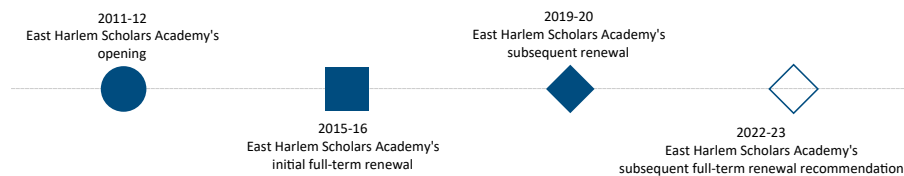
### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	496	581	117%	K-8
2019-20	621	689	111%	K-9
2020-21	769	763	99%	K-10
2021-22	884	785	89%	K-11
2022-23	1,034	793	77%	K-12

### NOTEWORTHY

East Harlem Scholars' high school program operates in shared space and this year established a partnership with Museo del Barrio in East Harlem. In fall 2022, 25 high school students had the opportunity to showcase and sell their artwork in the gallery at a community event called Create Love.

### TIMELINE OF CHARTER SCHOOL RENEWAL



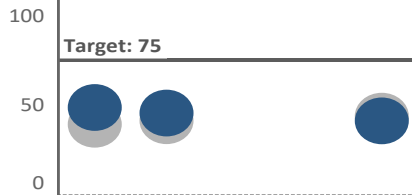


# CHARTER SCHOOL BACKGROUND

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

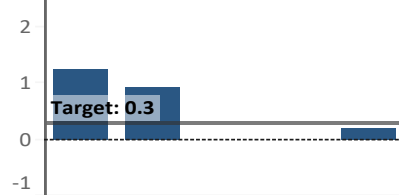
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-7	40	49
2019	3-8	42	46
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	44	42

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-7	1.23
2019	3-8	0.92
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	0.21

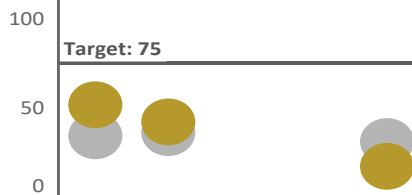
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	47.5
2019	43.3
2020	N/A
2021	N/A
2022	N/A

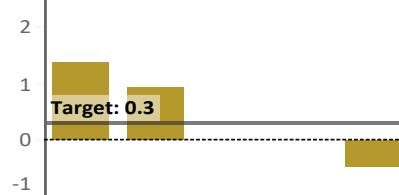
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



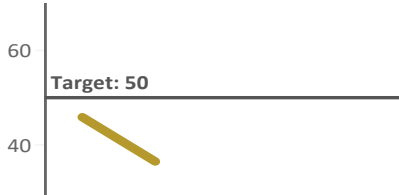
Test Year	Comp Grades	District %	Charter %
2018	3-7	35	52
2019	3-8	37	43
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	32	18

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-7	1.37
2019	3-8	0.92
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	-0.47

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2018	46.1
2019	36.8
2020	N/A
2021	N/A
2022	N/A

# CHARTER SCHOOL BACKGROUND

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL



**SPECIAL POPULATIONS PERFORMANCE\***

	2018	2019	2022
Students with Disabilities Enrollment	146	166	254
Tested on State Exam	106	120	77
Charter Percent Proficient on ELA Exam	24.5	19.2	16.9
District Percent Proficient	12.3	12.5	16.1
ELL Enrollment	43	47	175
Tested on NYSESLAT Exam	43	47	0**
Charter Percent 'Commanding' or Making Progress	23.3	12.8	NA

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

\*\* Due to an error in data reporting, ELL language acquisition results are unavailable for 2022.

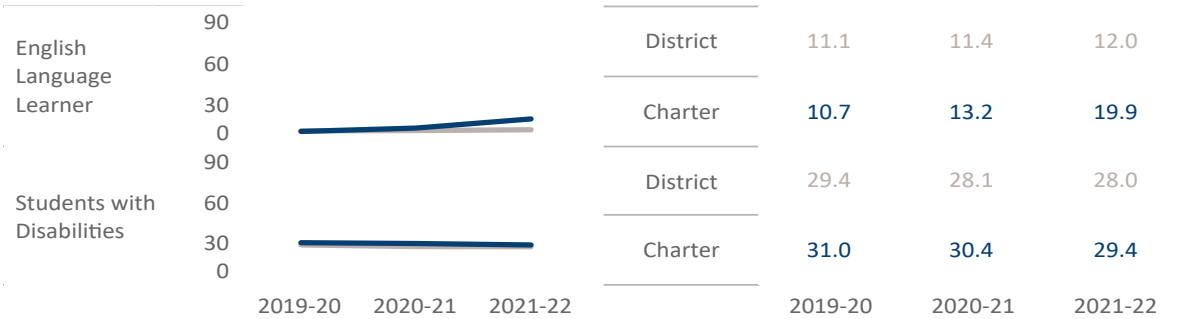


# CHARTER SCHOOL BACKGROUND

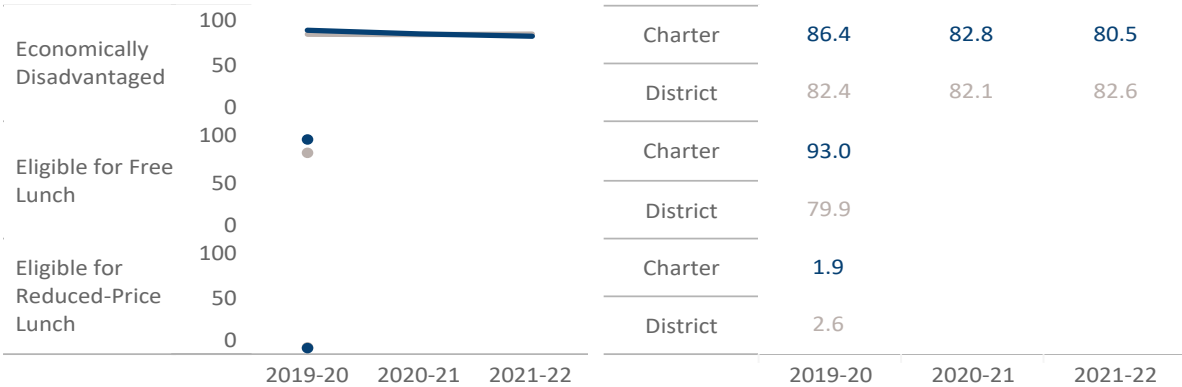
## East Harlem Scholars Academy Charter School

## Manhattan CSD 4

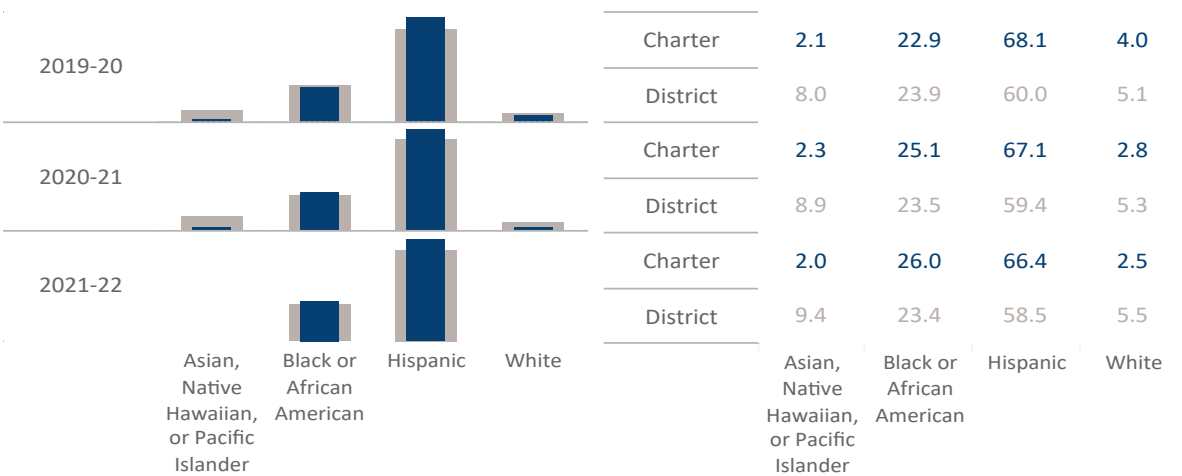
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity



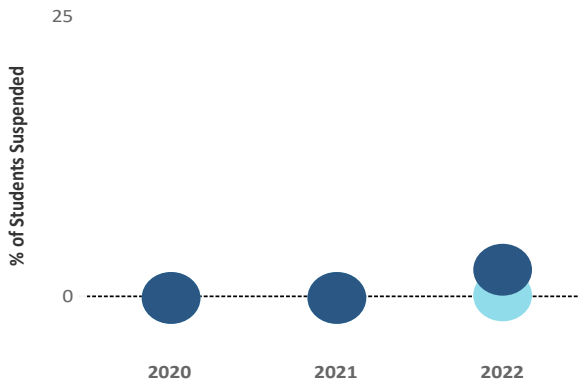
\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 and 2021-22 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



# CHARTER SCHOOL BACKGROUND

## East Harlem Scholars Academy Charter School

## Manhattan CSD 4



### ISS Rate      OSS Rate

Year	ISS Rate	OSS Rate
2020	0.0	0.0
2021	0.0	0.0
2022	0.2	2.5

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the charter each year

Year	Persistence in Enrollment (%)
2019-20	88.2
2020-21	88.1
2021-22	92.2

Year	2020	2021	2022
Expulsions	0	0	0

### East Harlem Scholars Academy Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	87.4	79.0
	English language learners	11.8	19.9
	students with disabilities	21.7	28.9
retention	economically disadvantaged	92.4	92.9
	English language learners	92.9	98.8
	students with disabilities	92.0	93.2

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

# EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

1573 Madison Ave., New York, New York | Grades: K-8 | Community School District 4

The SUNY Trustees approved the original charter for East Harlem Scholars II on October 2, 2012. The charter opened in fall 2013, serving 110 students in Kindergarten and 1<sup>st</sup> grade.

### PROGRAM

East Harlem Scholars II implements the same program elements of all East Harlem Scholars Schools' charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

East Harlem Scholars II demonstrated improvement in its academic program from the Institute's previous renewal visit. Facing challenges in the previous charter term, the network transitioned a long standing East Harlem Scholars principal to serve as principal at East Harlem Scholars II in a turnaround capacity. By bringing a tenured principal from the flagship charter to East Harlem Scholars II, leaders made effective changes that improved its culture and achievement, and the Institute observed these efforts in place at the time of the visit as evidenced by high quality teaching and learning and solid systems in place for instructional leaders to support teachers.

Across the charter, instructional leaders lead with effective supports to coach and provide feedback to teachers on a consistent basis. Leaders begin the year with teacher pre-service, often referred to as build days. Leaders deliver professional development sessions about building systems and routines in the classroom, familiarizing teachers with the charter's curricular programs, and implementing effective teaching strategies. Teachers from both charters participate and collaborate during these sessions. During the school year, leaders create more opportunities for collaboration across the charters and to address specific program level needs. Every Friday, teachers meet in grade level teams to review student data and discuss best practices.

East Harlem Scholars II has high quality teaching and learning across the charter. Teachers present students with higher order thinking activities and use a wide range of student engagement strategies. Teachers' lessons consistently give students the opportunity to work on grade level, rigorous content. Between the charter's integrated co-teaching ("ICT") model and resident teacher program, as many as three teachers may staff a classroom and the Institute observed effective use of ICT models to support each and every student.

### CURRENT CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
522*

*Charter Expires on:  
July 31, 2023*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
526*

*Charter Expiration:  
July 31, 2028*

# CHARTER SCHOOL BACKGROUND

## CHARTER LEADERS

### ELEMENTARY SCHOOL

*Cierra Williams, Principal (2022-23 to Present)*  
*Doe Kim, Principal (2020-21 to 2021-22)*  
*Desree Cabrall-Njenga, Principal (December 2018 - June 2020)*  
*Nick West, Principal (2016-17 to December 2018)*  
*Hannah Kehn, Principal (2015-16)*  
*Steve Corbett, Principal (2013-14 to 2014-15)*

### MIDDLE SCHOOL

*Jessenia Roman, Principal (2022-23 to Present)*  
*Lena Dowdell, Principal (2020-21 to 2021-22)*  
*Rhonda Humphries, Principal (2019-20)*  
*Karina Rodriguez, Principal (2018-19)*

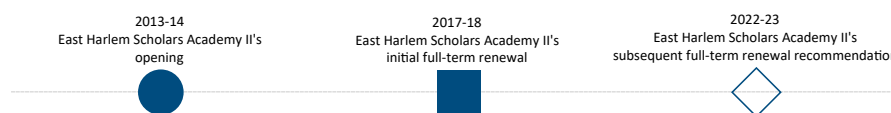
## CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	404	402	99%	K-6
2019-20	462	453	98%	K-7
2020-21	520	494	95%	K-8
2021-22	522	442	85%	K-8
2022-23	522	396	76%	K-8

## NOTEWORTHY

East Harlem Scholars II established a partnership with Common Pantry over the pandemic to provide families and community members access to food distribution. The charter continues to partner with the organization to distribute food to members of the charter community as well as the surrounding neighborhood. For the holidays, the food pantry distributed over 600 turkeys to East Harlem residents.

## TIMELINE OF CHARTER SCHOOL RENEWAL



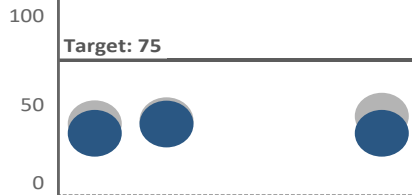


# CHARTER SCHOOL BACKGROUND

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

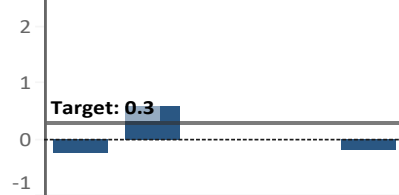
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



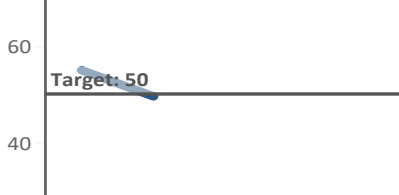
Test Year	Comp Grades	District %	Charter %
2018	3-5	40	35
2019	3-6	42	40
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	44	35

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-5	-0.25
2019	3-6	0.60
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	-0.21

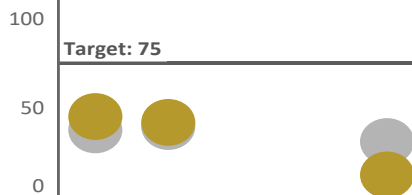
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	55.1
2019	49.7
2020	N/A
2021	N/A
2022	N/A

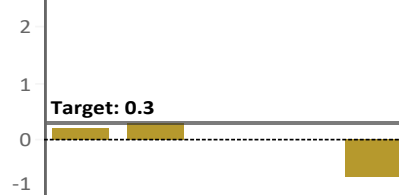
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-5	38	46
2019	3-6	40	42
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	32	13

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-5	0.21
2019	3-6	0.32
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	-0.65

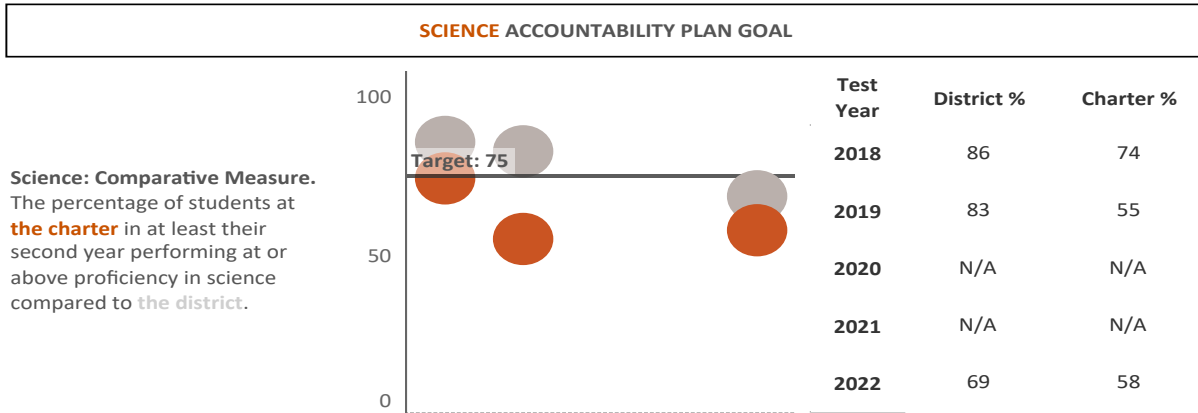
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2018	44.7
2019	42.5
2020	N/A
2021	N/A
2022	N/A

# CHARTER SCHOOL BACKGROUND

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II



**SPECIAL POPULATIONS PERFORMANCE\***

	2018	2019	2022
Students with Disabilities Enrollment	77	106	119
Tested on State Exam	38	55	57
Charter Percent Proficient on ELA Exam	23.7	12.7	14.0
District Percent Proficient	13.5	13.2	16.1
ELL Enrollment	49	53	76
Tested on NYSESLAT Exam	48	51	0**
Charter Percent 'Commanding' or Making Progress	14.6	27.5	NA

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

\*\* Due to an error in data reporting, ELL language acquisition results are unavailable for 2022.

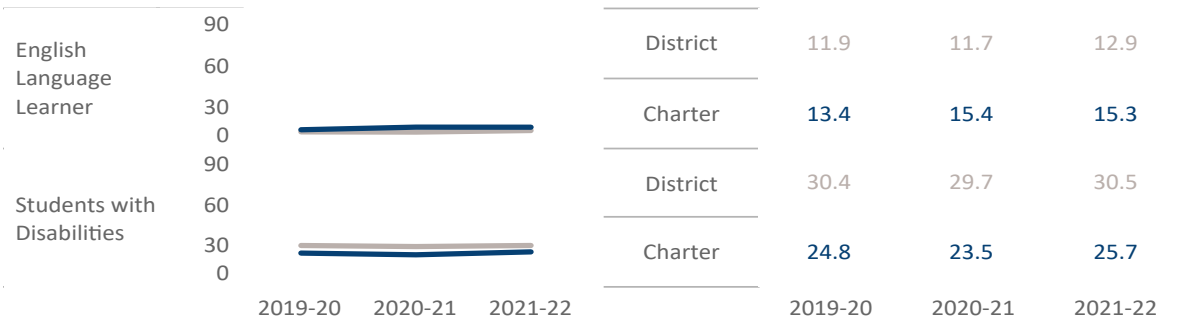


# CHARTER SCHOOL BACKGROUND

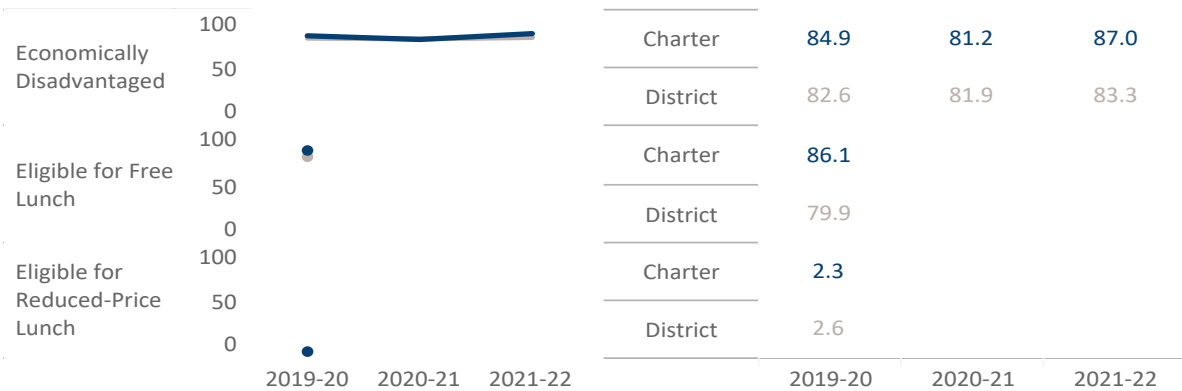
## East Harlem Scholars Academy Charter School II

## Manhattan CSD 4

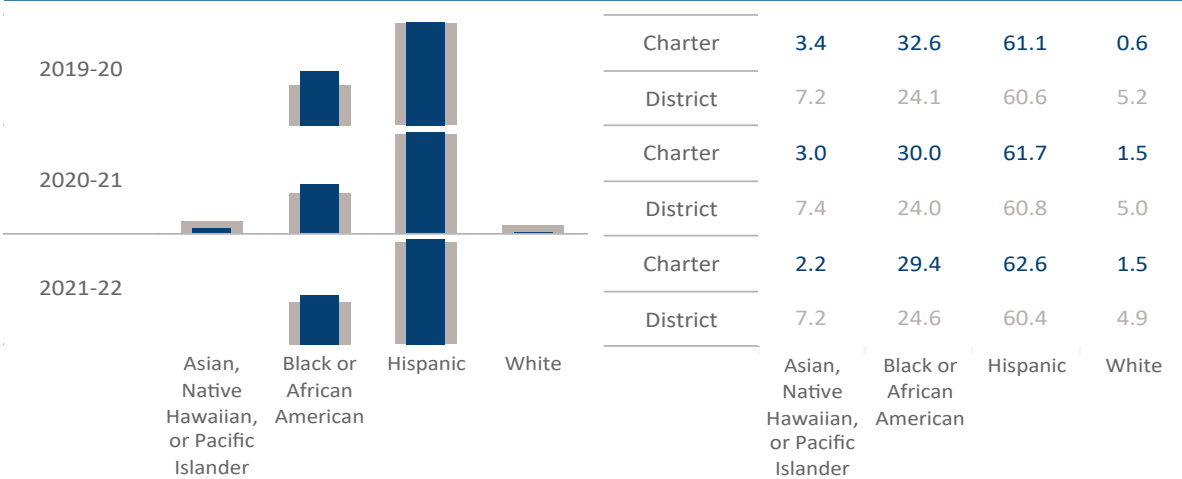
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity

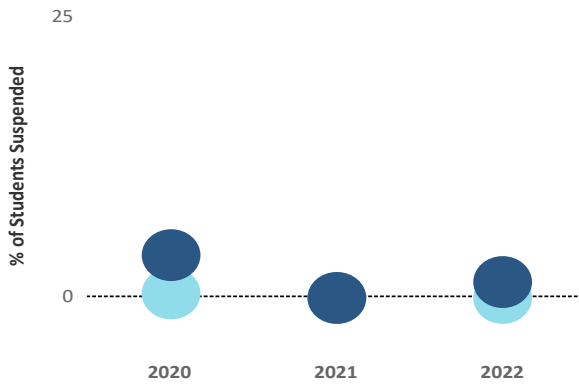


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 and 2021-22 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



# CHARTER SCHOOL BACKGROUND

## East Harlem Scholars Academy Charter School II



## Manhattan CSD 4

	ISS Rate	OSS Rate
2020	0.4	3.8
2021	0.0	0.0
2022	0.0	1.4

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the charter each year

	2020	2021	2022
2019-20			
2020-21	83.9	0	0
2021-22	89.5	0	0
	81.4		

### East Harlem Scholars Academy Charter School II's Enrollment and Retention Status: 2021-22

	Target	Charter	
enrollment	economically disadvantaged	88.3	81.0
	English language learners	14.1	15.3
	students with disabilities	24.8	22.2
retention	economically disadvantaged	91.4	84.3
	English language learners	92.7	89.7
	students with disabilities	91.9	85.3

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



# DP

DATA PRESENTATION

PAGES: 22-37

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

STUDENT  
DEMOGRAPHICS



# ACADEMIC PERFORMANCE

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

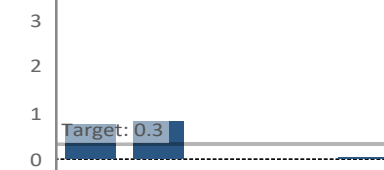
### East Harlem Scholars Academy Charter School EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	40	45
2019	42	44
2020	N/A	N/A
2021	N/A	N/A
2022	44	38

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	0.74
2019	0.80
2020	N/A
2021	N/A
2022	0.02

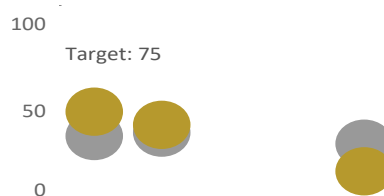
**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2018	49.6
2019	45.4
2020	N/A
2021	N/A
2022	N/A

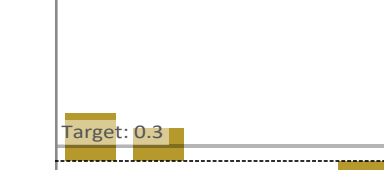
### EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



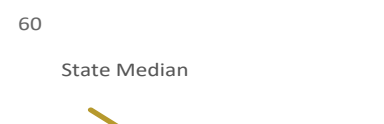
Test Year	Districts %	Ed.Corp. %
2018	36	50
2019	38	43
2020	N/A	N/A
2021	N/A	N/A
2022	32	16

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	0.99
2019	0.70
2020	N/A
2021	N/A
2022	-0.55

**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



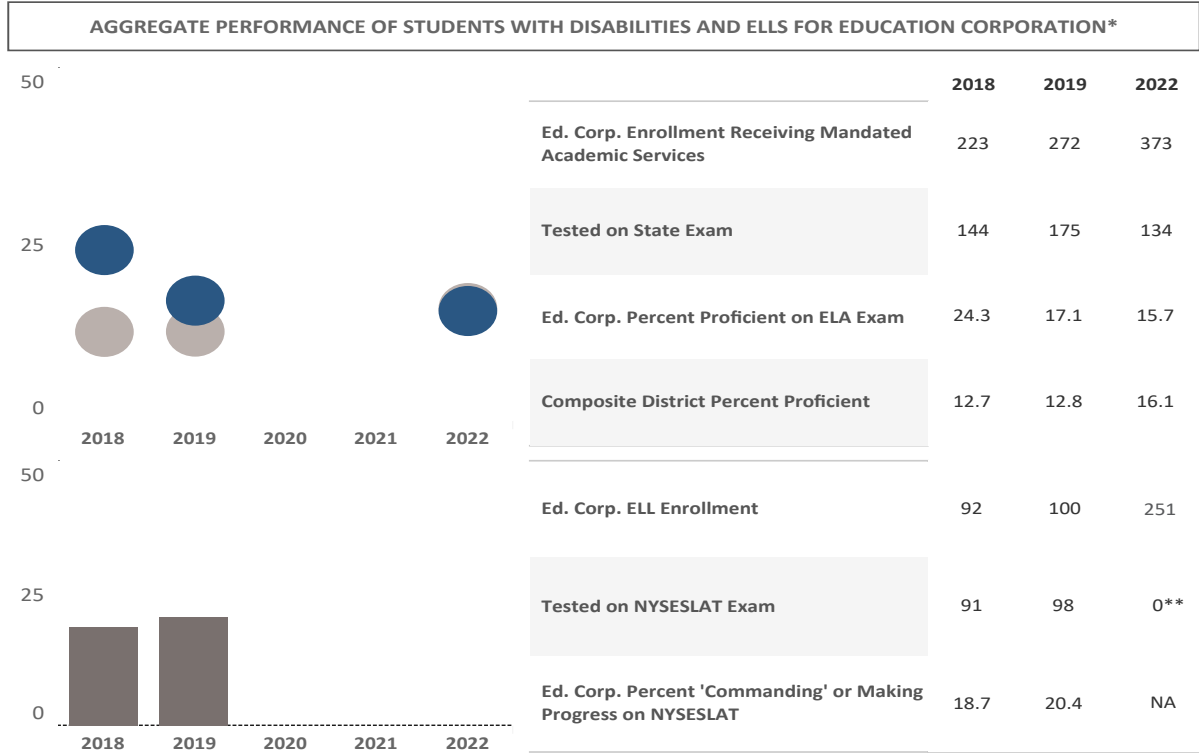
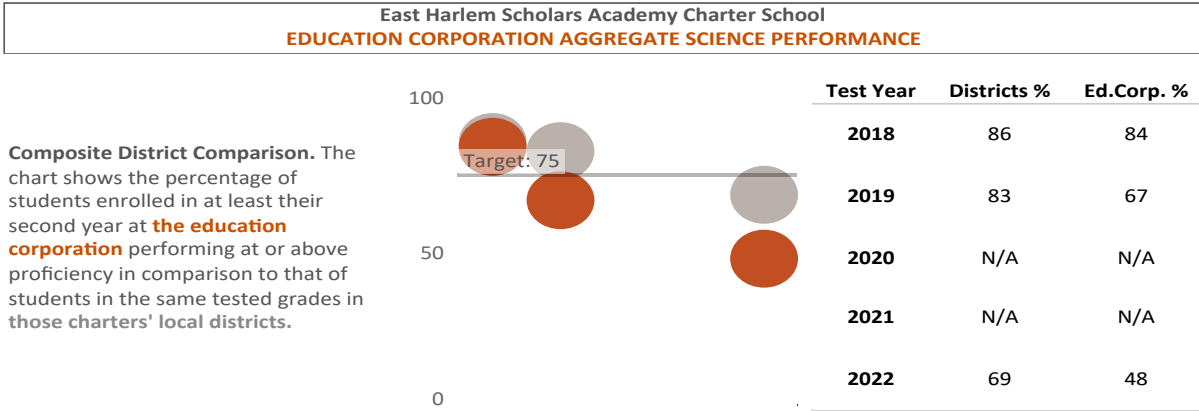
Test Year	Ed. Corp. Mean Growth Percentile
2018	45.7
2019	38.7
2020	N/A
2021	N/A
2022	N/A

\* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



# ACADEMIC PERFORMANCE

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS



\*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

\*\*Due to an error in data reporting, ELL language acquisition results are unavailable for 2022.

## ACADEMIC PERFORMANCE



### HAS THE EDUCATION CORPORATION MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

From 2017-18 through 2021-22, East Harlem Scholars and East Harlem Scholars II came close to meeting their key Accountability Plan goals in ELA and mathematics. Notably, East Harlem Scholars exceeded the targets for all comparative measures in ELA and mathematics from 2017-18 to 2018-19. East Harlem Scholars met or came close to meeting its science goal over the majority of the term. Instructional leaders recognize the need to increase science achievement across both charters. The charters also met the Every Student Succeeds Act (“ESSA”) goal.

East Harlem Scholars’ students enrolled in at least their second year posted proficiency rates exceeding the local district in both subjects during 2017-18 and 2018-19. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the charter performed higher than expected to a large degree in both years. The charter’s mean growth percentiles fell under the target of 50 for both subjects. In 2021-22, East Harlem Scholars posted baseline proficiency rates that fell under the district in both subjects. The charter posted an ELA effect size that came close to the target of 0.3 indicating performance that was slightly higher than expected. In mathematics, the charter did not meet the effect size target.

After falling under the district’s ELA performance in 2017-18, East Harlem Scholars II increased its proficiency rate in 2018-19 and came close to the district performance. That year, the charter performed higher than expected to a meaningful degree in comparison to demographically similar schools across the state. The charter’s mean growth score was at the target of 50. In mathematics, the charter’s students enrolled in at least their second year outperformed the district in 2017-18 and 2018-19. East Harlem Scholars II also posted mathematics effect sizes at or just below the target of 0.3 in those years. In 2021-22, the charter posted baseline scores in both subjects that underperformed the district and demographically similar schools across the state.

For the 2021-22 school year and state test results, the board and network leadership recognize that the implemented programs did not do enough to focus on the academic performance of students but primarily focused on students’ social emotional well being. To address these deficiencies in 2022-23, the network has a clear plan in place to support student academic achievement and is implementing frequent assessments to gain a clear picture of each student’s performance and then creating intervention plans to address student deficits.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3<sup>rd</sup> – 8<sup>th</sup> grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The Institute continues to analyze each charter’s internal assessments to evaluate the charter’s academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize the baseline state exam data from 2021-22.

During the 2020-21 and 2021-22 school years, East Harlem Scholars and East Harlem Scholars II demonstrated academic success against key academic Accountability Plan goals using the nationally normed i-Ready assessment. In 2021-22, the charters posted a median percent progress to annual typical growth that came close to or surpassed the target of 100% in both ELA and mathematics.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

East Harlem Scholars Schools has an assessment system that improves instructional effectiveness and drives student learning. The network outlines a clear system for testing across each program level periodically throughout each school year to ensure that board members, network and charter leaders, and teachers are well aware of student progress toward grade level benchmarks on a regular basis. At the elementary level, charters administer the Fountas and Pinnell Benchmark Assessment System (“F&P”) to determine individual student reading levels in addition to i-Ready assessments for ELA and mathematics. During the 2022-23 school year, the network shifted away from ANet interim assessments to EdVista interim assessments as leaders did not see a strong correlation between ANet results and the New York State assessment results. Across the middle and high school levels, teachers administer course specific interim assessments, Imagine Learning adaptive assessments for ELA and mathematics, and mock Regents exams for courses with a Regents exit exam. East Harlem Scholars Schools also began utilizing project based learning (“PBL”) showcases to provide students with more hands on and real life experiences through its academic programming as outlined in the charters’ key design elements.

East Harlem Scholars Schools has clear systems in place for reviewing ongoing assessment data with teachers. After each interim assessment administration, teachers participate in a full day of professional learning to analyze results and determine action plans to improve student learning. Leaders work closely with teachers to determine priority standards, reteach opportunities, small student groupings, and other interventions to address standards that students did not demonstrate mastery. In addition to serving as a formal assessment, i-Ready also provides teachers and students with a personalized learning pathways based on performance. Teachers routinely review i-Ready assessment and student progress data to determine specific learning paths for students to complete independently during dedicated intervention i-Ready blocks. During weekly co-planning meetings, leaders work closely with teachers to analyze other sources of formative data to help inform interventions and other instructional supports for students.

The network sets student achievement goals with leaders for each of the program levels. These often include performance goals on the interim assessments, state tests, and other testing sources. Goals include growth targets, absolute performance, and for the high school level, graduation rates. As the organization focused primarily on social emotional learning and not on test preparation, the education corporation and network were not surprised by the spring 2022 New York State assessment results. The network and education corporation implement clear plans for utilizing assessment data to drive an accelerated learning plan in order to mitigate interrupted learning.

## ACADEMIC PERFORMANCE

### CURRICULUM

East Harlem Scholars Schools' curricular programming supports teachers with instructional planning. The curricular framework is effective in providing teachers with specific and clear tools to implement purposeful lessons. During the current charter term, network leadership, in collaboration with principals, made transitions to curricular programs based on a clear process for selecting new programs. The network researched and piloted programs, and ultimately selected a new suite of programs that align with the education corporation's educational philosophy and provide a strong set of tools and materials for teachers to adapt to the specific needs of students. At the elementary level, the charters implement Wit and Wisdom for ELA and Eureka for mathematics. For the middle school program, teachers implement UnBoundEd, which emphasizes PBL, for both ELA and mathematics. At the high school level, teachers previously implemented teacher created curriculum in the subject areas. High school level teachers now implement the New Visions curricular program in subject areas with the priority that teachers implement the curriculum with fidelity. The high school program also partners with Instructional Partners, a consulting group focusing on coaching and curriculum oversight, as an additional resource in its current turnaround status.

The network works closely with teachers to modify the commercially available curricular programs to ensure the program meets the needs of East Harlem Scholars Schools' students. Each summer, teachers collaborate across both charters and with network leadership to establish a pacing calendar using previous year's data and teacher notes. On a weekly basis, teachers take the curricular program materials to create a week at a glance document that serves as lesson plans for each subject. Within the plans, leaders expect teachers to highlight and design specific differentiation strategies, and even more so a priority during the 2022-23 school year to support in mitigating interrupted instruction. Each charter provides time on Friday for teachers to collaboratively reflect on and plan for lessons. Based on these materials and planning routines, teachers know what to teach and when to teach it.

In establishing the curricular program for 2022-23, the network worked with charter leaders to create a cohesive plan for mitigating interrupted instruction. The network hired interventionists at each charter to support small group instruction and support classroom teachers with assessing students and working in small groups or individually to support student learning. The network leverages its guided reading block to provide directed, on level reading instruction for students. In addition, the lower elementary grades have additional time in the schedule for students to participate in individual i-Ready programming. Upper grades utilize i-Ready during content areas, and students rotate through a computer center throughout the week in both ELA and mathematics. Teachers work closely with instructional leaders to understand specific gaps in foundational mathematics content and, rather than remediating every lesson, teachers build these foundational skills into morning meetings or lesson opening activities and push students to grade level content during lessons.

## ACADEMIC PERFORMANCE

### PEDAGOGY

High quality instruction is generally evident across East Harlem Scholars Schools' classrooms. In areas where high quality instruction is not fully evident, leaders are aware and have plans in place to support teacher development to improve teaching and learning. The board, network leadership, and the high school principal placed the high school program in a turnaround status, and therefore, while staff members report improvements in culture since the previous year, leaders recognize a need to continue improving the culture of the high school program and are working to put the resources behind these efforts.

One hallmark of East Harlem Scholars Schools' classrooms is how teachers consistently establish positive classroom climates and warm rapport with students. With the return to a more typical school year in 2022-23, leaders prioritize building students' academic performance back with strategic teaching strategies. One strategy includes having multiple teachers in each classroom, where available, to provide more individualized and small group instruction. In classrooms with more than one teacher, adults have a purposeful role in supporting student learning. Teachers regularly check for understanding and provide meaningful feedback to students during lessons. Another strategy is how leaders support teachers with designing purposeful lessons that maintain the rigor of grade level standards while targeting specific foundational skills that students may have missed during interrupted instruction. To do this well, teachers strategically utilize different parts of the day to infuse missed concepts into activities like morning meeting and intervention blocks. Do Nows, a beginning of lesson activity, serve to support spiraling concepts in subjects like mathematics so students gain exposure to multiple standards regularly throughout the school year.

East Harlem Scholars Schools works to implement more PBL in classrooms with the goal of giving students a more hands on experience with learning. By crafting lessons that relate to real world scenarios and examples, teachers fully engage students in learning. In one 4<sup>th</sup> grade classroom, the teacher captivated students by shining a lamp on a radiometer causing it to spin in demonstrating the principle of energy transference. In another classroom, the teacher worked with students to plan a mural by graphing dilations and using scale factors. Teachers also engage students in culturally relevant pedagogy and rigorous content through rich discussion. Teachers regularly pose higher order thinking questions and extend student responses to engage peer to peer discussions. In one observation, the teacher presented a shared reading about the founding of Bangladesh, and students engaged in high levels of discussion about the ethnic tensions and related it to the experience of slavery in the Americas.

### INSTRUCTIONAL LEADERSHIP

East Harlem Scholars Schools has effective practices in place to build strong instructional leadership across its charters with support from EHTP. For 2022-23, each charter program has a new principal or, in the case of one program, a returning interim principal due to an ongoing vacancy. Each site maintains an instructional leadership team that includes a principal, assistant principal, director of inclusive learning, a director of culture at the secondary levels, an instructional coach for one or more core content areas, as well as teacher leaders and department chairs at the secondary levels. Given the historical relationships among several principals and

## ACADEMIC PERFORMANCE

an overall commitment to collaboration, the principals across the elementary and middle school programs work in ways to collaborate to benefit all programs by aligning practices and developing shared professional development including the design of the summer build days, or pre-service, for teachers. EHTP recognizes a need to stabilize network leadership to provide effective supports and coaching for program leadership teams.

Leaders provide teachers with a wide range of professional learning and coaching. One area of focus for leaders is the development of the curricular program, which includes sessions that allow teachers to review standards and map out units and lesson plans. To engage with this work, the network brought in Instruction Partners, and instructional coaches lead weekly planning meetings. Weekly planning meetings typically have a protocol for looking at student work and analyzing data. Professional development content demonstrates some alignment with needs evident through classroom observations, and staff members expressed the desire to have more academic content specific sessions. Leaders at each charter program provide regular observation and feedback to teachers. Teachers submit lesson plans on a weekly basis and include elements that relate to East Harlem Scholars Schools' key design elements and vision for success, which include components associated with Universal Design for Learning ("UDL"), anti-racist and abolitionist considerations, checks for understanding, assessments, and standards. Department chairs and instructional coaches provide written feedback. While the network and each program have these supports in place, the network recognizes a need to provide supports with more consistency and work with leaders to deliver high quality feedback in order to develop and improve each charter program.

East Harlem Scholars Schools implemented a new teacher evaluation system during the charter term. The focus of the system allows teachers and leaders to create more teacher specific goals. However, a review of recent evaluations demonstrates a lack of coherence in the goals, ratings, and feedback received within and across school programs. Each principal establishes and communicates specific student performance goals.

### AT RISK PROGRAM

East Harlem Scholars Schools meets the educational needs of at-risk students. Each charter aims to provide all students with opportunities for differentiated instruction to meet individualized needs and utilizes a UDL approach to provide an inclusive learning environment. Due to staffing challenges and increased student academic needs associated with the pandemic, the charters work to refine and align the systems and structures in place to support at-risk students. The network provides each charter with support and oversight of the at-risk programs from a senior director of inclusive learning, senior director of social work and wellness, and deputy superintendents. The network leadership team designs the education corporation's approach to serving at-risk students and works closely with a director of inclusive learning at each charter program. The director of inclusive learning at each program works closely with the respective principal to provide oversight of special education and ELL program compliance and services, support the Response to Intervention ("RTI") programming, and coach and support the inclusive learning teachers, dean of multi-lingual learners ("MLLs"), and MLL specialists.

## ACADEMIC PERFORMANCE

The charters implement an effective RTI model, which provides differentiated support that is intensified based on student need. Teachers work with the student support team (“SST”) to identify students based on assessment data, and teachers monitor student achievement data on a weekly basis. The SST meets every six to eight weeks to review student progress and the effectiveness of interventions and makes adjustments as needed. In the elementary grades, support takes the form of push in or pull out small group instruction. Teachers, in consultation with the SST, adjust group size and frequency based on progress monitoring through observations and data. In the middle school grades, intervention blocks in the daily schedule allow teachers to deliver targeted supports in both mathematics and ELA alternatively during a week. At the high school level, leaders adjusted the calendar to include Saturday academy, mid-winter recess and spring break teaching periods, and before and after school sessions that allow teachers to focus on credit recovery based on need.

For students with disabilities, the charters provide an Integrated Co-Teaching (“ICT”) model and Special Education Teacher Support Services (“SETSS”) based on the services outlined in students’ Individualized Education Programs (“IEPs”). At the elementary level, all classrooms utilize an ICT model. In the middle school grades, the charters provide an ICT setting in mathematics, humanities, and ELA. Special education teachers deliver SETSS during the daily intervention block. At the high school level, the mathematics and ELA blocks offer ICT classes. Special education teachers are responsible for providing services for a caseload students with disabilities. The charters have clear systems in place for special education and general education teachers to collaborate on a regular basis. Teaching teams meet multiple times during a week to co-plan and review student work together, all with the purpose to determine how to differentiate lessons to meet student needs. Starting with build days and following up at professional development sessions throughout the year, leaders provide training on techniques and strategies to support at-risk students.

For ELLs, each charter program employs an MLL specialist to provide direct language acquisition support aligned to specific language levels of each ELL. The charter uses both the New York State Identification Test for English Language Learners (“NYSITELL”) and New York State English as a Second Language Achievement Test (“NYSESLAT”) to identify ELLs and track annual progress, respectively. MLL specialists create annual goals for each ELL for speaking, listening, reading, and writing based on NYSITELL or NYSESLAT data. Deans of MLL at each charter program support MLL specialists with monitoring these goals throughout each school year to measure student progress. General education teachers collaborate with the MLL specialists during grade level or content team meetings and co-planning sessions with individual teachers.

### ORGANIZATIONAL CAPACITY

East Harlem Scholars Schools’ organization works effectively to deliver the educational program despite high levels of turnover across both the education corporation and EHTP. The organization has set forth a leadership structure within each charter program that includes the principal, an assistant principal, a director of inclusive learning, and a director of school culture in the secondary schools. The network centralizes operational supports at the network level, and network leadership provides direct support to a director of operations at each charter program. Across these positions, roles and responsibilities are clear and defined. At the time

## ACADEMIC PERFORMANCE

of the renewal visit, EHTP recently added a chief people officer, and recently filled its chief development officer position, both positions are a part of EHTP's executive leadership team alongside the chief executive officer ("CEO") and chief academic officer/superintendent ("CAO"). At the beginning of 2022-23, EHTP had its executive leadership team fully in place. However, in October 2022, the CAO resigned suddenly. As the resignation occurred only two weeks ahead of the Institute's 2022 renewal visit, EHTP had a plan in its beginning stages to redistribute the roles and responsibilities of the CAO across both the executive and network leadership teams. Due to the suddenness and timing of the departure, staff members, at the time of the visit, were not fully clear on who would be responsible for various areas. EHTP recognizes this as an issue, and plans to conduct a full organizational structure review by an outside consultant to inform the direction of the organization.

East Harlem Scholars, along with EHTP, has clear systems and procedures in place for budget review, spending, and operations. Academic leaders establish clear routines for instructional coaching and monitoring. Each charter program has a clearly articulated organizational chart with clear lines of supervision. East Harlem Scholars Schools developed a pipeline of leaders to move into positions as they arise. Due to the many recent transitions in network leadership and principal positions, many internal personnel were able to move into positions such as principal or deputy superintendent. However, given the many vacancies, East Harlem Scholars Schools has now exhausted its existing pool of its leadership pipeline. EHTP does not currently demonstrate the necessary systems of reliable support to ensure the ongoing retention of these quality staff members.

Overall, since the previous renewal visit, leaders have improved culture and climate across most charter programs. The Institute observed demonstrable evidence across each program of positive adult to student, and student to student interactions and positive classroom environments. Over the charter term, East Harlem Scholars Schools put in place clearer guidelines for responding to student behavior by applying a restorative justice model, which includes proactive daily morning circles, schoolwide community meetings, and restorative circles to address significant behavior incidents.

East Harlem Scholars Schools utilizes resources in effective ways. The education corporation is building a new high school program facility and has resources to support the instructional programs. The charters have historically had strong enrollment and have met budgetary requirements. However, in 2022-23, the education corporation as a whole saw significant declines in enrollment specifically in Kindergarten, 1<sup>st</sup>, and 9<sup>th</sup> grade. Due to the lower than expected enrollment, at the time of the renewal visit, the board instituted a hiring freeze and required an influx of cash from EHTP to avoid laying off staff members at the start of this year. In reacting to the low enrollment, EHTP is increasing its recruitment efforts. The education corporation monitors its enrollment and retention targets and consistently meets the targets especially for students with disabilities and ELLs.

## ACADEMIC PERFORMANCE

East Harlem Scholars Schools evaluates its program, which has led to decisions to change curricular programs, assessments, partners for contracted services, and approaches to supervision and evaluation, as well as leadership structures and the creation or elimination of positions. The charters recognize a next step in these shifts to evaluate the success of new program implementation.

### BOARD OVERSIGHT

East Harlem Scholars Schools' board works effectively to provide oversight and governance to both charters and is deeply reflective about its actions and how it works to develop and improve the charters' programming. Board members have a wide range of backgrounds and experiences, and each member is aligned to specific committees to lend areas of expertise. These areas include education, finance, real estate, government, and philanthropy. Over the charter term, the board successfully transitioned a long standing trustee into the chair position, and the former chair remains on the board. The board has clear reporting structures from both the charters and the partnership organization, and has primarily relied on the CEO of EHTP to provide reports. With recent turnover and transitions at both the network and charter levels, the board acknowledges a need to evolve its practices to hear from charter level leadership as to the partnership.

Over the pandemic, the East Harlem Scholars Schools' board set directives to focus primarily on the social emotional, health, and general safety well being of students, families, staff members, and the community at large. The board supported staff members with engaging in a variety of safety and support measures during the height of the COVID-19 pandemic. Because of the sole focus on health and safety, the board recognizes it missed opportunities to fully develop the academic performance of students and now faces the reality from internal assessments and the spring 2022 state exams of how much interrupted instruction has affected its students' performance. The board set clear priorities at the start of this year for the network and education corporation to refocus its goals on improving student performance and works with network leadership to set actions that will support mitigating the effects from interrupted instruction over the past two school years. The board is working to allocate the necessary resources to support these efforts.

The board recognizes a need to increase its enrollment at each charter for the 2022-23 school year. In efforts to monitor its budgets for each charter closely, the board, delegating responsibility to the network, enacted a hiring freeze across the education corporation except in a few crucial positions that are vacant like special education teachers. The board also recognizes that additional program supports are needed at the high school level as it and the network have engaged in turnaround work to improve its programming. The high school program, at the time of the renewal visit, is not yet functioning at the desired level of performance or effectiveness in the organization's original vision. The board recognizes a need to set clear priorities with progress monitoring benchmarks and to gain a clear understanding of any additional resources the program may need to improve its programming.

## COMPLIANCE REPORTING



### HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporation substantially complies with applicable, laws, rules and regulations, and provisions of its charter. During the current charter term, East Harlem Scholars Schools demonstrates a clear record of compliance with the terms of each charter including the timely submission of required reporting to the Institute.*

#### EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

##### **Annual Reports**

The charter submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time and posted the reports to its website except portions of the annual report for the most recent school year. The Institute will ensure the education corporation posts its most recent annual reports for each charter prior to the start of the next charter term.

##### **FERPA**

The education corporation needs to ensure all student files have access logs in compliance with the Family Education Rights and Privacy Act (“FERPA”).

##### **Child Abuse Information**

The education corporation needs to ensure the appropriate flyers for reporting child abuse are clearly posted in all facilities.

##### **Labor**

The education corporation must post all required federal and state labor notices at each facility.

##### **Safety**

The education corporation must ensure the appropriate number of automated external defibrillators when devices are in use on field trips or sports events.

##### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

East Harlem Scholars Schools partners with Hunter College running the East Harlem Teacher Residency program. Each year 10-15 teachers join the two year program leading to certification. In addition, the education corporation provides reimbursement for exam fees and stipends for coursework.

## COMPLIANCE REPORTING

At the time of the visit, East Harlem Scholars employed 53 uncertified teachers including 38 teachers over the allowable limit with seven uncertified teachers not meeting the appropriate qualifications under the Act.

At the time of the visit, East Harlem Scholars II employed 27 uncertified teachers including 12 teachers over the allowable limit with six uncertified teachers not meeting the appropriate qualifications under the Act.

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	ACADEMICS	CULTURE	COMMUNICATION
84%	85%	80%	85%	88%

#### ***Parent Survey Data***

The Institute compiled data from the East Harlem Scholars Schools’ 2021-22 family satisfaction survey. The education corporation administers a annual family survey to collect feedback on families’ experience with the charters in the areas of academics, culture, and communication. In 2021-22, 84% of families across both charters who received the survey responded. Of the families who responded, 85% expressed satisfaction with the charters’ programs.

#### ***Parent Focus Group***

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 11 families from both charters in attendance at the family focus group expressed high levels of satisfaction. Families expressed satisfaction with the ways in each program communicates with them and how staff members create a culture that is warm, welcoming, and feels like a community. High school level families shared appreciation for the improvements made this year to allow students to feel more safe, and families acknowledged that the charter could do more to improve behavior management at the high school level.

#### ***Public Comments***

In accordance with the Act, the Institute notified the district in which the charter is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on East Harlem Scholars’ and East Harlem Scholars II’s renewal application on November 28, 2022 by videoconference. No one spoke in support of the application. A local Community Education Council member expressed frustration the charter was not at the hearing to answer questions regarding details and explanation for requested enrollment growth.

## COMMUNITY SATISFACTION

**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 88% of East Harlem Scholars Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

---

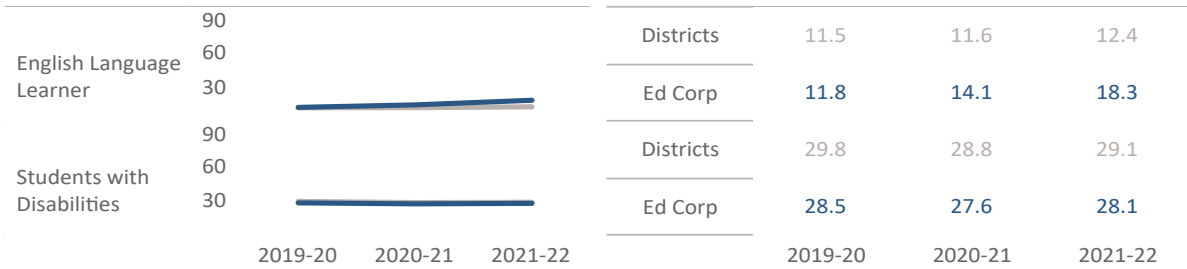
*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.*



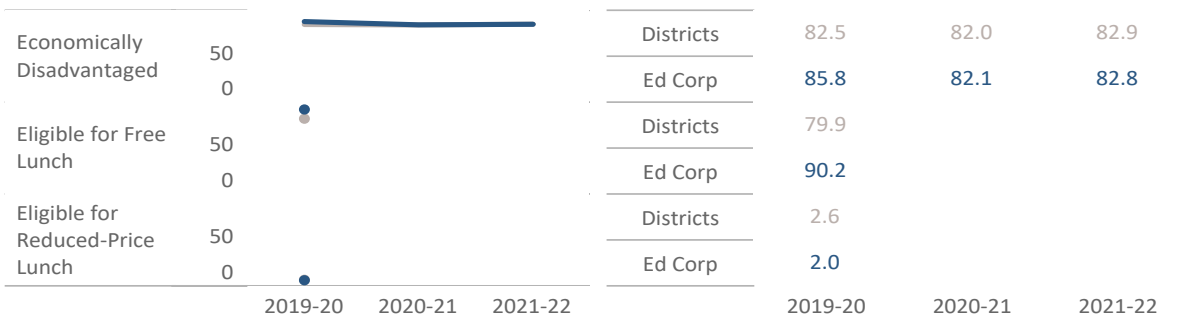
# STUDENT DEMOGRAPHICS

## East Harlem Scholars Academy Charter School Aggregate Education Corporation Enrollment and Persistence

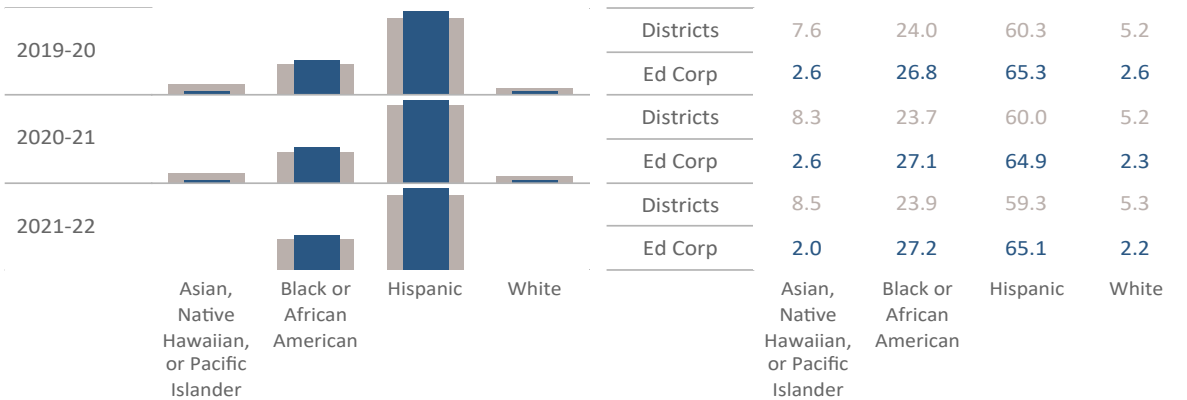
### Aggregate Education Corporation Demographics: Special Populations



### Aggregate Education Corporation Demographics: Free/Reduced Lunch



### Aggregate Education Corporation Demographics: Race/Ethnicity



### Aggregate Education Corporation Persistence in Enrollment

2019-20	2019-20	86.4
2020-21	2020-21	88.7
2021-22	2021-22	88.1

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each school’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

East Harlem Scholars Schools meets its enrollment and retention targets. With support from the network, the charters have a team to strategically work on recruitment strategies. These strategies include:

- Recruiting students from programs served by EHTP in the East Harlem community;
- Translating and interpreting materials and communication during all recruitment events for families who speak languages other than English;
- Posting flyers and notices in local supermarkets, communities of faith, community centers, and apartment complexes;
- Providing applications to the district Committee on Special Education (“CSE”) for the local Community School District;
- Utilizing current families and community members to spread information about the charters through word of mouth communication;
- Conducting school tours and open houses at each of the charter’s sites;
- Canvassing the community with information about the charters in the neighborhood including locations like New York City Housing Authority complexes; and,
- Providing applications to local pre-school and pre-Kindergarten programs.

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

East Harlem Scholars Schools is fiscally sound as are its charters, East Harlem Scholars and East Harlem Scholars II, based on the Institute’s analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>3</sup> The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the East Harlem Scholars Academy Charter School Education Corporation because a charter is not a legally distinct fiscal entity.



The education corporation operates under a shared service agreement with EHTP, which provides each charter with supports in the areas of academic program, governance, back office, and finances for a 12% fee.

Currently, the education corporation plans to complete construction of the high school facility by the 2024-25 school year.



### DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

**The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:**

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

## FISCAL ANALYSIS

The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column.	<b>JULY 2021</b>
The Institute recommends reviewing and updating the financial policies and procedures on an annual basis to ensure current operating systems are reflected.	

### DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charter, are generally filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+

## FISCAL ANALYSIS

Annual budgets. +

Un-audited quarterly reports of income, expenses, and enrollment. +

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students. +

Grant expenditure reports. +

### DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter’s operating budget for the upcoming year.	+

## FISCAL ANALYSIS

The education corporation is in compliance with all loan covenants related to each charter.

**N/A**

The education corporation reported operating surpluses and demonstrates fiscal strength with \$15.5 million in net assets and 3.3 months of cash on hand to pay liabilities due shortly. As the individual charters grew to fill out grades and enrollment, the education corporation reported deficits that were offset against the accumulated surpluses. The education corporation will navigate the high school facility construction costs in the next charter term, if granted. East Harlem Scholars Schools has funded and maintained the required \$150,000 in a separate dissolution account as per the charter agreements. The June 30, 2022 audited financial statements report continued fiscal strength.

## FISCAL ANALYSIS

### EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

NOTE: Effective 2013-14, the charter merged finances with the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
Total Program Services  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

	Opened 2011-12				
	MERGED	MERGED	MERGED	MERGED	MERGED
	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
<b>Net Assets</b>					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	7,646,801	8,827,649	10,973,294	12,306,096	16,676,160
Students with Disabilities	1,584,931	2,088,252	2,371,450	2,844,047	-
<b>Grants and Contracts</b>					
State and local	207,268	731,867	394,968	705,154	3,049,006
Federal - Title and IDEA	404,993	439,801	465,314	483,900	-
Federal - Other	575,158	596,214	235,675	473,065	-
Other	-	-	-	-	1,890,000
NYC DoE Rental Assistance	1,214,603	1,416,644	1,416,600	1,416,600	1,416,600
Food Service/Child Nutrition Program	-	-	224,547	542,031	-
<b>Total Operating Revenue</b>	<b>11,633,755</b>	<b>14,100,427</b>	<b>16,081,848</b>	<b>18,770,893</b>	<b>23,031,766</b>
<b>Expenses</b>					
Regular Education	7,892,180	8,722,789	10,095,759	11,586,714	14,250,163
SPED	3,170,576	3,831,145	4,000,677	3,946,310	4,708,009
Other	428,303	299,638	389,211	286,091	687,089
<b>Total Program Services</b>	<b>11,491,059</b>	<b>12,853,572</b>	<b>14,485,647</b>	<b>15,819,115</b>	<b>19,645,261</b>
Management and General	935,382	1,099,577	1,541,017	1,856,527	2,313,390
Fundraising	315,097	415,920	450,451	543,247	582,863
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>12,741,538</b>	<b>14,369,069</b>	<b>16,477,115</b>	<b>18,218,889</b>	<b>22,541,514</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(1,107,784)</b>	<b>(268,642)</b>	<b>(395,267)</b>	<b>552,004</b>	<b>490,252</b>
<b>Support and Other Revenue</b>					
Contributions	1,667,578	346,001	575,000	396,126	107,000
Fundraising	-	3,716	-	-	-
Miscellaneous Income	15,029	24,964	57,787	1,761,329	24,896
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>1,682,608</b>	<b>374,681</b>	<b>632,787</b>	<b>2,157,455</b>	<b>131,896</b>
Total Unrestricted Revenue	13,316,362	14,475,108	16,714,635	20,928,348	23,163,662
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>13,316,362</b>	<b>14,475,108</b>	<b>16,714,635</b>	<b>20,928,348</b>	<b>23,163,662</b>
<b>Change in Net Assets</b>	<b>574,824</b>	<b>106,039</b>	<b>237,520</b>	<b>2,709,459</b>	<b>622,148</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>301,967</b>	<b>876,791</b>	<b>982,830</b>	<b>1,220,350</b>	<b>3,929,809</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>876,791</b>	<b>982,830</b>	<b>1,220,350</b>	<b>3,929,809</b>	<b>4,551,957</b>

# FISCAL ANALYSIS

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

NOTE: Effective 2013-14, the charter merged finances with the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service	1,482,368	1,592,792	1,266,736	1,535,478	2,093,227
Administrative Staff Personnel	4,523,379	5,376,738	7,489,612	8,162,670	9,258,287
Instructional Personnel	4,059	3,758	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>6,009,806</b>	<b>6,973,287</b>	<b>8,756,348</b>	<b>9,698,148</b>	<b>11,351,514</b>
Fringe Benefits & Payroll Taxes	921,320	1,258,651	1,448,169	1,645,764	1,980,499
Retirement	77,996	96,383	98,468	159,530	158,599
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	1,432,644	1,472,269	1,631,069	1,472,270	1,472,270
Staff Development	141,556	202,165	204,050	159,293	308,428
Professional Fees, Consultant & Purchased Services	1,061,960	1,285,378	1,718,071	2,334,799	2,833,930
Marketing / Recruitment	148,385	81,763	36,849	51,951	61,144
Student Supplies, Materials & Services	521,362	548,200	520,010	219,902	551,194
Depreciation	219,757	221,504	244,586	266,130	256,057
Other	1,923,896	2,229,470	1,819,495	2,211,102	3,567,879
<b>Total Expenses</b>	<b>12,458,682</b>	<b>14,369,069</b>	<b>16,477,115</b>	<b>18,218,889</b>	<b>22,541,514</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	440	496	496	496	884
Final Chartered Enrollment (Includes any revisions)	440	496	621	769	884
Actual Enrollment - <b>GRAPH 4</b>	528	581	689	763	785
Chartered Grades	K-7	K-8	K-8	K-8	K-11
Final Chartered Grades (includes any revisions)	-	-	K-9	K-10	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2017-18	2018-19	2019-20	2020-21	2021-22
Increase over prior year	14,527	15,307	16,150	16,123	16,844
	3.4%	5.1%	5.2%	-0.2%	4.3%

#### PER STUDENT BREAKDOWN

Revenue	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	22,034	24,269	23,341	24,601	29,340
Other Revenue and Support	3,187	645	918	2,828	168
<b>TOTAL - GRAPH 3</b>	<b>25,220</b>	<b>24,914</b>	<b>24,259</b>	<b>27,429</b>	<b>29,508</b>
Expenses	2017-18	2018-19	2019-20	2020-21	2021-22
Program Services	21,763	22,123	21,024	20,733	25,026
Management and General, Fundraising	2,368	2,608	2,890	3,145	3,689
<b>TOTAL - GRAPH 3</b>	<b>24,132</b>	<b>24,732</b>	<b>23,915</b>	<b>23,878</b>	<b>28,715</b>
% of Program Services	90.2%	89.5%	87.9%	86.8%	87.2%
% of Management and Other	9.8%	10.5%	12.1%	13.2%	12.8%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>4.5%</b>	<b>0.7%</b>	<b>1.4%</b>	<b>14.9%</b>	<b>2.8%</b>
<b>% of Revenue Expended on Facilities</b>	<b>12.3%</b>	<b>10.4%</b>	<b>10.1%</b>	<b>7.8%</b>	<b>6.4%</b>

#### Student to Faculty Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
8.5	8.4	8.6	9.2	7.4

#### Faculty to Admin Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
3.4	3.6	3.2	2.5	3.0

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2017-18	2018-19	2019-20	2020-21	2021-22
0	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

NOTE: Effective 2013-14, the charter merged finances with the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2013-14

	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
Resident Student Enrollment	4,984,003	6,162,690	7,309,589	7,832,876	9,246,904
Students with Disabilities	700,662	965,739	1,172,515	1,454,068	-
State and local	544,036	732,382	338,858	437,293	1,356,101
Federal - Title and IDEA	264,252	269,678	287,085	299,632	-
Federal - Other	444,692	380,075	121,970	292,950	-
Other	-	75	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>6,937,645</b>	<b>8,510,639</b>	<b>9,230,017</b>	<b>10,316,819</b>	<b>10,603,005</b>
Regular Education	4,779,064	5,719,246	5,292,062	6,360,018	7,003,881
SPED	933,511	1,426,122	1,659,723	1,818,410	2,109,499
Other	479,082	264,204	136,482	160,984	175,275
<b>Total Program Services</b>	<b>6,191,657</b>	<b>7,409,572</b>	<b>7,088,267</b>	<b>8,339,412</b>	<b>9,288,655</b>
Management and General	680,939	897,952	1,009,651	962,010	1,146,811
Fundraising	212,161	324,508	297,606	346,210	317,911
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>7,084,757</b>	<b>8,632,032</b>	<b>8,395,524</b>	<b>9,647,632</b>	<b>10,753,377</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(147,112)</b>	<b>(121,393)</b>	<b>834,493</b>	<b>669,187</b>	<b>(150,372)</b>
Contributions	116,377	100,000	-	156,126	80,000
Fundraising	-	-	-	-	-
Miscellaneous Income	29	9,707	9,694	1,115,759	435
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>116,406</b>	<b>109,707</b>	<b>9,694</b>	<b>1,271,885</b>	<b>80,435</b>
<b>Total Unrestricted Revenue</b>	<b>7,054,051</b>	<b>8,620,346</b>	<b>9,239,711</b>	<b>11,588,704</b>	<b>10,683,440</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>7,054,051</b>	<b>8,620,346</b>	<b>9,239,711</b>	<b>11,588,704</b>	<b>10,683,440</b>
<b>Change in Net Assets</b>	<b>(30,706)</b>	<b>(11,686)</b>	<b>844,187</b>	<b>1,941,072</b>	<b>(69,937)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>29,989</b>	<b>(717)</b>	<b>(12,403)</b>	<b>831,784</b>	<b>2,772,856</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>(717)</b>	<b>(12,403)</b>	<b>831,784</b>	<b>2,772,856</b>	<b>2,702,919</b>

# FISCAL ANALYSIS

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

NOTE: Effective 2013-14, the charter merged finances with the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

	2017-18	2018-19	2019-20	2020-21	2021-22
1,091,822	1,397,352	1,152,488	964,278	1,270,684	
2,964,137	3,882,192	4,194,724	5,143,480	5,317,806	
-	-	-	-	-	
-	-	-	-	-	
-	-	-	-	-	
<b>4,055,959</b>	<b>5,279,545</b>	<b>5,347,212</b>	<b>6,107,758</b>	<b>6,588,490</b>	
606,097	826,835	862,479	1,081,884	1,051,089	
47,252	41,097	35,544	58,552	57,929	
5,051	-	-	-	-	
-	-	-	2,617	-	
94,502	165,943	184,932	110,597	190,922	
745,791	970,803	1,040,273	1,490,809	1,471,973	
137,942	101,720	46,953	34,441	35,762	
226,423	354,099	234,830	82,092	218,058	
52,848	109,343	120,518	128,645	110,521	
703,165	782,647	522,783	550,237	1,028,633	
-	-	-	-	-	
<b>6,675,030</b>	<b>8,632,032</b>	<b>8,395,524</b>	<b>9,647,632</b>	<b>10,753,377</b>	

Total Expenses

### CHARTER ANALYSIS

#### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

	2017-18	2018-19	2019-20	2020-21	2021-22
334	404	462	520	522	
334	404	462	520	522	
386	402	453	494	442	
K-5	K-6	K-7	K-8	K-8	
-	-	-	-	-	

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

	2017-18	2018-19	2019-20	2020-21	2021-22
14,527	15,307	16,150	16,123	16,844	
3.4%	5.1%	5.2%	-0.2%	4.3%	

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

	2017-18	2018-19	2019-20	2020-21	2021-22
17,973	21,171	20,375	20,884	23,989	
302	273	21	2,575	182	
<b>18,275</b>	<b>21,444</b>	<b>20,397</b>	<b>23,459</b>	<b>24,171</b>	

##### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other

	2017-18	2018-19	2019-20	2020-21	2021-22
16,041	18,432	15,647	16,881	21,015	
2,314	3,041	2,886	2,648	3,314	
<b>18,354</b>	<b>21,473</b>	<b>18,533</b>	<b>19,530</b>	<b>24,329</b>	
87.4%	85.8%	84.4%	86.4%	86.4%	
12.6%	14.2%	15.6%	13.6%	13.6%	
<b>-0.4%</b>	<b>-0.1%</b>	<b>10.1%</b>	<b>20.1%</b>	<b>-0.7%</b>	
0.0%	0.0%	0.0%	0.0%	0.0%	

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

#### Student to Faculty Ratio

	2017-18	2018-19	2019-20	2020-21	2021-22
9.0	7.2	8.5	-	7.5	

#### Faculty to Admin Ratio

	2017-18	2018-19	2019-20	2020-21	2021-22
3.3	3.5	3.8	-	2.7	

#### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

	2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	

#### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

	2017-18	2018-19	2019-20	2020-21	2021-22
0	0	0	0	0	
0.0%	0.0%	0.0%	0.0%	0.0%	
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	

#### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

	2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	

#### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

	2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	

#### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

	2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	

## FISCAL ANALYSIS

### EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (COMBINED)

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

	MERGED 2017-18	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22
Cash and Cash Equivalents - GRAPH 1	1,050,059	1,567,992	7,509,322	10,726,744	9,216,784
Grants and Contracts Receivable	297,258	1,025,605	754,596	2,495,922	1,865,587
Accounts Receivable	1,309,376	-	-	-	-
Prepaid Expenses	173,172	-	233,059	651,294	1,491,314
Contributions and Other Receivables	-	-	118,050	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>2,829,865</b>	<b>2,593,597</b>	<b>8,615,027</b>	<b>13,873,960</b>	<b>12,573,685</b>
Property, Building and Equipment, net	722,177	657,283	731,999	2,888,149	3,145,808
Other Assets	150,058	150,206	150,328	4,924,144	4,758,039
<b>Total Assets - GRAPH 1</b>	<b>3,702,100</b>	<b>3,401,086</b>	<b>9,497,354</b>	<b>21,686,253</b>	<b>20,477,532</b>

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	1,039,402	573,324	539,360	1,217,858	1,597,280
Accrued Payroll and Benefits	-	819,210	1,151,387	3,475,999	2,799,650
Deferred Revenue	6,537	23,511	53,488	134,388	195,538
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	1,273,329	452,187	2,233,194	1,994	349,767
<b>Total Current Liabilities - GRAPH 1</b>	<b>2,319,268</b>	<b>1,868,232</b>	<b>3,977,429</b>	<b>4,830,239</b>	<b>4,942,235</b>
Deferred Rent/Lease Liability	506,758	562,427	618,096	-	-
All other L-T debt and notes payable, net current maturities	-	-	2,849,695	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>2,826,026</b>	<b>2,430,659</b>	<b>7,445,220</b>	<b>4,830,239</b>	<b>4,942,235</b>

##### Net Assets

Without Donor Restrictions	876,074	820,369	2,052,134	16,856,014	15,535,297
With Donor Restrictions	-	150,058	-	-	-
<b>Total Net Assets</b>	<b>876,074</b>	<b>970,427</b>	<b>2,052,134</b>	<b>16,856,014</b>	<b>15,535,297</b>
<b>Total Liabilities and Net Assets</b>	<b>3,702,100</b>	<b>3,401,086</b>	<b>9,497,354</b>	<b>21,686,253</b>	<b>20,477,532</b>

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	12,630,804	14,990,339	18,282,883	20,138,972	25,923,064
Students with Disabilities	2,285,593	3,053,991	3,543,965	4,298,115	-
<b>Grants and Contracts</b>					
State and local	751,304	1,464,249	733,826	1,142,447	4,405,107
Federal - Title and IDEA	669,245	709,479	752,399	783,532	-
Federal - Other	1,019,850	976,289	357,645	766,015	-
Other	-	75	-	-	1,890,000
NYC DoE Rental Assistance	1,214,603	1,416,644	1,416,600	1,416,600	1,416,600
Food Service/Child Nutrition Program	-	-	224,547	542,031	-
<b>Total Operating Revenue</b>	<b>18,571,399</b>	<b>22,611,066</b>	<b>25,311,865</b>	<b>29,087,712</b>	<b>33,634,771</b>

##### Expenses

Regular Education	12,671,244	14,442,035	15,387,821	17,946,732	21,254,044
SPED	4,104,087	5,257,267	5,660,400	5,764,720	6,817,508
Other	907,385	563,842	525,693	447,075	862,364
<b>Total Program Services</b>	<b>17,682,716</b>	<b>20,263,144</b>	<b>21,573,914</b>	<b>24,158,527</b>	<b>28,933,916</b>
Management and General	1,616,321	1,997,529	2,550,668	2,818,537	3,460,201
Fundraising	527,258	740,428	748,057	889,457	900,774
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>19,826,295</b>	<b>23,001,101</b>	<b>24,872,639</b>	<b>27,866,521</b>	<b>33,294,891</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(1,254,896)</b>	<b>(390,035)</b>	<b>439,226</b>	<b>1,221,191</b>	<b>339,880</b>

##### Support and Other Revenue

Contributions	1,783,956	446,001	575,000	552,252	187,000
Fundraising	-	3,716	-	-	-
Miscellaneous Income	15,058	34,671	67,481	2,877,088	25,331
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>1,799,014</b>	<b>484,388</b>	<b>642,481</b>	<b>3,429,340</b>	<b>212,331</b>

Total Unrestricted Revenue	20,370,413	23,095,454	25,954,346	32,517,052	33,847,102
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>20,370,413</b>	<b>23,095,454</b>	<b>25,954,346</b>	<b>32,517,052</b>	<b>33,847,102</b>

##### Change in Net Assets

<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>331,956</b>	<b>876,074</b>	<b>970,427</b>	<b>2,052,134</b>	<b>6,702,665</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>876,074</b>	<b>970,427</b>	<b>2,052,134</b>	<b>6,702,665</b>	<b>7,254,876</b>

# FISCAL ANALYSIS

## EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL (COMBINED)

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service	2,574,190	2,990,144	2,419,224	2,499,756	3,363,911
Administrative Staff Personnel	7,487,516	9,258,930	11,684,336	13,306,150	14,576,093
Instructional Personnel	4,059	3,758	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>10,065,765</b>	<b>12,252,831</b>	<b>14,103,560</b>	<b>15,805,906</b>	<b>17,940,004</b>
Fringe Benefits & Payroll Taxes	1,527,417	2,085,486	2,310,648	2,727,648	3,031,588
Retirement	125,248	137,480	134,012	218,082	216,528
Management Company Fees	5,051	-	-	-	-
Building and Land Rent / Lease / Facility Financing	1,432,644	1,472,269	1,631,069	1,474,887	1,472,270
Staff Development	236,058	368,107	388,982	269,890	499,350
Professional Fees, Consultant & Purchased Services	1,807,751	2,256,181	2,758,344	3,825,608	4,305,903
Marketing / Recruitment	286,327	183,483	83,802	86,392	96,906
Student Supplies, Materials & Services	747,785	902,299	754,840	301,994	769,252
Depreciation	272,605	330,848	365,104	394,775	366,578
Other	2,627,061	3,012,116	2,342,278	2,761,339	4,596,512
<b>Total Expenses</b>	<b>19,133,712</b>	<b>23,001,101</b>	<b>24,872,639</b>	<b>27,866,521</b>	<b>33,294,891</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	774	900	958	1,016	1,406
Final Chartered Enrollment (includes any revisions)	774	900	1,083	1,289	1,406
Actual Enrollment - <b>GRAPH 4</b>	914	983	1,142	1,257	1,227
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2017-18	2018-19	2019-20	2020-21	2021-22
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

Revenue	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	20,319	23,002	22,165	23,141	27,412
Other Revenue and Support	1,968	493	563	2,728	1,73
<b>TOTAL - GRAPH 3</b>	<b>22,287</b>	<b>23,495</b>	<b>22,727</b>	<b>25,869</b>	<b>27,585</b>
Expenses	2017-18	2018-19	2019-20	2020-21	2021-22
Program Services	19,347	20,614	18,891	19,219	23,581
Management and General, Fundraising	2,345	2,785	2,889	2,950	3,554
<b>TOTAL - GRAPH 3</b>	<b>21,692</b>	<b>23,399</b>	<b>21,780</b>	<b>22,169</b>	<b>27,135</b>
% of Program Services	89.2%	88.1%	86.7%	86.7%	86.9%
% of Management and Other	10.8%	11.9%	13.3%	13.3%	13.1%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>2.7%</b>	<b>0.4%</b>	<b>4.3%</b>	<b>16.7%</b>	<b>1.7%</b>
<b>% of Revenue Expended on Facilities</b>	<b>7.7%</b>	<b>6.5%</b>	<b>6.4%</b>	<b>5.1%</b>	<b>4.4%</b>

#### Student to Faculty Ratio

8.7	7.9	8.6	-	7.4
-----	-----	-----	---	-----

#### Faculty to Admin Ratio

3.4	3.6	3.4	-	2.9
-----	-----	-----	---	-----

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2017-18	2018-19	2019-20	2020-21	2021-22
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	1.2	1.1	1.5	3.0	2.8
	Fiscally Adequate	Fiscally Adequate	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	2017-18	2018-19	2019-20	2020-21	2021-22
510,597	725,365	4,637,598	9,043,721	7,631,450	
As % of Unrestricted Revenue	2.5%	3.1%	17.9%	27.8%	22.5%
Working Capital (Current) Ratio Score	1.2	1.4	2.2	2.9	2.5
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Good	Good	Good	Good

#### Quick (Acid Test) Ratio

Score	2017-18	2018-19	2019-20	2020-21	2021-22
1.1	1.4	2.1	2.7	2.2	
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	MEDIUM	LOW	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Good	Excellent	Good

#### Debt to Asset Ratio - GRAPH 7

Score	2017-18	2018-19	2019-20	2020-21	2021-22
0.8	0.7	0.8	0.2	0.2	
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	MEDIUM	MEDIUM	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Good	Good	Excellent	Excellent

#### Months of Cash - GRAPH 8

Score	2017-18	2018-19	2019-20	2020-21	2021-22
0.6	0.8	3.6	4.6	3.3	
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	HIGH	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	Poor	Excellent	Excellent	Excellent

## FUTURE PLANS

### IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER DUE FOR RENEWAL, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

*East Harlem Scholars Schools demonstrates a strong commitment to its students, families, and community. In partnership with EHTP, the charters' organizational structure and financial soundness allowed it to provide emergency relief funds and support to families and the community during COVID-19. The board, network, and school leadership are aware of specific and targeted areas of improvement to the academic program, and are putting in place the necessary strategies and resources to demonstrate improvement in a future charter term, if renewed.*

#### EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

**Plans for the Charter's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** East Harlem Scholars Schools demonstrates success in the current charter term having come close to meeting its Accountability Plan goals. The charters did much work over the pandemic years to ensure that families had resources to meet basic needs and to ensure the charters' programming focused on students' social emotional well being. At the time of the renewal visit, the board, network, and charter leaders had clear plans for improving and developing the academic program and had a clear sense of where extra support is needed across each charter.

**Plans for Board Oversight & Governance.** The East Harlem Scholars Schools' board members express interest in continuing to serve and provide oversight to both charters. In 2022-23, the board is working closely with EHTP to contract with an external consulting firm to conduct an organizational review for the supports provided to East Harlem Scholars Schools.

**Fiscal Plans.** Based on evidence collected through the renewal review, including a review of the five year financial plan, East Harlem Scholars Schools and each charter presents a reasonable and appropriate fiscal plan for the next charter term that are feasible and achievable.

## FUTURE PLANS

### EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL

**Plans for the Educational Program.** East Harlem Scholars demonstrates success as it came close to meeting its Accountability Plan goals. Network leaders work closely with the new elementary principal and the interim middle school principal to build up the academic program with additional time spent with coaching and supporting teachers. At the high school level, a newly hired principal recognizes specific shifts to occur to build up the success of the high school program after experiencing multiple start up challenges during the charter term.

**Facility Plans.** East Harlem Scholars plans will continue to operate its permanent elementary and middle school program in private leased space during the next charter term. The high school program has moved into interim space for 2022-23. This space has a two year lease and provides more than sufficient space for the high school program. The education corporation and EHTP plan to complete a permanent high school facility by 2024-25.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	1,034	1,142
<i>Grade Span</i>	K-12	K-12
<i>Teaching Staff</i>	93	93
<i>Days of Instruction</i>	185	185

### EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL II

**Plans for the Educational Program.** East Harlem Scholars II demonstrates success having come close to meeting its Accountability Plan goals. At the time of the visit, the charter had in place a strong and effective program, which shows the dedicated hard work of network and charter based staff members to improve the program since the Institute’s previous visit. The charter will continue to implement the elements of the East Harlem Scholars Schools’ program and show improvements for the academic program in the next charter term, if renewed.

**Facility Plans.** East Harlem Scholars II plans to continue to operate its program in one co-located site during the next charter term. The facility provides ample space for the Kindergarten – 8<sup>th</sup> grade programming needs.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	522	526
<i>Grade Span</i>	K-8	K-8
<i>Teaching Staff</i>	52	52
<i>Days of Instruction</i>	185	185

East Harlem Scholars  
Academy Charter School

# Ax

APPENDICES

PAGES Ax 1-10

<sup>A</sup>  
**CO**  
CHARTER  
OVERVIEW  
PAGE Ax 1

<sup>B</sup>  
**EO**  
ED. CORP  
OVERVIEW  
PAGE Ax 3

<sup>C</sup>  
**RI**  
REPORT  
INFORMATION  
PAGE Ax 7

**EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES**

<b>CHAIR</b>	<b>TRUSTEES</b>
William D. Rahm	Joan Solotar
<b>VICE CHAIR</b>	Iris Chen
Hope Knight	Lili Lynton
<b>TREASURER</b>	David Wildermuth
Brian Gavin	Marilyn Simons
<b>SECRETARY</b>	Saskia Levy Thompson
Carlos Morales	Carolyn Quintana

**EAST HARLEM TUTORIAL PROGRAM BOARD OF TRUSTEES**

<b>CHAIR</b>		
William D. Rahm, Chair	Lili Lynton	Joan Solotar
<b>TRUSTEES</b>	Mary W. Mackintosh	Oscar Teunissen
K. Don Cornwell	Jessica Marinaccio	Saskia Levy Thompson
William French, Jr.	Flori Marquez	Andrew Tucker
Brian Gavin	Leslie Ortiz	Robert Van Brugge
Judith Gibbons	Jonathan Pollack	Lakeesha Walrond
Reginald Goins	Stephen Rabinowitz	Peter Weirdman
Hope Knight	Kenney Robinson	Genia Wright
Jimmy Levin	David Schnadig	
	Gisele Shorter	

**NETWORK LEADERS**

<b>NETWORK</b>
<i>Jeff Ginsburg (2011-12 to Present)</i>
<i>Desree Cabral-Njenga, Superintendent (May 2022 to October 2022)</i>
<i>Robert Harvey, Superintendent (March 2019 to May 2022)</i>
<i>Sarah Caney, Interim Superintendent (September 2018 to March 2019)</i>
<i>Cheyenne Batista Sao Roque, Superintendent (2015-16 to 2017-18)</i>



**CHARTER VISIT HISTORY**

SCHOOL YEAR	VISIT TYPE	DATE
2011-12	East Harlem Scholars: First Year	April 19, 2012
2013-14	East Harlem Scholars: Evaluation	December 11, 2013
2015-16	East Harlem Scholars: Initial Renewal	September 28-30, 2015
2017-18	East Harlem Scholars II: Initial Renewal	November 6-7, 2017
2019-20	East Harlem Scholars: Subsequent Renewal	March 4-5, 2020
2022-23	East Harlem Scholars: Renewal Review East Harlem Scholars II: Renewal Review	October 18-21, 2022

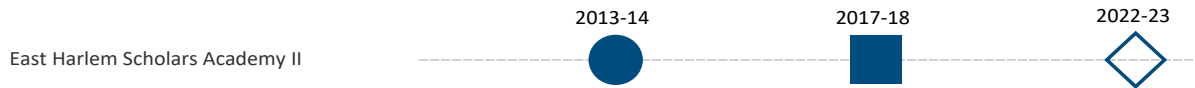
**CONDUCT OF THE RENEWAL REVIEW**

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 18-21, 2022	Andrew Kile	Managing Director of Evaluation
	Ciani Jones	Senior Analyst
	David Montes de Oca	External Consultant
	Hannah Hansen	External Consultant



## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

- Charter school opening ●
- Initial Renewal - Full-Term ■
- Subsequent Renewal - Full-Term ◆
- Subsequent Renewal Recommendation - Full-Term ◊



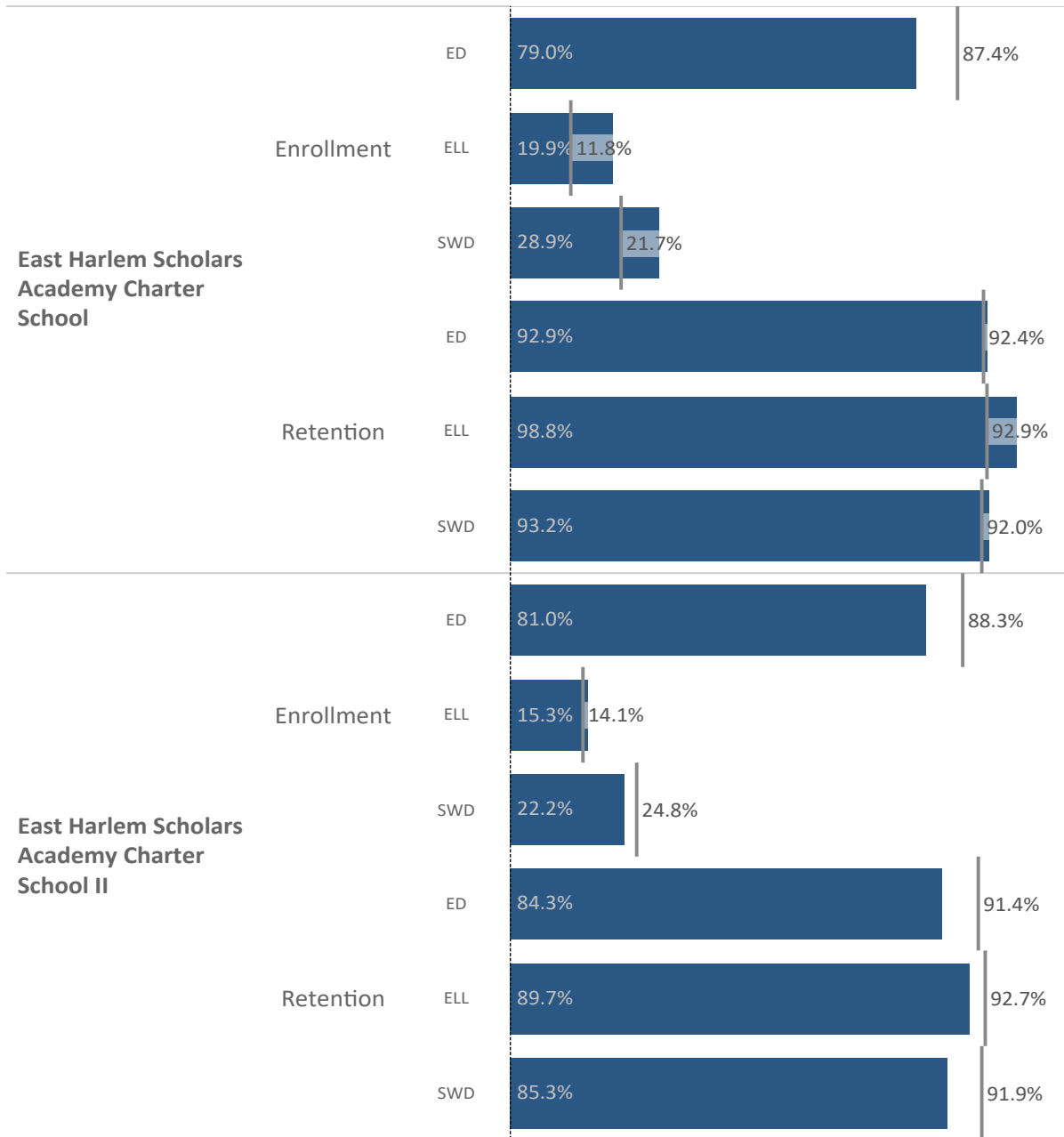


**EDUCATION CORPORATION CHARTER CHARACTERISTICS**

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
East Harlem Scholars Academy Charter School	Manhattan CSD 4	No	1,034	K-12
East Harlem Scholars Academy Charter School II	Manhattan CSD 4	Yes	522	K-8



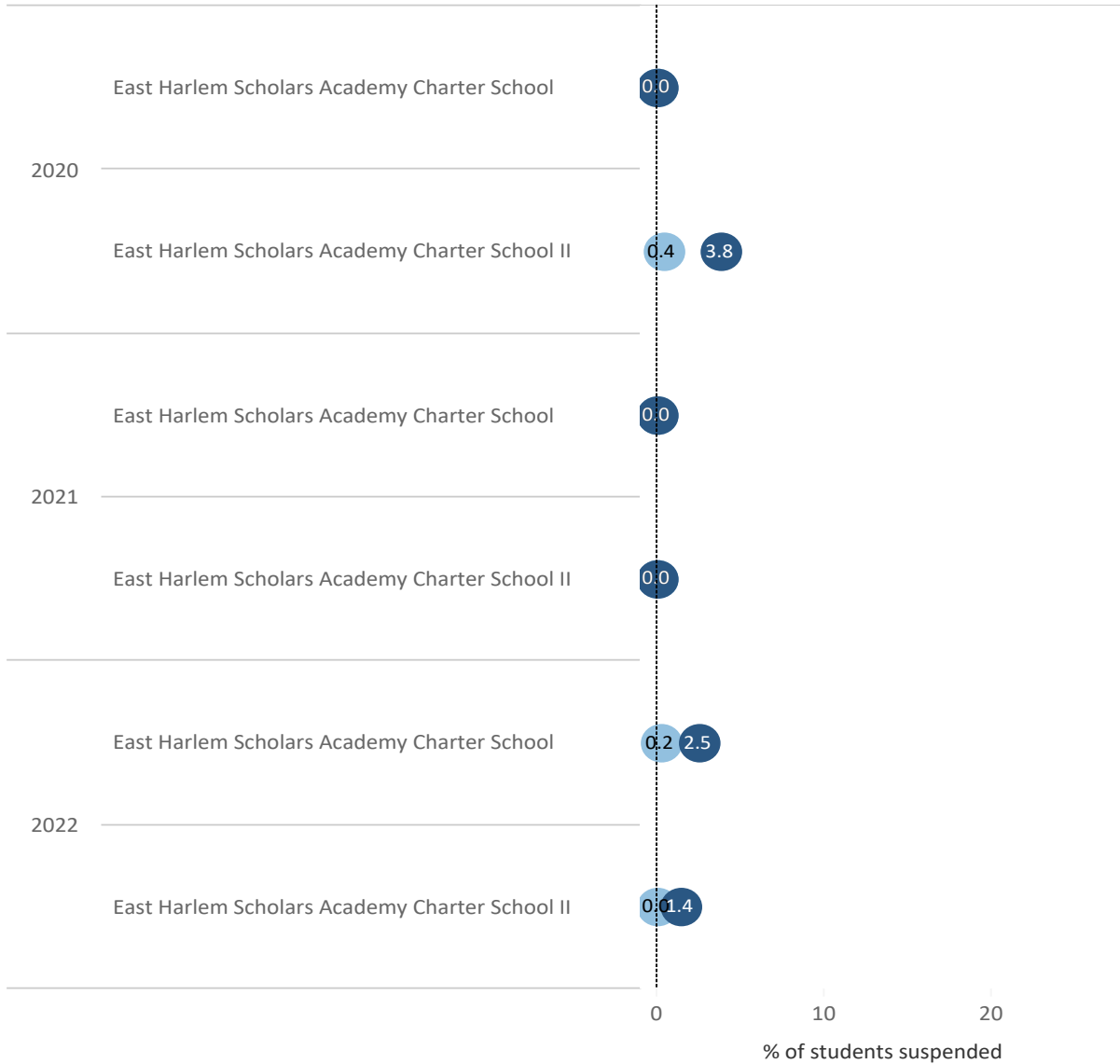
**ENROLLMENT AND RETENTION TARGETS**



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



**Suspensions: The education corporation's out of school suspension rate and in school suspension rate.**



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

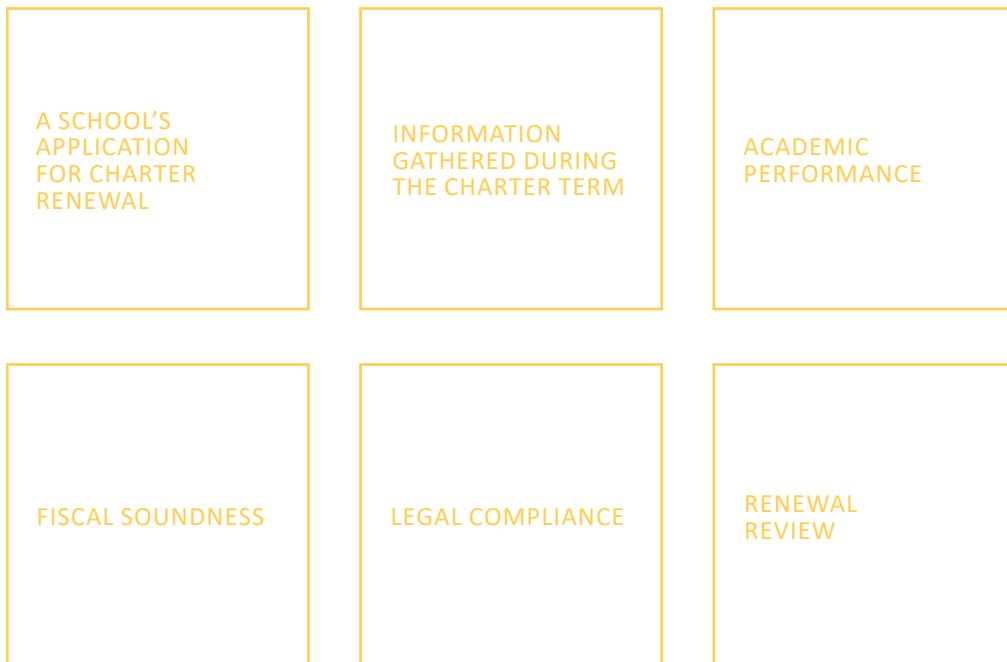
**During the most recent school year, the education corporation expelled 0 students.**

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

### REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.***

1. Revised September 4, 2013 and available on the [Institute’s website](#).

## REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

## RENEWAL QUESTIONS



**IS EACH CHARTER AN ACADEMIC SUCCESS?**

**IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS EACH CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?**

This report contains appendices that provide additional statistical and organizationally related information including a statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation, its schools and student achievement of those schools.



*Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).*

*2. Version 5.0, May 2012, are available on the [Institute’s website](#).*



## IS THE SCHOOL AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER SCHOOL.

At the beginning of the Accountability Period,<sup>3</sup> the school developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating school performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the school's board and approved by the Institute is included in the charter and frames the analysis of the school's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a school's Accountability Plan to determine its level of academic success, including the extent to which each school has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a school includes additional measures in its Accountability Plan, the Institute considers all available evidence of school performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup>- 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of school academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, schools reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



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