EARL MONROE
NEW RENAISSANCE BASKETBALL SCHOOL

Annual Report 2025-2026

Building Opportunity. Producing Results.





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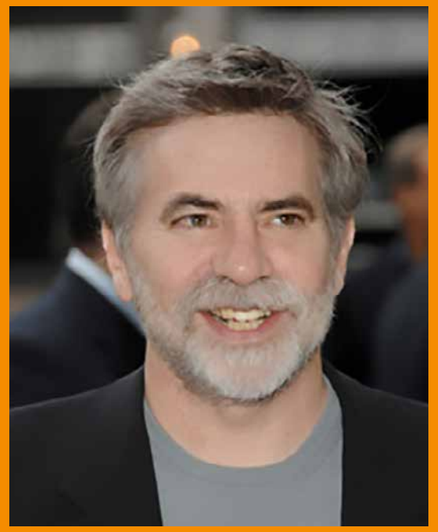

Dan Klores
Visionary and Chairman Emeritus

“Abecu volec epudis et ex eos veratur? Aribusam, tem quatiae etur, que nos audaerupta pres excersp icillaccume ex escit ommol uptas eos re voluptam et odigenime denihit due wue aribusl.”

Visionary and Chairman Emeritus Letter

Dear Friends,

Was it really just five years ago that our school opened its doors?

We did so with big plans and bigger dreams, believing in our motto – our mantra – that a ball and a book can change the world.

Now, as we celebrate our second graduating class, we’re proving it, proudly showcasing a half-decade of possibility, growth and success.

We’ve raised test scores, improved reading levels and accelerated college readiness.

We’ve built relationships in and around the world of basketball to develop and provide engaging materials, exciting opportunities, and legitimate connections.

We’ve established roots in the community and forged relationships that bring benefits both within and outside our walls.

But we know this is just the beginning.

As we prepare to open a new set of doors that will welcome students, staff, parents and partners inside our state-of-the-art home, we’re enthusiastic about the opportunity to anchor our neighborhood with optimism, momentum, and an increasingly bright future.

And while we are far from satisfied – with many goals and plans still ahead of us – we also recognize the importance of being proud of what we’ve managed to already accomplish together: creating a place that is changing lives, and ensuring that it will do so for many years to come.

Thank you for being an integral part of this journey – this movement – and I hope you take as much pride and motivation from what is highlighted on the following pages as I do.

I’ll look forward to seeing you inside our magnificent new school soon.



Dan Klores



Jack Irushalmi
Chairman of the Board

“Abecu volec epudis et ex eos veratur? Aribusam, tem quatiae etur, que nos audaerupta pres excersp icillaccume ex escit ommol uptas eos re voluptam et odigenime denihit due wue aribusl.”

Chairman of the Board Letter

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Jack Irushalmi



At a Glance

Where basketball becomes a pathway to opportunity.

OUR STUDENTS

409 students	**96%** Bronx-base students
46% African-American	**50%** Hispanic/Latino
36% female	

STUDENT NEEDS

94% free/reduced lunch	
21% special education services	

SCHOOL MODEL

70 full-time staff	**6:1** student-to-staff ratio
18–20 students per classroom	

Producing Results

Measurable growth. Meaningful impact.

LITERACY

We meet students where they are and move them forward.

50%
Entered at 4th grade reading level

80%
Deemed “at risk”

33%
Reduction in “at risk” students

13%
Increase in students reading at/above grade level

REGENTS

Strong results. Continued momentum.

Over 2/3
Passed math

60%
Passed science

75%
ELA

70%
U.S. History

ALGEBRA

Significant gains in one year.

33% (2022) → **50%** (2023)

WE OUTPERFORMED DISTRICTS 7 & 8 ON KEY REGENTS EXAMS.

COLLEGE ACCEPTANCE AND MATRICULATION

100%

Every member of the Class of 2025 and 2026 accepted to a two- or four-year college.



BEYOND GRADUATION

Real-world experiences. Stronger futures.

Bloomberg Summer Boost
Academic acceleration

82%
of students improved in math

3 to Read Campaign
Building strong readers

1,200+
books distributed to students

Leap Year Program
Real-world learning and career exploration

92%
of students demonstrated academic growin



Q&A

Fashion Program

From Bergdorf Goodman to Nordstrom, Stacey Seabrook brings three decades of experience in the industry to her “Introduction to Fashion Design” course, in which student designers display their work at an annual showcase. This year’s theme was “Fashions of the Past and Present,” using the 70s, 80s, 90s, and 2000s as the eras of inspiration.

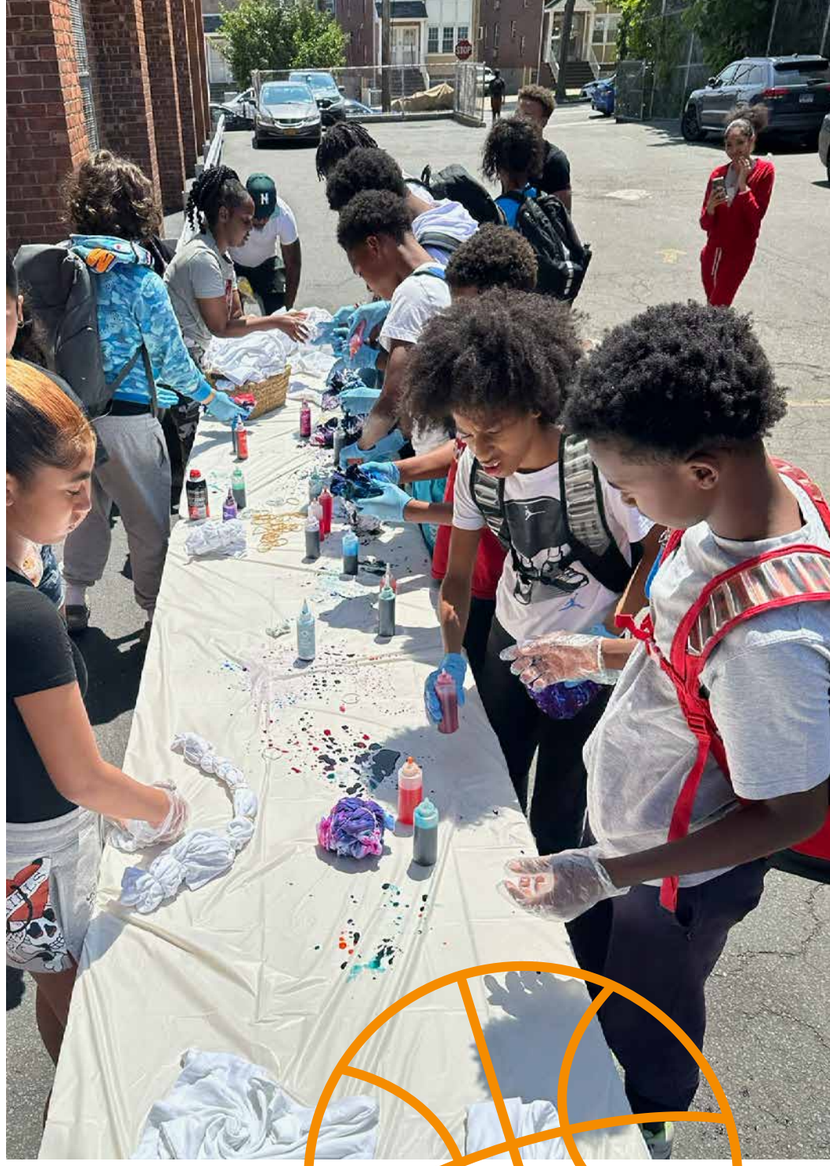
What material is covered in this class?
Students learn about fashion history, major designers, marketing, branding, and other careers in fashion – including merchandising, retail sales and content creation. As a group, we have visited fashion houses, museums, and thrift stores to learn about fashion and its history.

How many students participate?
This year, I have a full class of 21 students. More boys than girls have shown an interest and a few have developed their own lines, which we promote in the end-of-year-show. My proudest moments have come while working with students through normal production chaos to get the show together. It’s become a signature event attended by staff, students, and parents – and it gets better every year!

How will the new school building help the fashion program continue to grow?
Hopefully, we will have access to the gym or a designated space on a regular basis to hold rehearsals and plan. Other goals for the program are to gain a connection with a technical school where the students could learn sewing skills and create garments for the next production, and I would also love interested students to have access to internships in fashion houses during the school year for credit.

“My experience was amazing. I expanded my knowledge of fashion and learned how to translate that to my everyday life. I was able to do so with my friends, thoroughly enjoyed the class, and definitely recommend it.”

-Ryan Montes, De Oca







Q&A

Music Program

When trumpeter Angeleisha Rodgers was studying for her master's degree in North Carolina, jazz legend Branford Marsalis encouraged her to move to New York and work with his Jazz at Lincoln Center team. In the fall of 2025, she joined Earl Monroe as our first music teacher and bandleader, showcasing her students in performances throughout the year.

How did your first group of students begin to learn about music?
The way I've structured the class is to try and create a balance between performance skills and theory, which includes reading music. We started with percussion, because in my mind the foundation is rhythm. They learned how to read music notation, the parts of the drum, and basic techniques.

Were there students who picked it up right away?
Of the 30+ kids who participated in this first year, the athletic ones – the basketball players, softball players – all have natural rhythm. I love playing with student athletes, because they don't even realize that they have rhythm, but they do. I think their brains just understand the math in the music and they can feel it in their bodies. Then it's up to me to bridge the gap in teaching technique as they learn to read music and play.

What are your plans for the future of the program?
The new space in and of itself is going to open up a lot of possibilities. I'd like to build it so that ultimately there's a symphonic band, a drum line, and a horn pep band to perform games and school events. We could start a drum line next year, even if it's just with three or four kids. I'm from down south, where basketball games and football games are a part of the culture. And I'm a musician, so that's a part of it too. They go hand in hand, so I want to try to bring that culture here.



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"Ms. Rodgers knows what's she's doing. She is very talented, and learning was easy with her. She is a very good teacher, and I highly recommend anyone taking the class!"

-Zach Clarke







Building Opportunity. Producing Results. 2025-2026

“Being a student at Earl Monroe has given me so many opportunities to grow both in and out of the classroom. From participating in the Bruce Beck Sports Broadcasting Camp to being featured in the newspaper for participating in my Zion Williamson class, I’ve been able to experience things I never thought I would. These opportunities have helped me build confidence, learn new skills, and create memories I’ll always be grateful for.”

-Alani Rodriguez

Boosting Literacy

From Reading Recovery to College Readiness

Literacy deficiency impacts student performance in more than just English class – it affects their learning across the entire curriculum.

When Earl Monroe New Renaissance Basketball School opened its doors in 2021, 75% of the freshman class was reading at three or more years below their targets – and 13% were actually measured at levels representing kindergarten through second grade.

By the time that class graduated in June 2025, the students had jumped to an average beyond tenth grade and increased their testing scores significantly: 87 of 88 seniors passed the ELA Regents Exam and every single one of them was accepted to college.The secret? Resilience, hard work, and a schoolwide commitment to targeted literacy intervention from day one through senior year.



Seven full-time literary interventionists were hired during the 2021-22 school year and immediately tasked with guiding the students who needed the most reading assistance, and tutors (both professional and peer) were engaged to work with students after school and on weekends to help prepare them for the state standardized tests. The results listed above speak for themselves.

As the school population has grown from one grade to four, our literacy programs have also broadened their reach. This spring's "soft launch" of the Writing Lab offered ninth grade students an additional opportunity to hone their sentence construction skills; in the fall of 2026, it will expand to a daily after-school club for anyone interested in grades 9-12.

The Summer Boost program (in partnership with Bloomberg) is geared specifically towards incoming freshmen, helping bridge the gap between middle and high school as well as identifying areas where additional academic recovery may be needed.

"We meet students where they are-and move them forward, together."

-Earl Monroe
Founder



The Summer Boost schedule – featuring ELA and math in the morning followed by crafts, sports, and other enrichment activities in the afternoon – also allows students the opportunity to get to know their new classmates in a more informal, relaxed social environment than during the r egular academic year.

Shaun Merrique, who helps lead Summer Boost, reported that so many participants have recognized the benefits of the program that they've asked to return to it as upperclass mentors and coaches to incoming freshmen following in their footsteps.

In terms of fundraising, the "3 to Read" initiative, developed in partnership with NBA All-Star Julius Randle, raised close to $1.3 million for student literacy programs – one three-pointer at a time. After Randle was traded away from the Knicks, a student-athlete from Manhattan's Dalton School took the mantle and raised funds based on his own sharpshooting skills; at just seventeen years old, Noah Khalid has made a demonstrable impact by generating more than $300,000 for literacy efforts at Earl Monroe.

Those continuing efforts will also include building stronger collaborations between the literacy department and other areas of study. Development work has already begun on a Numeracy program designed to target math proficiency, and greater focus will be put on reading comprehension to help students process meaning-based texts, scientific concepts and terminologies, longform test questions and more.

3 TO READ

In partnership with NBA All-Star Julius Randle, this initiative raised close to

$1.3M

for student literacy programs.

NEXT GENERATION LEADERS

At just 17 years old, Noah Khalid took the mantle and has raised

$300K+

for literacy efforts at Earl Monroe.

LOOKING AHEAD

We are building stronger collaborations across all subjects— including a new Numeracy program and deeper focus on reading comprehension to help students succeed in every subject and beyond.

Leap Year And Legacy

Support Beyond High School

Last summer, after several members of the pioneering first class of EMNRS students graduated without firm post-high school plans, the Leap Year program was designed and developed to help steer them towards future success.

Since September, James Ennis and Ricardo Spence have led what Mr. Ennis calls a “highly structured gap year,” in which students are enrolled in financial literacy and business administration classes as well as certification programs including driver’s education, flagger training, and OSHA.

Participants have also been encouraged to take on part-time jobs and volunteer opportunities to help inform their next steps. One student has devoted part of his Leap Year to working with the Boys and Girls Club of Kips Bay, and the experience has inspired him to go back to school and study child psychology. Another has explored his interest in fashion by gaining employment with Centric Brands, and is currently deciding between continuing his studies at the Fashion Institute of Technology or expanding his role to a full-time position.

As Leap Year students move on, they – like all EMNRS alumni – will become part of the school’s Legacy program, another initiative spearheaded by Mr. Ennis and Mr. Spence. Whether students have moved on to college, the workforce, the military, or a gap year, Legacy provides mentorship, guidance, and continued support for every graduate by helping them build – and maintain – relationships with at least one teacher, coach, or other faculty member via regular check-ins either in person or via virtual and digital meetings.

Throughout the most recent school year, Mr. Ennis and Mr. Spence responded as needed by assisting 2025 graduates with academic intervention and financial and mental health resources.





They also continued to strengthen the bonds that former students have with the school – and each other – by hosting a well-attended alumni bowling night this spring and connecting alumni with members of the newly-established Earl Monroe Legacy Advisory Board. The group of professionals with expertise in legal services, social work, family support, mental health counseling, and physical health and wellness has provided a safety net for graduates, helping them to navigate a variety of challenges post-graduation.

With a second class of graduates on the way, both programs will expand to reach them. A new group of twelve Legacy mentors was selected to work directly with the Class of 2026, meeting with students shortly before the end of the school year on “Mentor Match Day.” The introduction of student portfolios, individually-focused files designed to monitor academic progress, career development, intervention history, and major milestones, will help mentors track student outcomes and provide targeted support as needed.

Eventually, alumni who have been guided through the program will become mentors themselves, fostering genuine connections from one generation of EMNRS students to another. As Mr. Spence says, “Everyone is always invited to come back home.”





“I’m really thankful for the opportunities that were given to me from the Leap Year program. It showed me that I’m still supported even after graduating high school.”

-Jahmere Jackson

College and Career Readiness

Next Steps to Success

Success is measured beyond the years our students spend at Earl Monroe New Renaissance Basketball School, which is why we put such a strong emphasis on preparing them for what follows. What begins in ninth grade with targeted curriculum, test preparation and life skill learning continues throughout high school with a variety of opportunities for students to set themselves up for future success. Along the way, students' interests and milestones are tracked via a college and career readiness platform called Overgrad.

Freshmen with interests in STEM are encouraged to participate in programs with nearby Baruch College and Fordham University. Beginning as sophomores, EMNRS students can enroll in classes to earn college credit via partnerships with CUNY-Hostos and Monroe University. One student, on her way to a planned career as a physician, recently participated in the Sophie Davis Pipeline Program with the CUNY School of Medicine. According to Judith Redlener, Director of College and Career Counseling, "some kids will graduate high school with 12 credits under their belt, which is equal to a full college semester."

Beyond the Bronx, one Earl Monroe student studied abroad last year in Costa Rica via the Council on International Educational Exchange; this year, one will do the same in Europe, and several others have applied for learning opportunities with the Trip of a Lifetime program.



A primary goal each year for school counselor Joseph Frederick is to see "every student admitted to at least one college, with a two-year or four-year option at their disposal," and he proudly reports that "we were able to achieve that last year, and we've achieved it again this year." Last year's senior class also set a remarkable benchmark as 2025 graduates were collectively awarded more than $6.8 million in scholarships and grants over four years. By early June, the Class of '26 had already topped that figure by more than 35% with over $9.4 million in awards received.

Members of our first graduating class chose to attend schools both in and out of state as well as at military campuses; the most popular was St. John's University, home to six of our students.

Students have also been introduced to potential paths through trade school and career fairs, internship opportunities, and guest speakers. "We had a three-part series at Deloitte where kids could learn about being an accountant," said Mr. Frederick. "We have affiliations with Einstein Medical School, the ACE [Architecture, Construction and Engineering] Mentorship Program, and the Bruce Beck Sports Broadcasting Camp." For Ms. Redlener, the work is just beginning: "I think we have developed great programs that fit the needs of our kids," she said.
"By increasing student and parent participation and following their interests and enthusiasm, we'll see even more college acceptances at more schools."



"These programs have opened many doors for my future nursing career. At a two-day Health Immersion Program at HSS, we participated in hands-on scenarios shadowing healthcare professionals, and learned clinical skills like suturing and anesthesia. We also spoke with physicians, nurses, and anesthesiologists about the training and education required to be in their positions"

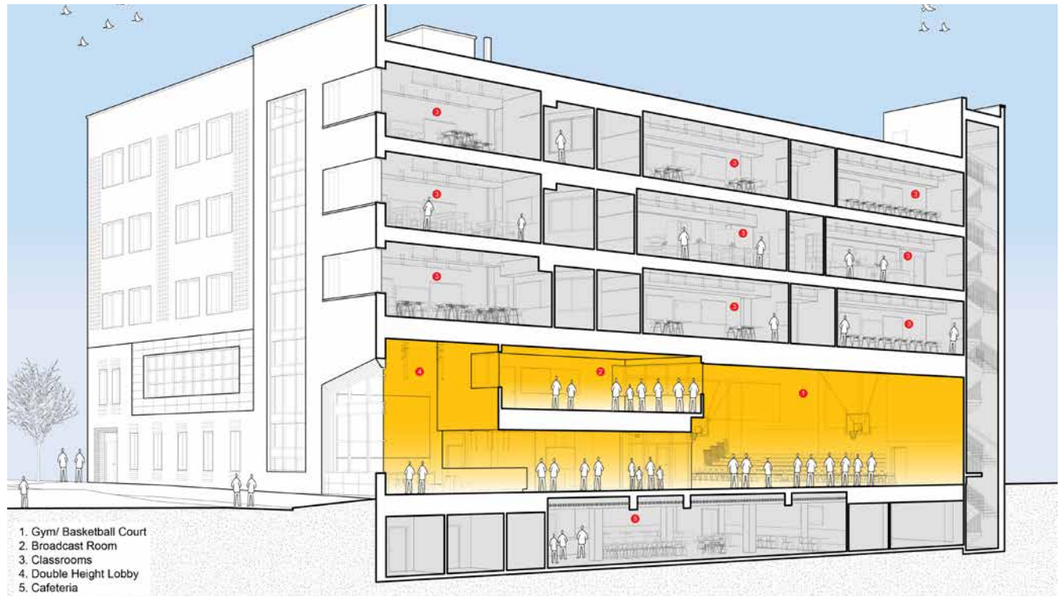
-Monica Barros

Our Future Home

A Conversation with Executive Director Susan Fraleigh



The 2026-27 school year at Earl Monroe New Renaissance Basketball School will mark a milestone as the first in our new home: a five-story, 68,000 square foot, state-of-the-art facility designed specifically for our pioneering academic, athletic and enrichment programs. Built to serve as an anchor for both its students and its community, the building represents the “next step” according to Executive Director Susan Fraleigh.



How will this facility immediately make an impact?

We will be providing students with access to a purpose-built learning environment designed to support both academic excellence and career exploration. From day one, students will benefit from modern classrooms, specialized science labs, media and broadcast studios, an expansive gymnasium, and dedicated spaces for health, wellness, and athletic training. Beyond serving our 440 students, we will become a visible symbol of investment in the South Bronx, bringing new energy to the neighborhood, creating opportunities for community engagement, and demonstrating that students in underserved communities deserve world-class educational facilities.

What are some of your goals for the upcoming academic year?

As Earl Monroe enters its sixth year, our focus is on strengthening the foundation we’ve built while preparing for our next phase of growth. We are refining our unique ecosystem of basketball-centered courses to provide even more meaningful academic and career pathways, solidifying the operational structures and systems that support long-term excellence, and continuing to cultivate a strong, mission-driven culture for both students and staff. Together, these priorities will ensure we continue to deliver an innovative educational experience while building a thriving school community.

What excites you most about the future of the school?

This new building creates opportunity for our students and the South Bronx community. Every space has been intentionally designed to support learning, discovery, and personal growth, offering students the resources to pursue their passions, develop real-world skills, and prepare for careers connected to basketball and beyond.

Equally exciting is the building’s role as a community anchor. Located in the heart of the South Bronx, it represents investment, optimism, and opportunity in a neighborhood that has long deserved all three. The school’s welcoming design reflects a commitment to openness and belonging, creating a place where students, families, and the community can take pride.

Meet the Team









School Leadership



Susan Fraleigh
Executive Director

Staff Directory

John Barczak
Camille Blevins
Brigette Brantley
John Campos
Julius Collier
Elisha Cross
Oswald Cross
Jamila Delong
Shantoi Douglas
Marques Drakeford
Orlando Encarnacion
James Ennis
Joseph Frederick
Jeffrey Gelin
Natalie Gomez
Sonja Gracy
Jason Grant
Michael Greason
Shay Hall
Carl Hanson
Patrick Hickey
Eric-Matthieu Kazadi
Shakeena King
Jeremy Logan
Chrstopher Martin
Ashley Martinez
Shaun Merrique
Sauda Moultrie
Trinh Nguyen
Kwame Ocran
Ismael Ona
Mariam Ouattara
Bruce Parker
Balbino Pearson
Cristian Perez
Nikita Philpott
Dylan Portnoy
Jared Quiza
Judith Redlener
Toni-Marie Rhone
Victor Rios
Edward Rivers
Jared Rivers
Angeleisha Rodgers
Erica Satterfield
Stacey Seabrook
Ricardo Spence
Rudy Turnbull
Angely Urena
Christine Valentin
Eric Vasquez
Santiago Vazquez
Melissa Vero
Robin Von Kessel
Isaiah Williams
Jamaal Womack
Toya Woods
Susan Young-Fraleigh

Board of Trustees

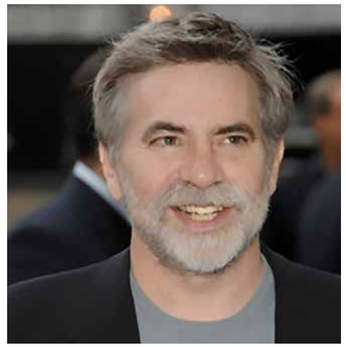




David Stern
Founding Trustee
(In Memoriam)



Earl Monroe
Legacy Trustee



Dan Klores
School Visionary and Chairman Emeritus



Jack Irushalmi
Chairman of the Board
President and Managing Director,
Tri Star Construction Corp



Estefany Lopez
Vice-Chair
Partner, Transcend



Milton Sipp
Vice-Chair
Assistant Head of School,
Riverdale Country School



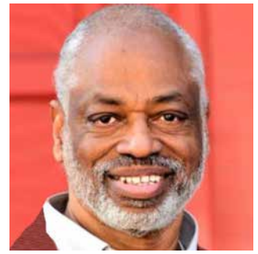
Anita Reyes
Secretary
Executive Director, The Bronx
Neighborhood Health Action Center



Aaron Saperstein
Treasurer
Executive Director,
Morgan Stanley



Rudy Acree
Deputy Director,
Public Defender Service



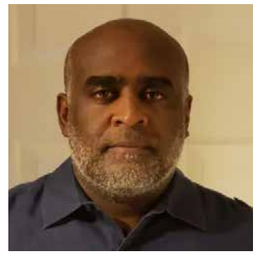
Len Elmore
Retired attorney, business
leader, television sports
personality and educator



Alan Fishman
Chairman, Ladder Capital
Finance Corporation



Ernesto Freire
Chief of Staff and
Communications Director,
Bloomberg Associates



Derrick Green
Field Technician, Verizon;
former NY Rens Head Coach



Jackie Harris
Sports Marketing Executive,
Philanthropist, Lawyer



Laurie Lindenbaum
English teacher, Riverdale
Country School; Fmr. consumer
marketing at Best Foods



John Mogulescu
Founding Dean of the CUNY
School of Professional Studies



Michael Salzer
President; MacGuffin Films,
Assembly Films, and the Rec.
Room



David Strasser
Managing Director at SWaN



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Executive Vice President,
New York Knicks

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Macky Bergman
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Nils & Samantha Brous
Hubert Brown
BTIG
Tonio Burgos
Ed Burke, Jr.
Judd Burstein
Citibank
Bess Collier
DICK's Sporting Goods Foundation
Alan Fishman
Bill & Melinda Gates Foundation
Gatorade
Geller & Company
Eric Gertler
William Gilchrist
Gary Ginsburg
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Victoria & Lloyd Goldman
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James Gronfein
Maggie Haberman
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Hobson/Lucas Family Foundation
Jack Irushalmi

JP Morgan Chase
Erica & Michael Karsch
Katz Family Foundation
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Joe Keeney
Tom Kelly
Bruce Klores
Craig Klosk
Dan & Abbe Klores
Dale & Ellis Koch
Koenigsberg Family Fund
Vasu Kulkarni
Spike & Tonya Lee
Gerald Lefcourt
Lincoln Fund
Laurie Lindenbaum
Mark & Jennifer Lipschultz
Jeff Lipsitz
Leighton Longhi
Reginald Love
Doug & Ellen Lowey
Scott Mager
Jay Mantz
Ronnie Mateo
Ed Mellick
Bill Miller
Mark Mukasey
David Moore
Michael & Tracy Nathanson
NBA Foundation
National Basketball Players Association Foundation
New York Knicks
NIKE
Norbury Foundation
Melanie Nussdorf
Al Phipps
Richard Plepler
Rene Plessner

Julius Randle
David Rockwell
Lance & Diane Rosen
Adam S. Rosenthal
May & Samuel Rudin Family Foundation
Michael Salzer
Aaron Saperstein
Curtis Schenker
George Schlosser
Kristin Schmidt
Cliff Schneider
Eric Schwartz
Stephen Semenza
Robert Sharp
Bridget Siegel
Bill Simmons Family Foundation
Paul Simon
Orin Snyder
Stavros Niarchos Foundation
David Strasser
Ken Sunshine
Josh Targoff
David & Jesse Tawil
Mark Thomashow
Michael Trenk
Mary Trinity
Derek Trulson
Tudor Foundation
Barry Watkins
Weisfeld Family Foundation
Howard Wolfson
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Wrubel Family Fund
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