

Equality Charter School Annual Report

2009-2010

**Submitted October 29, 2010
Principal & Co-Founder, JoAnn Myers
Assistant Principal & Co-Founder, Caitlin Franco
Board Chair, Ehri Mathurin**

The State Education Department
The University of the State of New York

Office of Innovative School Models
Charter Schools Office
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School Equality Charter School

Primary Address 4140 Hutchinson River Parkway East

Telephone 718 320 3032 Fax 718 32- 3721

BEDS #3211 0086 0956

District/CSD of Location CSD 11

Charter Entity NYC Chancellor

Date School First Opened for Instruction September 2009

School Leader JoAnn Myers

E-mail Address of School Leader joann.myers@equalitycharterschool.org

President, Board of Trustees Ehri Mathurin

**E-mail Address and Phone Number of Board President
ehri.mathurin@equalitycharterschool.org**

General Instructions

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office:

For assistance with student/teacher attrition rates, call the Charter Schools Office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2009-10 school year are due to the Department by **5:00 p.m. on November 1, 2010**. Please ensure that they are sent in **electronic form** to both the Charter Schools Office at charterschools@mail.nysed.gov and James Conway in the Office of Audit Services at fsandals33@mail.nysed.gov. Please put "Audit Report" in the subject line of the e-mail.

3. Each person who was a member of a charter school's Board of Trustees during the 2009-10 school year must complete and submit the Disclosure of Financial Interest questionnaire.
4. Submit the annual report as a PDF file (except where otherwise noted) to the Charter Schools Office by **5:00 p.m. November 1, 2010** at charterschools@mail.nysed.gov. Please put "Annual Report" in the subject line of the e-mail. ***Faxed versions will not be accepted.*** The original signed Statement of Assurances must be sent to the Charter Schools Office at the address provided on the cover page above.

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, per your charter, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. Longitudinal data are being requested back through the 2006-07 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided:

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment was given;
5. the number of students enrolled in the grade on the date the assessment was given;
6. the number of students who were absent on the date that the assessment was administered;
7. the number of students who were exempted from such assessment per their IEP;
8. the number of students who were exempted from such assessment as a result of their ELL status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Complete a separate chart for each subtest.

New York State Assessment Results

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8					
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	
2009-10 – All Students									7	29	29	0	1	24	10	3					
General Education Students									.43	.83	.86	0	1.0	.96	1.0	1.0					
Special Education Students									.57	.17	.14	0	0	.04	0	0					
2008-09 – All Students																					
General Education Students																					
Special Education Students																					
2007-08 – All Students																					
General Education Students																					
Special Education Students																					
2006-07 – All Students																					
General Education Students																					
Special Education Students																					

**New York State Assessment Results
N/A for Equality at this time**

Regents Exam	Year	All Students				General Education Students				Students with Disabilities							
		Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85	
Comprehensive English	2009-10																
	2008-09																
	2007-08																
	2006-07																
Math A	2009-10																
	2008-09																
	2007-08																
	2006-07																
Math B	2009-10																
	2008-09																
	2007-08																
	2006-07																
Global History & Geography	2009-10																
	2008-09																
	2007-08																
	2006-07																
US History & Gov't.	2009-10																
	2008-09																
	2007-08																
	2006-07																

**New York State Assessment Results
N/A for Equality at this time**

Year	All Students				General Education Students				Students with Disabilities										
	Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:									
		<54	55-64	65-84		>85	<54	55-64		65-84	>85								
Living Environment	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		
Phys. Setting/ Earth Science	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		
Phys. Setting/ Chemistry	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		
Phys. Setting/ Physics	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		

*New York State Assessment Results
N/A for Equality at this time*

Regents Exam	Year	All Students				General Education Students				Students with Disabilities							
		Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85	
Comp. French	2009-10																
	2008-09																
	2007-08																
	2006-07																
Comp. German	2009-10																
	2008-09																
	2007-08																
	2006-07																
Comp. Hebrew	2009-10																
	2008-09																
	2007-08																
	2006-07																
Comp. Italian	2009-10																
	2008-09																
	2007-08																
	2006-07																
Comp. Latin	2009-10																
	2008-09																
	2007-08																
	2006-07																
Comp. Spanish	2009-10																
	2008-09																
	2007-08																
	2005-06																

**New York State Assessment Results
N/A for Equality at this time**

Regents Competency Test	Year	All Students				General Education Students				Students with Disabilities							
		% Scoring:				% Scoring:				% Scoring at or above:							
		≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85		
Mathematics	2009-10																
	2008-09																
	2007-08																
	2006-07																
Science	2009-10																
	2008-09																
	2007-08																
	2006-07																
Reading	2009-10																
	2008-09																
	2007-08																
	2006-07																
Writing	2009-10																
	2008-09																
	2007-08																
	2006-07																
Global Studies	2009-10																
	2008-09																
	2007-08																
	2006-07																
US History & Gov't.	2009-10																
	2008-09																
	2007-08																
	2006-07																

*New York State Assessment Results
N/A for Equality at this time*

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>				
		<i>% Scoring:</i>				<i>% Scoring:</i>				<i>% Scoring at or above:</i>				
		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>	<i>Total Tested</i>	<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>	<i>Total Tested</i>	<i>≤54</i>	<i>55-64</i>	<i>65-84</i>
French	2009-10													
	2008-09													
	2007-08													
	2006-07													
German	2009-10													
	2008-09													
	2007-08													
	2006-07													
Italian	2009-10													
	2008-09													
	2007-08													
	2006-07													
Latin	2009-10													
	2008-09													
	2007-08													
	2006-07													
Spanish	2009-10													
	2008-09													
	2007-08													
	2006-07													

New York State Assessment Results

NYS English as a Second Language Achievement Test	Year	All Students				General Education Students				Students with Disabilities								
		Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:							
			≤54	55-64	65-84		≥85	≤54	55-64		65-84	≥85	≤54	55-64	65-84	≥85		
Listening & Speaking (Gr. 7-8)	2009-10	1		1		0				1								
	2008-09																	
	2007-08																	
	2006-07																	
Reading & Writing (Gr. 7-8)	2009-10	1		1		0				1				1				
	2008-09																	
	2007-08																	
	2006-07																	
Listening & Speaking (Gr. 9-12)	2009-10																	
	2008-09																	
	2007-08																	
	2006-07																	
Reading & Writing (Gr. 9-12)	2009-10																	
	2008-09																	
	2007-08																	
	2006-07																	

*New York State Alternate Assessment Results
N/A for Equality at this time*

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Middle Level Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Secondary Level Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Secondary Level Science	2009-10					
	2008-09					
	2007-08					
	2006-07					

**High School Completion Rates
N/A for Equality at this time**

High School Completion	Year	All Students		General Education Students		Students with Disabilities	
		Number Of Students	Percent Graduating	Number Of Students	Percent Graduating	Number Of Students	Percent Graduating
Total Graduates	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma w/Adv. Designation	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. IEP Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 4-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 2-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						

N/A for Equality at this time

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>
To Other Post-Secondary	2009-10						
	2008-09						
	2007-08						
	2006-07						
Dropped Out	2009-10						
	2008-09						
	2007-08						
	2006-07						
Entered Approved HS Equivalency Prep Program	2009-10						
	2008-09						
	2007-08						
	2006-07						
Total Non-Completers	2009-10						
	2008-09						
	2007-08						
	2006-07						

Name of Test: Scantron Performance Series

Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
6th	9/23/2009	69	0	0	0	69	SCANTRON: Math GLE	62%>=6.0	
6th	1/28/2010	68	0	0	0	68	SCANTRON: Math GLE	34%>=6.5	
6th	6/8/2010	65	0	0	0	65	SCANTRON: Math GLE	66%>=6.9	
7th	9/23/2009	67	0	0	0	67	SCANTRON: Math GLE	33%>=7.0	
7th	1/28/2010	70	32	0	0	38	SCANTRON: Math GLE	21%>=7.5	
7th	6/8/2010	70	1	0	0	69	SCANTRON: Math GLE	32%>=7.9	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Name of Test: Scantron Performance Series

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
6th	9/18/2009	69	0	0	0	69	SCANTRON: Reading GLE	68%>=6.0	
6th	1/18/2010	68	1	0	0	67	SCANTRON: Reading GLE	64%>=6.5	
6th	5/28/2010	65	0	0	0	65	SCANTRON: Reading GLE	60%>=6.9	
7th	9/18/2009	67	0	0	0	67	SCANTRON: Reading GLE	39%>=7.0	
7th	1/18/2010	70	0	0	0	70	SCANTRON: Reading GLE	59%>=7.5	
7th	5/28/2010	70	0	0	0	70	SCANTRON: Reading GLE	56%>=7.9	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Name of Test: Scholastic Reading Inventory

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
6th	9/1/2009	69	0	0	0	69	SRI: READING Lexile	30% 800 - 1050 (Basic/Proficient)	
6th	5/28/2010	65	0	0	0	65	SRI: READING Lexile	65% 800 - 1050 (Basic/Proficient)	
7th	9/1/2009	67	0	0	0	67	SRI: READING Lexile	33% 900 - 1150 (Basic/Proficient)	
7th	5/28/2010	70	0	0	0	70	SRI: READING Lexile	56% 900 - 1150 (Basic/Proficient)	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "N.A."

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "N.A."

Equality's Goals

Section VI: Goals

VI.1 Mission

Equality Charter School provides a high level of academic rigor in a nurturing learning community that will prepare students to be successful in college. We realize high expectations for staff and students by focusing on the integration of goal setting, critical thinking and problem-solving skills. As our students move through this progression, they will develop into Equality men and women: high school graduates prepared for educated, productive lives.

VI.2 Goals

Standard 1: High Academic Attainment and Improvement

Expectation: Students' academic performance meets or exceeds local, state, and national standards.
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Absolute Performance 6th-8th ELA

Each year, 75 percent of 6th through 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.

Value Added Performance 6th-8th ELA

For years 2 through 5 of the Equality Charter School, each grade level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeds 75% on the previous year's ELA exam, then that cohort will demonstrate growth on the current year's exam.¹

Absolute Performance 6th-8th Math

Each year, 75 percent of 6th through 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State mathematics examinations.

Value Added Performance 6th-8th Math

For years 2 through 5 of the Equality Charter School, each grade level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's Math exam. If the number of students scoring above proficiency in a grade level cohort exceeds 75% on the previous year's Math exam, then that cohort will demonstrate growth on the current year's exam.²

Absolute Performance 8th Grade Social Studies

Each year, 75 percent of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State social studies examination.

¹ These goals will be measured and calculated by subtracting the percentage of students who scored proficient on the NYS Math and ELA examinations enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS ELA and Math examinations in year 2 and were continually enrolled for two consecutive years on BEDS day.

² *ibid*

Absolute Performance 8th Grade Science

Each year, 75 percent of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State science examination.

Absolute Performance High School Regents Exams

By the end of year 4 in the charter, 75% of the first cohort³ will have scored at least 65 on the New York State Regents examination in ELA.

By the end of year 4 in the charter, 75% of the first cohort⁴ will have scored at least 65 on the New York State Regents examination in Math.

By the end of year 4 in the charter, 75% of the first cohort⁵ will have scored at least 65 on a New York State Regents examination in Science (Living Environment, Chemistry, or Physics).

By the end of year 4 in the charter, 75% of the first cohort⁶ will have scored at least 65 on the New York State Regents examination in History (Global History).

Credit Accumulation

Each year, 75% of Equality students enrolled in grades 9-11 will accumulate 10 or more credits towards graduation. Equality will be accountable for all credits accumulated by students who were continuously enrolled in the school, including those who have dropped out or enrolled in an accredited GED program, however, the credits accumulated by students who have transferred to another school, were incarcerated, left the country, or died during the school year will be excluded. Each September, Equality will submit a report of student credit accumulation from the previous school year for the purposes of the NYCDOE Progress Report.

75% of Equality students who have enrolled in classes designed towards college accreditation will earn the minimum amount of college credits.

Graduation Rates

Each year, at least 75% of each student cohort (as defined by the New York State Education Department) will graduate within 5 years.

Comparative Performance

Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of the grades, exceed the average performance of students tested in the same grades of CSD 11 as measured by an analysis of performance compared to CSD 11 conducted by the NYCDOE.⁷

Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of the grades, exceed the average performance of students tested in the same grades of CSD 11 as measured by an analysis of performance compared to CSD 11 conducted by the NYCDOE.⁸

³ A cohort is defined as the group of students entering 9th grade on or before BEDS day in the same year at any school, regardless of when the students enters the charter school.

⁴ *ibid*

⁵ *ibid*

⁶ *ibid*

⁷ The NYCDOE will determine similar schools based on characteristics, including, but not limited to previous student performance, geographic location and student ethnic, racial, and low-income status. (Peer groups may be determined by the NYCDOE Progress Report.) Comparisons to CSD11 performance will be calculated by taking the percent of students proficient in the charter school and comparing the proficiency rates only to those same grades in CSD 11.

⁸ *ibid*

From years 2-4, the school will receive a “B” or higher on the Student Progress section of the NYCDOE Progress Reports.

Annual Yearly Progress

Each year, Equality Charter School will be deemed “In Good Standing” on the NYS Report Card.

Standard 2: Responsive Educational Program and Environment

Expectation: A quality educational program enables all students to achieve academically and socially.

Student Engagement

Each year, Equality Charter School will have an average daily student attendance of at least 95%. This will be measured by school reported data from an attendance tracking system such as ATS on the Annual Report submitted August 1 of each year. The figure will be calculated by: sum of the total number of days absent for each child in the school total number of possible school days
x (total number of students)

Adherence to Contract Terms

Each year, the school will comply with all applicable laws, regulations, and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and the federal Family Educational Rights and Privacy Act.

School-Specific Non-Academic Indicators

Each year, 100% of staff will engage in a faculty evaluation process that includes quarterly written performance reviews using the Formative Data Collection Evaluation Tool, provided in the Personnel Hiring and Evaluation Processes handbook; 90% of staff will receive an average rating of 3 or above on their Overall Total.

Each year, 90% of staff will engage in a faculty evaluation process that includes end-of-year formal evaluations using the Summative Evaluation, provided in the Personnel Hiring and Evaluation Processes handbook; 90% of staff will receive an average rating of 3 or above on their Overall Performance Rating.

Each year, 90% of staff will complete a Personal Professional Development Plan, provided in the Personnel Hiring and Evaluation Processes handbook, to address their individualized needs; 85% of staff will show evidence that they are working towards reaching their growth objective/goal(s).

Standard 3: Financial Sustainability and Internal Controls

Expectation: Leadership furthers the school’s mission, program, and goals and is strategic to ensure adequacy, alignment, and coherence of actions.

Twice a year, the Board of Trustees and Equality’s leadership will undergo an evaluation of the school’s mission, programs, and goals and will present the findings to the staff; they will receive a satisfactory or exemplary rating for each evaluation.

Standard 4: Financial Sustainability and Internal Controls

Expectation: The school is a well-run organization and capable of achieving long-term success.

Enrollment Stability

Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in A.T.S.

Financial Compliance:

Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings⁹.

Financial Viability:

Each year, the school will operate on a balanced budget¹⁰ and maintain a stable cash flow.

Standard 5: Strong Culture and Supportive Relationships

Expectation: There is a high social trust among the school community and a culture of positivity and excellence within the school.

Parent Satisfaction:

Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

Staff Satisfaction:

Each year, at least 80% of teachers will express satisfaction with school leadership and professional development opportunities as measured determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.

Student Satisfaction:

Each year, at least 80% of students will express satisfaction with school leadership and professional development opportunities as measured determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more students participate in the survey.

Disciplinary Actions & PBIS

Each year, disciplinary actions, suspension and expulsion rates will be below similar schools¹¹ within NYCDOE as measured by VADIR reports.

Each year, our school will meet exemplary status for the Positive Behavior Interventions and Supports (PBIS) system, as deemed by the external PBIS evaluation.

⁹ The NYCDOE will determine a finding to be "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

¹⁰ A budget will be considered "balanced" if revenues equal or exceed expenditures.

¹¹ The NYCDOE will determine similar schools based on characteristics, including, but not limited to previous student performance, geographic location and student ethnic, racial, and low-income status. (Peer groups may be determined by the NYCDOE Progress Report.)

**Progress Toward Goal Attainment
2009-2010**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken												
<p><i>Absolute Performance 6th-8th ELA:</i> Each year, 75 % of 6th through 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.</p>	<p>Standard 1: High Academic Attainment and Improvement Expectation: Students' academic performance meets or exceeds local, state, and national standards. NYSTP ELA Scores for Equality for 2009-2010 are as follows:</p> <table border="1" data-bbox="503 1144 852 1533"> <thead> <tr> <th></th> <th>ELA (Levels 3 & 4)</th> </tr> </thead> <tbody> <tr> <td>Equality – School Wide</td> <td>31%</td> </tr> <tr> <td>Equality – 6th Grade</td> <td>45%</td> </tr> <tr> <td>Equality – 7th Grade</td> <td>19%</td> </tr> <tr> <td>Equality – SWD</td> <td>17%</td> </tr> <tr> <td>Equality – ELL</td> <td>0%*</td> </tr> </tbody> </table> <p>*We only had 4 ELL students for 2009-2010 school year, therefore it does not comprise a subgroup.</p>		ELA (Levels 3 & 4)	Equality – School Wide	31%	Equality – 6 th Grade	45%	Equality – 7 th Grade	19%	Equality – SWD	17%	Equality – ELL	0%*	<p>NYS ELA Exam</p>	<p>N</p>	<p>Equality's ELA scores showed that 45% of our 6th graders and 19% of our 7th graders showed a Level 3 or above. Our 6th graders outperformed students in other charter schools and in NYC. For our students with disabilities, 17% scored a Level 3 or above. We are pleased that we have more SWD who scored a Level 3 or above in comparison to NYC SWD and NYS SWD. Our ELL population is only 4 students, which is less than 3% of our school population, and does not comprise a subgroup. Three of these students are also SWD.</p> <p>To address the needs of our students in ELA:</p> <ul style="list-style-type: none"> We have identified a returning teacher as Head of the English Department who will serve as our ELL Coordinator. NOTE: she is certified in both English as a content area and English for Second Language Learners. We expect that by building upon leadership in the school we are able to maximize resources to support our ELA program. Our READ 180 classroom is now a co-teaching model with a certified literacy specialist and reading teacher and a certified
	ELA (Levels 3 & 4)															
Equality – School Wide	31%															
Equality – 6 th Grade	45%															
Equality – 7 th Grade	19%															
Equality – SWD	17%															
Equality – ELL	0%*															

			<p>special education teacher. This will help to further support our students in need of intense remediation.</p> <ul style="list-style-type: none"> • We have added an additional class of READ 180, which will add three more sections of the course. This will help to provide the reading intervention program to more students at Equality that are two grade levels or more below reading level. • We have provided intense training on data teams and data-driven decision making with the entire ELA department, which will provide teachers with the process and strategies needed to assess students on a regular basis, analyze the data, and choose appropriate instructional strategies to ensure proficiency across the board. We also plan to send our ELA Head of Department to become a certified trainer through the Leadership and Learning Center in Englewood, Colorado in both Data Teams and Data-Driven Decision Making so she can better support her department. • We have provided intense training on the process of making and implementing Common Formative Assessments (CFAs) across the ELA department so that all teachers are using accurate means to assess students' knowledge of content and skill levels.
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<p><i>Value Added Performance 6th-8th ELA:</i> For years 2 through 5 of the Equality Charter School, each grade level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeds 75% on the previous year's ELA exam, then that cohort will demonstrate growth on the</p>	<p>No data available</p>	<p>NYS ELA Exam</p>	<p>n/a</p>	<ul style="list-style-type: none"> This year we also require collaborative scoring to occur during each of our twice-weekly data team meetings so that all teachers are more clear on proficiency for their respective grade levels in regards to ELA standards and have common standards for scoring.
				<p>Equality has just completed the first year of the charter.</p>

<p>current year's exam.¹²</p>		NYS Math Exam	N													
<p><i>Absolute Performance 6th - 8th Math:</i> Each year, 75 percent of 6th through 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State mathematics examinations.</p>	<p>Equality's NYSTP Math Scores are as follows:</p> <table border="1" data-bbox="289 1073 605 1535"> <thead> <tr> <th></th> <th>Math (Levels 3 & 4)</th> </tr> </thead> <tbody> <tr> <td>Equality – School Wide</td> <td>43%</td> </tr> <tr> <td>Equality – 6th Grade</td> <td>58%</td> </tr> <tr> <td>Equality – 7th Grade</td> <td>29%</td> </tr> <tr> <td>Equality – SWD</td> <td>17%</td> </tr> <tr> <td>Equality – ELL</td> <td>50%</td> </tr> </tbody> </table>		Math (Levels 3 & 4)	Equality – School Wide	43%	Equality – 6 th Grade	58%	Equality – 7 th Grade	29%	Equality – SWD	17%	Equality – ELL	50%			<p>Equality's math scores showed that 58% of our 6th graders and 29% of our 7th graders showed a Level 3 or above. Our 6th graders outperformed students in NYC. For our students with disabilities, 17% scored a Level 3 or above. We are pleased that our ELL population has outperformed NYC ELL and NYS ELL.</p> <p>To address the needs of our students in math:</p> <ul style="list-style-type: none"> We have identified a returning teacher as Head of the Math Department. By increasing the leadership capacity in the building, we feel it will maximize the resources in the math department and increase student achievement. We are in the process of moving towards a co-teaching model in all of our math classrooms which will be finalized by December 30, 2010. We feel that this will effectively address all of our students' math needs by having both a certified math teacher and a certified special education teacher in the classroom. We have provided intense training on data teams and data-driven decision making with the entire math department, which
	Math (Levels 3 & 4)															
Equality – School Wide	43%															
Equality – 6 th Grade	58%															
Equality – 7 th Grade	29%															
Equality – SWD	17%															
Equality – ELL	50%															

¹² These goals will be measured and calculated by subtracting the percentage of students who scored proficient on the NYS Math and ELA examinations enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS ELA and Math examinations in year 2 and were continually enrolled for two consecutive years on BEDS day.

<p><i>Value Added Performance 6th-8th Math: For years 2 through 5 of the Equality Charter School, each grade level</i></p>	<p>No data available</p>	<p>NYS Math Exam</p>	<p>n/a</p>	<p>will provide teachers with the process and strategies needed to assess students on a regular basis, analyze the data, and choose appropriate instructional strategies to ensure proficiency across the board. We also plan to send our Math Head of Department to become a certified trainer through the Leadership and Learning Center in Englewood, Colorado in both Data Teams and Data-Driven Decision Making so she can better support her department.</p> <ul style="list-style-type: none"> We facilitate intense training on the process of making and implementing Common Formative Assessments (CFAs) across the math department so that all teachers are using accurate means to assess students' knowledge of content and skill levels. This year we also require collaborative scoring to occur during each of our twice-weekly data team meetings so that all teachers are more clear on proficiency for their respective grade levels in regards to math standards and have common standards for scoring.
				<p>Equality has just completed the first year of the charter.</p>

<p>cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's Math exam. If the number of students scoring above proficiency in a grade level cohort exceeds 75% on the previous year's Math exam, then that cohort will demonstrate growth on the current year's exam.¹³</p>	<p>No data available</p>	<p>NYS Social Studies Exam</p>	<p>n/a</p>	<p>Equality did not have students in grade 8 during 2009-2010.</p>
<p><i>Absolute Performance 8th Grade Social Studies:</i> Each year, 75 percent of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York</p>				

¹³ *ibid*

State social studies examination.	No data available	NYS Science Exam	n/a	Equality did not have students in grade 8 during 2009-2010 school year.
<i>Absolute Performance 8th Grade Science:</i> Each year, 75 percent of 8 th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State science examination.	No data available	NYS Regents Exams	n/a	Equality has just completed the first year of the charter.
<i>Absolute Performance High School Regents Exams:</i> By the end of year 4 in the charter, 75% of the first cohort ¹⁴ will have scored at least 65 on the New York State Regents examination in ELA.	No data available	NYS Regents Exams	n/a	Equality has just completed the first year of the charter.
<i>Absolute Performance High School Regents</i>	No data available	NYS Regents Exams	n/a	Equality has just completed the first year of the charter.

¹⁴ A cohort is defined as the group of students entering 9th grade on or before BEDS day in the same year at any school, regardless of when the students enters the charter school.

<p>Exams: By the end of year 4 in the charter, 75% of the first cohort¹⁵ will have scored at least 65 on the New York State Regents examination in Math.</p>	<p>No data available</p>	<p>NYS Regents Exams</p>	<p>n/a</p>	<p>Equality has just completed the first year of the charter.</p>
<p><i>Absolute Performance High School Regents</i> Exams: By the end of year 4 in the charter, 75% of the first cohort¹⁶ will have scored at least 65 on the New York State Regents examination in History (Global History).</p>	<p>No data available</p>	<p>NYS Regents Exams</p>	<p>n/a</p>	<p>Equality has just completed the first year of the charter.</p>
<p><i>Absolute Performance High School Regents</i> Exams: By the end of year 4 in the charter, 75% of the first cohort¹⁷ will have scored at least 65 on a New York State Regents examination in</p>	<p>No data available</p>	<p>NYS Regents Exams</p>	<p>n/a</p>	<p>Equality has just completed the first year of the charter.</p>

15 ibid
16 ibid
17 ibid

<p>Science (Living Environment, Chemistry, or Physics).</p> <p><i>Credit Accumulation:</i> Each year, 75% of Equality students enrolled in grades 9-11 will accumulate 10 or more credits towards graduation. Equality will be accountable for all credits accumulated by students who were continuously enrolled in the school, including those who have dropped out or enrolled in an accredited GED program, however, the credits accumulated by students who have transferred to another school, were incarcerated, left the country, or died during the school year will be excluded. Each September, Equality will submit a report of</p>	<p>No data available</p>	<p>High School Transcripts</p>	<p>n/a</p>	<p>Equality did not have students in the 9th grade during 2009-2010 school year.</p>
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<p>student credit accumulation from the previous school year for the purposes of the NYCDOE Progress Report.</p>	<p><i>Credit Accumulation:</i> 75% of Equality students who have enrolled in classes designed towards college accreditation will earn the minimum amount of college credits.</p>	<p>No data available</p>	<p>High School Transcripts</p>	<p>n/a</p>	<p>Equality did not have high school students accumulating credits during the 2009-2010 school year.</p>											
<p><i>Graduation Rates:</i> Each year, at least 75% of each student cohort (as defined by the New York State Education Department) will graduate within 5 years.</p>	<p>No data available</p>	<p>Graduation Rates</p>	<p>Graduation Rates</p>	<p>n/a</p>	<p>Equality has just completed the first year of the charter.</p>											
<p><i>Comparative Performance:</i> Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of the grades, exceed the average</p>	<p>Our NYSTP ELA scores vs. CSD 11 NYSTP ELA scores:</p> <table border="1" data-bbox="649 840 893 1155"> <thead> <tr> <th></th> <th>% Proficient Equality</th> <th>% Proficient District 11</th> <th>Charter vs. District</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>45%</td> <td>33%</td> <td>12%</td> </tr> <tr> <td>7th Grade</td> <td>19%</td> <td>28%</td> <td>-9%</td> </tr> </tbody> </table>		% Proficient Equality	% Proficient District 11	Charter vs. District	6 th Grade	45%	33%	12%	7 th Grade	19%	28%	-9%	<p>NYS ELA Exam</p>	<p>Y – 6th Grade N – 7th Grade</p>	<p>Please see the measures as listed under the next steps for the goal “<i>Absolute Performance 6th-8th ELA,</i>” as the same measures should address the issue of us not meeting our goal in this category.</p>
	% Proficient Equality	% Proficient District 11	Charter vs. District													
6 th Grade	45%	33%	12%													
7 th Grade	19%	28%	-9%													

<p>performance of students tested in the same grades of CSD 11 as measured by an analysis of performance compared to CSD 11 conducted by the NYCDOE.¹⁸</p>															
<p><i>Comparative Performance:</i> Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of the grades, exceed the average performance of students tested in the same grades of CSD 11 as measured by an analysis of performance compared to CSD 11 conducted by the NYCDOE.¹⁹</p> <p><i>Comparative Performance: From</i></p>	<p>Equality's NYSTP math scores vs. CSD 11 NYSTP math scores:</p> <table border="1" data-bbox="623 1073 873 1577"> <thead> <tr> <th></th> <th>% Proficient Equality</th> <th>% Proficient District 11</th> <th>Charter vs. District</th> </tr> </thead> <tbody> <tr> <td>6th Grade</td> <td>58%</td> <td>42%</td> <td>16%</td> </tr> <tr> <td>7th Grade</td> <td>29%</td> <td>39%</td> <td>-10%</td> </tr> </tbody> </table>		% Proficient Equality	% Proficient District 11	Charter vs. District	6 th Grade	58%	42%	16%	7 th Grade	29%	39%	-10%	<p>Y – 6th Grade N – 7th Grade</p>	<p>Please see the measures as listed under the next steps for the goal “<i>Absolute Performance 6th – 8th Math.</i>” as the same measures should address the issue of us not meeting our goal in this category.</p>
	% Proficient Equality	% Proficient District 11	Charter vs. District												
6 th Grade	58%	42%	16%												
7 th Grade	29%	39%	-10%												
<p><i>Comparative Performance: From</i></p>	<p>No data available</p>	<p>NYCDOE Progress Reports</p>	<p>Equality has just completed the first year of the charter.</p>												

¹⁸ The NYCDOE will determine similar schools based on characteristics, including, but not limited to previous student performance, geographic location and student ethnic, racial, and low-income status. (Peer groups may be determined by the NYCDOE; Progress Report.) Comparisons to CSD11 performance will be calculated by taking the percent of students proficient in the charter school and comparing the proficiency rates only to those same grades in CSD 11.

¹⁹ *ibid*

<p>years 2-4, the school will receive a "B" or higher on the Student Progress section of the NYCDOE Progress Reports.</p>				
<p align="center">Standard 2: Responsive Educational Program and Environment Expectation: A quality educational program enables all students to achieve academically and socially.</p>				
<p><i>Student Engagement:</i> Each year, Equality Charter School will have an average daily student attendance of at least 95%. This will be measured by school reported data from an attendance tracking system such as ATS on the Annual Report submitted August 1 of each year.</p>	<p>Equality attained an average of 95.31% daily attendance rate for 2009-2010. The breakdown is as follows:</p> <p>September 2009 - 97.1 October 2009 - 96.8 November 2009 - 96.6 December 2009 - 93.8 January 2010 - 95.7 February 2010 - 94.6 March 2010 - 94.9 April 2010 - 95.8 May 2010 - 96.4 June 2010 - 91.4</p>	<p>Daily Attendance Records, as recorded via Teacherease</p>	<p>Y</p>	<p>While Equality met this goal, in the interest of continuous improvement, we will continue to monitor attendance data on a weekly basis and, in addition, we have each grade level dean/counselor to make personal calls home for any student who is tardy or absent from school.</p>
<p><i>Adherence to Contract Terms:</i> Each year, the school will comply with all applicable laws, regulations, and contract terms including, but not limited to, the New York Charter Schools Act, the New York</p>	<p>Equality has complied with all applicable laws, rules, and regulations. The Board takes legal compliance matters very seriously and has talked to outside counsel whenever they need to be advised on applicable laws, rules, and regulations. Equality had an audit completed by ERE to ensure that the school is fulfilling its compliance requirements. Equality's staff have been trained with respect to all applicable procedures and system. The staff is empowered to identify and address any possible legal or compliance issues and to</p>	<p>School Policies and ERE Audit</p>	<p>Y</p>	<p>n/a</p>

<p>Freedom of Information Law, the New York Open Meetings Law, the Federal Individuals with Disabilities Education Act, and the federal Family Educational Rights and Privacy Act.</p>	<p>report these matters to the administration or Board.</p>			
<p><i>School-Specific Non-Academic Indicators:</i> Each year, 100% of staff will engage in a faculty evaluation process that includes quarterly written performance reviews using the Formative Data Collection Evaluation Tool, provided in the Personnel Hiring and Evaluation Processes handbook; 90% of staff will receive an average rating of 3 or above on their Overall Total.</p>	<p>100% of staff took part in a faculty evaluation process, including a quarterly written performance reviews. We are seeking a charter revision for the second half of the goal "90% of staff will receive an average rating of 3 or above on their Overall Total."</p>	<p>Staff Evaluations</p>	<p>Y</p>	<p>n/a</p>
<p><i>School-Specific Non-Academic Indicators:</i> Each year, 90% of staff</p>	<p>100% of staff took part in a faculty evaluation process, including a quarterly written performance reviews.</p>	<p>Staff Evaluations</p>	<p>Y</p>	<p>n/a</p>

<p>will engage in a faculty evaluation process that includes end-of-year formal evaluations using the Summative Evaluation, provided in the Personnel Hiring and Evaluation Processes handbook; 90% of staff will receive an average rating of 3 or above on their Overall Performance Rating.</p>	<p>We are seeking a charter revision for the second half of the goal "90% of staff will receive an average rating of 3 or above on their Overall Performance Rating."</p>		
<p><i>School-Specific Non-Academic Indicators:</i> Each year, 90% of staff will complete a Personal Professional Development Plan, provided in the Personnel Hiring and Evaluation Processes handbook, to address their individualized needs; 85% of staff will show evidence that they are working towards reaching their growth</p>	<p>100% of staff completed Personal Professional Development Plans to address their individualized needs. 100% of staff showed evidence that they were working towards reaching their growth objectives/goals.</p>	<p>Y</p>	<p>PDP Plans</p>

objective/goal(s).						
Standard 3: Financial Sustainability and Internal Controls						
Expectation: Leadership furthers the school's mission, program, and goals and is strategic to ensure adequacy, alignment, and coherence of actions.						
Twice a year, the Board of Trustees and Equality's leadership will undergo an evaluation of the school's mission, programs, and goals and will present the findings to the staff; they will receive a satisfactory or exemplary rating for each evaluation.	The Board has not undergone and evaluation of the school's mission, programs, and goals.	n/a	N			The Board experienced significant levels of transition of trustees during the 2009-2010 school year, including resignation of a Board Chair due to personal reasons. Therefore, this goal was not met. However the Board underwent intense training during the 2009-2010 school year in preparation for the 2010-2011 school year. The Board plans to complete this goal for the 2010-2011 school year by evaluating the school's mission, programs, and goals twice during the school year and present the findings to the staff. In addition, there are several Board trainings planned for the 2010-2011 school year to ensure that this goal is met.
Standard 4: Financial Sustainability and Internal Controls						
Expectation: The school is a well-run organization and capable of achieving long-term success.						
<i>Enrollment Stability:</i> Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures	Equality maintained within 15% of full enrollment as defined in the school's contract. Full enrollment would be 66 students per grade for a total enrollment of 132 students. This can be shown through Equality's enrollment: September 2009 - 136 October 2009 - 137 November 2009 - 138 December 2009 - 134 January 2010 - 136 February 2010 - 135 March 2010 - 135	ATS School Enrollment Records	Y			n/a

in ATS.	April 2010 – 134 May 2010 – 135 June 2010 – 136			
<i>Financial Compliance:</i> Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. ²⁰	Equality's independent financial audit resulted in an unqualified opinion and no major findings.	Independent Financial Audit Findings	Y	n/a
<i>Financial Viability:</i> Each year, the school will operate on a balanced budget ²¹ and maintain a stable cash flow.	The school maintained a balanced budget and a stable cash flow throughout the year.	School Budget	Y	n/a
Standard 5: Strong Culture and Supportive Relationships				
Expectation: There is a high social trust among the school community and a culture of positivity and excellence within the school.				
<i>Parent Satisfaction:</i> Each year, parents will express satisfaction with the school's program, based on the NYCDOE	Equality had 67% of the parent body completing the survey. The results of the survey were as follows: Academic Expectation = 7.4; Communication = 6.9; Engagement = 7.0; Safety & Respect = 6.9.	Survey Results	N	The following efforts are being made to ensure that Equality meets this goal for the 2010-2011 school year: <ul style="list-style-type: none"> Equality will work with their Parental/Community Involvement Committee to address all areas of the survey to ensure that there is

²⁰ The NYCDOE will determine a finding to be "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

²¹ A budget will be considered "balanced" if revenues equal or exceed expenditures.

<p>Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p> <p><i>Staff Satisfaction:</i> Each year, at least 80% of teachers will express satisfaction with school leadership and professional development opportunities as measured determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains:</p>		School Survey Results	N	<p>an increase in parent satisfaction and to directly address any areas of concern.</p> <ul style="list-style-type: none"> School leadership have scheduled 6 visits to other charter schools, all of which received high ratings in parent satisfaction, in order to solicit best practices.
<p>Each year, at least 80% of teachers will express satisfaction with school leadership and professional development opportunities as measured determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains:</p>	<p>Equality had 89% of the staff body completing the survey. The results of the survey were as follows:</p> <p>Academic Expectation = 7.4; Communication = 6.9; Engagement = 7.0; Safety & Respect = 6.9.</p>			<p>The following efforts are being made to ensure that Equality meets this goal for the 2010-2011 school year:</p> <ul style="list-style-type: none"> School leadership will work to address all areas of the survey to ensure that there is an increase in staff satisfaction and to directly address any areas of concern. School leadership have scheduled 6 visits to other charter schools, all of which received high ratings in staff satisfaction, in order to solicit best practices.

<p>Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.</p>	<p>Equality had 100% of the student body completing the survey. The results of the survey were as follows: Academic Expectation = 7.4; Communication = 6.9; Engagement = 7.0; Safety & Respect = 6.9.</p>	<p>Survey Results</p>	<p>N</p>	<p>The following efforts are being made to ensure that Equality meets this goal for the 2010-2011 school year:</p> <ul style="list-style-type: none"> • Equality will work with their Student Council Committee to address all areas of the survey to ensure that there is an increase in student satisfaction and to directly address any areas of concern. • School leadership has scheduled 6 visits to other charter schools, all of which received high ratings in student satisfaction, in order to solicit best practices.
<p><i>Student Satisfaction:</i> Each year, at least 80% of students will express satisfaction with school leadership and professional development opportunities as measured determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The</p>				

<p>school will only have met this goal if 50% or more students participate in the survey.</p>			
<p><i>Disciplinary Actions & PBIS:</i> Each year, disciplinary actions, suspension and expulsion rates will be below similar schools²² within NYCDOE as measured by VADIR reports.</p>	<p>The VADIR reports are not yet posted for the 2009-2010 school year.</p>	<p>VADIR Reports</p>	<p>n/a</p>
<p><i>Disciplinary Actions & PBIS:</i> Each year, our school will meet exemplary status for the Positive Behavior Interventions and Supports (PBIS) system, as deemed by the external PBIS evaluation.</p>	<p>Equality received exemplary status for the Positive Behavioral Interventions and Supports (PBIS) system, as deemed by an external PBIS evaluation.</p>	<p>SET Evaluation</p>	<p>Y</p>

²² The NYCDOE will determine similar schools based on characteristics, including, but not limited to previous student performance, geographic location and student ethnic, racial, and low-income status. (Peer groups may be determined by the NYCDOE; Progress Report.)

Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course of the year. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2006-07 through 2009-10). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not include guidance counselors, social workers, etc. Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology, special education). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided not to return in 2010-11) at the end of the 2009-10 school year, your teacher attrition rate would be 30 percent. A teacher on leave is not counted toward the attrition rate.

If you have any questions, please call the Charter School Office at 518-474-1762.

**Charter School Student Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	5			
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	4			
Number of students leaving for more restrictive special education setting	3			
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	4			
Number leaving for other reasons (undetermined)	2			
Total number of students leaving.	18			
Highest Number Enrolled (July 1 – June 30)	138			
Total Percent Attrition	9.2			

EQUALITY CHARTER SCHOOL

FINANCIAL STATEMENTS

**PERIOD FROM INCEPTION (JANUARY 13, 2009)
TO JUNE 30, 2010**

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Equality Charter School

We have audited the accompanying statement of financial position of Equality Charter School (the "School") as of June 30, 2010, and the related statements of activities, functional expenses and cash flows for the period from January 13, 2009 (date of inception) to June 30, 2010. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Equality Charter School as of June 30, 2010 and the changes in its net assets and its cash flows for the period ended June 30, 2010, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2010 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

A handwritten signature in black ink that reads 'ERE LLP'. The signature is written in a cursive, stylized font.

New York, NY
October 25, 2010

EQUALITY CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION

As of June 30, 2010

Assets:

Cash and cash equivalents	\$ 296,777
Cash - restricted	10,023
Grant and other receivables	280,730
Prepaid expenses and other assets	11,093
Property and equipment, net	211,750

Total Assets	\$ 810,373
---------------------	-------------------

Liabilities and Net Assets:

Liabilities:

Accounts payable and accrued expenses	\$ 120,958
Accrued salaries and other payroll related expenses	98,161
Due to New York City Department of Education	17,188

Total Liabilities	236,307
-------------------	---------

Net Assets:

Unrestricted	574,066
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Total Liabilities and Net Assets	\$ 810,373
---	-------------------

The accompanying notes are an integral part of these financial statements.

EQUALITY CHARTER SCHOOL

STATEMENT OF ACTIVITIES

Period from Inception (January 13, 2009) to June 30, 2010

Operating revenue:	
State and local per pupil operating revenue	\$ 2,061,801
Government grants and contracts	638,541
Total operating revenue	2,700,342
Expenses:	
Program services:	
General Education	1,346,306
Special Education	363,982
Management and general	465,344
Fundraising	6,636
Total operating expenses	2,182,268
Surplus from school operations	518,074
Contributions and other grants	54,715
Interest income	1,277
Change in net assets	574,066
Net assets – unrestricted – beginning of period	-
Net assets – unrestricted – end of period	\$ 574,066

The accompanying notes are an integral part of these financial statements.

EQUALITY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

Period from Inception (January 13, 2009) to June 30, 2010

	Program Services				Total	Management and General	Fundraising	Total
	General Education	Special Education						
Salaries	\$ 808,966	\$ 218,464	\$ 1,027,430	\$ 235,464	\$ 3,218	\$ 1,266,112		
Payroll taxes and employee benefits	149,664	40,417	190,081	43,564	595	234,240		
Classroom supplies and instructional materials	107,710	28,632	136,342	-	-	136,342		
Consultants	26,212	6,968	33,180	134,254	-	167,434		
Accounting	-	-	-	20,500	-	20,500		
Advertising and recruiting	14,280	3,952	18,232	587	-	18,819		
Staff professional development	92,739	24,683	117,422	19,181	-	136,603		
Insurance	8,760	2,453	11,213	350	117	11,680		
Student transportation	592	158	750	-	-	750		
Student food services	6,090	1,619	7,709	-	-	7,709		
Dues and subscriptions	2,899	812	3,711	154	-	3,865		
Office expense	31,999	8,959	40,958	1,408	426	42,792		
Telephone and internet	8,156	2,284	10,440	327	109	10,876		
Conference and meetings	23,984	6,376	30,360	-	-	30,360		
Furniture and fixtures - non-capitalizable	5,251	1,396	6,647	6,124	-	12,771		
Technology and website	14,430	4,329	18,759	1,649	206	20,614		
Postage and delivery	4,058	1,136	5,194	161	1,425	6,780		
Depreciation and amortization	40,516	11,344	51,860	1,621	540	54,021		
Total expenses	\$ 1,346,306	\$ 363,982	\$ 1,710,288	\$ 465,344	\$ 6,636	\$ 2,182,268		

The accompanying notes are an integral part of these financial statements.

EQUALITY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

Period from Inception (January 13, 2009) to June 30, 2010

Cash flows from operating activities:	
Change in net assets	\$ 574,066
Adjustments to reconcile change in net assets to net cash and cash equivalents provided by operating activities:	
Depreciation and amortization	54,021
Changes in operating assets and liabilities:	
Increase in assets	
Cash - restricted	(10,023)
Grant and other receivables	(280,730)
Prepaid expenses and other assets	(11,093)
Increase in liabilities:	
Accounts payable and accrued expenses	120,958
Accrued salaries and other payroll related expenses	98,161
Due to New York City Department of Education	17,188
Net cash provided by operating activities	562,548
Cash flows from investing activities:	
Purchase of property and equipment	(265,771)
Net cash used in investing activities	(265,771)
Net increase in cash and cash equivalents	296,777
Cash and cash equivalents - beginning of period	-
Cash and cash equivalents - end of period	\$ 296,777

Supplementary Disclosure of Cash Flow Information:

Cash paid during the year for:

Interest	\$ -
Income taxes	\$ -

The accompanying notes are an integral part of these financial statements.

EQUALITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

June 30, 2010

1. NATURE OF THE ORGANIZATION:

Equality Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on January 13, 2009 to operate a charter school pursuant to Article 56 of the Educational Law of the State of New York. The School was granted a provisional charter on January 13, 2009, valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School opened its doors in the Fall of 2009 in the North Bronx with a college preparatory academic program and a highly structured and supportive school culture. While the School is comprised of students from many backgrounds, it is uniquely designed to close the achievement gap in middle school and prepare students to be successful in college by focusing on the integration of goal setting, critical thinking and problem solving skills. The School is awaiting approval for Federal income tax exemption under section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and is currently exempt under a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation and qualifies for deductible contributions. The School's primary sources of income are per pupil and other government funding.

In fiscal year 2010, the School operated classes for students in sixth and seventh grades.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students. The School covers the cost of lunches for children not entitled to free lunches.

2. SIGNIFICANT ACCOUNTING POLICIES:

Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting.

The classification of an organization's net assets and its support, revenues and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the three classes of net assets – permanently restricted, temporarily restricted, and unrestricted – be displayed in a statement of financial position and that the amounts of change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

Permanently Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School.

Temporarily Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School are limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

EQUALITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

Unrestricted – The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

Cash and Cash Equivalents

The School considers all highly liquid instruments purchased with a maturity of three months or less to be cash equivalents. Cash equivalents consist of a money market account. In addition, an escrow account of \$10,023 is held aside for contingency purposes as required by the New York City Department of Education.

Grant and Other Receivables

Grants and other receivables represent unconditional promises to give. Grants and other receivables that are expected to be collected within one year and recorded at net realizable value are \$280,730 for the fiscal year ended June 30, 2010. The School has determined that no allowance for uncollectible accounts for grants receivable is necessary as of June 30, 2010. Such estimate is based on management's assessments of the creditworthiness of its donors, the aged basis of its receivables, as well as current economic conditions and historical information.

The carrying value of the grants and other receivables approximates fair value. Management reviews those receivables due in more than one year for impairment and none was determined as of June 30, 2010.

Property and Equipment

Property and equipment are stated at cost and are being depreciated on the straight-line method over the estimated useful lives of the assets. The School has established a \$1,000 threshold above which assets are capitalized. Leasehold improvements are amortized over the shorter of the life of the asset or the life of the lease. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding source retains ownership of the property.

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the year ended June 30, 2010.

Planned Maintenance

Costs related to planned major maintenance are expensed as incurred.

Revenue Recognition

Revenue from the state and local government resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

EQUALITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

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

Functional Allocation of Expenses

Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications using bases determined by management to be reasonable.

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events

Management has reviewed subsequent events and transactions that occurred after the balance sheet date through the auditors' report date and date of issuance. The financial statements include all events or transactions, including estimates, required to be recognized in accordance with generally accepted accounting principles. Management has determined that there are no nonrecognized subsequent events that require additional disclosure.

Implementation of New Accounting Pronouncements

Effective December 15, 2009, the School adopted a new accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, accounting in interim periods, disclosure, and transition. The cumulative effect of this change in accounting principle was immaterial.

The School is under regular audit by tax authorities. The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts filed. Management believes that its nonprofit status would be sustained upon examination.

EQUALITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

3. **PROPERTY AND EQUIPMENT:** Property and equipment consist of the following as of June 30, 2010:

		Estimated Useful Lives
Furniture and fixtures	\$ 46,675	7 years
Computers	145,098	5 years
Equipment	7,198	5 years
Software	66,800	3 years
	265,771	
Less: accumulated depreciation and amortization	(54,021)	
	\$ 211,750	

Depreciation and amortization expense for the year ended June 30, 2010 was \$54,021.

4. **PENSION PLAN:** Effective July 1, 2009 the School adopted a 401(k) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the plan either the first day of the Plan year or the first day of the seventh month of the Plan year. Those employees who have completed at least 1 full year of service are also eligible for employer contribution. The Plan provides for the School to contribute up to 4% of an employee's salary. The School contribution does not become fully vested until after the third year of employment. As of June 30, 2010, pension expense for the School was \$20,161, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.
5. **RISK MANAGEMENT:** The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to protect itself from such risks and is self insured on others.
- The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School. The accompanying financial statements make no provision for the possible disallowance or refund.
6. **AGREEMENT FOR SCHOOL FACILITY:** The School has entered into a verbal agreement (the "Agreement"), with the New York City Department of Education for dedicated and shared space at PS 160, a New York City public school located at 4140 Hutchinson River Parkway East, Bronx, New York. The New York City Department of Education is in the process of revising the written facility agreements and is expected to issue one for the School during the next fiscal year. The School will be responsible for any overtime-related costs for services provided beyond the regular opening hours. For the fiscal year ended June 30, 2010 the School did not incur overtime permit fees.

EQUALITY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

7. **CONCENTRATIONS:**
- A. Financial instruments that potentially subject the school to a concentration of credit risk include cash accounts at a major financial institution that exceeded the Federal Deposit Insurance Corporation (FDIC) limits by approximately \$76,000 as of June 30, 2010. The FDIC has temporarily increased the limit to \$250,000 through December 31, 2013.
 - B. The School received approximately 75% of its total revenue from per pupil funding from New York City Department of Education.
 - C. The School's grants and other receivables exclusively consist of three major grantors.

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

To the Board of Trustees
Equality Charter School

We have audited the financial statements of Equality Charter School (the "School") as of and for the period ended June 30, 2010, and have issued our report thereon dated October 25, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

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

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

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

We noted certain matters that we reported to management of the School in a separate letter dated October 25, 2010

This report is intended solely for the information and use of the Board of Trustees, management, the New York State Education Department, the Board of Regents of the University of the State of New York and others within the entity and is not intended to be and should not be used by anyone other than these specified parties.

EAE LLP

New York, NY
October 25, 2010

October 25, 2010

To the Finance Committee
Equality Charter School

We have audited the financial statements of Equality Charter School (the "School") for the year ended June 30, 2010 and are prepared to issue our report thereon dated October 25, 2010. Professional standards require that we provide you with the following information related to our audit. This letter is divided into two sections: 1) required communications from the auditors to those with audit oversight responsibilities and 2) opportunities for strengthening internal controls or enhancing operating efficiency and our related recommendations.

REQUIRED COMMUNICATIONS

A. Our Responsibility under U.S. Generally Accepted Auditing Standards:

As stated in our engagement letter dated August 24, 2009, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. As part of our audit, we considered the internal control of Equality Charter School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

B. Planned Scope and Timing of the Audit:

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters on June 8, 2010.

C. Auditor Independence:

We affirm that ERE LLP is independent with respect to Equality Charter School.

D. Qualitative Aspects of Accounting Practices:

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the

appropriateness of accounting policies and their application. The significant accounting policies used by Equality Charter School are described in Note 2 to the financial statements. As described therein, the School elected to implement the application of an accounting pronouncement pertaining to accounting for uncertain tax positions. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

E. Accounting Estimates Used in the Financial Statements:

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Allowance for Doubtful Accounts:

As of June 30, 2010, the School recorded grant and other receivables of \$280,730. Management concluded that no allowance for doubtful accounts was necessary. Management calculated based on the assessment of the credit-worthiness of the School's grantors, the aged basis of the receivables, as well as economic conditions and historical information. Based on our audit procedures which included a discussion with the Director of Finance and Operations and an analysis of the nature of the receivables, as well as a review of subsequent collections (78% collected as of October 22, 2010), we concur with management's conclusion.

Depreciation:

Management's estimate of depreciation is based on estimated useful lives of assets. We evaluated the estimated useful of assets in comparison to generally accepted accounting principles in determining that it is reasonable in relation to the financial statements taken as a whole.

Functional Statement Allocation:

Management's estimate of the allocation of functional expenses is directly identified with the program or supporting service to which they relate. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

F. Sensitive Disclosure Affecting the Financial Statements:

The disclosures in the financial statements are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements was:

The disclosure of risk management in Note 5 to the financial statements describes various risks to which the School is exposed.

G. Corrected and Uncorrected Misstatements:

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate

level of management. Except as made known to you, management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole. We will identify those adjustments proposed both corrected and uncorrected:

Proposed and Corrected:

There was 1 audit adjustment (and 1 reclassifying entry) that decreased net assets by approximately \$20,000 to record the 401(k) contribution match.

Proposed and Uncorrected:

There were no audit adjustments not recorded due to immateriality.

H. Audit Difficulties and Disagreements with Management:

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

I. Management Representations:

We have requested certain representations from management that are included in the management representation letter dated October 25, 2010.

J. Management Consultations with Other Independent Accountants:

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

K. Other Audit Findings or Issues:

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

**OPPORTUNITIES FOR STRENGTHENING INTERNAL CONTROLS OR
ENHANCING OPERATING EFFICIENCY**

Board Meeting Minutes:

Minutes for all board meetings were prepared and available for our examination. However, signatures indicating that the minutes were approved and final were missing on all of the minutes. Accordingly, we recommend that after the minutes are approved by the Board, an official signed copy be filed in the School's records.

Committee Meeting Minutes:

Minutes of all committee meetings should be prepared, approved and maintained similar to the minutes of the board. We have been informed that committee meeting minutes have not been prepared. Accordingly, we recommend that the board committees prepare, approve and maintain minutes of the various meetings.

We wish to thank management and personnel for their support and assistance during our audit. We would be pleased to further discuss the contents of this report with you at your convenience.

This information is intended solely for the use of the Finance Committee, Board of Trustees, and management of Equality Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,



ERE LLP

Equality Charter School

October 25, 2010

ERE LLP
Accountants and Advisors
440 Park Avenue South
New York, NY 10016

Dear ERE,

We are writing to follow-up on items listed in your Audit Summary document titled "Communication with Those Charged with Governance." Equality Charter School appreciates the opportunities for strengthening internal controls or enhancing operating efficiency identified by ERE LLP during its audit. The responses below are in reference to page 4 of your document.

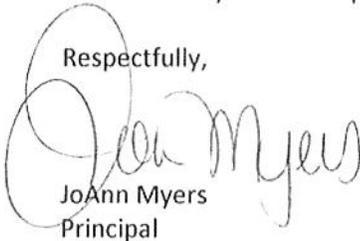
Management's Responses to ERE's Opportunities for Strengthening Internal Controls or Enhancing Operating Efficiency

Board Meeting Minutes: Management is not aware of any legal mandate requiring Board meeting minutes to be signed, which is why this was not practiced through fiscal year 2009-2010. However, we do recognize this is an opportunity to strengthen internal controls and will implement the recommendation.

Committee Meeting Minutes: Management is in agreement and will implement the recommendation.

Please let us know if you need additional information. We appreciate the careful review your team has done of our systems and procedures.

Respectfully,



JoAnn Myers
Principal



JoAnn Myers, *Principal*
Caitlin Franco, *Assistant Principal*

October 25, 2010

ERE LLP
440 Park Avenue South, 5th Floor
New York, NY 10016

We are providing this letter in connection with your audit of the statement of financial position of Equality Charter School (the "School") as of June 30, 2010 and the related statement of activities, functional expenses and cash flows for the period from January 13, 2009 (date of inception) through June 30, 2010 for the purpose of expressing an opinion as to whether the financial statement present fairly, in all material respects, the financial position, changes in net assets, and cash flows of the School in conformity with U.S. generally accepted accounting principles. We confirm that we are responsible for the fair presentation in the financial statements of financial position, changes in net assets, and cash flows in conformity with U.S. generally accepted accounting principles. We are also responsible for adopting sound accounting policies, establishing and maintaining internal control, and preventing and detecting fraud.

We confirm, to the best of our knowledge and belief as of the date of this letter as signed below, the following representations made to you during your audit.

- 1) The financial statements referred to above are fairly presented in conformity with U.S. generally accepted accounting principles and include all assets and liabilities under the School's control.
- 2) We have made available to you all—
 - a) Financial records and related data.
 - b) Minutes of the meetings of Board of Trustees as of August 26, 2010.
- 3) There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
- 4) There were no material transactions that have not been properly recorded in the accounting records underlying the financial statements.
- 5) There are no uncorrected financial statement misstatements.
- 6) We acknowledge our responsibility for the design and implementation of programs and controls to prevent and detect fraud.
- 7) We have no knowledge of any fraud or suspected fraud affecting the School involving—
 - a) Management,
 - b) Employees who have significant roles in internal control, or

- c) Others where the fraud could have a material effect on the financial statements.
- 8) We have no knowledge of any allegations of fraud or suspected fraud affecting the School received in communications from employees, former employees, grantors, regulators, or others.
 - 9) The School has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or net asset balances.
 - 10) The following, if any, have been properly recorded or disclosed in the financial statements:
 - a) Related party transactions, including revenues, expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties.
 - b) Guarantees, whether written or oral, under which the School is contingently liable.
 - c) All accounting estimates that could be material to the financial statements, including the key factors and significant assumptions underlying those estimates, and we believe the estimates are reasonable in the circumstances.
 - 11) We understand that *concentrations* include individual or group concentrations of contributors, grantors, clients, customers, suppliers, lenders, products, services, fund-raising events, sources of labor or materials, licenses or other rights, or operating areas or markets. We further understand that *severe impact* means a significant financially disruptive effect on the normal functioning of the School.
 - 12) There are no estimates that may be subject to a material change in the near term that have not been properly disclosed in the financial statements. We understand that *near term* means the period within one year of the date of the financial statements. In addition, we have no knowledge of concentrations existing at the date of the financial statements that make the School in vulnerable to the risk of severe impact that have not been properly disclosed in the financial statements.
 - 13) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
 - 14) Equality Charter School is awaiting approval for Federal income tax exemption under Section 501 (c) (3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the School's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
 - 15) The Internal Revenue Service has examined the School's Federal Form 990 through 2009. However, the School's Federal Form 990 for 2009 is subject to examination by the IRS, generally for three years after they were filed. The School recognizes tax benefits only to the extent the School believes it is "more likely than not" that its tax positions will be sustained upon IRS examination. Accordingly, the provision for unpaid federal taxes (liability for unrecognized tax benefits) in the statement of financial position reflects all tax positions that the School believes do not have greater than a 50% chance of realization after examination.
 - 16) In regards to the preparation of Form 990 by you, we have:
 - a) Made all management decisions and performed all management functions.

- b) Designated an individual with suitable skill, knowledge, or experience to oversee the services.
 - c) Evaluated the adequacy and results of the services performed.
 - d) Accepted responsibility for the results of the services.
- 17) There are no—
- a) Violations or possible violations of laws and regulations and provisions of contracts and grant agreements whose effects should be considered for disclosure in the financial statements, as a basis for recording a loss contingency, or for reporting on noncompliance.
 - b) Unasserted claims or assessments that our lawyer has advised us are probable of assertion and must be disclosed in accordance with FASB Accounting Standards Codification 450, Contingencies.
 - c) Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by FASB Accounting Standards Codification 450, Contingencies.
 - d) Designations of net assets disclosed to you that were not properly authorized and approved, or reclassifications of net assets that have not been properly reflected in the financial statements.
- 18) The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged.
- 19) We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.
- 20) We are responsible for complying with, and have complied with in all material respects, the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal and state programs and have identified and disclosed to you the requirements of laws, regulations, and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each federal and state program.
- 21) We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to federal and state programs that provide reasonable assurance that we are managing our federal and state awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal and state programs. We believe the internal control system is adequate and is functioning as intended. Also, no changes have been made in internal control over compliance or other factors to the date of this letter that might significantly affect internal control.
- 22) We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal and state agencies relating to federal and state programs.
- 23) We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- 24) We have made available to you all documentation relating to the compliance requirements, including information related to federal and state program financial reports and claims for advances and reimbursements.

- 26) Federal and state program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared.
- 27) We have approved the allocation of functional expense between program service performances, management and general and fundraising expenses. This allocation has been properly disclosed in the financial statements.
- 28) We have approved all adjusting journal entries.
- 29) We have approved a draft of the financial statements.
- 30) We acknowledge that you communicated certain information to us, as required, during the planning stage of the audit.
- 31) We acknowledge the communication to the board of trustees which includes your recommendations.
- 32) We are aware that Marc Taub is the engagement partner and is responsible for supervising the engagement and signing the report.

Management has reviewed subsequent events and transactions that occurred after the balance sheet date through date of this letter. The financial statements include all events or transactions, including estimates, required to be recognized in accordance with generally accepted accounting principles. Management has determined that there are no nonrecognized subsequent events that require additional disclosure.

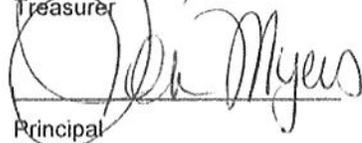
Very truly yours,

Equality Charter School



Treasurer

10/25/10
Date



Principal

10/25/10
Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) JoAnn Myers
Name of Charter School Equality Charter School
Charter Entity _____
Home Address 218 Truman Avenue
Business Address 4140 Hutchinson River Parkway East
Daytime Phone 347-882-0238
E-Mail Address joann.myers@equalitycharterschool.org

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative);

Board member

2. Is the trustee an employee of the School? Yes No

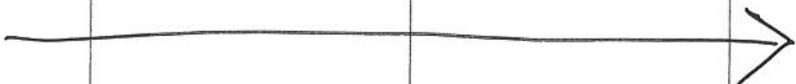
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Principal, Co-founder, July 2009

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N/A			→

Signature John Myers

Date 10/22/10

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Stanley Buchesky

Name of Charter School Equality Charter School

Charter Entity NYC DoE

Home Address 222 W. 83rd St. Apt 10C, New York, NY 10024

Business Address 1221 Avenue of the Americas, NY, NY 10021

Daytime Phone 212-512-2454

E-Mail Address stanley.buchesky@equalitycharter school.org

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

board chair '08 - '09
trustee - July '08 to present

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

X — Stanley Buchesky
Signature

10/22/10
Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) _____ Gina Feliciano _____

Name of Charter School _____ Equality Charter School _____
Charter Entity _____

Home Address _____ 1 University place 12a, NYC 10003 _____

Business Address _____

Daytime
Phone _____ 718.877.0330 _____

E-Mail Address _____ fleacyno@yahoo.com _____

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):
Secretary of Board, resigned Sept 2010, Chair of Academic Advisory Cte, resigned 9/2010

2. Is the trustee an employee of the School? ___Yes ___x___No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___Yes ___x___No

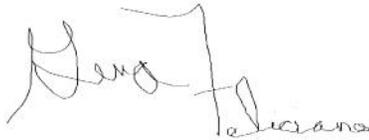
5. Is the trustee an employee or agent of any institutional partner of the School? ___Yes ___x___No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
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Signature

10/29/10
Date

Hashim Bello

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Hashim Bello

Name of Charter School Equity Charter School

Charter Entity _____

Home Address _____

Business Address 111 W 207 St. #100 New York, NY 10036

Daytime Phone 212-422-1234

E-Mail Address hashim.bello@equitycharter.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Member of the Board of Directors

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

X- 

Signature



Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Stephen Tosh

Name of Charter School Equality

Charter Entity _____

Home Address 527 9 Street Brooklyn, NY 11215

Business Address 902 Broadway, NY NY

Daytime Phone 917 623-1967

E-Mail Address stosh1130@gmail.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Board Member

Board Chair

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

X-  _____
Signature

10.22.10
Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Jeremy Hendon
Name of Charter School Equality Charter School
Charter Entity DOE
Home Address 320 W. 38th St. Apt. 2326 NY, NY
Business Address _____
Daytime Phone (212) 728 8533
E-Mail Address jhendon@willkie.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Treasurer, Trustee

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
N/A			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N/A			

Jeremy Alexander
Signature

10/20/10
Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) JOSHUA WEITZMAN
Name of Charter School Equality Charter School
Charter Entity Department of Education
Home Address 18 Botany Lane, Stony Brook, NY 11790
Business Address 235 E. 42nd St, New York, NY 10017
Daytime Phone 631-721-5192
E-Mail Address jweitzman@equalitycharterschool.org

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Board Trustee, Development Committee 2008 - Present

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

John Wetzel

 Signature

10/20/10

 Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) LINDA BERK
Name of Charter School EQUALITY
Charter Entity DOE
Home Address 100 Dreiser Loop #10A, Bx, NY 10475
Business Address _____
Daytime Phone 917-721-7227
E-Mail Address linda@lindaberK.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Vice Chair of Board 10/10 - 10/11
Governance Comm. & current

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Ed Hubbard
Name of Charter School Equality Charter School
Charter Entity NYC DOE
Home Address 70 Partridge Hill, Upper Saddle River,
NJ, 07458
Business Address _____
Daytime Phone 908-489-5993
E-Mail Address hubbard.ed@gmail.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Trustee since March 2010

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

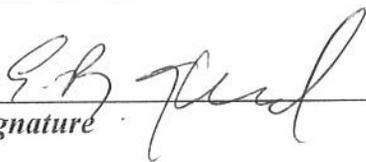
5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<p style="text-align: center;"><i>None</i></p> <hr style="width: 100%; border: 0.5px solid black;"/>		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		



 Signature

10/20/10

 Date

Section IV

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) Ehri Mathurik
Name of Charter School Equality Charter School
Charter Entity Department of Education
Home Address 2720 Grand Concourse #626 Bronx, NY 10458
Business Address 1 East 104th street
Daytime Phone 646-316-2196 / 347-392-2228
E-Mail Address ehrimath@yahoo.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest



Signature

10/20/10

Date

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

John Myers
Print Name, School Leader

[Signature] 10/20/10
Signature and Date

Ehri Mathurin
Print Name, President, Board of Trustees

[Signature] 10/20/10
Signature and Date

State of New York County of Bronx
On this day 10/20/10 before me a notary
public, the undersigned officers, personally
appeared Ehri Mathurin, known and
John Myers to be the person whose name
is subscribed to the within instrument.

Yvette Y. Miranda
Notary Public, State of New York
Bronx County
LIC. #01M16225793
My Commission Expires
07/26/2014

[Signature]