

School Information and Cover Page

School Name: The Equity Project Charter School

School Leader: Zeke Vanderhoek

Primary address: 549 Audubon Ave, T30, New York, NY

School website: www.tepcharter.org

School email: info@tepcharter.org

Telephone: 646-254-6451 Fax: 212-202-3584

BEDS # 310600860929

District/CSD of Location: NYC Public School District 6

Charter authorizer: NYC Department of Education

Chair, Board of Trustees: David Coleman

Date school first opened for instruction: September, 9, 2009

2011-2012 Enrollment: 357

2011-2012 Grades Served: 5,6,7

Our signatures below attest that all of the information contained herein is truthful and accurate.

Zeke Vanderhoek  
Print Name, Head of Charter School

*Zeke Vanderhoek* 7/30/12  
Signature and Date

David Coleman  
Print Name, President, Board of Trustees

*DCol* 7/31/12  
Signature and Date

The Equity Project Charter School

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The Equity Project Charter School

**New York State School Report Card.**

The Equity Project Charter School NY State School report card for School year 2010-2011 can be found at

<https://reportcards.nysed.gov/files/2010-11/CIR-2011-310600860929.pdf>

The Equity Project Charter School

**Appendix C**

- **Total Expenditure per pupil**  
\$15,083
  
- **Administrative Expenditure per pupil**  
\$3,285

# Appendix E

## The Equity Project (TEP) Charter School

### FY13 Budget July 2012 - June 2013

|   |                  |
|---|------------------|
| Income                                  |                  |
| <b>4100 State Grants</b>                |                  |
| 4101 Per Pupil Allocation               | 6,452,379        |
| 4102 Per Pupil Allocation for SPED      | 1,451,174        |
| 4103 NYSTL                              | 27,785           |
| 4104 NYSSL                              | 7,145            |
| 4105 NYSLIB                             | 2,981            |
| <b>Total 4100 State Grants</b>          | <b>7,941,465</b> |
| <b>4200 Federal Grants</b>              |                  |
| 4202 IDEA                               | 76,020           |
| 4203 Title I                            | 215,662          |
| 4204 Title IIA                          | 10,074           |
| 4207 E-Rate                             | 29,160           |
| <b>Total 4200 Federal Grants</b>        | <b>330,916</b>   |
| <b>4300 Contributions</b>               |                  |
| 4350 Research Grants                    |                  |
| 4351 Mathematica Study                  | 35,000           |
| <b>Total 4350 Research Grants</b>       | <b>35,000</b>    |
| <b>Total 4300 Contributions</b>         | <b>35,000</b>    |
| <b>4400 Miscellaneous Revenue</b>       |                  |
| 4404 Interest Income                    | 1,500            |
| <b>Total 4400 Miscellaneous Revenue</b> | <b>1,500</b>     |
| <b>Total Income</b>                     | <b>8,308,881</b> |

|   |                  |
|---|------------------|
| <b>Expenses</b>                               |                  |
| <b>5000 Compensation</b>                      |                  |
| <b>5100 Instructional Staff</b>               |                  |
| 5101 Principal                                | 94,500           |
| 5102 General Ed Teachers                      | 3,500,000        |
| 5103 Special Ed Teachers                      | 360,000          |
| <b>Total 5100 Instructional Staff</b>         | <b>3,954,500</b> |
| <b>5200 Non-Instructional Staff</b>           |                  |
| 5201 Director of Finance & Ops                | 115,750          |
| 5202 Office Manager                           | 47,000           |
| 5203 Facilities Manager                       | 50,000           |
| 5204 Social Worker                            | 381,640          |
| 5205 Interns & Fellows                        | 17,000           |
| 5207 Business Manager                         | 55,000           |
| 5209 Supplemental Services Professionals      | 185,000          |
| 5210 Operations Manager                       | 73,500           |
| 5211 Student & External Programs Manager      | 57,750           |
| <b>Total 5200 Non-Instructional Staff</b>     | <b>982,640</b>   |
| <b>5300 Incentives</b>                        |                  |
| 5301 Performance Based Bonus                  | 220,000          |
| <b>Total 5300 Incentives</b>                  | <b>220,000</b>   |
| <b>Total 5000 Compensation</b>                | <b>5,157,140</b> |
| <b>5400 Benefits</b>                          |                  |
| 5402 Workers Compensation Expense             | 25,460           |
| 5403 NY State Disability                      | 2,049            |
| 5404 Medicare EmployER                        | 74,779           |
| 5406 Social Security EmployER                 | 281,565          |
| 5408 SUTA                                     | 44,220           |
| 5409 Medical Insurance                        | 282,740          |
| 5410 Dental Insurance                         | 42,880           |
| 5411 Vision Insurance                         | 9,782            |
| 5416 STD, LTD and Life Insurance              | 28,274           |
| 5417 (MTA) Metro Local Tax                    | 12,998           |
| 5418 403B Match                               | 88,440           |
| <b>Total 5400 Benefits</b>                    | <b>893,186</b>   |
| <b>6100 Administrative Expenses</b>           |                  |
| 6101 Office Supplies & Expenses               | 84,420           |
| 6102 Conference Fees & Subscriptions          | 10,050           |
| 6103 Printing and Copying                     | 12,730           |
| 6104 Postage, Mailing Service                 | 10,720           |
| 6105 Janitorial Supplies                      | 16,750           |
| 6106 Health/Nursing Supplies                  | 1,340            |
| 6108 Team Building/Staff Lunch & Appreciation | 18,090           |
| 6109 Staff Travel                             | 6,700            |
| 6110 Interest Paid                            | 0                |
| 6111 School Events                            | 37,520           |
| 6113 Financial Transaction Fees               | 1,072            |
| 6114 TransitChek Fees                         | 1,340            |
| 6115 Insurance - Liability, Umbrella, D&O     | 37,750           |
| 6117 Insurance - ERISA                        | 470              |
| 6118 Parent Association                       | 10,720           |
| <b>Total 6100 Administrative Expenses</b>     | <b>249,672</b>   |

|  |                  |
|--|------------------|
| <b>6200 Professional Services</b>                                      |                  |
| 6201 Audit/Tax Fees  | 19,000           |
| 6202 Legal Fees - Paid   | 5,000            |
| 6203 Training Services for Staff & BOT                                 | 17,000           |
| 6205 Interpretation Services   | 18,760           |
| 6206 Payroll Expenses  | 3,618            |
| 6207 403B Fees   | 2,500            |
| 6210 Security (Contracted)   | 65,000           |
| 6211 Related Services (SPED)   | 2,500            |
| 6212 Technology Developer Services                                     | 40,000           |
| 6213 Office Staff (Contracted)   | 5,000            |
| 6214 Long Term Substitute (Contracted)                                 | 60,000           |
| 6215 High School Admissions Consulting                                 | 80,000           |
| <b>Total 6200 Professional Services</b>                                | <b>318,378</b>   |
| <b>6300 Marketing and Staff/Student Recruitment</b>                    |                  |
| 6301 Recruitment Ads-Teachers/Staff                                    | 60,000           |
| 6302 Recruitment Ads for Students                                      | 25,000           |
| 6303 Travel Expense Reimbursements                                     | 10,000           |
| <b>Total 6300 Marketing and Staff/Student Recruitment</b>              | <b>95,000</b>    |
| <b>7100 Curriculum, Classroom &amp; Student Related Expenses</b>       |                  |
| 7101 Curriculum Development  |                  |
| 7102 Textbooks/Equipment/Materials/Supplies                            | 225,000          |
| 7103 Fieldtrips/Assemblies   | 44,890           |
| 7105 Extended-Day Materials/Supplies                                   | 27,470           |
| 7107 Student Uniforms  | 31,490           |
| 7108 Student Food  | 19,430           |
| 7109 Social Worker Materials/Supplies                                  | 10,000           |
| 7111 Student Incentives  | 30,000           |
| 7112 NYSTL   | 27,785           |
| 7113 NYSSL   | 7,145            |
| 7114 NYSLIB  | 2,981            |
| 7115 Student Programs - External Providers                             | 68,340           |
| <b>Total 7100 Curriculum, Classroom &amp; Student Related Expenses</b> | <b>494,532</b>   |
| <b>8100 Facilities - Incubation Facility Costs</b>                     |                  |
| 8102 Other Rental Fees & Charges                                       | 5,000            |
| 8106 Maintenance Supplies  | 7,772            |
| 8107 Miscellaneous Repairs   | 60,000           |
| 8108 New Trailer Addition  | 150,000          |
| <b>Total 8100 Facilities - Incubation Facility Costs</b>               | <b>222,772</b>   |
| <b>8200 Technology/Communication Expense</b>                           |                  |
| 8201 Phone/Fax Charges   | 4,000            |
| 8202 Internet Connectivity Charges                                     | 4,500            |
| 8203 Web Services  | 3,000            |
| 8205 Technology Maintenance & Support Services                         | 50,000           |
| 8206 Computer/Data Center/Network/Cabling - Installation               | 10,000           |
| 8208 Phone - Installation  | 12,000           |
| 8209 Copier/Printer Lease  | 22,244           |
| <b>Total 8200 Technology/Communication Expense</b>                     | <b>105,744</b>   |
| <b>8300 Facilities - Permanent Facility Development Costs</b>          |                  |
| 8310 Fundraising Expenses  | 150,000          |
| <b>Total 8300 Facilities - Permanent Facility Development Costs</b>    | <b>150,000</b>   |
| <b>Total Expenses</b>  | <b>7,686,424</b> |

|  |                |
|--|----------------|
| <b>1500 Fixed Asset</b>                                      |                |
| 1501 Teacher/Admin Computers & Laptops                       | 18,000         |
| 1502 Student Lab Desktops                                    | 40,000         |
| 1503 Data Center & Network Hardware                          | 2,500          |
| 1504 LCD Projectors  | 2,000          |
| 1506 Printers  | 2,000          |
| 1507 Phones/Audio Equipment (equipment)                      | 2,000          |
| 1508 Software  | 6,000          |
| 1510 Furniture (includes installation and delivery)          | 30,000         |
| 1511 Musical Instruments                                     | 15,000         |
| <b>Total 1500 Fixed Asset</b>                                | <b>117,500</b> |
|  |                |
| <b>Net Income (Income minus Expenses minus Fixed Assets)</b> | <b>504,957</b> |

The Equity Project Charter School

**2011-12 CHARTER REVISIONS for  
The Equity Project (TEP) Charter School**

On February 1, 2012, the following nonmaterial charter revision was approved by the NYC Charter School's Office on behalf of the Chancellor of the New York City School District:

- 1. Modification to Charter Goal #1: Replaces the phased-out NY State 8<sup>th</sup> Grade Social Studies exam with a TEP-created 8<sup>th</sup> grade Social Studies Exam, modeled on the phased-out NY State exam.*
- 2. Modification to Charter Goals #2 and #4: Specifies the NWEA-MAP as the national normreferenced exam that TEP is using to assess students annually through subtests in Reading, Language, Mathematics and Science; eliminates the requirement for an annual Social Studies subtest.*

The reasons for the charter revision were as follows:

- New York State has phased out the 8<sup>th</sup> Grade Social Studies exam. TEP still wants to assess its 8<sup>th</sup> graders in Social Studies and will therefore be designing its own 8<sup>th</sup> Grade exam, modeled on the phased-out NY State exam. This ensures that students are still assessed on Social Studies skills and content knowledge.
- The original charter goals describe the use of a nationally norm-referenced exam to assess students annually in Reading, Language, Mathematics, Science and Social Studies, but the original goals did not specify a particular exam (the Stanford 10 Achievement Test was given as an example of a nationally norm-referenced exam). Upon researching various options after charter approval, TEP decided to use the nationally norm-referenced NWEA MAP exam (Northwest Education Association Measures of Academic Progress); one of the key benefits to the NWEA MAP exam is its computer adaptive functionality, which allows for a more accurate gauge of student ability than a standard paper-pencil exam.

The NWEA MAP exam contains subtests in Reading, Language, Mathematics, and Science; there is no NWEA MAP subtest in Social Studies. TEP believes that the NWEA subtests in Reading, Language, and Science amply assess students' ability to comprehend, analyze, and respond to non-fiction text – which is the primary focus of TEP's Social Studies curriculum. This focus aligns to the new Common Core Standards which prioritize the development of literacy skills in the content areas (such as Social Studies).

Given that the existing NWEA subtests already assess students' core literacy-based Social Studies skills and that the TEP-created 8<sup>th</sup> Grade Social Studies exam will assess the extent to which student have learned key Social Studies content covered between 5<sup>th</sup> and 8<sup>th</sup> grade, this revision eliminates the requirement that a separate Social Studies subtest be given annually.

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name (print)** Crystal Harmon\_\_\_\_\_
2. **Charter School Name** The Equity Project Charter School\_\_\_\_\_
3. **Charter Authorizer Entity** NYC Department of Education\_\_\_\_\_

4. **Home Address**

5. **Business Address**

6. **Daytime Phone**

7. **E-Mail Address**

8. List all positions

Secretary\_\_\_\_\_

9. Is the trustee an employee of the school? \_\_\_Yes \_X\_\_No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes \_X\_\_No

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

11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

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

12. 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, 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 and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest | Steps Taken to Avoid Conflict of Interest |
|--|------------------------------|---|--|---|
| <i>NONE.</i>                                     |                              |   |  |   |

Crystal H. Richman

Signature

July 30, 2012

Date

*Appendix F: Disclosure of Financial Interest Form*

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name (print)** David Coleman
2. **Charter School Name** The Equity Project Charter School
3. **Charter Authorizer Entity** NYC Department of Education
4. **Home Address** 
5. **Business Address** 
6. **Daytime Phone** 
7. **E-Mail Address** 
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Chair
- \_\_\_\_\_
- \_\_\_\_\_

9. Is the trustee an employee of the school?  **Yes**  **No**

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

\_\_\_\_\_

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?  **Yes**  **No**

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

\_\_\_\_\_

11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

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

12. 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, 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 and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest | Steps Taken to Avoid Conflict of Interest |
|--|------------------------------|---|--|---|
| NONE   |                              |   |  |   |

D Cole  
Signature

7/31/12  
Date

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name (print)** Laura Tavormina

2. **Charter School Name** The Equity Project Charter School

3. **Charter Authorizer Entity** NYC Department of Education

4. **Home Address\***

5. **Business Address**

6. **Daytime Phone\***

7. **E-Mail Address\***

8. **List all positions held on board (e.g., chair, treasurer, parent representative)**

Vice President, Treasurer

9. Is the trustee an employee of the school?  **Yes**  **No**

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?  **Yes**  **No**

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

(See below-WSFSSH is the school facilities partner)

11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

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

12. 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, 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**.

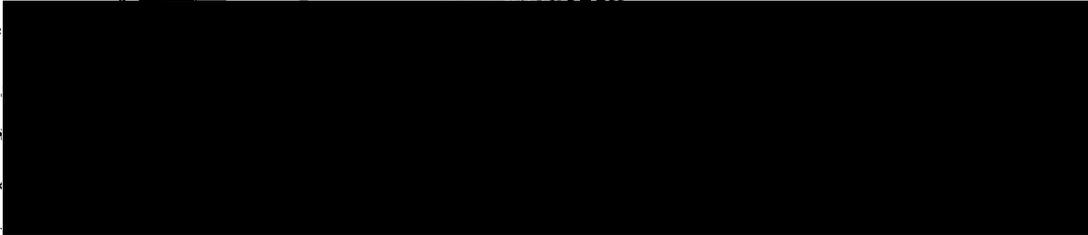
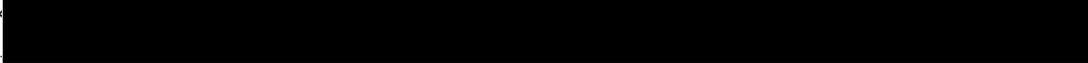
| Organization conducting business with the school                   | Nature of business conducted  | Approximate value of the business conducted                             | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest                                      | Steps Taken to Avoid Conflict of Interest  |
|--|---|---|---|--|
| The West Side Federation of Senior and Supportive Housing (WSFSSH) | WSFSSH is not-for-profit developer who is developing TEP's permanent school | WSFSSH has not charged the school any fees during the reporting period. | Laura Tavormina: I am employed by WSFSSH, the organization that will develop TEP's permanent school facility. I have no financial interest in WSFSSH, which is a New York State not-for-profit corporation. | Will recuse herself from any votes regarding transactions between TEP and WSFSSH |

*Laura Tavormina* \_\_\_\_\_ 7/31/12 \_\_\_\_\_  
 Signature Date

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name (print)** Peter Cove
2. **Charter School Name** The Equity Project Charter School
3. **Charter Authorizer Entity** NYC Department of Education
4. **Home Address\*** 
5. **Business Address\*** 
6. **Daytime Phone\*** 
7. **E-Mail Address\*** 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
- \_\_\_\_\_
- \_\_\_\_\_

9. Is the trustee an employee of the school?  **Yes**  **No**

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

\_\_\_\_\_

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?  **Yes**  **No**

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

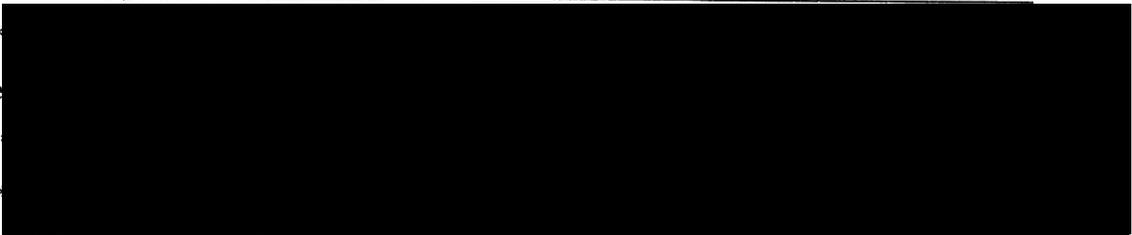
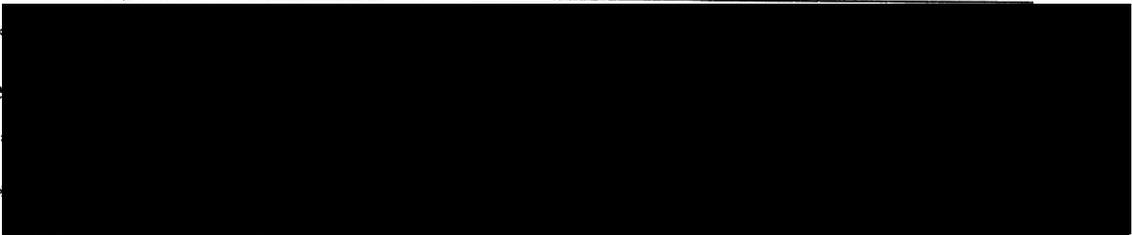
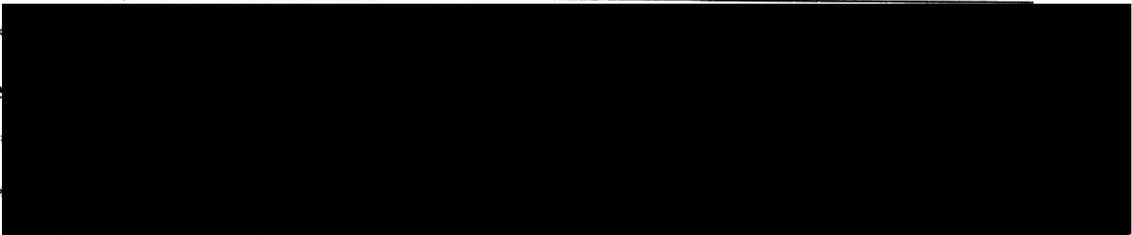
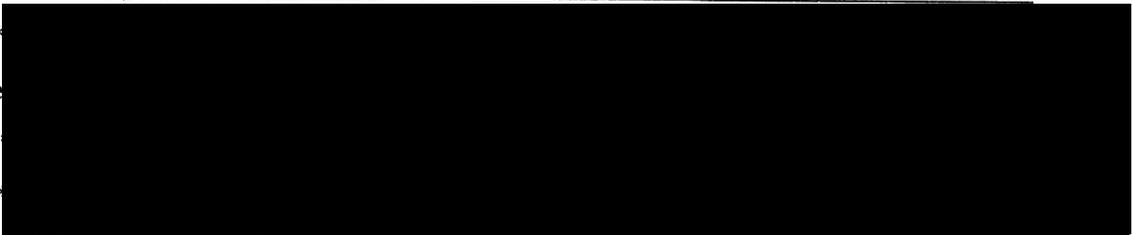
\_\_\_\_\_



Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012

\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Zeke Vanderhoek
2. Charter School Name The Equity Project Charter School
3. Charter Authorizer Entity NYC Department of Education
4. Home Address\* 
5. Business Address\* 
6. Daytime Phone\* 
7. E-Mail Address\* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
I have served as a Trustee of the school since the school's inception.  
I have not held any officer or other Board position.

9. Is the trustee an employee of the school?  Yes  No

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

I am the Principal of the school and have been since the school's inception. My official start date was July 1, 2009. My salary during the 2009-10 school year was \$90,000. My salary for the 2010-11, 2011-2012 and the upcoming 2012-13 school year is \$94,500.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?  Yes  No

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

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11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

| Date(s)                           | Nature of Financial Interest/Transaction  | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to yourself |
|-----------------------------------|---|--|---|
| June 4, 2009-to November 15, 2011 | A company (MG Prep, Inc.) of which I was a co-owner served as the Guarantor on a loan granted by the Prudential Foundation to the school. After selling the company, I personally became the loan guarantor of this loan. | Since I provided a loan guarantee, there was no financial interest involved.                         | As the guarantor of the loan, I am the person who engaged in the transaction.           |

12. 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, 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 and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest  | Steps Taken to Avoid Conflict of Interest                                       |
|---|---|---|---|---|
| The West Side Federation for Senior & Supportive Housing (WSFSSH) | WSFSSH is a not-for-profit developer who is developing TEP's permanent school facility. | \$0. WSFSSH will not be charging the school any developer fee. This is an in-kind donation to the school. | Stephanie Green, my wife, is employed by WSFSSH, the organization that will develop TEP's permanent school facility. My wife has no financial interest in WSFSSH, which is a New York State not-for-profit corporation. | Given that my wife has no financial interest in WSFSSH, no steps are necessary. |

Signature  Date 7/30/12

## Appendix H – Enrollment and Retention Targets

### *Evidence of Good-Faith Efforts to Attract Students with Disabilities, English Language Learners, & Students Eligible for Free or Reduced Lunch*

- 1) All TEP application materials – including the student application, brochures, and letters—are in **both English & Spanish** and include a variety of information that **emphasizes TEP’s unique curricular focus on language development**, aimed at attracting parents of English Language Learners. An application brochure was mailed to parents of ALL rising 5<sup>th</sup> graders in Community School District 6. In addition, parents of current TEP students assist TEP staff in posting recruitment fliers and distributing applications throughout the Washington Heights community.
- 2) TEP’s Student Application form **specifically encourages Special Education students to apply to TEP**.
- 3) TEP holds Open House events for prospective parents. From January through March of 2012, TEP held 4 of these Open House events, which were publicized through postcard mailings to parents of ALL rising 5<sup>th</sup> graders in Community School District 6. During each Open House event, TEP’s Principal gives a presentation (with a Spanish translator) in which he **encourages parents of Special Education students and parents of English Language Learners to apply** to the school, while specifically outlining the variety of supports TEP has in place for these students.
- 4) As written into its charter, TEP reserves the first 30% of its seats for students “at-risk” of academic failure. These are students who scored either a 1 or a 2 on the most recent NY State ELA or NY State Math exam for which that student’s score is available. This admissions preference is publicized in TEP’s application materials and at TEP open house events for prospective parents. **By publicizing this preference, TEP aims to attract a high proportion of Students with Disabilities and English Language Learners**, since many of these students fall into the “at-risk” category as defined by TEP.
- 5) As TEP’s charter is up for renewal in the upcoming 2012-13 school year. TEP plans to propose amending its charter by modifying its admissions lottery to explicitly preference ELLs, Students with Disabilities, and Students who are eligible for free and reduced lunch. This will ensure that TEP’s enrollment numbers are comparable to the host district (Community School District 6).

#### **2011-12 Enrollment Data: TEP already exceeds or has comparable enrollment to host district**

- During 2011-12, TEP’s enrollment of Special Education students exceeded that of its host district. Special education students accounted for 20.4% of TEP’s enrolled 5th, 6th, and 7th grade students; the figure for CSD 6 is 16.8% of 5th, 6th, and 7th grade students. (Data Source: CSD 6 2011 NYS Math Testing Data)

- During 2011-12, TEP had a comparable percentage of ELLs as its host district. English Language Learners accounted for 25% of TEP's enrolled 5th, 6th, and 7th grade students; the figure for CSD 6 is 37% of 5th, 6th, and 7th grade students. (Data Source: CSD 6 2011 NYS Math Testing Data). Note that this disparity is largely attributable to TEP's first cohort of students (current 7th graders). When this first cohort is eliminated from TEP's ELL calculation, ELLs account for 29% of enrolled TEP 5th and 6th graders. Further, a significant number of TEP's current 6th grade students were de-classified from ELL status by passing the NYSESLAT while at TEP. When these 7 declassified students are included in TEP's ELL calculation, ELLs account for 31% of enrolled TEP 5th and 6th graders, more comparable to the percentage of ELLs in CSD 6.
- During 2011-12, 90% of TEP students were eligible for free and reduced lunch, which is comparable to the percentage in the host district.

## THE EQUITY PROJECT (TEP) CHARTER SCHOOL – PROGRESS TOWARDS CHARTER GOALS

| GOAL   | 2009-10  | 2010-11  | 2011-12  |
|--|--|--|--|
| <p>1. At least 75 percent of each cohort of TEP 8<sup>th</sup> graders will perform at or above Level 3 on the following exams: NYS English Language Arts (ELA) exam, NYS Mathematics exam, NYS Science exam, and a TEP-created Social Studies exam. The Social Studies exam will be created by TEP faculty and modeled on the phased-out New York State 8th Grade Social Studies exam. A cohort here is defined as a group of 8th graders who have been continuously enrolled at TEP for 4 years, beginning in 5th grade.</p> | <p><b>N/A.</b> TEP had only a 5<sup>th</sup> grade cohort.</p> | <p><b>N/A.</b> TEP had only 5<sup>th</sup> and 6<sup>th</sup> grade cohorts.</p> | <p><b>N/A.</b> TEP had only 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade cohorts.</p> <p><u>Result/Explanation:</u><br/> MATH: TEP is on track to meet this goal for the school's first 8<sup>th</sup> grade cohort in 2013. As 7<sup>th</sup> graders, this cohort <i>already</i> achieved <b>76%</b> proficiency on the 2012 NYS Math exam.</p> <p>ELA: As 7<sup>th</sup> graders, TEP's first cohort achieved 40% proficiency on the 2012 NYS ELA exam. This represents a significant increase from 5<sup>th</sup> grade, when this cohort achieved 24% proficiency.</p> <p>SCIENCE &amp; SOCIAL STUDIES: These will be administered to TEP's first 8<sup>th</sup> grade cohort in 2013.</p>  |
| <p>2. At least 75 percent of each cohort of TEP 8th graders will perform at or above the 50th percentile on the following subtests of the national, norm-referenced NWEA MAP exam (Northwest Education Association Measures of Academic Progress): Reading, Language, Mathematics, and Science. A cohort here is defined as a group of 8th graders who have been continuously enrolled at TEP for 4 years, beginning in 5<sup>th</sup> grade.</p>  | <p><b>N/A.</b> TEP had only a 5<sup>th</sup> grade cohort.</p> | <p><b>N/A.</b> TEP had only 5<sup>th</sup> and 6<sup>th</sup> grade cohorts.</p> | <p><b>N/A.</b> TEP had only 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade cohorts.</p> <p><u>Result/Explanation:</u><br/> MATH: As 7<sup>th</sup> graders in 2012, <b>50%</b> of this cohort scored at or above the 50<sup>th</sup> percentile on the NWEA Map Math exam.</p> <p>READING: As 7<sup>th</sup> graders in 2012, <b>48%</b> of this cohort scored at or above the 50<sup>th</sup> percentile on the NWEA Map Reading exam.</p> <p>LANGUAGE: As 7<sup>th</sup> graders in 2012, <b>50%</b> of this cohort scored at or above the 50<sup>th</sup> percentile on the NWEA Map Language exam.</p> <p>SCIENCE: As 7<sup>th</sup> graders in 2012, <b>22%</b> of this cohort scored at or above the 50<sup>th</sup> percentile on the NWEA Map General Science exam &amp; <b>34%</b> scored at or above the 50<sup>th</sup> percentile on the NWEA Map Science Concepts &amp; Processes Exam.</p> |

| GOAL   | 2009-10  | 2010-11  | 2011-12  |
|--|--|--|--|
| <p>3. Each cohort of TEP students will, beginning in 6<sup>th</sup> grade, reduce by at least one-half the gap between the percent at or above Level 3 on the previous year's New York State ELA &amp; Mathematics Exams and 75 percent at or above Level 3 on the current year's exams. (If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort will show an increase in the current year.) This calculation will include only students who have been continuously enrolled at TEP starting in 5<sup>th</sup> grade.</p> | <p><b>N/A.</b> TEP had only a 5<sup>th</sup> grade cohort.</p> | <p><b>Not Met.</b> While there were increases in proficiency in both Math &amp; ELA, these did not <i>reduce the gap by half</i>.</p> <p><u>Results/Explanation</u><br/>For the 2010-11 school year, TEP had one cohort (the 2013 Cohort) for which this goal applies. The results were as follows:</p> <p><i>2013 Cohort:</i></p> <ul style="list-style-type: none"> <li>• NYS Math Exam: <b>42%</b> were proficient, an <b>increase</b> from 37% the previous year.</li> <li>• NYS ELA Exam: <b>31%</b> were proficient, an <b>increase</b> from 24% the previous year.</li> </ul> | <p><b>Mixed.</b> There were 3 proficiency increases (ELA and Math for the 2013 cohort, and ELA for the 2014 cohort) and 1 decrease (Math for the 2014 cohort). The goal of <i>reducing the gap by half</i> was met in Math for the 2013 cohort; this goal was not met in the other categories.</p> <p><u>Results/Explanation</u><br/>For the 2011-12 school year, TEP had two cohorts (2013 cohort and 2014 cohort) for which this goal applies. The results were as follows:</p> <p><i>2013 Cohort:</i></p> <ul style="list-style-type: none"> <li>• NYS Math Exam: <b>76%</b> were proficient, an <b>increase</b> from 42% the previous year.</li> <li>• NYS ELA Exam: <b>40%</b> were proficient, an <b>increase</b> from 31% the previous year.</li> </ul> <p><i>2014 Cohort:</i></p> <ul style="list-style-type: none"> <li>• NYS Math Exam: <b>48%</b> were proficient, a <b>decrease</b> from 56% the previous year.</li> <li>• NYS ELA Exam: <b>37%</b> were proficient, an <b>increase</b> from 30% the previous year.</li> </ul> |

| GOAL  | 2009-10  | 2010-11  | 2011-12  |
|---|--|--|--|
| <p>4. Each cohort of TEP students will, beginning in 6th grade, reduce by at least one-half the gap between the percent at or above the 50th percentile on the previous year's Reading, Language, Mathematics, and Science subtests of the national norm-referenced NWEA MAP exam and 75 percent at or above the 50th percentile on the current year's subtests. (If a grade-level cohort exceeds 75 percent at or above the 50th percentile in the previous year, the cohort will show an increase in the current year.) This calculation will include only students who have been continuously enrolled at TEP starting in 5th grade.</p> | <p><b>N/A.</b> TEP had only a 5<sup>th</sup> grade cohort.</p> | <p><b>Not Met.</b> While there were increases in proficiency in 3 of the 4 exams, these did not <i>reduce the gap by half</i>.</p> <p><u>Results/Explanation</u><br/>For the 2010-11 school year, TEP had one cohort (the 2013 Cohort) for which this goal applies. The results were as follows:</p> <p><i>2013 Cohort:</i></p> <ul style="list-style-type: none"> <li>• MATH: <b>20%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 17% the previous year</li> <li>• READING: <b>25%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 24% the previous year</li> <li>• LANGUAGE: <b>22%</b> scored at/above 50<sup>th</sup> percentile, a <b>decrease</b> from 25% the previous year</li> <li>• SCIENCE: On the General Science, exam, <b>25%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 22% the previous year. On the Concepts &amp; Processes exam <b>27%</b> scored at/above 50<sup>th</sup> percentile, <i>no change</i> from the previous year</li> </ul> | <p><b>Mixed.</b> The 2013 cohort had significant proficiency increases in Math, Reading, and Language and mixed results in Science. The 2014 cohort had significant proficiency increases in Reading and Language, a decrease in Math, and mixed results in Science. The goal of <i>reducing the gap by half</i> was met in Math and in Language for the 2013 cohort; this goal was not met in the other categories.</p> <p><u>Results/Explanation</u><br/>For the 2011-12 school year, TEP had two cohorts (the 2013 cohort and the 2014 cohort) for which this goal applies. The results were as follows:</p> <p><i>2013 Cohort:</i></p> <ul style="list-style-type: none"> <li>• MATH: <b>50%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 20% the previous year</li> <li>• READING: <b>48%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 25% the previous year</li> <li>• LANGUAGE: <b>50%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 22% the previous year</li> <li>• SCIENCE: On the General Science, exam, <b>22%</b> scored at/above 50<sup>th</sup> percentile, a <b>decrease</b> from 25% the previous year. On the Concepts &amp; Processes exam <b>34%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 27% the previous year</li> </ul> <p><i>2014 Cohort:</i></p> <ul style="list-style-type: none"> <li>• MATH: <b>34%</b> scored at/above 50<sup>th</sup> percentile, a <b>decrease</b> from 41% the previous year</li> <li>• READING: <b>47%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 37% the previous year</li> <li>• LANGUAGE: <b>42%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 39% the previous year</li> <li>• SCIENCE: On the General Science, exam, <b>30%</b> scored at/above 50<sup>th</sup> percentile, a <b>decrease</b> from 36% the previous year. On the Concepts &amp; Processes exam <b>42%</b> scored at/above 50<sup>th</sup> percentile, an <b>increase</b> from 25% the previous year</li> </ul> |

| GOAL   | 2009-10   | 2010-11   | 2011-12   |
|--|---|---|---|
| <p>5. The percent of TEP 7<sup>th</sup> and 8<sup>th</sup> grade cohorts performing at or above Level 3 on the New York State ELA and Mathematics exams will place TEP in the top quartile of all similar schools. The NYCDOE will determine "similar schools" based on characteristics, including but not limited to, geographic location and student ethnic, racial and low-income status.</p> | <p><b>N/A.</b> TEP had only a 5<sup>th</sup> grade cohort.</p>  | <p><b>N/A.</b> TEP had only 5<sup>th</sup> and 6<sup>th</sup> grade cohorts.</p>  | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>For the 2011-12 school year, TEP had one cohort (the 2013 Cohort) for which this goal applies. The results were as follows:</p> <p>MATH: The 2013 Cohort achieved <b>76%</b> proficiency in math as 7<sup>th</sup> graders in 2012. Based on TEP's NYC DOE 2011-12 School Progress Report, the math proficiency percentage for TEP's peer schools was between 17.2% and 71.8%. This places TEP's math 76% proficiency rate in the top quartile, exceeding even the very top of the peer range. [As another comparison point, 47% of 7<sup>th</sup> graders in CSD 6 (TEP's host district) were proficient in math in 2012.]</p> <p>ELA: The 2013 Cohort achieved <b>40%</b> proficiency in ELA as 7<sup>th</sup> graders in 2012. Based on TEP's NYC DOE 2011-12 School Progress Report, the ELA proficiency percentage for TEP's peer schools was between 12.6% and 42.8%. This places TEP's ELA 40% proficiency rate in the top quartile, near the very top of the peer range. [As another comparison point, 28% of 7<sup>th</sup> graders in CSD 6 (TEP's host district) were proficient in ELA in 2012.]</p> |
| <p>6. Each year, TEP will make Adequate Yearly Progress in ELA, math, and science.</p>   | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>NY State School Report Card, 2009-10 Accountability &amp; Overview Report</p>                  | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>NY State School Report Card, 2010-11 Accountability &amp; Overview Report</p>                  | <p><b>TBD.</b></p> <p><u>Results/Explanation</u><br/>NY State School Report Card, 2011-12 Accountability &amp; Overview Report has not yet been published.</p>  |
| <p>7. Each year, TEP will have an average daily student attendance rate of at least 95 percent.</p>  | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>During the 2009-10 school year, TEP had an average daily student attendance rate of 96.5%.</p> | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>During the 2010-11 school year, TEP had an average daily student attendance rate of 96.6%.</p> | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>During the 2011-12 school year, TEP had an average daily student attendance rate of 96.5%.</p>   |

| GOAL  | 2009-10   | 2010-11   | 2011-12  |
|---|---|---|--|
| <p>8. Each year, at least 95 percent of all 5th, 6th, and 7th graders enrolled at TEP for at least 150 days during that school year will enroll at TEP at the beginning of the subsequent school year. This calculation will take place on October 1 of the subsequent school year, and will include all students who were enrolled for at least 150 days during the prior school year and whose current home address has not changed from the prior school year.</p> | <p><b>Met.</b> 99% re-enrollment rate.</p> <p><u>Results/Explanation</u><br/> During the 2009-10 school year, TEP had 123 students who were enrolled at TEP for 150 school days or more. 2 of these students (student initials: AM, DSB) re-located to a new address after the school year, leaving 121 students eligible for this calculation. As of October 1<sup>st</sup> 2010, <b>120 of these 121 students (99%)</b> re-enrolled at TEP for the 2010-11 school year. Only 1 student (student initials: AC) did not re-enroll at TEP.</p> | <p><b>Met.</b> 98% re-enrollment rate.</p> <p><u>Results/Explanation</u><br/> During the 2010-11 school year, TEP had 124 students enrolled in Grade 5 for 150 school days or more. 1 of these students (student initials: VC) re-located to a new address after the school year, leaving 123 students eligible for this calculation. As of October 1<sup>st</sup> 2011, <b>119 of these 123 students (97%)</b> were enrolled at TEP for the 2011-12 school year while 4 students (student initials: NR, RR, DM AS) had withdrawn from TEP.</p> <p>During the 2010-11 school year, TEP had 123 students enrolled in Grade 6 for 150 school days or more. 3 of these students (student initials: AC, AO, KS) re-located to a new address after the school year, leaving 120 students eligible for this calculation. As of October 1<sup>st</sup> 2011, <b>119 of these 120 students (99%)</b> were enrolled at TEP for the 2011-12 school year while 1 student (student initials: NA) had withdrawn from TEP. [Note: 3 of the re-enrolled students are repeating Grade 6 at TEP during the 2011-12 school year.]</p> <p>In sum, <b>98% (238/243)</b> of students eligible for this calculation were enrolled at TEP as of October 1, 2011.</p> | <p><b>Met.</b> 98% re-enrollment rate.</p> <p><u>Results/Explanation</u><br/> During the 2011-2012 school year, TEP had 121 students enrolled in Grade 5 for 150 days or more. 1 of these students (student initials: CP) re-located to a new address after the school year, leaving 120 eligible for this calculation. As of October 1<sup>st</sup> 2012, <b>119 of these 120 students (99%)</b> were enrolled for the 2012-2013 school year while 1 student (student initials: EC) had withdrawn from TEP. [Note: 3 of these students are repeating Grade 5 at TEP during the 2012-2013 school year.]</p> <p>During the 2011-2012 school year, TEP had 118 students enrolled in Grade 6 for 150 days or more. All 118 students were eligible for this calculation. As of October 1<sup>st</sup> 2012, <b>115 of these 118 students (97%)</b> were enrolled for the 2012-2013 school year while 3 students (student initials: JMH, JR, PS) had withdrawn from TEP. [Note: 2 of these eligible students are repeating Grade 6 during the 2012-2013 school year.]</p> <p>During the 2011-2012 school year, TEP had 112 students enrolled in Grade 7 for 150 days or more. 2 of these students (student initials: JR, JJ) had re-located to a new address after the school year, leaving only 110 eligible for this calculation. As of October 1, 2012, <b>106 of these 110 students (96%)</b> were enrolled for the 2012-2013 school year while 4 students (student initials: KC, KM, SN, AR) had withdrawn from TEP. [Note: 2 of these eligible students are repeating Grade 7 during the 2012-2013 school year.]</p> <p>In sum, <b>98% (340/348)</b> of the students eligible for this calculation were enrolled at TEP as of October 1, 2012</p> |

| GOAL   | 2009-10  | 2010-11  | 2011-12  |
|--|--|--|--|
| <p>9. Each year, at least 85% of full-time teachers who have taught at TEP for the majority of that school year and who are invited to continue teaching at TEP, will return to teach at TEP for the following school year.</p>  | <p><b>Met.</b> 100% return rate.</p> <p><u>Results/Explanation</u><br/>8 teachers were employed at TEP for the majority of the 2009-10 school year. 6 of these teachers were invited to continue teaching at TEP for the 2010-11 school year. All 6 (100%) of these 6 teachers returned for the 2010-11 school year.</p> | <p><b>Not Met.</b> 81% return rate. Although 9 of the 11 teachers who were invited back to TEP returned for the 2011-12 school year, this falls slightly short of the 85% target.</p> <p><u>Results/Explanation</u><br/>15 teachers were employed at TEP for the majority of the 2010-11 school year. 11 of these teachers were invited to continue teaching at TEP for the 2011-12 school year. 9 (<b>81%</b>) of these 11 teachers returned to teach at TEP for the 2011-12 school year.</p> | <p><b>Met.</b> 94% return rate.</p> <p><u>Results/Explanation</u><br/>24 teachers were employed at TEP for the majority of the 2011-12 school year. 17 of these teachers were invited to continue teaching at TEP for the 2012-13 school year. 16 (94%) of these 17 teachers returned for the 2012-13 school year.</p> |
| <p>10. Each year, the school will comply with all applicable laws, rules, 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 federal Family Educational Rights and Privacy Act.</p> | <p><b>Met.</b> To the best of our knowledge, TEP has complied with all applicable laws, rules, regulations, and contract terms.</p>  | <p><b>Met.</b> To the best of our knowledge, TEP has complied with all applicable laws, rules, regulations, and contract terms</p>   | <p><b>Met.</b> To the best of our knowledge, TEP has complied with all applicable laws, rules, regulations, and contract terms</p>   |

| <b>GOAL</b>  | <b>2009-10</b>   | <b>2010-11</b>  | <b>2011-12</b>  |
|--|--|---|---|
| <p>11. Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bi-monthly.</p>  | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>Full enrollment for the 2009-10 school year as defined in TEP's charter is 120 students. TEP maintained an enrollment of between 123 and 126 students at all points during the 2009-10 school year. This is within 5% of TEP's full student enrollment.</p> | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>Full enrollment for the 2010-11 school year as defined in TEP's charter is 240 students. TEP maintained an enrollment of between 240 and 248 students during the 2010-11 school year. This was within 5% of TEP's full student enrollment.</p> | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>Full enrollment for the 2011-12 school year as defined in TEP's charter is 360 students. TEP maintained an enrollment of between 356 and 364 students during the 2011-12 school year. This was within 5% of TEP's full student enrollment.</p> |
| <p>12. 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. 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.</p> | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>Fruchter, Rosen &amp; Company, PC completed an audit of TEP for the period from January 15, 2008 (inception) to June 30, 2010. This independent financial audit resulted in an unqualified opinion and no major findings.</p>                               | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>Fruchter, Rosen &amp; Company, PC completed an audit of TEP for the period from July 1, 2010 to June 30, 2011. This independent financial audit resulted in an unqualified opinion and no major findings.</p>                                  | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>Fruchter, Rosen &amp; Company, PC completed an audit of TEP for the period from July 1, 2011 to June 30, 2012. This independent financial audit resulted in an unqualified opinion and no major findings.</p>                                  |

| <b>GOAL</b>   | <b>2009-10</b>  | <b>2010-11</b>  | <b>2011-12</b>   |
|---|---|---|--|
| <p>13. Each year, the school will operate on a balanced budget and maintain a stable cash flow. A budget will be considered “balanced” if revenues equal or exceed expenditures for the fiscal year, as calculated on June 30, the final day of the fiscal year. The New York City Department of Education (NYC DOE) will monitor the school via quarterly financial statements (including statement of activities), liquidity, and liabilities accumulated by the school. A ratio analysis will be used by the NYC DOE to determine financial stability of the school. All financial elements, including cash flow, will be reviewed holistically by NYC DOE while making this determination. Specifically for cash flow, NYC DOE will review liquid assets the school has on hand versus short term liabilities, notes payable (short term), accounts payable and other dues (if funds due to NYC DOE) to determine if the school can continue being financially solvent.</p> | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>As demonstrated by TEP’s audited financial statements, TEP maintained a balanced budget and maintained a stable cash flow for the audited period from January 15, 2008 (inception) to June 30, 2010.</p>   | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>As demonstrated by TEP’s audited financial statements, TEP maintained a balanced budget and maintained a stable cash flow for the audited period from July 1, 2010 to June 30, 2011.</p>   | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>TEP maintained a balanced budget and maintained a stable cash flow for the period from July 1, 2011 to June 30, 2012. This will be verified via audited financial statements, which will be available after November 1, 2012.</p>   |
| <p>14. Each year, parents will express satisfaction with the school’s program, based on the school’s Parent Satisfaction Survey. Satisfaction will have been met if each survey item receives a positive response from at least 80% of all parents. All parents include those who do not respond to the survey. A positive response is defined as either of the two responses to the item that reflect most favorably on the school’s learning environment. (For example, for the survey item “My child is safe at school,” there are five possible responses: (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree, and (5) don’t know. The responses “strongly agree” and “agree” are considered positive responses.) TEP will utilize an adapted version of the NYC DOE Learning Environment Survey to gage parent and student satisfaction. Please note that this survey is subject to change upon charter issuance and during operation.</p>                 | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>93% of TEP parents responded to The NYC DOE 2009-10 School Survey. Relative to all NYC middle schools, TEP rated in the highest of five levels in all 4 categories: Academic Expectations, Communication, Engagement, and Safety &amp; Respect. Questions for all 4 major survey categories generated a positive response from at least 80% of the school’s parents.</p> | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>99% of TEP parents responded to The NYC DOE 2010-11 School Survey. Relative to all NYC middle schools, TEP rated in the highest of five levels in all 4 categories: Academic Expectations, Communication, Engagement, and Safety &amp; Respect. Questions for all 4 major survey categories generated a positive response from at least 80% of the school’s parents.</p> | <p><b>Met.</b></p> <p><u>Results/Explanation</u><br/>95% of TEP parents responded to The NYC DOE 2011-12 School Survey. Relative to all NYC middle schools, TEP rated in the second highest of five levels in all 4 categories: Academic Expectations, Communication, Engagement, and Safety &amp; Respect. Questions for all 4 major survey categories generated a positive response from at least 80% of the school’s parents.</p> |