Department of Education
Carmen Fariña, Chancellor

Annual Comprehensive Review Report for The Equity Project Charter School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at http://schools.nyc.gov/community/charters/contacts/DOEresources.htm.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

The Equity Project Charter School (TEP) is a middle school located in the Washington Heights neighborhood of Manhattan. The school is located in temporary classroom units on the grounds of the George Washington campus, a NYC DOE-operated building in Community School District 6. The school is co-located with The College Academy, High School for Media and Communications, High School for Law and Public Service, High School for Health Careers and Sciences, and Restart Academy.[1]

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Principal Zeke Vanderhoek, who has been at the school for eight years; Assistant Principal Casey Ash, who has been at the school for seven years; Director of Finance & Operations Shelly Gupta, who has been at the school for seven years; and Arts & Athletics Director Denise Munoz, who has been at the school for five years.

SCHOOL HIGHLIGHTS

TEP students receive daily instruction in music and physical education in all grades. The school has competitive music and arts clubs, as well as over a dozen athletic teams.

TEP has revised their curriculum and schedule to improve student literacy. Literacy skills are now integrated into Social Studies and Science classes and students receive ELA and writing instruction in small groups.

TEP staff attend three 1-2 week long professional development sessions over the course of the year and each teacher spends at least two periods per week observing a colleague.

TEP has developed a relational approach to discipline and consequences, and rarely suspends students out of school. Instead, students serve in-school suspension or a 'teacher shadow suspension', spending the day with the teacher that their infraction occurred with. TEP served as a mentor school in a collaborative learning group in the 2015-16 school year, demonstrating this model and their relational approach to discipline to seven district and charter schools.

CURRENT SCHOOL SNAPSHOT

	The Equity Project Charter School
DBN	84M430
School Leader(s)	Zeke Vanderhoek
Board Chair(s)	David Coleman
Charter Management Organization (if applicable)	N/A

[1] According to NYC DOE Location Code Generation and Management System.

Other Partner(s)	N/A
District(s) of Location	6
Physical Address(es)	549 Audubon Avenue, T30, Manhattan, NY 10040
Facility Owner(s)	DOE
Enrollment[2]	477
Grades Served	5-8

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance[3]
1. David Coleman	President		8	4/7
2. Brooks Clark			3	6/7
3. Crystal Harmon	Secretary		5	4/7
4. Nichole Leach			3	4/7
5. Laura Tavormina	Treasurer, Vice President		8	6/7
6. Sean Juan			<1	3/3
7. Zeke Vanderhoek	Principal		8	7/7

CHARTER AUTHORIZATION PROFILE

The Equity Project Charter School	
School Opened For Instruction	2009-2010
Date of First Renewal	2012-2013
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018

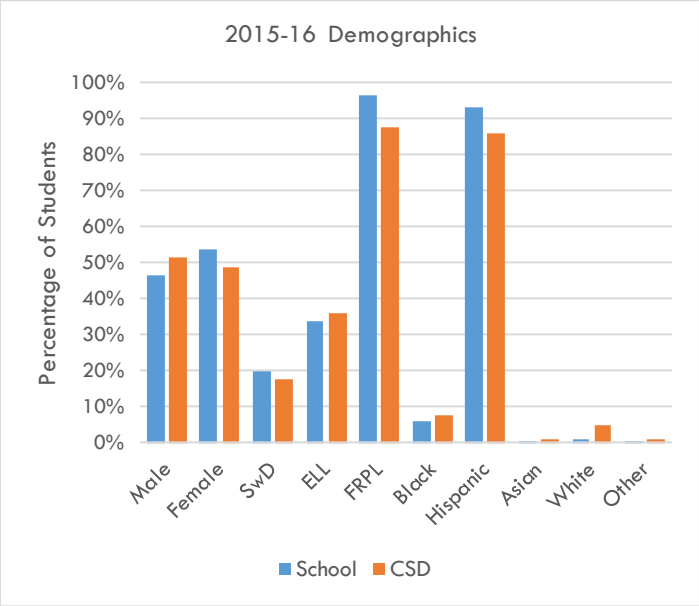
[2] According to ATS data as of October 14, 2015.

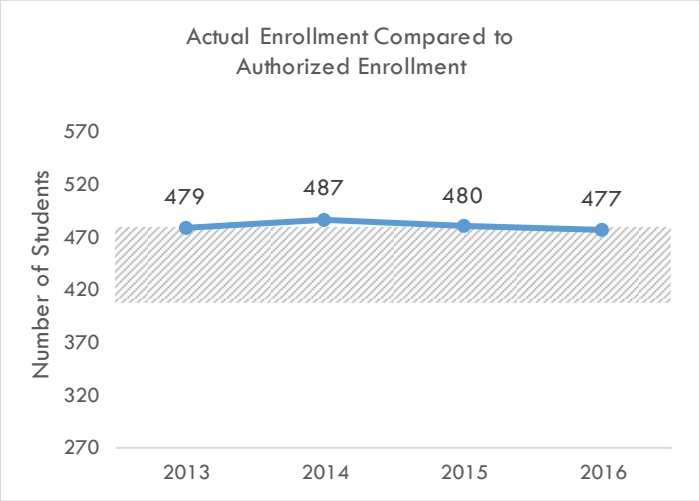
[3] The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

Current Authorized Grade Span	K-8
Current Authorized Enrollment	480

The Equity Project Charter School was renewed for a full five year term in the 2012-13 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS





Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

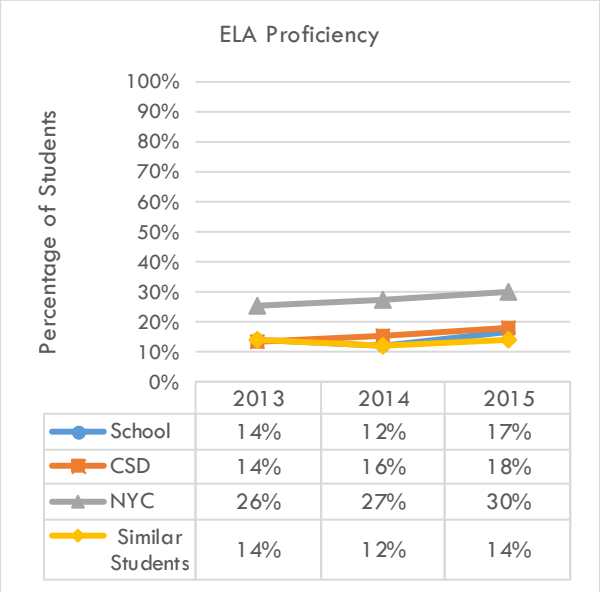
http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf).

PART 3: REVIEW

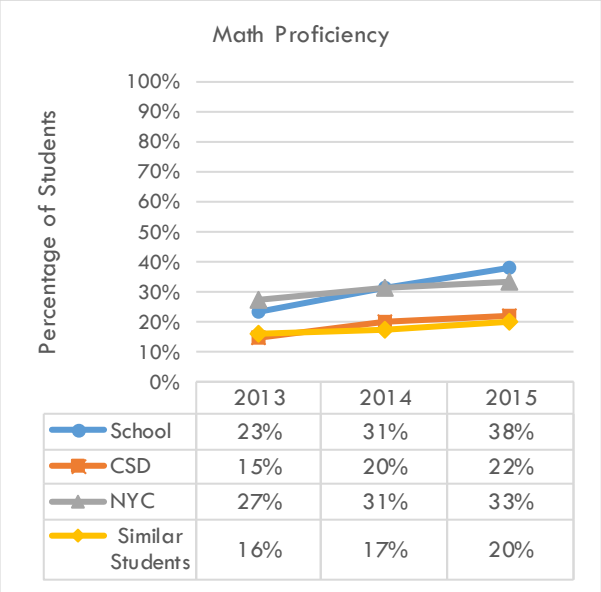
ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?[4]

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.[5] These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY[6]



	2013	2014	2015
School	14%	12%	17%
CSD	14%	16%	18%
NYC	26%	27%	30%
Similar Students	14%	12%	14%



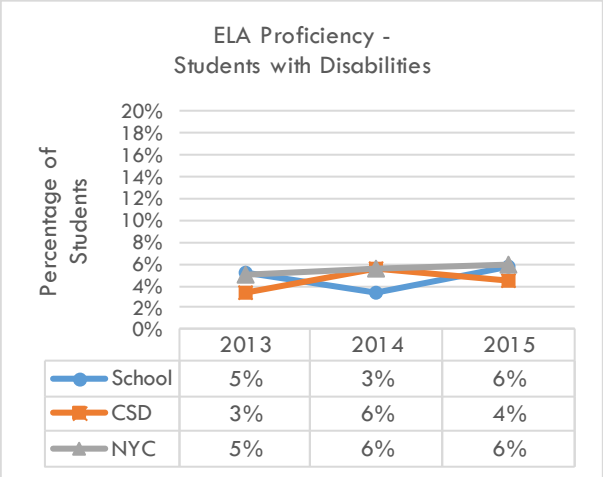
	2013	2014	2015
School	23%	31%	38%
CSD	15%	20%	22%
NYC	27%	31%	33%
Similar Students	16%	17%	20%

[4] For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

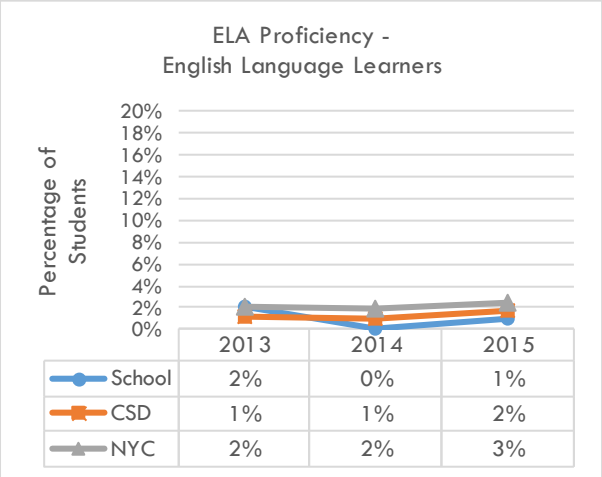
[5] Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

[6] For more on the NYC DOE's similar students comparisons, please see the information here: http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

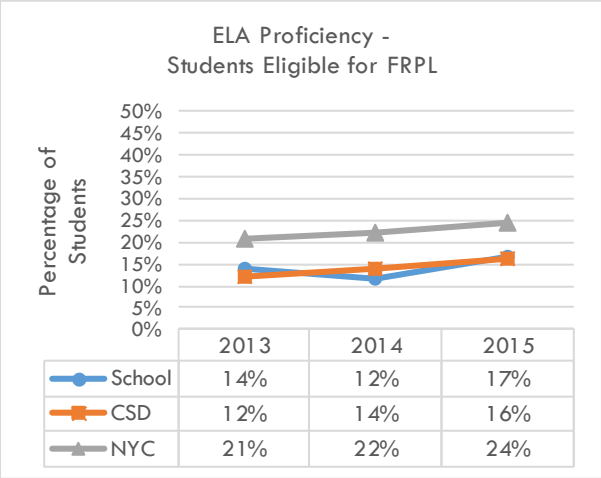
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



	2013	2014	2015
School	5%	3%	6%
CSD	3%	6%	4%
NYC	5%	6%	6%

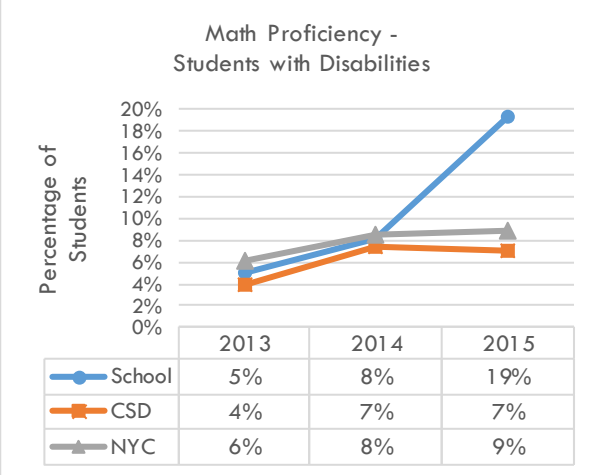


	2013	2014	2015
School	2%	0%	1%
CSD	1%	1%	2%
NYC	2%	2%	3%

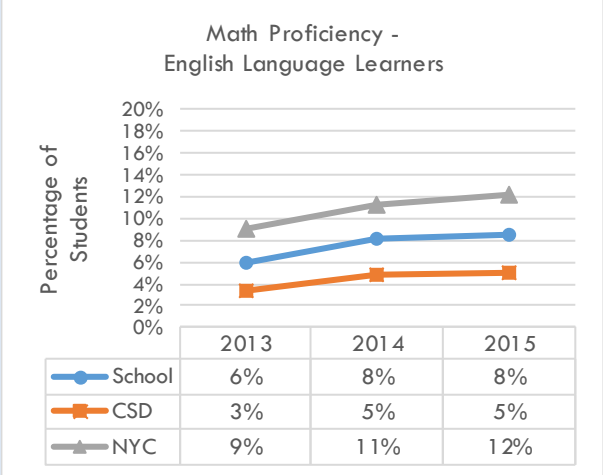


	2013	2014	2015
School	14%	12%	17%
CSD	12%	14%	16%
NYC	21%	22%	24%

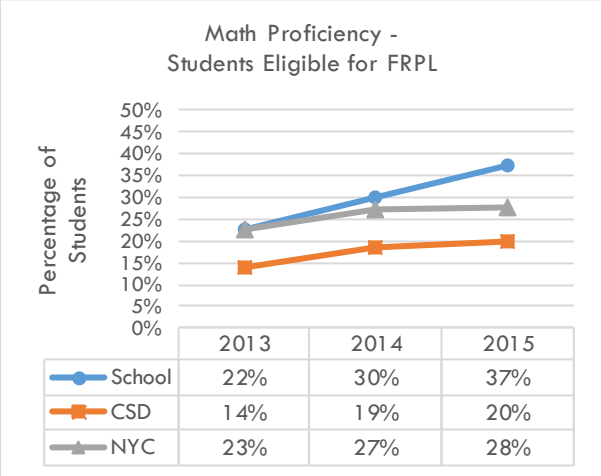
CLOSING THE ACHIEVEMENT GAP – MATH



	2013	2014	2015
School	5%	8%	19%
CSD	4%	7%	7%
NYC	6%	8%	9%



	2013	2014	2015
School	6%	8%	8%
CSD	3%	5%	5%
NYC	9%	11%	12%



	2013	2014	2015
School	22%	30%	37%
CSD	14%	19%	20%
NYC	23%	27%	28%

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data

- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix G.

USING MASTER TEACHERS TO SERVE AT-RISK STUDENTS

To attract master teachers, TEP uses a three-pronged strategy that it terms the 3 R's: Rigorous Qualifications, Redefined Expectations, & Revolutionary Compensation. All master teachers earn a $125K annual salary.

EQUAL EMPHASIS ON ACADEMICS, ARTS, AND ATHLETICS

To provide a comprehensive and motivating educational experience, TEP students take a full academic program as well as daily instruction in music and physical education. TEP has competitive music and arts clubs and over a dozen athletic teams.

USE OF INTERIM ASSESSMENTS & STUDENT ACHIEVEMENT REPORTS (SARS) TO DRIVE INSTRUCTION

Student Achievement Reports (SARs) are used by all teachers to measure individual student progress towards the 3 - 4 most important learning outcomes for each subject and grade level. Assessment data is updated regularly & analyzed three times per year to drive instruction.

SHARED ACCOUNTABILTY FOR LITERACY DEVELOPMENT

TEP students take four daily periods focused on Common Core literacy standards: small group ELA, small group writing, social studies, and science. The integration of literacy skills across content areas promotes shared accountability in this area.

DEDICATED SOCIAL WORKER FOR EACH COHORT

Each cohort has one dedicated bilingual Social Worker who moves up with that cohort from fifth to eighth grade. This structure enables the Social Worker to build long-lasting relationships with students and their families and to focus on students' social/emotional development.

PEER-BASED PROFESSIONAL DEVELOPMENT & 3 STAFF DEVELOPMENT INSTITUTES

Each teacher spends at least two periods per week observing in the classroom of a partner teacher followed by weekly debriefs of those observations. All TEP staff attend three one-to-two week development institutes focused on data analysis and collaborative curricular planning.

GOVERNANCE

The Board of Trustees consists of seven members, which is consistent with the minimum of five members and the maximum of 17 members established in the Board's bylaws.

The Board of Trustees has no committees filled, putting them out of compliance with their bylaws. The Board has not yet updated its bylaws to comply with the Charter School Act, which requires 12 meetings over 12 months. The Board did, however, hold 12 meetings during the 2015-16 school year.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

SUPPORTIVE ENVIRONMENT

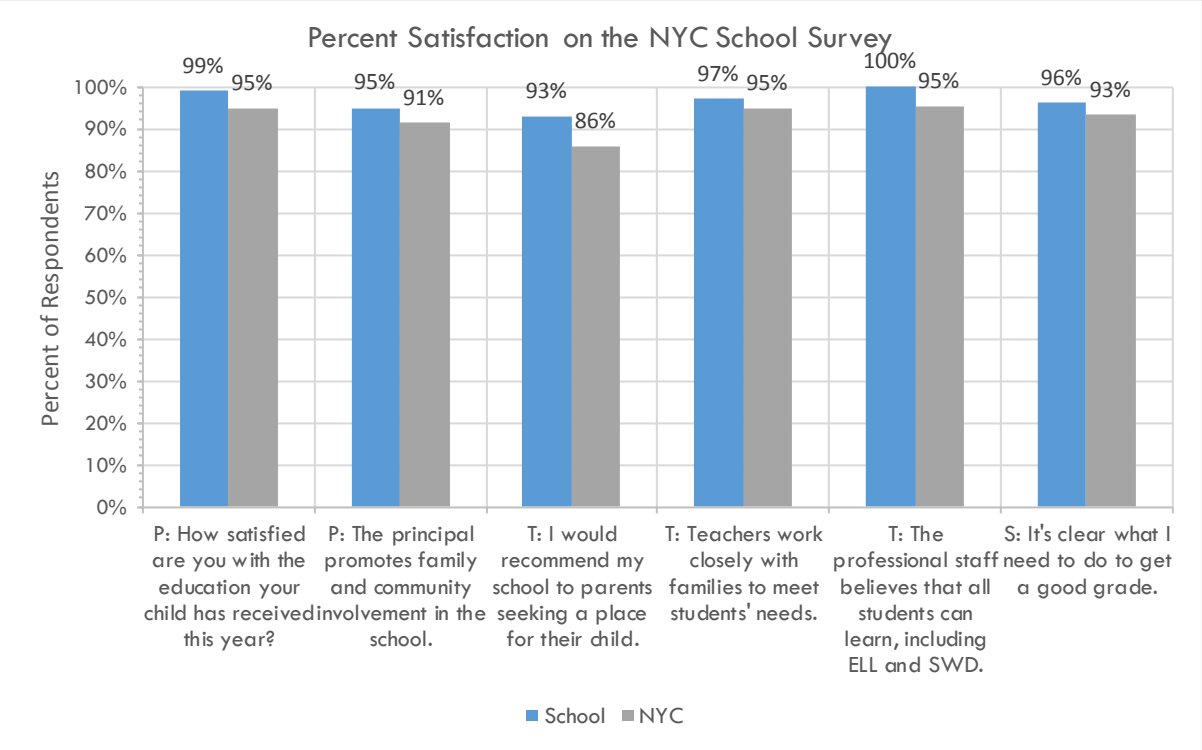
Standard	*Compliant / Not Compliant*	*Notes*
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	Procedure for parents to express concerns is included in the Code of Conduct; it should be included in the student and parent handbook and/or posted to the school's website.

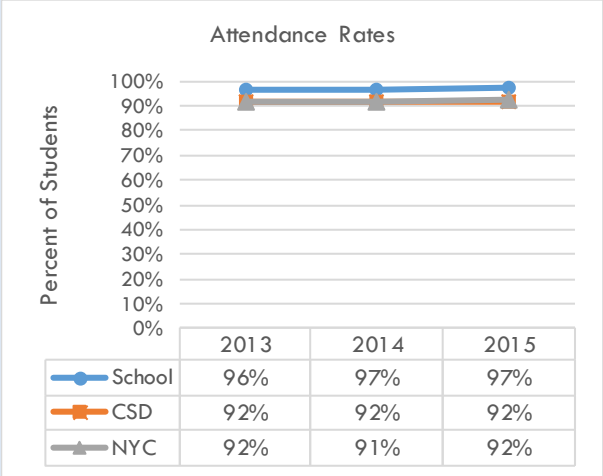
OPERATIONAL STABILITY		
Standard	*Compliant / Not Compliant*	*Notes*
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	Board minutes from the 2015-16 school year are not posted, therefore lines of accountability cannot be evaluated.
Board meetings consistently meet quorum[7]	Compliant	

COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)		
Standard	*Compliant / Not Compliant*	*Notes*
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (lease, certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	School is at the maximum allowed number of non-STEM uncertified teachers.
School is in compliance with employee fingerprinting requirements	Not Compliant	Some teachers hired in 2015-16 received fingerprint clearance after their start date.
School has an appropriate safety plan	Compliant	

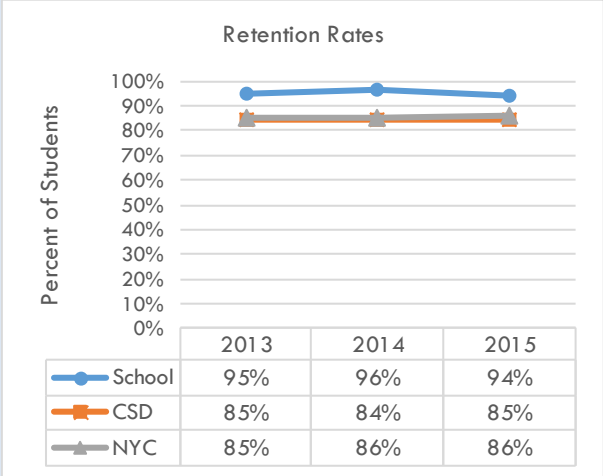
[7] Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

School is meeting Department of Health immunization requirements	Not Compliant	The school had 97.4% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

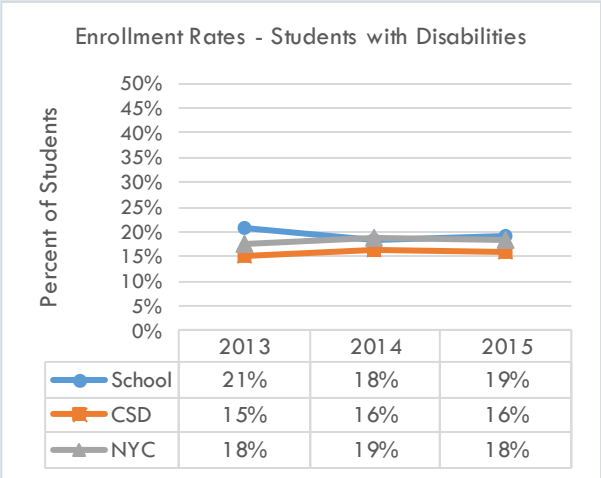




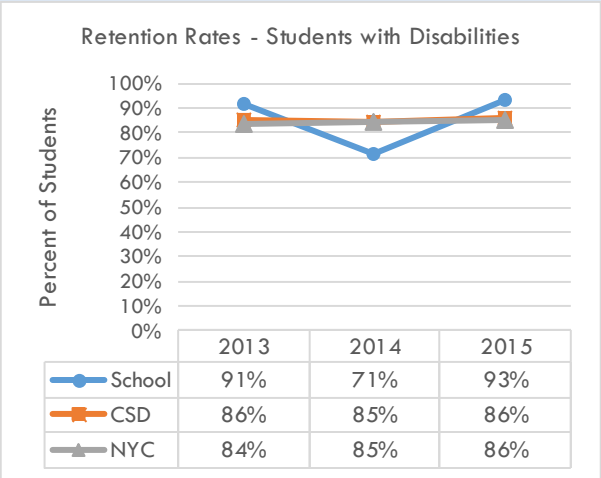
	2013	2014	2015
School	96%	97%	97%
CSD	92%	92%	92%
NYC	92%	91%	92%



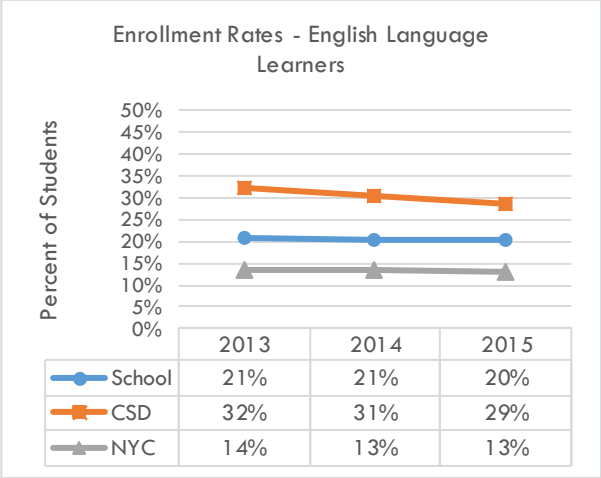
	2013	2014	2015
School	95%	96%	94%
CSD	85%	84%	85%
NYC	85%	86%	86%



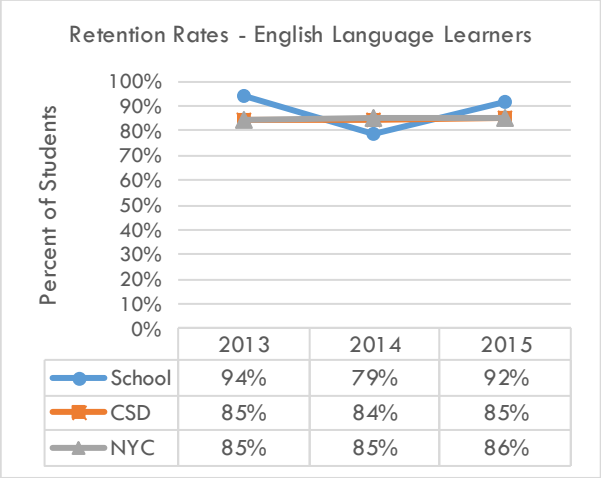
	2013	2014	2015
School	21%	18%	19%
CSD	15%	16%	16%
NYC	18%	19%	18%



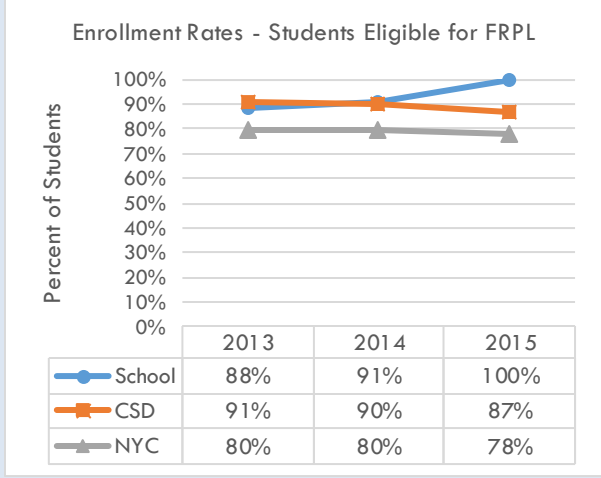
	2013	2014	2015
School	91%	71%	93%
CSD	86%	85%	86%
NYC	84%	85%	86%



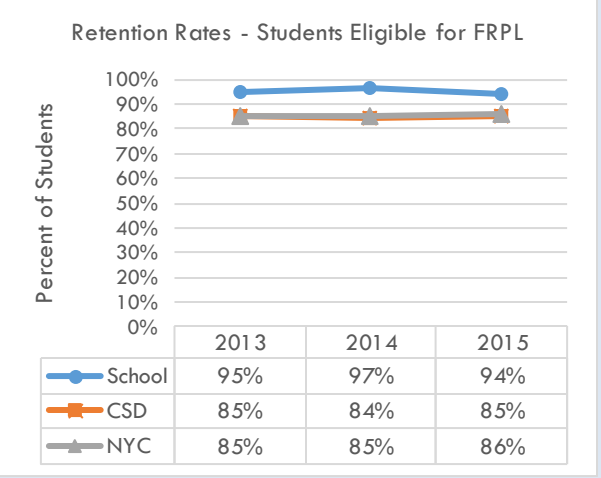
	2013	2014	2015
School	21%	21%	20%
CSD	32%	31%	29%
NYC	14%	13%	13%



	2013	2014	2015
School	94%	79%	92%
CSD	85%	84%	85%
NYC	85%	85%	86%



	2013	2014	2015
School	88%	91%	100%
CSD	91%	90%	87%
NYC	80%	80%	78%



	2013	2014	2015
School	95%	97%	94%
CSD	85%	84%	85%
NYC	85%	85%	86%

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for The Equity Project Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

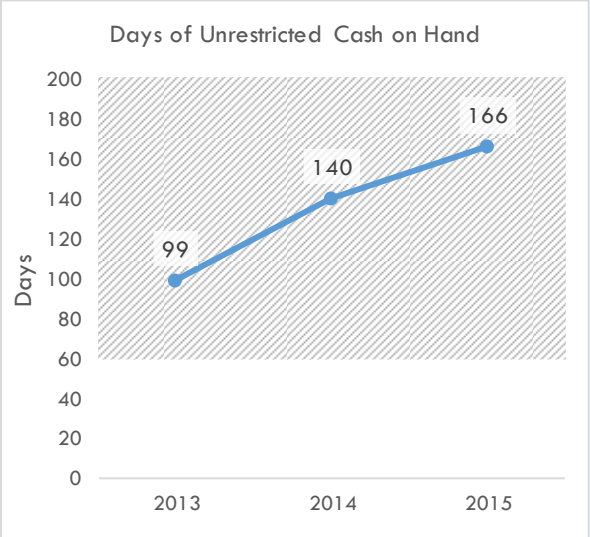
For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

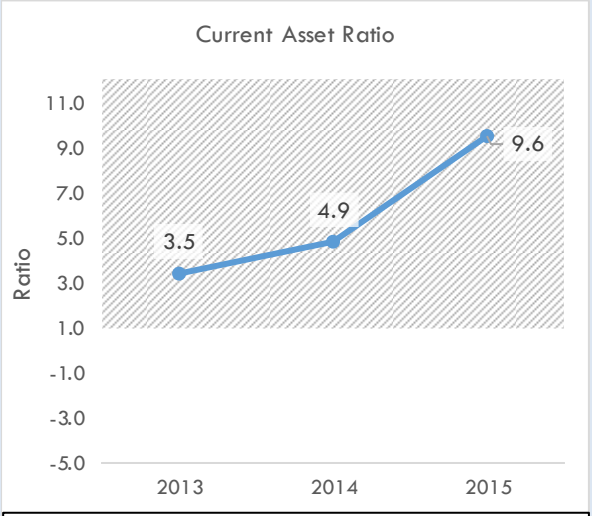
An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

The school has $75,945.84 in escrow, meeting the $70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY[8]



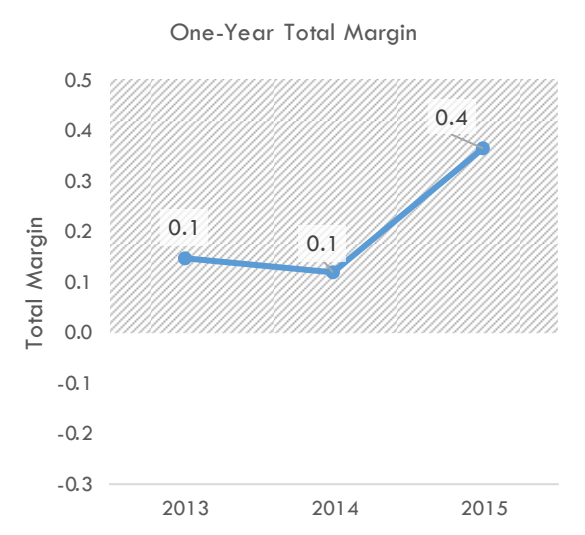
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



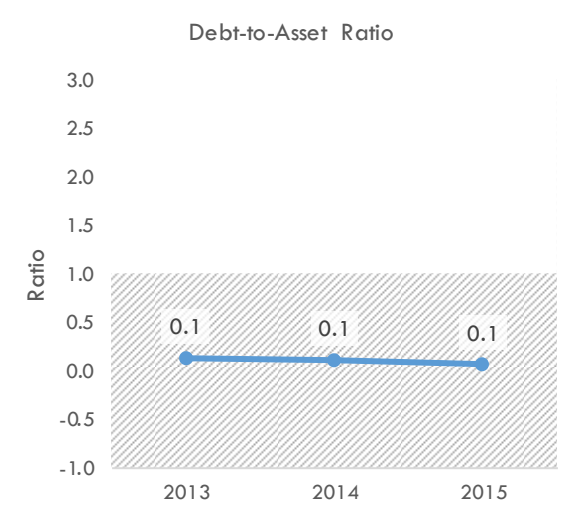
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

[8] Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

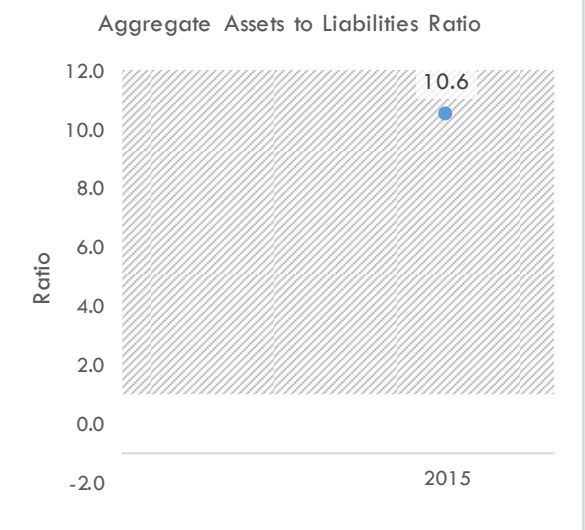
LONG-TERM FINANCIAL SUSTAINABILITY



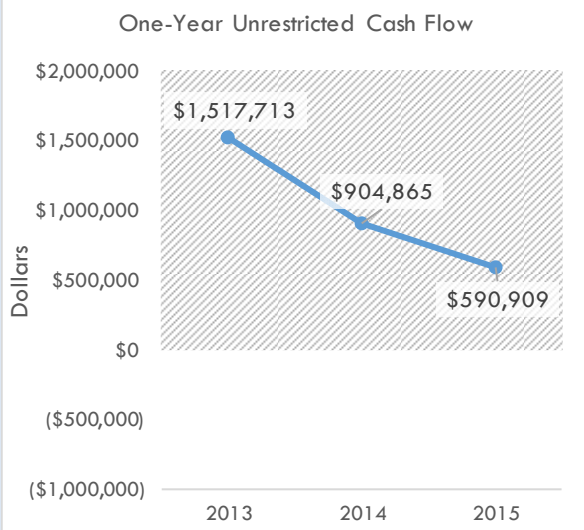
A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0



One-year unrestricted cash flow should be greater than $0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

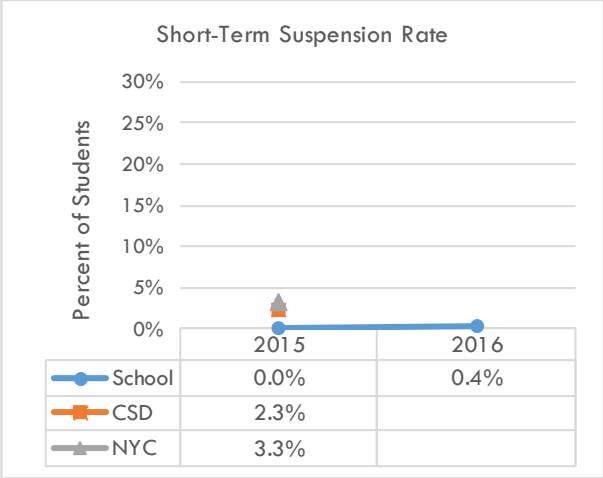
APPENDIX A: SCHOOL OVERVIEW

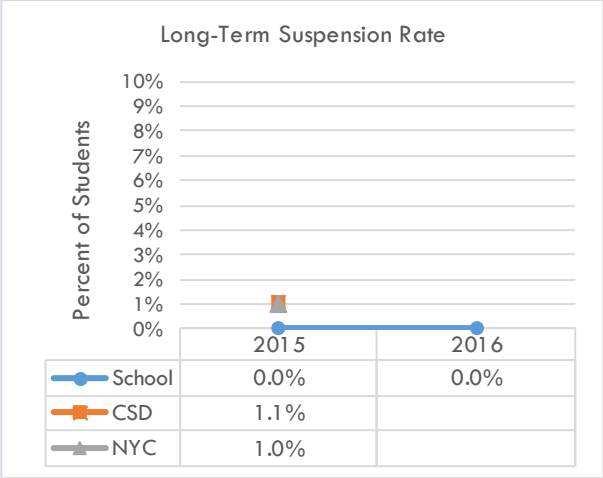
All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

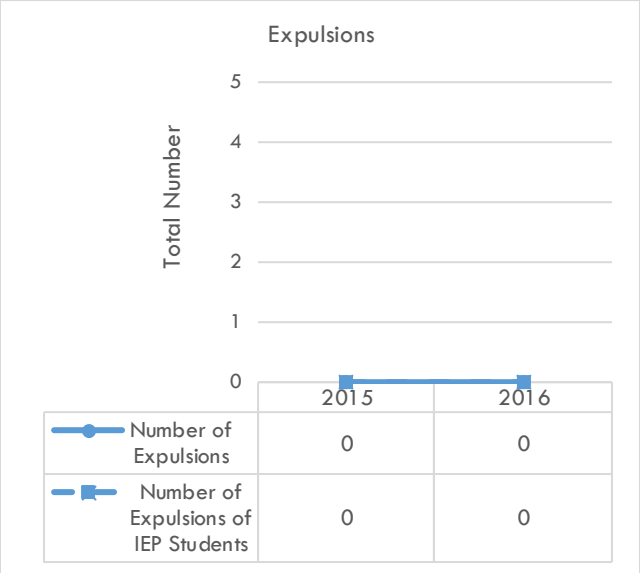
PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Sections per Grade	Grade 5 – Grade 8: 4 sections per grade
Primary Entry Grade(s)	5
Additional Grade(s) for which Student Applications are Accepted	6-7
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	316
Number of Students Accepted via the Lottery (School Year 2015-16)	120 (Grade 5)
Lottery Preferences	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES[9]







[9] City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
The Equity Project Charter School			
Grade 5	13%	7%	15%
Grade 6	6%	8%	14%
Grade 7	19%	13%	14%
Grade 8	19%	22%	25%
DIFFERENCE FROM CSD			
Grade 5	-4%	-9%	-4%
Grade 6	-5%	-5%	-2%
Grade 7	6%	-2%	-1%
Grade 8	6%	4%	4%

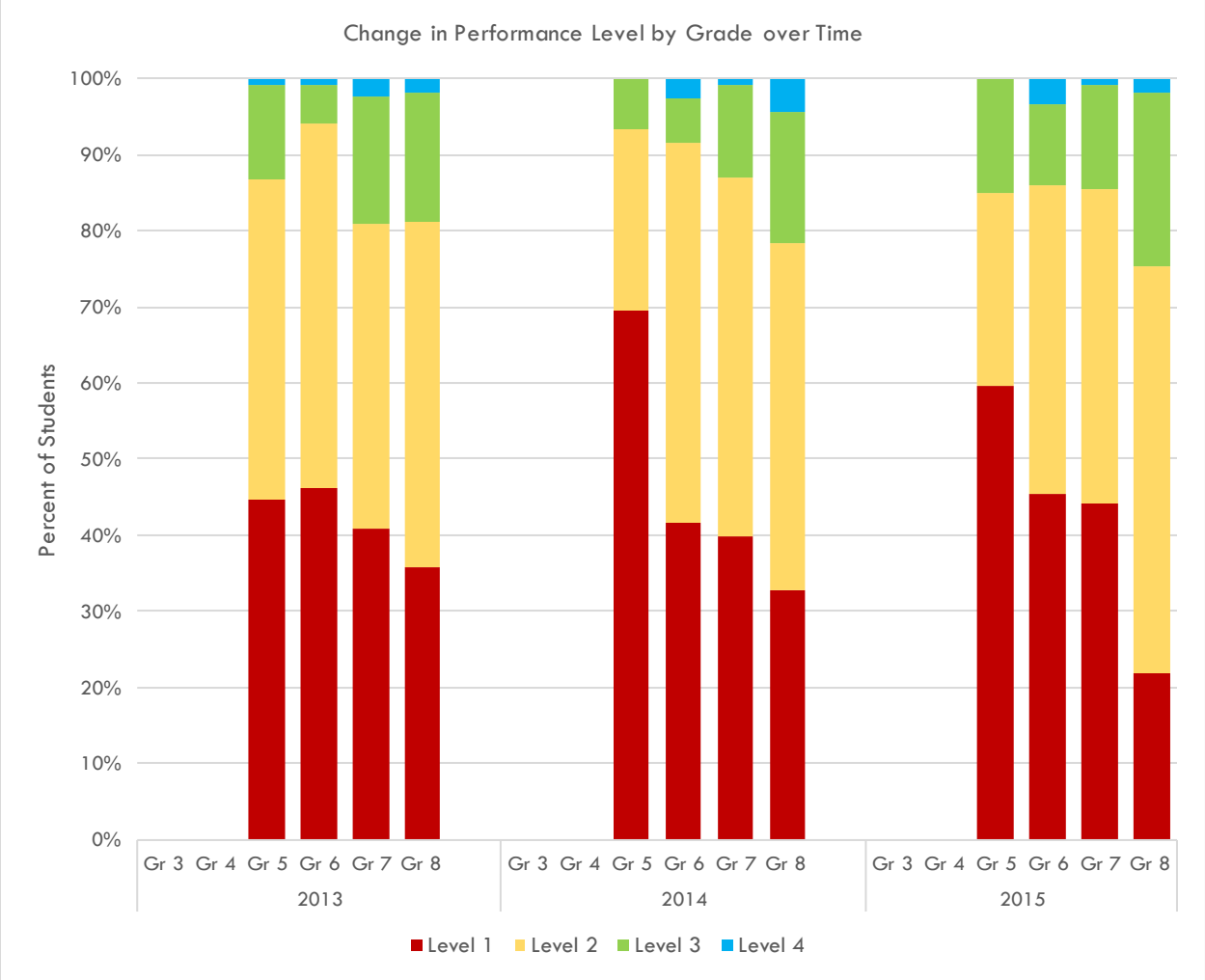
GRADE-LEVEL PROFICIENCY IN MATH

	2012-2013	2013-2014	2014-2015
The Equity Project Charter School			
Grade 5	18%	21%	29%
Grade 6	14%	23%	36%
Grade 7	20%	29%	36%
Grade 8	43%	52%	53%
DIFFERENCE FROM CSD			
Grade 5	1%	-4%	2%
Grade 6	-1%	3%	14%
Grade 7	8%	11%	16%
Grade 8	28%	33%	34%

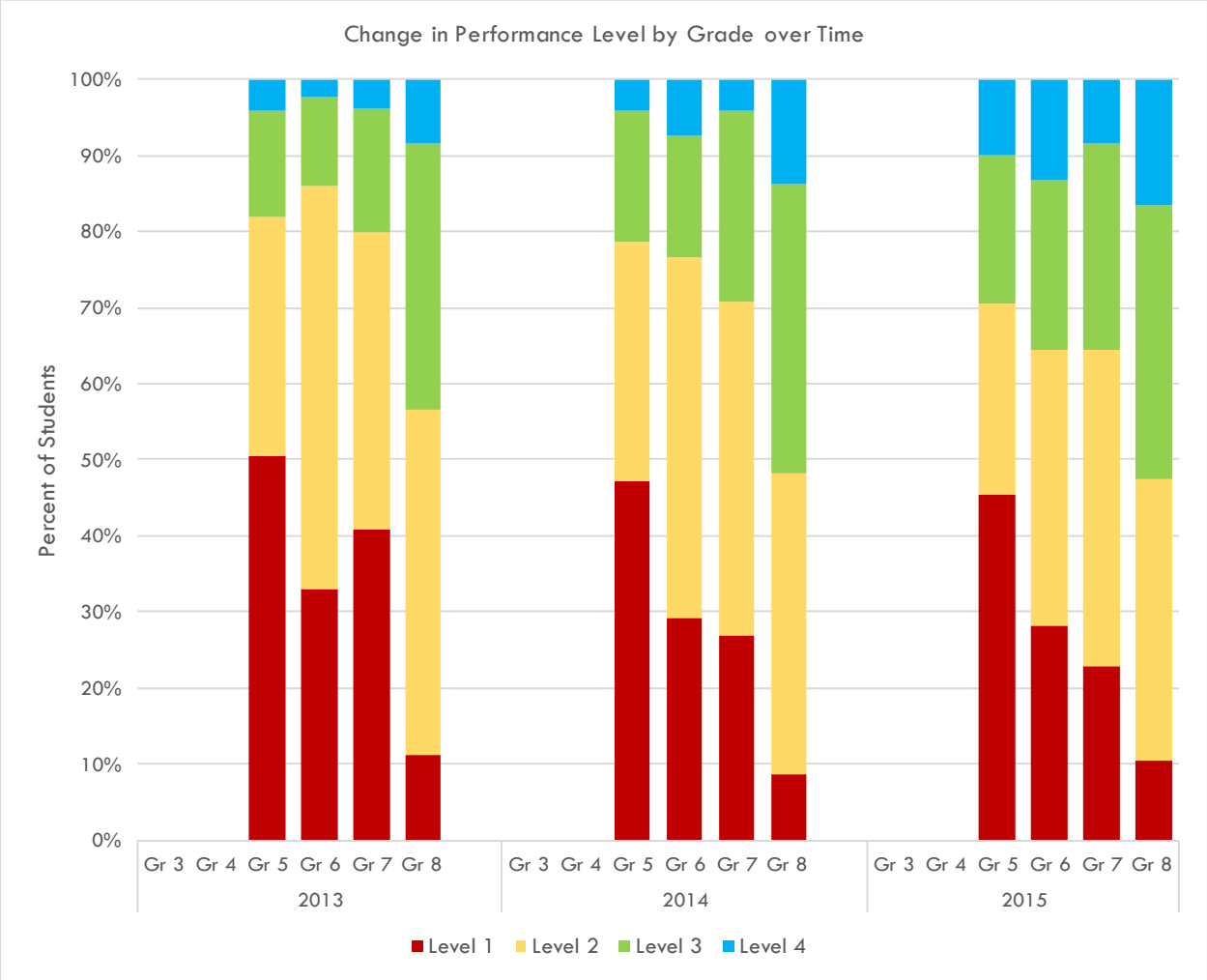
APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS



MATH


Change in Performance Level by Grade over Time
Percent of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Gr 3 Gr 4 Gr 5 Gr 6 Gr 7 Gr 8
2013
Gr 3 Gr 4 Gr 5 Gr 6 Gr 7 Gr 8
2014
Gr 3 Gr 4 Gr 5 Gr 6 Gr 7 Gr 8
2015
Level 1
Level 2
Level 3
Level 4

APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year[10], the school achieved/met its goals as follows:

- Academic Goals: [11]
  - 0 of 3 applicable academic charter goals in its most recent year
- Operational Goals:
  - 5 of 5 applicable operational charter goals in its most recent year
- Financial Goals:
  - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	At least 75 percent of each cohort of TEP 8th graders will perform at or above Level 3 on the New York State English Language Arts (ELA) 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.	Not Met. 25.2% of the 2015 Cohort of TEP 8th graders performed at or above Level 3 on the 2015 New York State ELA exam. (This equals 26 out of 103 8th grade students who were continuously enrolled at TEP beginning in 5th grade.) Explanation: TEP is still adapting to the Common Core State Standards. It is important to note that TEP's 25.2% 8th Grade proficiency rate is greater than the 21% 8th Grade proficiency rate for students in TEP's host district, Community School District 6.
	At least 75 percent of each cohort of TEP 8th graders will perform at or above Level 3 on the New York State Mathematics exam. A cohort here is defined as a group of 8th graders who	Not Met. 52.4% of the 2015 Cohort of TEP 8th graders performed at or above Level 3 on the 2015 New York State Math exam. (This equals 54 out of 103 8th grade students who were

[10] This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

[11] Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	have been continuously enrolled at TEP for 4 years, beginning in 5th grade.	continuously enrolled at TEP beginning in 5th grade.) Explanation: TEP is still adapting to the Common Core State Standards. It is important to note that TEP's 52.4% 8th Grade proficiency rate is significantly greater than the 18.3% 8th Grade proficiency rate for students in TEP's host district, Community School District 6.
	At least 75 percent of each cohort of TEP 8th graders will perform at or above Level 3 on the New York State Science 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.	Not Met. 50.5% of the 2015 Cohort of TEP 8th graders performed at or above Level 3 on the 2015 New York State 8th Grade Science exam. (This equals 52 out of 103 8th grade students who were continuously enrolled at TEP beginning in 5th grade.)
	Each year, TEP's median or mean adjusted growth percentile on the New York State English Language Arts (ELA) exam as reported on TEP's annual NYC DOE School Progress Report will place TEP in the top quartile of all "peer" schools (as defined by the NYC DOE School Progress Report).	Data not yet available.
	Each year, TEP's median or mean adjusted growth percentile for the school's lowest third of students on the New York State English Language Arts (ELA) exam as reported on TEP's annual NYC DOE School Progress Report will place TEP in the top quartile of all "peer" schools (as defined by the NYC DOE School Progress Report).	Data not yet available.
	Each year, TEP's median or mean adjusted growth percentile on the New York State Mathematics exam as reported on TEP's annual NYC DOE School Progress Report will place TEP in the top quartile of all "peer" schools (as defined by the NYC DOE School Progress Report).	Data not yet available.
	Each year, TEP's median or mean adjusted growth percentile for the	Data not yet available.

	school's lowest third of students on the New York State Mathematics exam as reported on TEP's annual NYC DOE School Progress Report will place TEP in the top quartile of all "peer" schools (as defined by the NYC DOE School Progress Report).	
Operational Goals	Each year, TEP will have an average daily student attendance rate of at least 95 percent.	Met. During the 2014-15 School year, TEP had an average daily student attendance rate of 97.1%.
	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.	Met. 99.4% re-enrollment rate. Explanation: During the 2014-2015 school year, TEP had 117 students enrolled in Grade 5 for 150 days or more. 6 of these students (student initials: (RP, SV, JP, RR, SF, VG) re-located to a new address after the school year, leaving 111 students eligible for this calculation. As of October 1st 2015, 110 of these 111 students (99%) were enrolled for the 2015-2016 school year while 1 student (student initials: JR) had withdrawn from TEP. [Note: 5 of the students are repeating Grade 5 at TEP during the 2015-2016 school year.] During the 2014-2015 school year, TEP had 120 students enrolled in Grade 6 for 150 days or more. 5 of these students (student initials: DD, JJ, AS, KV, KL) re-located to a new address after the school year, leaving 115 students eligible for this calculation. As of October 1st 2015, all 115 of these 115 students (100%) were enrolled for the 2015-2016 school year. [Note: 5 of the students are repeating Grade 6 during the 2015-2016 school year.] During the 2014-2015 school year, TEP had 115 students enrolled in Grade 7 for 150 days or more. 3 of these students (student initials: LD, RP, BM) re- located to a new address

	after the school year, leaving 112 students eligible for this calculation. As of October 1, 2015, 111 of these 112 students (99%) were enrolled for the 2015-2016 school year while 1 student (student initials: SB) had withdrawn from TEP. [Note: 3 of the students are repeating Grade 7 during the 2015-2016 school year.] In sum, 99.4% (336/338) of the students eligible for this calculation were enrolled at TEP as of October 1, 2015.
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.	Met. 93% Return Rate. Explanation: 31 teachers were employed at TEP for the majority of the 2014-15 school year. 28 of these teachers were invited (or would have been invited) to continue teaching at TEP for the 2015-16 school year. 26 of these 28 teachers (93%) returned for the 2015-16 school year.
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.	Met. To the best of our knowledge, TEP has complied with all applicable laws, rules, regulations, and contract terms.
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.	Met. Full enrollment for the 2014-15 school year as defined in TEP's charter is 480 students. TEP maintained an average daily enrollment of 478 students. This was within 1% of TEP's full student enrollment.
Each year, TEP parents, students, and teachers will express satisfaction with the school's program, based on their responses to the NYC DOE Learning Environment Survey. Satisfaction will have been met if (a) the response rate for each constituency is	Data not yet available.

	80% or greater and (b) TEP places in the top quartile of all "peer" schools (as defined by the NYC DOE School Progress Report) for each of the major categories included on the survey (Academic Expectations, Communication, Engagement, Safety & Respect.)	
Financial Goals	Each year, 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.	Met. Fruchter, Rosen, & Company, PC completed an audit of TEP for the period from July 1, 2014 to June 30, 2015. This independent financial audit resulted in an unqualified opinion and no major findings.
	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.	Met. As demonstrated by TEP's audited financial statements, TEP maintained a balanced budget and stable cash flow for the period from July 1, 2014 to June 30, 2015.

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

PROFICIENCY (LEP) STUDENTS

- TEP's Admissions Lottery process explicitly preferences this at-risk subgroup. Each year, prior to the Admissions lottery, TEP may determine set-aside percentages for English Language Learners (ELLs). For TEP's 2015 Admissions Lottery, (for students entering 5th grade in the fall of 2015), TEP reserved at least 30% of its seats for English Language Learners (ELLs).
- 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 is mailed to families of ALL rising 5th graders in Community School District 6.
- Parents of current TEP students assist TEP staff in posting recruitment fliers and distributing applications throughout the Washington Heights community.
- TEP holds Open House events for prospective parents and families. From January through March of 2015, TEP held 4 of these Open House events, which were publicized through postcard mailings to families of ALL rising 5th graders in Community School District 6. During each Open House event, TEP's Principal or Assistant Principal gives a presentation (with a Spanish translator) in which he encourages parents of parents of English Language Learners to apply to the school, while specifically outlining the variety of supports TEP has in place for these students.

STUDENTS WITH DISABILITIES (SWD)

- TEP's Admissions Lottery process explicitly preferences this at-risk subgroup. Each year, prior to the Admissions lottery, TEP may determine set-aside percentages for Special Education students. For TEP's 2015 Admissions Lottery, (for students entering 5th grade in the fall of 2015), TEP reserved at least 15% of its seats for students with IEPs.
- An application brochure is mailed to families of ALL rising 5th graders in Community School District 6.
- Parents of current TEP students assist TEP staff in posting recruitment fliers and distributing applications throughout the Washington Heights community.
- TEP's Student Application form specifically encourages Special Education students to apply to TEP.
- TEP holds Open House events for prospective parents and families. From January through March of 2015, TEP held 4 of these Open House events, which were publicized through postcard mailings to families of ALL rising 5th graders in Community School District 6. During each Open House event,

TEP's Principal or Assistant Principal gives a presentation in which he encourages parents of Special Education students to apply to the school, while specifically outlining the variety of supports TEP has in place for these students.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- TEP's Admissions Lottery process explicitly preferences this at-risk subgroup. Each year, prior to the Admissions lottery, TEP may determine set-aside percentages for FRL students (those who qualify for the federal free or reduced lunch program).
- An application brochure is mailed to families of ALL rising 5th graders in Community School District 6.
- Parents of current TEP students assist TEP staff in posting recruitment fliers and distributing applications throughout the Washington Heights community.
- TEP holds Open House events for prospective parents and families. From January through March of 2015, TEP held 4 of these Open House events, which were publicized through postcard mailings to families of ALL rising 5th graders in Community School District 6.

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at http://schools.nyc.gov/Accountability/tools/report/default.htm. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.

APPENDIX G: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on May 24, 2016, met with the leadership team, and observed ten classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of differentiation: The team saw consistent evidence of differentiation in groupings and levels of teacher support and some evidence of differentiation in levels of rigor of assignments and in scaffolding of products.
- Evidence of the majority of class time being spent on independent practice: The team saw consistent evidence of this across all classrooms.
- Evidence of student autonomy: The team saw mixed evidence of this across classrooms.