

I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 18, 2013

Updated Tuesday, July 30, 2013

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1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

310600860929 EQUITY PROJECT CS (THE)

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 6

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
549 Audubon Ave, T30 New York, NY 10040	646-254-6451	212-202-3584	info@tepcharter.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Zeke Vanderhoek
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Principal
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.tepcharter.org

6. DATE OF INITIAL CHARTER

2015-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

 5

 6

 7

 8**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	549 Audubon Ave, T30 New York, NY 10040	646-254-64 51	CSD 6	5,6,7,8	Yes	DOE space
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Zeke Vanderhoek	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Zeke Vanderhoek	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Zeke Vanderhoek	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Zeke Vanderhoek	[REDACTED]	[REDACTED]	[REDACTED]

13. Are the School sites co-located?

No

14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Zuke Vanderhoeck". The signature is written in a cursive style with a large, prominent 'Z' at the beginning.

Signature, President of the Board of Trustees

Thank you.

Appendix A: Progress Toward Goals

Created Tuesday, July 30, 2013

Updated Friday, October 25, 2013

Page 1

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<https://reportcards.nysed.gov/files/2011-12/RC-2012-310600860929.pdf>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the Progress Toward Charter Goals are based on student performance data that the school will not have access to by August 1, 2013 (e.g., the NYS Assessment results), please list goals and explain this in the "Progress Towards Attainment" column. This information can be updated for Appendix A when available but no later than November 1, 2013. Board of Regents-authorized charter schools that opened for instruction in the fall of 2012 or that were renewed in 2012-13 will be held to the same charter-specific academic goals. Board of Regents-authorized charter schools will also be held accountable to Student Performance Benchmark 1 of the Performance Framework.

2012-13 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	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.	2013 NY State ELA Exam	Not Met. 19.4% of the 2013 Cohort of TEP 8th graders performed at or above Level 3 on the 2013 New York State ELA exam. (This equals 20 out of 103 8th grade students who were continuously enrolled at TEP beginning in 5th grade.)	Explanation: New York State's switch to the new Common Core aligned state exam in 2013 was a primary factor in the low proficiency rate. It is important to note that TEP's 19.4% 8th Grade proficiency rate is approximately 46% percent greater than the 13.3% 8th Grade proficiency rate for students in TEP's host district, Community School District 6.
Academic Goal 2	At least 75 percent of each cohort of TEP 8th graders will perform at or above Level 3 on	2013 NY State Math Exam	Not Met. 43.7% of the 2013 Cohort of TEP 8th graders performed at or above Level 3	Explanation: New York State's switch to the new Common Core aligned state exam in 2013

	the New York State Mathematics 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.		on the 2013 New York State Math exam. (This equals 45 out of 103 8th grade students who were continuously enrolled at TEP beginning in 5th grade.)	was a primary factor in the low proficiency rate. It is important to note that TEP's 43.7% 8th Grade proficiency rate is approximately 225% percent greater than the 15% 8th Grade proficiency rate for students in TEP's host district, Community School District 6. This proficiency rate also represents.
Academic Goal 3	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.	2013 NY State 8th Grade Science Exam	Not Met. 66% of the 2013 Cohort of TEP 8th graders performed at or above Level 3 on the 2013 New York State 8th Grade Science exam. (This equals 68 out of 103 8th grade students who were continuously enrolled at TEP beginning in 5th grade.)	Explanation: While the 75% target was not met, the 66% proficiency percentage is a strong starting point, given that this was TEP's first ever cohort of 8th grade students.
Academic Goal 4	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).	2013 NYC DOE School Progress Report	Not Met. TEP's Median Adjusted Growth Percentile on the 2013 NY State ELA exam (69.0) placed TEP in the top 37% of all peer schools.	Explanation: While TEP did not achieve its goal of being in the top 25% of peer schools (the top quartile) on this metric, TEP was in the second highest quartile of schools, significantly above the majority of peer schools.
Academic Goal 5	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)	2013 NYC DOE School Progress Report	Not Met. TEP's Median Adjusted Growth Percentile for the schools lowest third of students on the 2013 NY State ELA exam (82.0) placed TEP in the top 45% of all peer schools.	Explanation: While TEP did not achieve its goal of being in the top 25% of peer schools (the top quartile) on this metric, TEP was in the second highest quartile of schools.
Academic Goal 6	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).	2013 NYC DOE School Progress Report	Met. TEP's Median Adjusted Growth Percentile on the 2013 NY State Math exam (78.0) placed TEP in the top 19% of all peer schools (thereby meeting the top quartile target).	
Academic Goal 7	Each year, TEP's median or mean adjusted growth percentile for the school's lowest third of students on the New York State Mathematics exam as reported on TEP's annual NYC DOE	2013 NYC DOE School Progress Report	Met. TEP's Median Adjusted Growth Percentile for the schools lowest third of students on the 2013 NY State Math exam (87.0) placed TEP in the top 18% of all peer schools	

School Progress Report will place TEP in the top quartile of all “peer” schools (as defined by the NYC DOE School Progress Report).

(thereby meeting the top quartile target).

2a1. Do have more academic goals to add?

No

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2012-13 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year, TEP will have an average daily student attendance rate of at least 95 percent.	TEP's average daily attendance rate.	Met. During the 2012-13 School year, TEP had an average daily student attendance rate of 96.4%	
Org Goal 2	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.	TEP's student enrollment data.	<p>Met. 98.5% re-enrollment rate.</p> <p>Explanation:</p> <p>During the 2012-2013 school year, TEP had 122 students enrolled in Grade 5 for 150 days or more. 5 of these students (student initials: EC, YF, AM, SR, TS) re-located to a new address after the school year, leaving 117 students eligible for this calculation. As of October 1st 2013, 116 of these 117 students (99%) were enrolled for the 2013-2014 school year while 1 student (student initials: MM) had withdrawn from TEP. [Note: 2 of the students are repeating Grade 5 at TEP during the 2013-2014 school year.]</p> <p>During the 2012-2013 school year, TEP had 121 students enrolled in Grade 6 for 150 days or more. 1 of these students (student initials: TS) re-located to a new address after the school year, leaving 120 students eligible for this calculation. As of October 1st 2013, 118 of these 120 students (98%) were enrolled for the 2013-2014 school year while 2 students (student initials: CD, AW) had withdrawn from TEP. [Note: 1 of the students is repeating Grade 6 during the 2013-2014 school year.]</p> <p>During the 2012-2013 school year, TEP had 125 students enrolled in Grade 7 for 150 days or more. 5 of these students (student initials: MB, TD, RO, NO, MP) re-located to a new address after the school year, leaving 120 students eligible for this calculation. As of October 1, 2013, 118 of these 120 students (98%) were enrolled for the 2013-2014 school year while 2 students (student initials: BC, SS) had withdrawn from TEP. [Note: 2 of the students are</p>	

			repeating Grade 7 during the 2013-2014 school year.]
			In sum, 98.5% (352/357) of the students eligible for this calculation were enrolled at TEP as of October 1, 2013.
Org Goal 3	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.	TEP's teacher retention data.	Almost Met. 84% Return Rate. Explanation: 32 teachers were employed at TEP for the majority of the 2012-13 school year. 25 of these teachers were invited to continue teaching at TEP for the 2013-14 school year. 21 of these 25 teachers (84%) returned for the 2013-14 school year. This is 1% less than the 85% target.
Org Goal 4	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.	TEP organizational data.	Met. To the best of our knowledge, TEP has complied with all applicable laws, rules, regulations, and contract terms
Org Goal 5	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.	TEP student enrollment data.	Met. Full enrollment for the 2012-13 school year as defined in TEP's charter is 480 students. TEP maintained an average daily enrollment of 477.7 students. This was within 1% of TEP's full student enrollment.

2b.1 Do you have more organizational goals to add?

Yes

2012-13 Progress Toward Attainment of Organizational Goals

Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	NYC DOE Learning Environment Survey	Met on 3 of 4 metrics. TEP's NYC DOE Learning Environment Survey Response rates were 97% for parents, 96% for students, and 100% for teachers. Each of these exceeds the goal of an 80% response rate for each constituency.	TEP placed in the top quartile of all 'peer' schools in the following 3 categories: • Communication – TEP placed in the top 5% of peer schools

Respect.)

- Engagement – TEP placed in the top 23% of peer schools
- Safety & Respect – TEP placed in the top 17% of peer schools

TEP placed in the second highest quartile (not the top quartile) of all peer schools in the following category:

- Academic Expectations – TEP placed in the top 34% of peer schools

2c. FINANCIAL GOALS

2012-13 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	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.	Independent Financial Audit	Met. Fruchter, Rosen, & Company, PC completed an audit of TEP for the period from July 1, 2012 to June 30, 2013. This independent financial audit resulted in an unqualified opinion and no major findings.	
Financial Goal 2	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.	Independent Financial Audit	Met. As demonstrated by TEP’s audited financial statements, TEP maintained a balanced budget and stable cash flow for the period from July 1, 2012 to June 30, 2013.	

The Equity Project Charter School

Appendix B

- **Total Expenditure per pupil**
\$14,468.62

- **Administrative Expenditure per pupil**
\$3,268.70

Audited Financial Statement Checklist

Created Tuesday, October 29, 2013

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Charter School Name:

1. Please check each item that is included in the 2012-13 Audited Financial Statement submitted for your charter school.

	Yes	No	NA
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	True	False	False
Single Audit (if applicable)	False	False	True
CSP Agreed Upon Procedures (if applicable)	False	False	True
Management Letter	True	False	False
Report on Extracurricular Student Activity Accounts (if applicable)	False	False	True
Corrective Action Plans for any Findings	False	False	True

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2012-13 Audited Financial Statement.

	Yes	No
Report on Compliance	False	True
Report on Internal Control over Financial Reporting	False	True
Single Audit	False	True
CSP Agreed Upon Procedures Report	False	True
Management Letter	True	False

Thank you .

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

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FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
THE EQUITY PROJECT CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of The Equity Project Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2012 financial statements, and our report dated October 19, 2012, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 15, 2013, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 15, 2013

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2013	2012
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,933,294	\$ 415,581
Grants and contracts receivable	55,212	204,390
Prepaid expenses and other current assets	79,518	100,139
 Total current assets	 2,068,024	 720,110
 Property and equipment, net of accumulated depreciation and amortization of \$420,100 and \$269,383, respectively	 382,210	 418,520
Due from related party	1,975,611	1,953,585
Restricted cash	75,417	30,247
 TOTAL ASSETS	 \$ 4,501,262	 \$ 3,122,462
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 236,052	\$ 150,870
Accrued payroll and payroll taxes	353,750	270,688
Refundable advances	9,469	8,703
 Total current liabilities	 599,271	 430,261
 Unrestricted net assets	 3,901,991	 2,692,201
 TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	 \$ 4,501,262	 \$ 3,122,462

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

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2013	2012
Revenue and support:		
State and local per pupil operating revenue	\$ 7,894,311	\$ 5,971,718
Federal grants	314,883	216,676
State and city grants	35,040	128,234
Contributions and private grants	10,000	27,000
Capital campaign	46,128	71,893
Interest and other income	35,317	1,617
Total revenue and support	8,335,679	6,417,138
Expenses:		
Program services		
Regular education	5,586,910	4,241,177
Special education	931,985	775,110
Total program services	6,518,895	5,016,287
Supporting services		
Management and general	487,122	477,529
Fundraising	119,872	178,761
Total expenses	7,125,889	5,672,577
Changes in unrestricted net assets	1,209,790	744,561
Unrestricted net assets - beginning of year	2,692,201	1,947,640
Unrestricted net assets - end of year	\$ 3,901,991	\$ 2,692,201

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

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in unrestricted net assets	\$ 1,209,790	\$ 744,561
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	162,951	137,457
(Gain) Loss on disposal of fixed assets	(12,829)	2,081
Changes in assets and liabilities:		
Decrease (Increase) in grants and contracts receivable	149,178	(105,986)
Decrease (Increase) in prepaid expenses and other current assets	20,621	(84,870)
(Increase) in due from related party	(22,026)	(354,177)
Increase in accounts payable and accrued expenses	85,182	24,142
Increase in accrued payroll and payroll taxes	83,062	127,620
Increase in refundable advances	766	6,322
	1,676,695	497,150
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(166,663)	(215,328)
Proceeds from disposal of property and equipment	52,851	-
(Increase) in restricted cash	(45,170)	(105)
	(158,982)	(215,433)
NET CASH (USED IN) INVESTING ACTIVITIES		
CASH FLOWS FROM FINANCING ACTIVITY:		
Principal payments made on note payable	-	(218,750)
	-	(218,750)
NET INCREASE IN CASH AND CASH EQUIVALENTS	1,517,713	62,967
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	415,581	352,614
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 1,933,294	\$ 415,581
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:		
Cash paid during the year for interest	\$ -	\$ 2,734

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

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

The Equity Project Charter School (the “School”) is a New York State, not-for-profit educational corporation that was incorporated on January 15, 2008 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 15, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. During 2012, the Board of Regents extended the School’s charter through June 30, 2018. The School is focused on providing students from low-income families with equal access to outstanding teachers as a means of achieving educational equality. The School is uniquely focused on attracting and retaining master teachers. To do so, the School uses a three-pronged strategy of Rigorous Qualifications, Redefined Expectations, and Revolutionary Compensation.

Classes commenced in the Washington Heights neighborhood of New York City, in September 2009 and the School provided education to approximately 478 students in grades fifth through eighth during the 2012-2013 academic year.

Beginning in September 2009, the School has been operating in transportable classroom units (“TCUs”) located on the campus of a New York City public school. The School pays for its own security guards and for a portion of maintenance and custodial costs. The School does not pay annual rent, but pays for rental permits to accommodate School programs that take place outside the district’s school day. The School is in the process of securing permanent facilities in Washington Heights and plans to start classes in the new facilities by September 2017.

Food and Transportation Services

The New York City Department of Education provides free lunches and transportation directly to a majority of the School’s students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School did not have net unrelated business income for the years ended June 30, 2013 and 2012.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Tax Status (Continued)

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

IRS forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2009 and prior.

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board, Accounting Standards Codification No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2013 and 2012.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the school's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agencies.

Use of Estimates

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

Cash and Cash Equivalents

For the purpose of the statement of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract, in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as incurred. No depreciation is recorded on construction-in-progress until property and equipment is placed into service. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment (continued)

Equipment	5 years
Furniture and fixtures	5 years
Software	5 years
Musical instruments	3 years

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Refundable Advances

The School records grant revenue as refundable advances until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statement of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2012 financial statements from which the summarized information was derived.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal, state and city entitlements and private grants. The School expects to collect these receivables within one year.

NOTE 3 - CONDITIONAL PROMISES TO GIVE

During the year ended June 30, 2011, the School received a grant in the amount of \$500,000 that contained donor conditions regarding the development of permanent facilities. Since this grant represents a conditional promise to give it is not recorded as a contribution until donor conditions are met. As of June 30, 2013 and 2012, the donor conditions had not been met.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 4 - PROPERTY AND EQUIPMENT

Property and equipment consists of the following as of June 30,:

	2013	2012
Equipment	\$ 342,234	\$ 268,828
Furniture and fixtures	344,655	319,223
Software	68,554	58,703
Musical instruments	46,867	41,149
	802,310	687,903
Less: Accumulated depreciation and amortization	420,100	269,383
	\$ 382,210	\$ 418,520

During the years ended June 30, 2013 and 2012 the School disposed of assets resulting in a (gain) loss of (\$12,829) and \$2,081, respectively.

Depreciation and amortization expense was \$162,951 and \$137,457 for the years ended June 30, 2013 and 2012, respectively.

NOTE 5 - RELATED PARTY TRANSACTIONS

The School is closely connected to TEP Charter School Assistance, Inc. (“TEPCSA”), a New York State not-for-profit corporation, an entity related by one common Board member. During the year ended June 30, 2011, the School entered into a demand note for expenses paid on behalf of TEPCSA related to the development of permanent facilities. The balance of the note was \$1,975,611 and \$1,953,585 for the years June 30, 2013 and 2012, respectively. The School expects to collect this note during the year ending June 30, 2015.

NOTE 6 - NOTE PAYABLE AND CREDIT AGREEMENT

On June 4, 2009, the School entered into a working capital credit agreement with The Prudential Foundation. The aggregate borrowing under this agreement may not exceed \$750,000. Subject to the terms and conditions of the agreement, the School may draw down, from time to time during the period from June 4, 2009 to September 16, 2011. The credit agreement is guaranteed by a third party affiliated with the School’s founder.

In August 2010, the School borrowed \$500,000 under this credit agreement and entered into a promissory note payable maturing on November 15, 2011. The promissory note is payable in monthly installments of fixed principal payments of approximately \$43,750 plus interest at 5%.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 6 - NOTE PAYABLE AND CREDIT AGREEMENT (Continued)

For the year ended June 30, 2012, the School repaid the June 30, 2011 outstanding balance of \$218,750.

NOTE 7 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 8 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 9 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 10 - RETIREMENT PLAN

The School maintains a retirement plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School will match employee contributions up to 3% of annual compensation. The employer match was \$61,000 and \$63,966 for the years ended June 30, 2013 and 2012, respectively.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

NOTE 11 - COMMITMENTS

The School leases office equipment under non-cancelable lease agreements expiring at various dates through August 2015.

The future minimum lease payments are as follows:

For the year ending June 30,	2014	\$	22,861
	2015		14,102
	2016		<u>2,100</u>
		\$	<u>39,063</u>

Equipment rental expense was \$29,415 and \$18,513 for the years ended June 30, 2013 and 2012, respectively.

NOTE 12 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through October 15, 2013 the date that the accompanying financial statements were issued. The School has no material events requiring disclosure.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

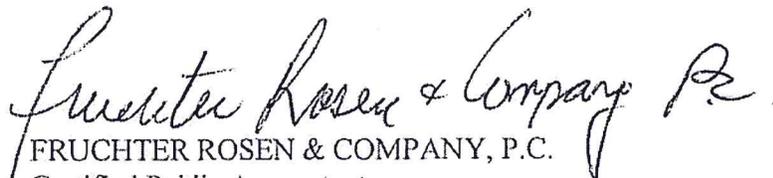
TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
THE EQUITY PROJECT CHARTER SCHOOL

We have audited the financial statements of The Equity Project Charter School as of and for the year ended June 30, 2013, and have issued our report thereon dated October 15, 2013, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 15, 2013

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

2013

	Program Services			Management and		Total
	Regular Education	Special Education	Total	General	Fundraising	
Salaries	\$ 3,726,751	\$ 534,649	\$ 4,261,400	\$ 340,572	\$ 18,113	\$ 4,620,085
Payroll taxes and employee benefits	633,091	90,825	723,916	57,855	3,077	784,848
Audit and accounting fees	-	-	-	18,250	-	18,250
Contractual services	188,177	92,635	280,812	14,306	-	295,118
Professional development	65,569	8,904	74,473	6,476	-	80,949
Teacher and student recruitment	90,992	14,956	105,948	6,888	-	112,836
Curriculum and classroom expenses	341,707	103,870	445,577	-	-	445,577
Student food service	9,410	2,428	11,838	-	-	11,838
Field trips	47,102	12,156	59,258	-	-	59,258
Special events	33,417	8,624	42,041	-	-	42,041
Fundraising for capital campaign	-	-	-	-	96,414	96,414
Interest expense	-	-	-	-	-	-
Office supplies	67,219	9,128	76,347	5,809	830	82,986
Printing and copying	3,750	509	4,259	324	46	4,629
Postage and delivery	8,983	1,220	10,203	776	111	11,090
Telephone and internet services	7,560	1,027	8,587	653	93	9,333
Information technology	96,216	13,066	109,282	8,316	1,188	118,786
Insurance	30,956	4,204	35,160	3,058	-	38,218
Dues and subscriptions	14,164	3,656	17,820	-	-	17,820
Rent expense	5,137	698	5,835	507	-	6,342
Repairs and maintenance	84,719	11,505	96,224	8,367	-	104,591
Depreciation and amortization	131,990	17,925	149,915	13,036	-	162,951
Loss on disposal of fixed assets	-	-	-	-	-	-
Miscellaneous	-	-	-	1,929	-	1,929
Total	\$ 5,586,910	\$ 931,985	\$ 6,518,895	\$ 487,122	\$ 119,872	\$ 7,125,889
						\$ 3,729,777
						678,614
						19,851
						119,437
						36,482
						93,122
						342,487
						14,427
						33,477
						35,567
						146,337
						2,734
						67,369
						9,546
						8,179
						19,282
						70,869
						28,500
						7,578
						4,315
						63,279
						137,457
						2,081
						1,810
						\$ 5,672,577

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

TO THE BOARD OF TRUSTEES OF
THE EQUITY PROJECT CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Equity Project Charter School (the "School"), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 15, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered The School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

TO THE BOARD OF TRUSTEES OF
THE EQUITY PROJECT CHARTER SCHOOL

Compliance and Other Matters

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

We noted a certain matter that was reported to the management of the School in a separate letter dated October 15, 2013.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 15, 2013

THE EQUITY PROJECT CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2013

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

October 15, 2013

Board of Trustees of
The Equity Project Charter School
549 Audubon Avenue, Trailer 30
New York, NY 10040

In planning and performing our audit of the financial statements of The Equity Project Charter School (the "School") as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Exhibit 1 accompanying this letter summarizes an observation for the year ended June 30, 2013 that we determined did not constitute a significant deficiency or material weakness. Exhibit II summarizes corrective actions taken by the School during the year ended June 30, 2013 on prior year's observation. Management's response to the observation has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

Board of Trustees of
The Equity Project Charter School

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate your cooperation and the assistance we received during the course of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 15, 2013

THE EQUITY PROJECT CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2013

CONTENTS

EXHIBIT I – CURRENT YEAR OBSERVATION

- A. Insurance Coverage 1

EXHIBIT II – CORRECTIVE ACTION TAKEN ON PRIOR YEAR OBSERVATION

- A. Escrow Account for Dissolution 2

THE EQUITY PROJECT CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CURRENT YEAR OBSERVATION

A. INSURANCE COVERAGE

Observation

We noted insurance coverage under personal property is limited to \$500,000. This appears low based on the current cost of approximately \$802,000 maintained in your fixed asset register.

Recommendation

We recommend an increase of coverage for personal property to cover, at minimum, the cost maintained in your fixed asset register. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Management's Response

Management is in agreement and will increase the insurance coverage under personal property to 1,000,000 by the end of calendar year 2013.

THE EQUITY PROJECT CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CORRECTIVE ACTION TAKEN ON PRIOR YEAR OBSERVATION

A. ESCROW ACCOUNT FOR DISSOLUTION

Observation

We noted that the School maintained a balance of \$30,247 in the Escrow account as of June 30, 2012. Under the provisions of the Department of Education of the City of New York, the School should set aside as a dissolution reserve and earmark the funds in the books and records to pay for legal and audit expenses that would be associated with a dissolution should it occur. Existing schools should maintain a minimum balance of \$70,000 in the escrow account by the end of their third year of operations.

Recommendation

The School should increase the escrow account to a minimum of \$70,000, where monies are maintained in a separate account to pay for legal and audit expenses associated with dissolution should it occur. The account can be an interest bearing account where the School may withdraw the interest earned.

Corrective Action Taken

During our 2013 audit, we noted the escrow account had a balance of \$75,417 at June 30, 2013.

Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

Page 1

310600860929 EQUITY PROJECT CS (THE)

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.

Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Tuesday, July 30, 2013

Page 1

310600860929 EQUITY PROJECT CS (THE)

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	David Coleman	Chair/President	Yes		Election - 5.19.2008, Term - 5 years, 1 month	
2	Laura Tavormina	Treasurer	Yes		Election - 1.15.2008, Term - 5 years, 6 months	
3	Crystal Harmon	Secretary	Yes		Election -11.12.2010, Term - 2 years, 8 months	
4	Zeke Vanderhoek	Member	Yes	Principal	Election - 1.15.2008, Term - 5 years, 6 months	
5	Peter Cove	Member	Yes		Election - 1.19.2011, Term - 2 years, 5 months. Resignation on 6.18.2013	
6	Brooks Clark	Member	Yes		Election- 11.26.2012, Term - 7 months	
7	Nicole Rodriguez Leach	Member	Yes		Election -12.17.2012, Term - 7 months	
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2012-13 school year

2

3. Total Number of Members Departing the Board during the 2012-13 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

17

5. How many times did the Board meet during the 2012-13 school year?

11

6. How many times will the Board meet during the 2013-14 school year?

10

Thank you.

APPENDIX H – The Equity Project Charter School

Enrollment and Retention of At-Risk Subgroups

One of the key revisions to the charter law relates to ensuring that a charter school enrolls and retains comparable percentages of Special Education students, English Language Learners, and Free & Reduced Lunch students as the charter’s host district. TEP is already in substantial compliance with this new provision of the law as demonstrated in the following chart, which compares the percentages of these students enrolled at TEP to the percentages enrolled in TEP’s host district, Community School District 6.

2011-12 ENROLLMENT OF SPECIAL EDUCATION, ELL, & FRL STUDENTS: TEP vs. CSD 6 (HOST DISTRICT)		
	TEP	CSD 6 ⁱ
Special Education Students	20.4%	13.9%
English Language Learners (ELLs)	25.1%	33.4%
Free & Reduced Lunch Students (FRL)	89.1%	80.2%

The chart indicates the following:

- TEP’s percentage of Special Education students *exceeds* that of its host district.
- TEP’s percentage of Free & Reduced Lunch students *exceeds* that of its host district.
- TEP’s percentage of English Language Learners, while high, is *below* that of its host district. Note that a significant number (7) of TEP’s second cohort of students (Cohort 2014) were de-classified from ELL status by passing the NYSESLAT while at TEP, thereby reducing TEP’s ELL percentage.

To support TEP’s continued commitment to enrolling and retaining these at-risk subgroups, TEP employs 4 primary strategies:

- 1) TEP’s Admissions Lottery process was modified in 2013 (as part of TEP’s Charter Renewal) to explicitly preference these 3 at-risk subgroups. Each year, prior to the Admissions lottery, TEP may determine set-aside percentages for the following 3 target populations: (a) English Language Learners (ELLs), (b) Special Education students, and (c) FRL students (those who qualify for the federal free or reduced lunch program). **For TEP’s 2013 Admissions Lottery, (for students entering 5th grade in the fall of 2013), TEP reserved at least 30% of its seats for English Language Learners (ELLs).**
- 2) 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. In addition, parents of current TEP students assist TEP staff in posting recruitment fliers and distributing applications throughout the Washington Heights community.

APPENDIX H – The Equity Project Charter School

- 3) TEP's Student Application form specifically encourages Special Education students to apply to TEP.

- 4) TEP holds Open House events for prospective parents and families. From January through March of 2013, 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 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.

ⁱ Community School District 6 percentages as reported on page 5 of the 2012 NYC DOE TEP Annual Site Visit Report. This DOE report provides a footnote stating that these percentages were taken from NYC ATS system in April 2012.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

Updated Tuesday, March 11, 2014

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/8afd958b2c1b508530229e9ab0afb0>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Brooks S. Clark

2. Charter School Name:

The Equity Project Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

•

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/af5134a8df22122b82e42becbed044>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

David Coleman

2. Charter School Name:

The Equity Project Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

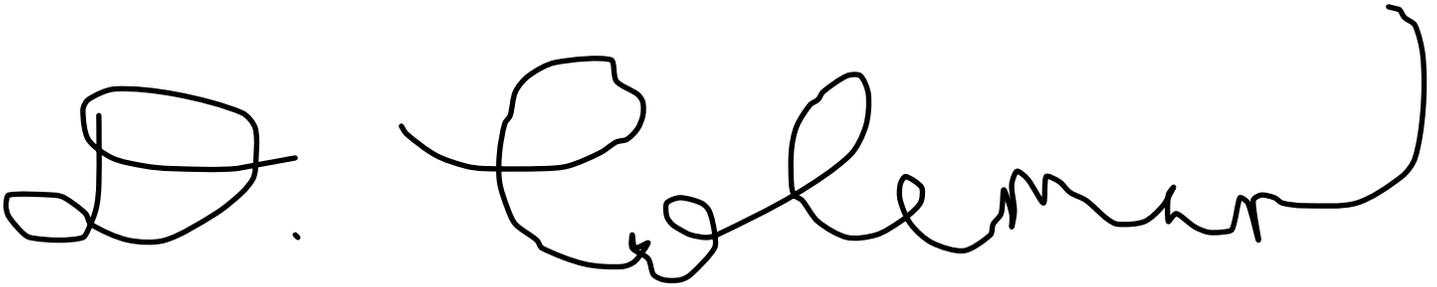
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a stylized initial 'D' followed by a long, flowing cursive name that appears to be 'Coleman'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

Updated Tuesday, March 11, 2014

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/a8e96a5488a5b428c7a124643e308d>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Peter Cove

2. Charter School Name:

The Equity Project Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

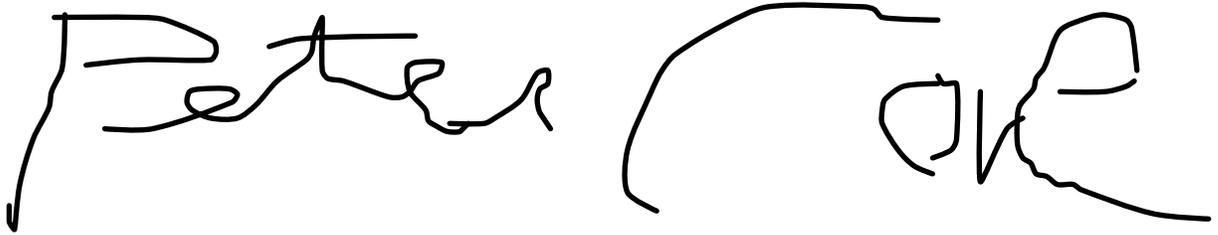
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Peter Dine". The signature is written in a cursive, somewhat stylized font. The first name "Peter" is written with a large, prominent 'P' and a long horizontal stroke. The last name "Dine" is written with a large, prominent 'D' and a long horizontal stroke. The signature is written on a light gray background.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 25, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/a2a580bca4ba9c637ad1e409e49cba8>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Crystal Harmon

2. Charter School Name:

The Equity Project Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, reading "Crystal Harmon Ruck". The signature is written in a cursive style with large, flowing letters.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 23, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/24d709d7f013f0cd080833a7f2a446b>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Nicole Rodriguez Leach

2. Charter School Name:

The Equity Project Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 19, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/eb96521602a1251951e4ba1acbc739>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Laura Tavormina

2. Charter School Name:

The Equity Project Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

10040

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

-
- Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. 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 with Interest	Steps Taken to Avoid Conflict of Interest
1	West Side Federation For Senior and Supportive Housing, Inc.	WSFSSH is a not-for-profit developer that 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 EP'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.
2					
3					
4					
5					

Signature of Trustee

The image shows three handwritten signatures in black ink. The first signature on the left is a cursive name that appears to be 'Laura'. The middle signature is a stylized, somewhat abstract scribble. The signature on the right is a long, sweeping cursive name that appears to be 'Laura Tavormina'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/7dcb66f83386ed5d3bd6f549f8281e8>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Zeke Vanderhoek

2. Charter School Name:

The Equity Project Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Principal of TEP Charter School
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	All roles and responsibilities of school Principal
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	\$94,500
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	July 1, 2009

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

Yes

13a. 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 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) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	6/4/09 - 11/15/11	A company (MG Prep) 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 gaurantor of this loan.	Since I rprovided a loan gaurantee, there was no financial interest involved.	As the guarantor of the loan, I am the person who engaged in the transaction
2				
3				
4				
5				

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee