



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/16/2015

Last updated: 07/30/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

EQUITY PROJECT CS (THE) (NYC CHANCELLOR) 310600860929

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

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	██████████

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Zeke Vanderhoek
Title	Principal
Emergency Phone Number (###-###-####)	██████████

5. SCHOOL WEB ADDRESS (URL)

<http://www.tepcharter.org>

6. DATE OF INITIAL CHARTER

2008-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

479

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	5, 6, 7, 8
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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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 2015-16.

	Physical Address	Phone Number	District/CSD	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	646-254-6451	MANHATTAN (TOTAL)	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
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School Leader	Zeke Vanderhoek	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Shelly Gupta	[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

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

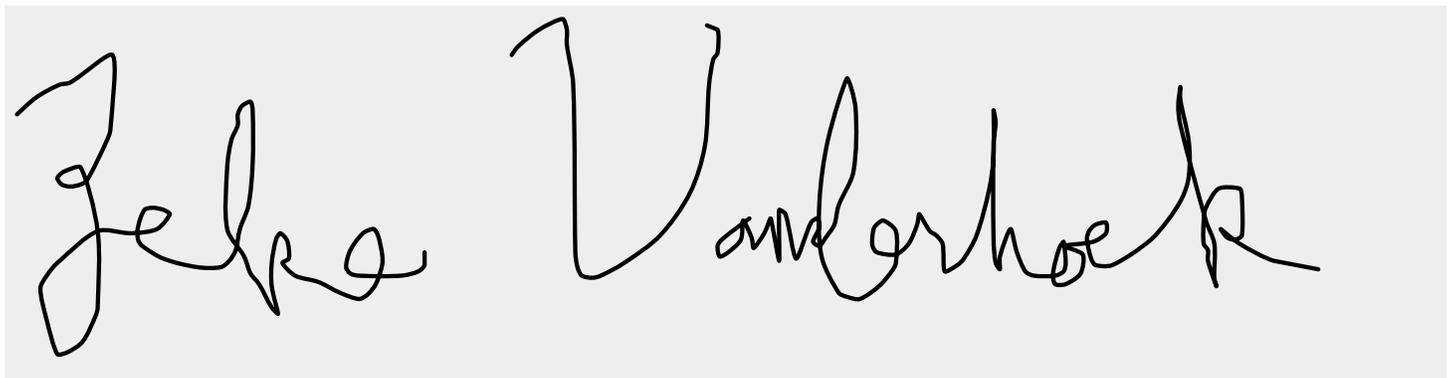
Shelly Gupta, Director of Finance and Operations

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 stylist on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/16/2015

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Charter School Name:

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).

<http://data.nysed.gov/profile.php?instid=800000061094>



Appendix A: Progress Toward Goals

Created: 07/29/2015

Last updated: 10/30/2015

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Charter School Name:

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/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

(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).

(No response)

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
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<p>Academic Goal 1</p>	<p>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.</p>	<p>2015 NY State English Language Arts Exam.</p>	<p>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.)</p> <p>Explanation: TEP is still adapting to the Common Core State Standards.</p> <p>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.</p>	
<p>Academic Goal 2</p>	<p>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 have been continuously enrolled at TEP for 4 years, beginning in 5th grade.</p>	<p>2015 NY State Math Exam.</p>	<p>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 continuously enrolled at TEP beginning in 5th grade.)</p> <p>Explanation: TEP is still adapting to the Common Core State Standards.</p> <p>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.</p>	
<p>Academic Goal 3</p>	<p>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.</p>	<p>2015 NY State 8th Grade Science Exam.</p>	<p>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.)</p>	

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).	2015 NY State English Language Arts Exam.	Data not yet available.	
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).	2015 NY State English Language Arts Exam.	Data not yet available.	
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).	2015 NY State Math Exam.	Data not yet available.	
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 School Progress Report will place TEP in the top quartile of all "peer" schools (as defined by the NYC DOE School Progress Report).	2015 NY State Math Exam.	Data not yet available.	
Academic Goal 8				

2a1. Do have more academic goals to add?

No

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, TEP will have an average daily student attendance rate of at least 95 percent.	Daily attendance data.	Met. During the 2014-15 School year, TEP had an average daily student attendance rate of 97.1%.	
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.	Student enrollment data.	<p>Met. 99.4% re-enrollment rate.</p> <p>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.]</p> <p>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.]</p> <p>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</p>	

			<p>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.]</p> <p>In sum, 99.4% (336/338) of the students eligible for this calculation were enrolled at TEP as of October 1, 2015.</p>	
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.	Teacher Retention data	<p>Met. 93% Return Rate.</p> <p>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.</p>	
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.	Compliance with rules and regulations.	<p>Met. To the best of our knowledge, TEP has complied with all applicable laws, rules, regulations, and contract terms.</p>	
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.	Student enrollment data.	<p>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.</p>	

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

Yes

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	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 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.)	2015 NYC DOE Learning Environment Survey	Data not yet available.	
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
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Financial Goal 1	<p>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.</p>	Independent Financial Audit	<p>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.</p>	
Financial Goal 2	<p>Each year, the school will operate on a balanced budget and maintain a stable cash flow. A budget will be considered "balanced" if revenues equal or exceed expenditures for the fiscal year, as calculated on June 30, the final day of the fiscal year. The New York City Department of Education (NYC DOE) will monitor the school via quarterly financial statements (including statement of activities), liquidity, and liabilities accumulated by the school. A ratio analysis will be used by the NYC DOE to determine financial stability of the school. All financial elements, including cash flow, will be reviewed holistically by NYC DOE while making this determination. Specifically for cash flow, NYC DOE will review liquid assets the school has on hand versus short term liabilities, notes payable (short term), accounts payable and other dues (if funds due to NYC DOE) to determine if the school can continue being financially solvent.</p>	Independent Financial Audit	<p>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.</p>	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/30/2015

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Charter School Name:

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	7321450
Line 2: Year End Per Pupil Count	477
Line 3: Divide Line 1 by Line 2	15349

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	1209875
Line 2: Management and General Cost (Column)	607388
Line 3: Sum of Line 1 and Line 2	1817263
Line 4: Year End Per Pupil Count	477
Line 5: Divide Line 3 by the Year End Per Pupil Count	3810

Thank you.

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

FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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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, 2015, 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.

Auditors' 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 auditors' 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 School'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 School'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, 2015, 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 2014 financial statements, and our report dated October 18, 2014, 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, 2014, 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 6, 2015, 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 6, 2015

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

	2015	2014
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 3,429,068	\$ 2,720,982
Cash - reserves for facilities	2,508,788	117,177
Grants and contracts receivable	353,667	104,532
Prepaid expenses and other current assets	48,308	68,603
Total current assets	6,339,831	3,011,294
Property and equipment, net of accumulated depreciation and amortization of \$769,254 and \$601,072, respectively	425,479	451,405
Due from related party	3,012,322	1,976,577
Restricted cash	75,881	75,568
TOTAL ASSETS	\$ 9,853,513	\$ 5,514,844
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 201,972	\$ 191,266
Accrued payroll and payroll taxes	447,712	413,329
Refundable advances	11,876	13,527
Total liabilities	661,560	618,122
Unrestricted net assets	9,191,953	4,896,722
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 9,853,513	\$ 5,514,844

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,

	<u>2015</u>	<u>2014</u>
Revenue and support:		
State and local per-pupil operating revenue	\$ 7,936,801	\$ 7,863,541
Federal grants	340,078	343,703
State and city grants	239,100	59,715
Contributions and private grants	-	25,000
Capital campaign	3,271,878	49,529
In-kind donation	-	8,500
Interest and other income	43,682	28,652
	<u>11,831,539</u>	<u>8,378,640</u>
 Expenses:		
Program services		
Regular education	5,490,549	5,338,616
Special education	1,300,964	1,359,428
Total program services	<u>6,791,513</u>	<u>6,698,044</u>
Supporting services		
Management and general	641,024	551,314
Fundraising	103,771	134,551
	<u>7,536,308</u>	<u>7,383,909</u>
 Changes in unrestricted net assets	4,295,231	994,731
 Unrestricted net assets - beginning of year	<u>4,896,722</u>	<u>3,901,991</u>
 Unrestricted net assets - end of year	<u><u>\$ 9,191,953</u></u>	<u><u>\$ 4,896,722</u></u>

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,

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in unrestricted net assets	\$ 4,295,231	\$ 994,731
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	203,473	186,720
Loss (gain) on disposal of property and equipment	1,547	(1,843)
Changes in assets and liabilities:		
(Increase) in grants and contracts receivable	(249,135)	(49,320)
Decrease in prepaid expenses and other current assets	20,295	10,915
(Increase) in due from related party	(1,035,745)	(966)
Increase (Decrease) in accounts payable and accrued expenses	10,706	(44,786)
Increase in accrued payroll and payroll taxes	34,383	59,579
(Decrease) Increase in refundable advances	(1,651)	4,058
NET CASH PROVIDED BY OPERATING ACTIVITIES	3,279,104	1,159,088
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(179,894)	(259,908)
Proceeds from disposal of property and equipment	800	5,836
(Increase) in restricted cash	(313)	(151)
NET CASH (USED IN) INVESTING ACTIVITIES	(179,407)	(254,223)
NET INCREASE IN CASH AND CASH EQUIVALENTS	3,099,697	904,865
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	2,838,159	1,933,294
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 5,937,856	\$ 2,838,159

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, 2015 AND 2014

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’s mission 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 2014-2015 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 2018.

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, 2015 and 2014.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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, 2011 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 statements 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 as of June 30, 2015 and 2014.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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 agency.

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 statements 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, 2015 AND 2014

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
Leasehold improvements	Useful life or related lease

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.

Reclassifications

Certain 2014 accounts have been reclassified to conform to the 2015 financial statement presentation. The reclassifications have no effect on 2014 total assets, liabilities, net assets and changes in net assets.

Comparative Financial Information

The accompanying statements of activities and schedule of functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2014 financial statements from which the summarized information was derived.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - CONDITIONAL PROMISES TO GIVE

As of June 30, 2015, the School had conditional grants totaling \$2,500,000. These grants contained donor conditions regarding the development of permanent facilities. Since these grants represent conditional promises to give they are not recorded as contributions until donor conditions are met. As of June 30, 2015 and 2014, none of these conditions had been met.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 4 - PROPERTY AND EQUIPMENT

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

	2015	2014
Equipment	\$ 496,211	\$ 375,275
Furniture and fixtures	362,794	364,418
Software	94,062	79,067
Musical instruments	85,268	77,318
Leasehold improvements	156,398	156,399
	1,194,733	1,052,477
Less: Accumulated depreciation and amortization	769,254	601,072
	\$ 425,479	\$ 451,405

During the years ended June 30, 2015 and 2014, the School disposed of assets resulting in a (loss) gain of \$(1,547) and \$1,843, respectively.

Depreciation and amortization expense was \$203,473 and \$186,720 for the years ended June 30, 2015 and 2014, 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 \$3,012,322 and \$1,976,577 for the years June 30, 2015 and 2014, respectively. The School expects to collect this note within two years.

NOTE 6 - IN-KIND DONATION

In-kind donations are recognized as contributions and measured at fair value when originally received in accordance with ASC No. 958-605. One donor sponsored a fundraising event to support the campaign to build a new school facility. For the years ended June 30, 2015 and 2014, the value of the in-kind donation was \$-0- and \$8,500, respectively. The entire value is included in fundraising for capital campaign in the accompanying schedule of functional expenses.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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 \$53,745 and \$53,894 for the years ended June 30, 2015 and 2014, respectively.

NOTE 11 - COMMITMENTS

The School leases office equipment under non-cancelable lease agreements expiring at various dates through October 2019.

The future minimum lease payments are as follows:

	2016	\$	19,272
For the year ending June 30,	2017		13,052
	2018		4,596
	2019		3,252
	2020		<u>1,084</u>
			<u>\$ 41,256</u>

Equipment rental expense was \$29,009 and \$26,981 for the years ended June 30, 2015 and 2014, respectively.

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 12 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through October 6, 2015 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

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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, 2015, and have issued our report thereon dated October 6, 2015, 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 6, 2015

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

	2015						2014	
	Program Services			Management and		Fundraising		Total
	Regular Education	Special Education	Total	General				
Salaries	\$ 3,806,651	\$ 891,783	\$ 4,698,434	\$ 449,292	\$ 80,196	\$ 5,227,922	\$ 4,967,337	
Payroll taxes and employee benefits	625,484	146,532	772,016	73,824	13,177	859,017	781,955	
Audit and accounting fees	-	-	-	20,250	-	20,250	18,250	
Contractual services	70,435	21,408	91,843	11,401	-	103,244	317,608	
Professional development	43,760	10,252	54,012	17,297	-	71,309	66,336	
Teacher and student recruitment	76,049	17,816	93,865	10,579	-	104,444	102,109	
Curriculum and classroom expenses	391,776	101,703	493,479	-	-	493,479	473,822	
Student food service	7,739	1,787	9,526	-	-	9,526	22,945	
Field trips	32,197	7,433	39,630	-	-	39,630	43,525	
Special events	15,889	3,722	19,611	2,211	-	21,822	26,404	
Fundraising for capital campaign	-	-	-	-	6,465	6,465	17,470	
Office supplies	64,611	15,138	79,749	7,625	1,361	88,735	80,476	
Printing and copying	21,123	4,948	26,071	2,493	445	29,009	28,908	
Postage and delivery	6,209	1,455	7,664	732	131	8,527	12,642	
Telephone and internet services	24,437	5,725	30,162	2,884	515	33,561	16,572	
Information technology	69,178	16,206	85,384	8,167	1,457	95,008	102,520	
Insurance	35,679	8,358	44,037	4,963	-	49,000	41,724	
Rent expense	5,279	1,237	6,516	734	-	7,250	8,234	
Repairs and maintenance	44,770	10,488	55,258	6,229	-	61,487	66,105	
Loss and disposal of property and equipment	1,126	264	1,390	133	24	1,547	-	
Depreciation and amortization	148,157	34,709	182,866	20,607	-	203,473	186,720	
Miscellaneous	-	-	-	1,603	-	1,603	2,247	
Total	\$ 5,490,549	\$ 1,300,964	\$ 6,791,513	\$ 641,024	\$ 103,771	\$ 7,536,308	\$ 7,383,909	

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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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") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2015, 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 6, 2015.

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 School'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

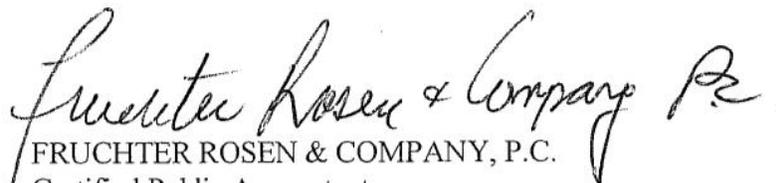
Compliance and Other Matters

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 6, 2015.

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 6, 2015

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

MANAGEMENT LETTER

JUNE 30, 2015

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 6, 2015

To the Board of Trustees of
The Equity Project Charter School
549 Audubon Avenue, T30
New York, NY 10040

In planning and performing our audit of the financial statements of The Equity Project Charter School (the "School") (a not-for-profit corporation) as of and for the year ended June 30, 2015, 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 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 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.

The observation we identified is described in the attached Exhibit I. We have determined that the observation does not constitute significant deficiency or material weakness. Management's response to the observation have not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

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 6, 2015

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
MANAGEMENT LETTER
JUNE 30, 2015

CONTENTS

EXHIBIT I – CURRENT YEAR OBSERVATION

A. Insurance Coverage

1

THE EQUITY PROJECT CHARTER SCHOOL
(A Not-For-Profit Corporation)
MANAGEMENT LETTER
JUNE 30, 2015

EXHIBIT I – CURRENT YEAR OBSERVATION

A. INSURANCE COVERAGE

Observation

We noted insurance coverage under personal property is limited to \$1,000,000. This appears low based on the current cost of approximately \$1,200,000 maintained in the School's fixed asset register.

Recommendation

We recommend an increase of coverage for personal property to cover, at minimum, the cost maintained in the School's 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 has reviewed the recommendation and continually monitors all fixed assets and their value to insure proper and adequate coverage of School property. The School intends to dispose of a number of fixed assets that have reached end of their useful life. After the disposal, if the value of the remaining fixed assets exceeds the amount of the School's personal property insurance coverage, the School will purchase additional personal property insurance to cover the value of all fixed assets.

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2014-15 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

The Equity Project Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,113,994	1,687,983	-	-	-	8,801,977	
Total Expenses	7,155,867	585,517	-	-	-	7,741,384	
Net Income	(41,873)	1,102,466	-	-	-	1,060,593	
Actual Student Enrollment	388	92				-	
Total Paid Student Enrollment						-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$13,877.00	6,768,960	1,598,446	-	-	8,367,406	480 students, 74 ICT, 18 SETTS
School District 2 (Enter Name)		-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	
		6,768,960	1,598,446	-	-	8,367,406	
Special Education Revenue		-	-	-	-	-	
Grants		-	-	-	-	-	
Stimulus		-	-	-	-	-	
Other		-	-	-	-	-	
Other State Revenue		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		6,768,960	1,598,446	-	-	8,367,406	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	89,537	-	-	89,537	
Title I		187,127	-	-	-	187,127	
Title Funding - Other		23,998	-	-	-	23,998	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants		-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		47,156	-	-	-	47,156	E-rate
Other Federal Revenue		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		258,281	89,537	-	-	347,818	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Interest Income, Earnings on Investments,		18,000	-	-	-	18,000	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		36,753	-	-	-	36,753	
Other Local Revenue		32,000	-	-	-	32,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		86,753	-	-	-	86,753	
TOTAL REVENUE		7,113,994	1,687,983	-	-	8,801,977	
EXPENSES							List exact titles and staff FTE's (Full time equivalent)
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	94,500	-	-	-	94,500	
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	-	-	-	-	-	-	
CFO / Director of Finance	1.00	121,540	-	-	-	121,540	
Operation / Business Manager	2.00	149,500	-	-	-	149,500	Operations Manager & Business Manager
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	4	365,540	-	-	-	365,540	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	30.00	3,529,175	-	-	-	3,529,175	
Teachers - SPED	5.00	-	585,517	-	-	585,517	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	

The Equity Project Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,113,994	1,687,983	-	-	-	8,801,977	
Total Expenses	7,155,867	585,517	-	-	-	7,741,384	
Net Income	(41,873)	1,102,466	-	-	-	1,060,593	
Actual Student Enrollment	388	92				-	
Total Paid Student Enrollment						-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	
Therapists & Counselors	6.00	438,267	-	-	-	438,267	
Other		266,920	-	-	-	266,920	Curriculum Developer and Teacher Bonus
TOTAL INSTRUCTIONAL	41	4,234,362	585,517	-	-	4,819,879	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	8.00	596,138	-	-	-	596,138	Facilities, Security, Development, Supplemental Service
TOTAL NON-INSTRUCTIONAL	8	596,138	-	-	-	596,138	
SUBTOTAL PERSONNEL SERVICE COSTS	53	5,196,040	585,517	-	-	5,781,557	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		498,845	-	-	-	498,845	
Fringe / Employee Benefits		289,200	-	-	-	289,200	
Retirement / Pension		55,000	-	-	-	55,000	
TOTAL PAYROLL TAXES AND BENEFITS		843,045	-	-	-	843,045	
TOTAL PERSONNEL SERVICE COSTS		6,039,085	585,517	-	-	6,624,602	
CONTRACTED SERVICES							
Accounting / Audit			-	-	-	-	
Legal			-	-	-	-	
Management Company Fee			-	-	-	-	
Nurse Services			-	-	-	-	
Food Service / School Lunch			-	-	-	-	
Payroll Services			-	-	-	-	
Special Ed Services			-	-	-	-	
Titlement Services (i.e. Title I)			-	-	-	-	
Other Purchased / Professional / Consulting			-	-	-	-	
TOTAL CONTRACTED SERVICES		126,450	-	-	-	-	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		-	-	-	-	-	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		-	-	-	-	-	
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		-	-	-	-	-	
Telephone		-	-	-	-	-	
Technology		-	-	-	-	-	
Student Testing & Assessment		-	-	-	-	-	
Field Trips		-	-	-	-	-	
Transportation (student)		-	-	-	-	-	
Student Services - other		-	-	-	-	-	
Office Expense		-	-	-	-	-	
Staff Development		-	-	-	-	-	
Staff Recruitment		-	-	-	-	-	
Student Recruitment / Marketing		-	-	-	-	-	
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		-	-	-	-	-	
Fundraising		-	-	-	-	-	

The Equity Project Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,113,994	1,687,983	-	-	-	8,801,977	
Total Expenses	7,155,867	585,517	-	-	-	7,741,384	
Net Income	(41,873)	1,102,466	-	-	-	1,060,593	
Actual Student Enrollment	388	92				-	
Total Paid Student Enrollment						-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Other		-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	919,332	-	-	-	-	-	
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	-	-	
Janitorial		-	-	-	-	-	
Building and Land Rent / Lease		-	-	-	-	-	
Repairs & Maintenance		-	-	-	-	-	
Equipment / Furniture		-	-	-	-	-	
Security		-	-	-	-	-	
Utilities		-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	71,000	-	-	-	-	-	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	7,155,867	585,517	-	-	-	7,741,384	
NET INCOME	(41,873)	1,102,466	-	-	-	1,060,593	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	388	92	480				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	388	92	480				
REVENUE PER PUPIL	18,335	18,348	-				
EXPENSES PER PUPIL	18,443	6,364	-				



Audited Financial Statement Checklist

Last updated: 10/30/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Yes

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	Yes

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 10/30/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/22/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	David Coleman	[REDACTED]	Chair/Board President	Yes		Election 5/19/2008, Term 7 years and 1 month
2	Laura Tavormina	[REDACTED]	Treasurer	Yes		Election 1.15.2008, Term 7 years & 5 months
3	Crystal Harmon	[REDACTED]	Secretary	Yes		Election 11.12.2010, Term 5 years & 8 months
4	Zeke Vanderhoek	[REDACTED]	Trustee/Member	Yes	Principal of the school	Election 1.15.2008, Term 7 years & 5 months
5	Brooks Clark	[REDACTED]	Trustee/Member	Yes		Election 11.26.2012, Term 2 years & 7 months
6	Nicole Rodriguez Leach	[REDACTED]	Trustee/Member	Yes		Election 12.17.2012, Term 2 years & 6 months
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

0

3. Total Number of Members Departing the Board during the 2014-15 school year

0

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 2014-15 school year?

11

6. How many times will the Board meet during the 2015-16 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.

ENROLLMENT OF SPECIAL EDUCATION, ELL, & FRL STUDENTS: TEP vs. CSD 6 (HOST DISTRICT)		
	TEP ⁱ	CSD 6 ⁱⁱ
Special Education Students	20%	17%
English Language Learners (ELLs)	21%	32%
Free & Reduced Lunch Students /Economically Disadvantaged	87%	87%

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 *is the same as* that of its host district.
- TEP’s percentage of English Language Learners, while high, is *below* that of its host district. However, approximately 28% of TEP’s 5th and 6th graders are ELLs, which more closely matches TEP’s host district. As students’ progress through TEP, a significant number of students are de-classified from ELL status by passing the NYSESLAT while at TEP, thereby reducing TEP’s ELL percentage in the 7th and 8th grades to approximately 14%.

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 explicitly preferences 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 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 and 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 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 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 TEP data is for 2014-15

ⁱⁱ Community School District 6 percentages are from 2013-14, the most current data published on the New York State Education Department website: <http://data.nysed.gov/enrollment.php?instid=800000047032&year=2014>



Appendix I: Teacher and Administrator Attrition

Created: 07/22/2015

Last updated: 07/30/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	30	8	7

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	5	0	0

Thank you



Appendix J: Uncertified Teachers

Last updated: 07/30/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

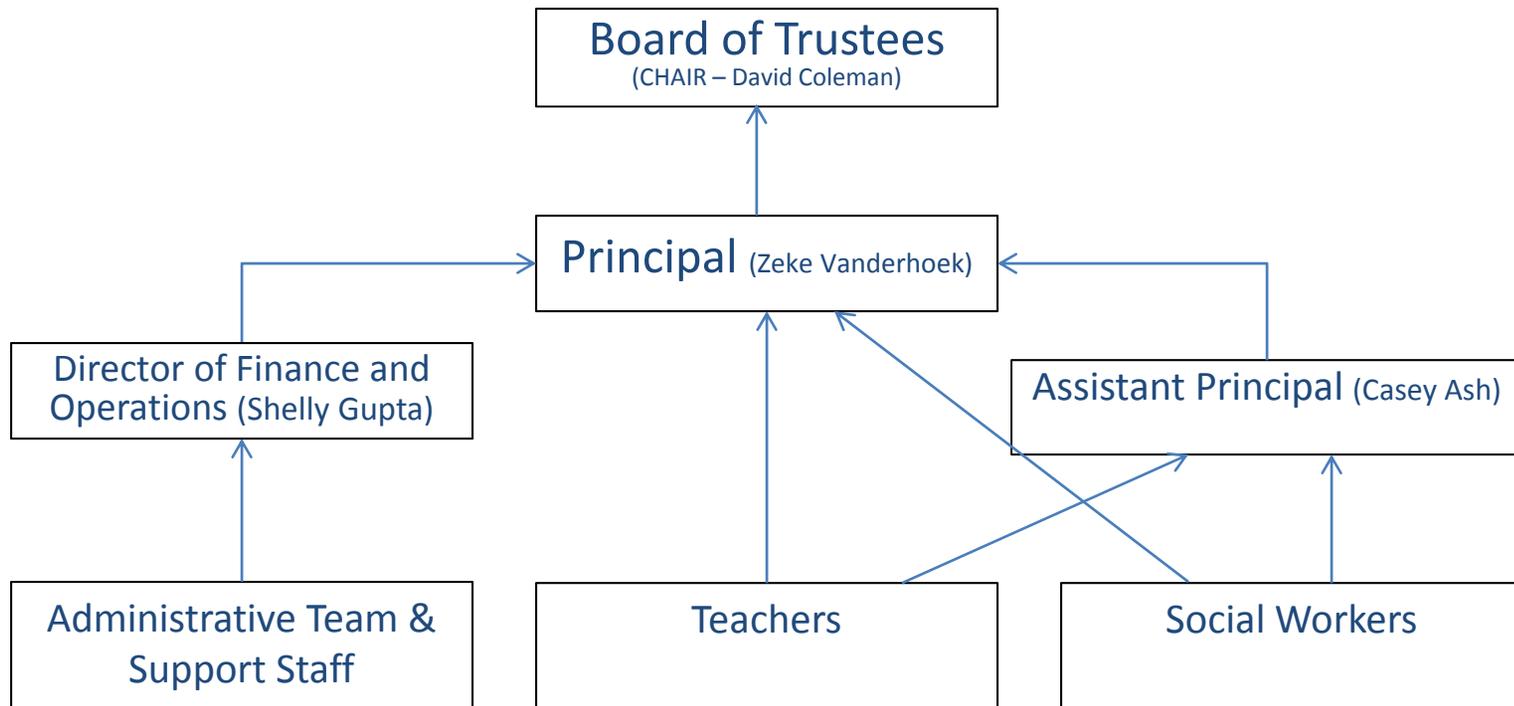
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	5
(ii) individuals who are tenured or tenure track college faculty	
(iii) individuals with two years satisfactory experience through Teach for America	
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	2
FTE count of uncertified teachers who do not fit into any of the four statutory categories	
Total	0

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

24

Thank you.

TEP Organizational Chart



APPENDIX L – The Equity Project (TEP) Charter School

MISSION

The school's name – The Equity Project – emerges from the dual meaning of the word *equity*. Equity means the value of an investment. TEP is particularly interested in *teacher equity*, the value of teachers in student achievement. Equity also means fairness and equality. TEP is focused on providing students from low-income families with equal access to outstanding teachers as a means of achieving *educational equity*. Ultimately, TEP's mission statement is a synthesis of these ideas:

Teacher Level →	Student Level →	Societal Level
TEP aims to re-imagine the teaching profession as a place in which teachers prioritize their own growth – as pedagogical experts, content specialists, intellectual seekers, and community leaders.	TEP aims to achieve educational equity for students from low-income families by utilizing world-class teachers to maximize every student's academic and personal potential.	TEP aims to inspire others to effect positive systemic change by investing in teacher equity in the form of rigorous qualifications, redefined expectations, and revolutionary compensation.

KEY DESIGN ELEMENTS

1. 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.

2. Equal emphasis on Academics, Arts, & 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 (unusual for a middle school). TEP has competitive music and arts clubs and over a dozen athletic teams.

3. 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 to 4 most important learning outcomes for each subject and grade level. Assessment data is updated regularly & analyzed 3 times per year to drive instruction.

4. Shared Accountability for Literacy Development

TEP students take 4 periods each day focused on Common Core literacy standards: 1 period of ELA, 1 period of small group writing, 1 period of social studies, and 1 period of science. The integration of literacy skills across content areas promotes shared accountability in this area.

5. Dedicated Social Worker for Each Cohort

Each cohort has one dedicated bilingual Social Worker (who moves up with that cohort from 5th to 8th 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.

6. 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 3 one-to-two week development institutes focused on data analysis and collaborative curricular planning.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 08, 2015

Updated Friday, October 09, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/292c1e2aa35243c00>

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

	First Name	Last Name
Trustee Name	Zeke	Vanderhoek

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

EQUITY PROJECT CS (THE) (NYC CHANCELLOR) 310600860929

8. Select all positions you have held on the 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.

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	Principal
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	Supervision and evaluation of staff; school leader.
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. 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. 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

11. 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

11a. 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	June 4 2009 - Nov 15, 2011	A company (MG. Prep, INc.) of which I was a co-owner served as the Guarantor on a loan granted by the Prudential Foundation to the school. After selling the company, I personally became the loan gaurantor of this loan.	Since I provided a loan guarantee, there was no financial interest involved.	As the guarantor of the loan, I am th person who engaged in the transaction.
2				
3				
4				
5				

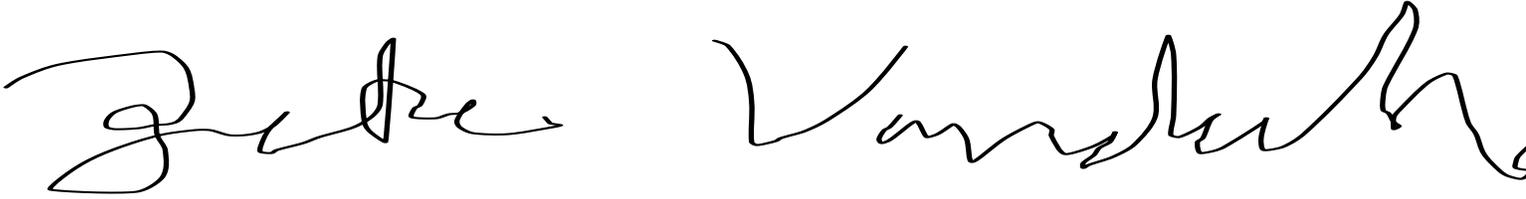
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

Yes

12a. 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	The West Side Federation For Senior & Supportive Housing (WSFSSH)	WSFSSH is a not-for-profit developer who is developing TEP's permanant school facility	\$0. WSFSSH will not be charging the school any developer fee. This is an in-kind donation to the school.	Stephanie Green, my wife, is employed by WSFSSH, the organization that will develop TEP's permanent school facility. My wife has no financial interest in WSFSSH, which is a New York State not-for-profit corporation.	Given that my wife has no financial interest in WSFSSH, no steps are necessary.
2					
3					
4					
5					

Signature of Trustee



The image shows two handwritten signatures in black ink. The signature on the left is written in a cursive style and appears to be 'John'. The signature on the right is also in cursive and appears to be 'Vanessa'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 08, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/cfd7595dc746e6dd0>

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

	First Name	Last Name
Trustee Name	Brooks	Clark

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

EQUITY PROJECT CS (THE) (NYC CHANCELLOR) 310600860929

8. Select all positions you have held on the 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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 "Brianna D. [unclear]". The signature is written in a cursive style with a large initial 'B' and a distinct 'D'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 09, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/e8abd97563e5bb35a>

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

	First Name	Last Name
Trustee Name	Nicole	Leach

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

EQUITY PROJECT CS (THE) (NYC CHANCELLOR) 310600860929

8. Select all positions you have held on the 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

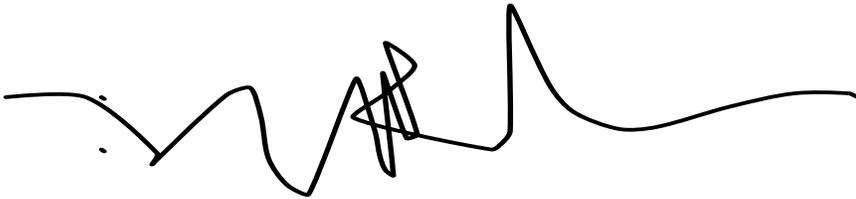
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 series of connected loops and a central scribble, followed by a long horizontal line extending to the right.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 12, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/43aace766e3a3aa3bf>

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

	First Name	Last Name
Trustee Name	Laura	Tavormina

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

EQUITY PROJECT CS (THE) (NYC CHANCELLOR) 310600860929

8. Select all positions you have held on the 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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

12a. 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.	
2					
3					
4					
5					

Signature of Trustee

Anna

to

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/37dfaa374c7a01e772>

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

	First Name	Last Name
Trustee Name	Crystal	Reichman

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

EQUITY PROJECT CS (THE) (NYC CHANCELLOR) 310600860929

8. Select all positions you have held on the 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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 "Christopher J. Leckman". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Thank you.