



Entry 1 School Information

Created: 07/17/2017 • Last updated: 07/31/2017

Please be advised that you will need to complete this cover page (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 (**as of June 30, 2017**) or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS# THE EQUITY PROJECT CS (NYC CHANCELLOR)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER NYCDOE-Authorized Charter School

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

c. DISTRICT / CSD OF LOCATION NYC CSD 6

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	54 Audubon Ave, T30, New York NY 10040			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

e. SCHOOL WEB ADDRESS (URL) <http://www.tepcharter.org>

f. DATE OF INITIAL CHARTER 07/2017

g. DATE FIRST OPENED FOR INSTRUCTION 07/2017

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

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 is a synthesis of these ideas:

Teacher 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.

Student Level: 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.

Societal Level: 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.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description of Key design elements are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Using Master Teachers to serve at-risk students :- To attract master teachers, TEP uses a threepronged strategy that it terms the 3 R’s: Rigorous Qualifications, Redefined Expectations, & Revolutionary Compensation; all master teachers earn a \$125K annual salary.
Variable 2	To provide a comprehensive and motivating educational experience, TEP students take a full academic program as well as daily instruction in music and physical education. TEP has competitive music and arts clubs and over a dozen athletic teams.
Variable 3	For tested grades, 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.

Variable 4	In the Early Childhood and Elementary grades, TEP utilizes the Core Knowledge Language Arts (CKLA) program, which incorporates the development of literacy skills in the content areas. In the Middle School, TEP students take 4 daily periods focused on Common Core literacy standards: small group reading, small group writing, social studies, and science. The integration of literacy skills across content areas promotes shared accountability in this area.
Variable 5	Each cohort has one dedicated bilingual Social Worker; this structure enables the Social Worker to build long-lasting relationships with students and their families and to focus on students' social/emotional development.
Variable 6	Each teacher spends time each 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.
Variable 7	(No response)
Variable 8	(No response)
Variable	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2017 5 4

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	K, 5, 6, 7, 8
---------------	---------------

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

l1. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites
--	--------------

12. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	54 Audubon Ave, T30 New York, NY 10040	[REDACTED]	MANHATTAN (TOTAL)	5,6,7,8	Yes	DOE space
Site 2	4280 Broadway, 2nd Fl New York, NY 10033	[REDACTED]	MANHATTAN (TOTAL)	K,1	No	Rent/Lease
Site 3						

12a. Please provide the contact information for Site 1.

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

13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Zeke Vanderhoek			
Operational Leader	Denise Munoz			
Compliance Contact	Zeke Vanderhoek			
Complaint Contact	Zeke Vanderhoek			

m1. Is the school or are the school sites co-located? Yes

m2. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)						
Site 2						
Site 3						

n1. Were there any revisions to the school’s charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions). No

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

Shelly Gupta

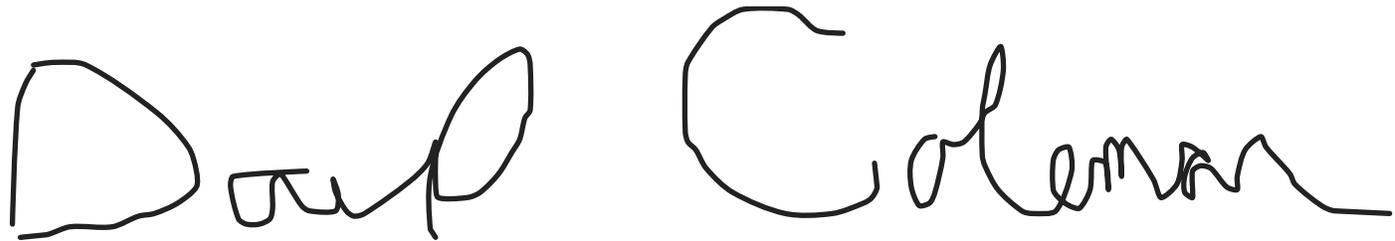
p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "John Vanderhoek". The signature is written in a cursive style with a large, prominent 'J' and 'V'.

Signature, President of the Board of Trustees

A handwritten signature in black ink that reads "Doug Coleman". The signature is written in a cursive style with a large, prominent 'D' and 'C'.

Date

2017/07/17

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/18/2017

1. NEW YORK STATE REPORT CARD

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

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).



Entry 3 Progress Toward Goals

Created: 07/19/2017 • Last updated: 08/01/2017

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, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), please state this in the last column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	At least 75 percent of each cohort of TEP 8th graders will perform at or above Level 3 on the New York State English Language Arts (ELA) exam. A cohort here is defined as a group of 8th graders who have been continuously enrolled at TEP for 4 years, beginning in 5th grade.	Source: 2016-17 New York State English Language Arts (ELA) exam		Data not yet available for 2016-17 school year.
Academic Goal 2	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,	Source: 2016-17 New York State Mathematics exam		Data not yet available for 2016-17 school year.

	beginning in 5th grade.			
Academic Goal 3	At least 75 percent of each cohort of TEP 8th graders will perform at or above Level 3 on the New York State Science Exam. A cohort here is defined as a group of 8th graders who have been continuously enrolled at TEP for 4 years, beginning in 5th grade.	Source: 2016-17 New York State Science exam		Data not yet available for 2016-17 school year.
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).	Source: NYC DOE School Progress Report		Data not yet available for 2016-17 school year.
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).	Source: NYC DOE School Progress Report		Data not yet available for 2016-17 school year.

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).	Source: NYC DOE School Progress Report		Data not yet available for 2016-17 school year.
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).	Source: NYC DOE School Progress Report		Data not yet available for 2016-17 school year.
Academic Goal 8	Each year, TEP will have an average daily student attendance rate of at least 95 percent.	Source: TEP Student Attendance Data Met: 95.9% attendance rate. During the 2016-17 school year, TEP had an average daily student attendance rate of 95.9%.	Met	

2. Do have more academic goals to add? Yes

2016-17 Progress Toward Attainment of Academic Goals

--	--	--	--	--

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	<p>Each year, at least 95 percent of all 5th, 6th, and 7th graders enrolled at TEP for at least 150 days during that school year will enroll at TEP at the beginning of the subsequent school year. This calculation will take place on October 1 of the subsequent school year, and will include all students who were enrolled for at least 150 days during the prior school year and whose current home address has not changed from the prior school year.</p>	<p>Source: TEP Student Attendance Data</p>		<p>Data not yet available for 2016-17 school year.</p>
Academic Goal 10	<p>Each year, at least 85% of full-time teachers who have taught at TEP for the majority of that school year and who are invited to continue teaching at TEP, will return to teach at TEP for the following school year.</p>	<p>Source: TEP Staff Data</p> <p>Met: 90.5% return rate.</p> <p>Explanation: 48 teachers were employed at TEP for the majority of the 2016-17 school year. 42 of these teachers were invited (or would have been invited) to continue teaching at TEP for the 2017-18 school year. 38 of these 42 teachers (90.5%) returned for the 2017-2018 school year.</p>	Met	
Academic Goal				

11				
Academ ic Goal 12				
Academ ic Goal 13				
Academ ic Goal 14				
Academ ic Goal 15				
Academ ic Goal 16				

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	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	Source: New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act. Met: To the best of our knowledge, TEP has complied with all applicable laws, regulations,	Met	

	Educational Rights and Privacy Act.	and contract terms.		
Org Goal 2	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.	Source: TEP Student Enrollment Data Met: Full enrollment for the 2016-17 school year as defined in TEP's charter is 600 students. TEP maintained an average daily enrollment of 598 students. This was within 1% of TEP's full student enrollment.	Met	
Org Goal 3	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,	Source: NYC School Progress Report		Data not yet available for the 2016-17 school year.

	Safety & Respect.)			
Org Goal 4				
Org Goal 5				

5. Do you have more organizational goals to add? No

6. FINANCIAL GOALS

2016-17 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. The NYCDOE will determine a finding to be "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.	Source: Financial Independent Audit		Audit not yet finalized.
	Each year, the school will operate on a balanced budget and maintain a stable cash flow. A budget will be considered			

<p>Financial Goal 2</p>	<p>“balanced” if revenues equal or exceed expenditures for the fiscal year, as calculated on June 30, the final day of the fiscal year. The New York City Department of Education (NYC DOE) will monitor the school via quarterly financial statements (including statement of activities), liquidity, and liabilities accumulated by the school. A ratio analysis will be used by the NYC DOE to determine financial stability of the school. All financial elements, including cash flow, will be reviewed holistically by NYC DOE while making this determination. Specifically for cash flow, NYC DOE will review liquid assets the school has on hand versus short term liabilities, notes payable (short term), accounts payable and other dues (if funds due to NYC DOE) to determine if the school can continue being financially solvent.</p>	<p>Source: Financial Independent Audit</p>		<p>Audit not yet finalized.</p>
-------------------------	--	--	--	---------------------------------

Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Last updated: 08/01/2017

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 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	11341620
Line 2: Year End FTE student enrollment	598
Line 3: Divide Line 1 by Line 2	18966

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>.

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	1415457
Line 2: Management and General Cost (Column)	974770
Line 3: Sum of Line 1 and Line 2	2390227
Line 5: Divide Line 3 by the Year End FTE student enrollment	3997

Thank you.

The Equity Project Charter School Operating Budget 2017-18 (FY18)

	<u>Full Year Budget</u>
Income	
4100 State Grants	
4101 Per Pupil Allocation	10,459,440
4102 Per Pupil Allocation for SPED	2,589,829
4103 NYSTL	52,726
4105 NYSLIB	4,500
4110 NYS Senate Grant	216,000
4111 NYS Rental Assistance Program	774,431
Total 4100 State Grants	14,096,926
4200 Federal Grants	
4202 IDEA	84,592
4203 Title I	340,109
4204 Title IIA	117,612
4207 E-Rate	96,858
4208 Title IIIA	17,172
Total 4200 Federal Grants	656,343
4300 Contributions	
4320 Start-Up	0
Total 4320 Start-Up	0
4340 Unrestricted Contribution	0
Total 4300 Contributions	0
4400 Miscellaneous Revenue	
4404 Interest Income	10,000
4406 Senior Dues & Student Council Fundraisers	25,000
4407 PA Fundraisers	15,000
Total 4400 Miscellaneous Revenue	50,000
Total Income	14,803,269
Gross Revenue	14,803,269
Expenses	
5000 Compensation	
5100 Instructional Staff	
5101 Principal	110,000
5102 General Ed Teachers	5,081,958
5103 Special Ed Teachers	1,596,233
5105 Curriculum Directors	272,500
5106 School Directors	295,763
Total 5100 Instructional Staff	7,356,454
5200 Non-Instructional Staff	
5212 Director of High School Placement	75,000
5214 Alumni Coordinator	60,400

	<u>Full Year Budget</u>
5217 Special Assistant to Principal	70,000
5250 Social Workers	556,225
5251 Finance & HR	190,790
5252 Operations	314,875
5253 Facilities & Security	176,000
5254 Staff Recruitment	117,900
5255 Development	86,150
5256 Support Staff	255,265
5257 Kitchen Staff	25,000
5258 Interns & Fellows	<u>30,000</u>
Total 5200 Non-Instructional Staff	1,957,605
5300 Incentives	
5301 Performance Based Bonus	<u>432,230</u>
Total 5300 Incentives	432,230
Total 5000 Compensation	9,746,289
5400 Benefits	
5402 Workers Compensation Expense	54,121
5403 NY State Disability	500
5404 Medicare EmployER	141,321
5406 Social Security EmployER	545,792
5408 SUTA	36,000
5409 Medical Insurance	379,200
5410 Dental Insurance	48,000
5411 Vision Insurance	11,280
5416 STD, LTD and Life Insurance	30,000
5418 403B Match	<u>72,000</u>
Total 5400 Benefits	1,318,214
6100 Administrative Expenses	
6101 Office Supplies & Expenses	150,000
6102 Conference Fees & Subscriptions	10,000
6104 Postage, Mailing Service	9,840
6105 Janitorial Supplies	13,200
6106 Health/Nursing Supplies	1,500
6108 Team Building/Staff Lunch & Appreciation	31,200
6109 Staff Travel	11,000
6111 School Events	25,000
6113 Financial Transaction Fees	1,000
6114 TransitChek Fees	3,000
6115 Insurance - Liability, Umbrella, D&O	102,435
6116 Insurance - Property	
6117 Insurance - ERISA	500
6118 Parent Association General Expenses	5,000
6119 Parent Association Fundraiser Expenses	<u>7,500</u>
Total 6100 Administrative Expenses	371,175

Full Year Budget

6200 Professional Services	
6201 Audit/Tax Fees	20,000
6202 Legal Fees	2,000
6205 Interpretation Services	35,000
6206 Payroll Expenses	12,000
6207 403B Fees	1,250
6209 Janitorial Services (Contracted)	80,000
6210 Security (Contracted)	125,000
6213 Office Staff (Contracted)	25,000
6214 Long Term Substitute (Contracted)	5,000
6217 PD Costs for Staff	25,000
6218 Accounting Services	22,000
6219 State Exam Scoring	16,000
6220 Certification Costs	4,000
Total 6200 Professional Services	372,250
6300 Marketing and Staff/Student Recruitment	
6301 Recruitment Ads-Teachers/Staff	40,000
6302 Recruitment Ads for Students	45,000
6303 Travel Expense Reimbursements	2,500
Total 6300 Marketing and Staff/Student Recruitment	87,500
7100 Curriculum, Classroom & Student Related Expenses	
7102 Textbooks/Equipment/Materials/Supplies	175,000
7103 FieldTrips/Assemblies	48,000
7105 P10 Clubs	6,500
7106 Student Transportation (School Bus and Metrocards)	35,000
7107 Student Uniforms	48,000
7108 Student Food	8,000
7109 Social Worker Materials/Supplies	9,000
7111 Student Incentives	27,000
7112 NYSTL	52,726
7114 NYSLIB	4,500
7115 Student Programs - External Providers	35,000
7116 High School Placement Expenses	3,000
7117 Student Council & SeniorTrip/Grad/Prom/Yearbook	40,000
7118 Special Groups	25,000
7119 Scholarship	2,000
7120 Alumni Expenses	15,000
Total 7100 Curriculum, Classroom & Student Related Expenses	533,726
8100 Facilities	
8101 Monthly Rent	774,431
8102 Other Rental Fees & Charges	9,000
8103 Utilities	60,000
8105 Building Permits & Fees	4,000
8106 Maintenance Supplies	5,000

	<u>Full Year Budget</u>
8110 Facility Development Expense	12,000
Total 8100 Facilities	939,431
8200 Technology/Communication Expense	
8201 Phone/Fax Charges	5,500
8202 Internet Connectivity Charges	85,140
8203 Web Services	8,000
8205 Technology Maintenance & Support Services	98,712
8209 Copier/Printer Lease	35,000
Total 8200 Technology/Communication Expense	232,352
Total Operating Expenses	13,600,937
Net Operating Income	1,202,332

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

David Coleman

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Equity Project

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

ANDREW BUHER

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

THE EQUITY PROJECT (TEP) CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank.

NONE

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. <div style="font-size: 3em; text-align: center;">NONE</div>				

C.R. _____
 7/27/2017

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Crystal Harmon Reichman

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

TEP Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank.

none

5. 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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p>none</p>				

Cynthia H. Kuchman
Signature

7-25-17
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [Redacted]

Business Address: [Redacted]

E-mail Address: [Redacted]

Home Telephone: [Redacted]

Home Address: [Redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

BROOKS S CLARK

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

THE EQUITY PROJECT CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank.	<i>None</i>		
---	-------------	--	--

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
	<i>None</i>			

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



7-24-2017

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Laura Tavormina

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Vice President, Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank.
 NONE

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
West Side Federation for Senior and Supportive Housing, Inc. (WSFSSH)	WSFSSH is the NFP developer of the middle school facility	WSFSSH has not received any fees from the school during the reporting period	Laura Tavormina: I am employed by WSFSSH. I have no financial interest in WSFSSH which is a NYS not-for-profit organization.	Will recuse her from any votes regarding transactions between TEP and WSFSSH.

Laura Tavormina

July 24, 2017

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

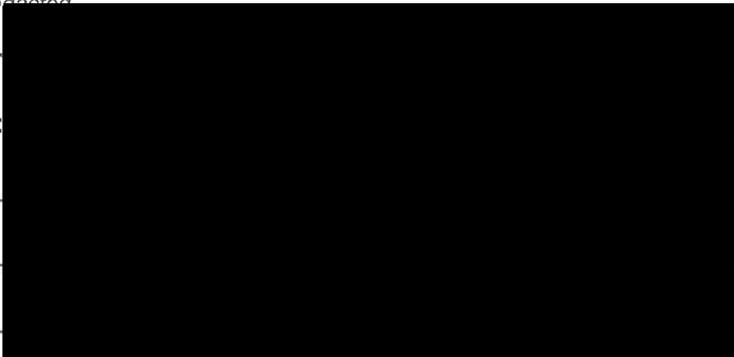
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Zeke Vanderhoek

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Equity Project (TEP) Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). *N/A*

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Principal, Salary [REDACTED] Official start date 7/1/2009

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank. NONE

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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


7/25/17

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

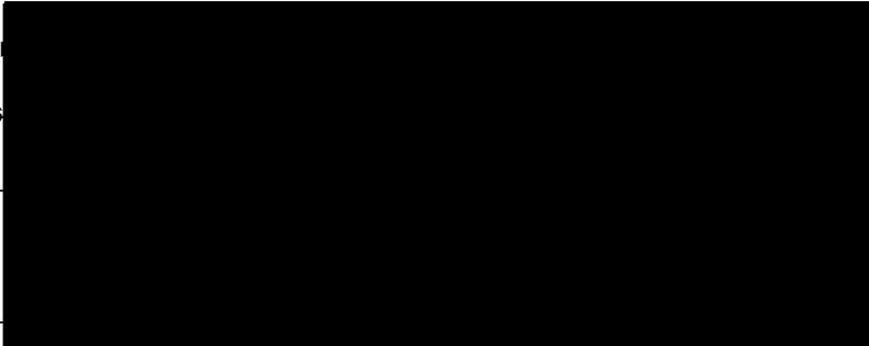
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Wen-Hsiung (Sean) Juan

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Equity Project (TEP)

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

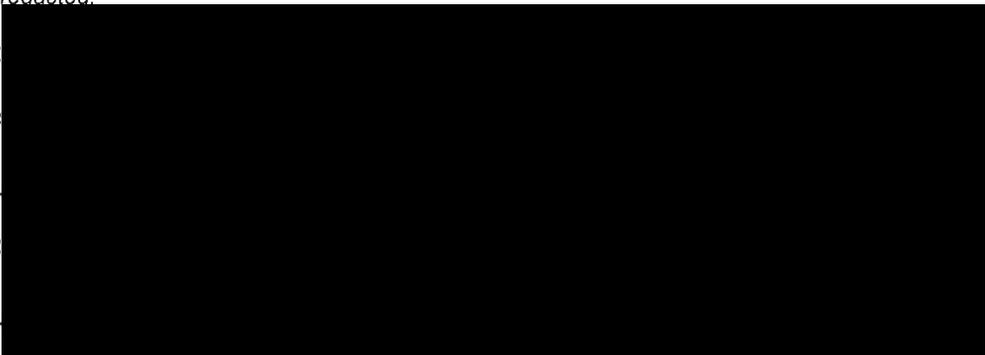
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; color: blue;">None</p>				


7/19/17

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____
 Business Address: _____
 E-mail Address: _____
 Home Telephone: _____
 Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Nicole Rodriguez Leach

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Equity Project ~~Charter~~ Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Deutsche Bank	Facility Financing		Nicole is an employee of Deutsche Bank, which is providing financing for TEP's new facility.	Nicole does not work on the team responsible for this deal; she does not work directly on this.

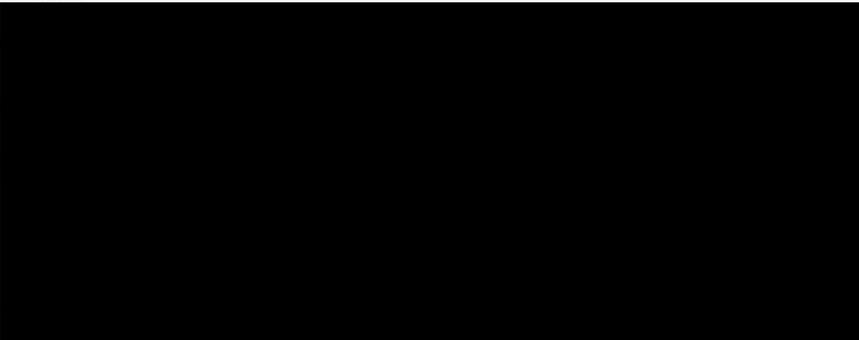


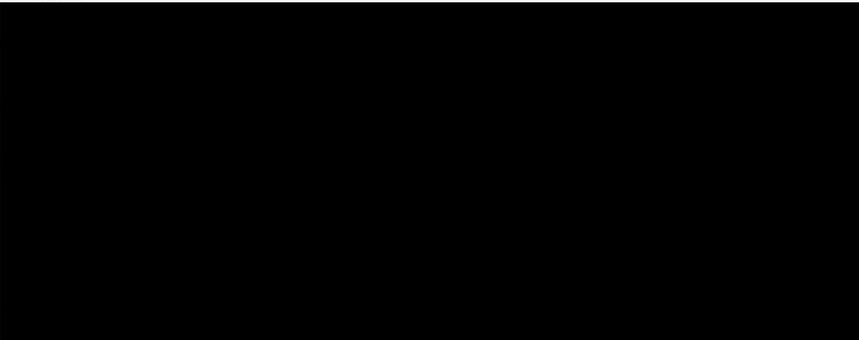
Signature

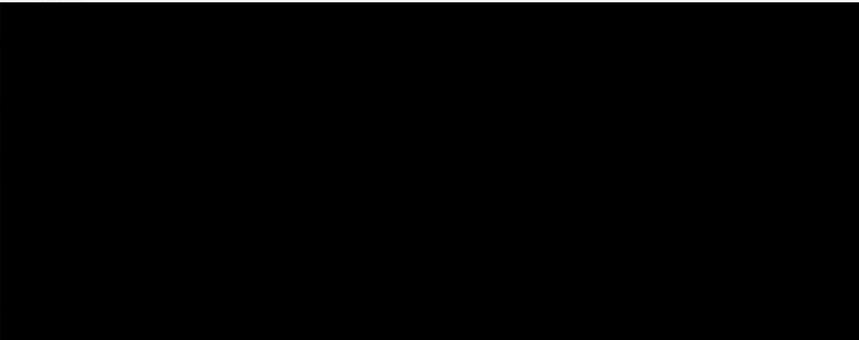
7.19.17

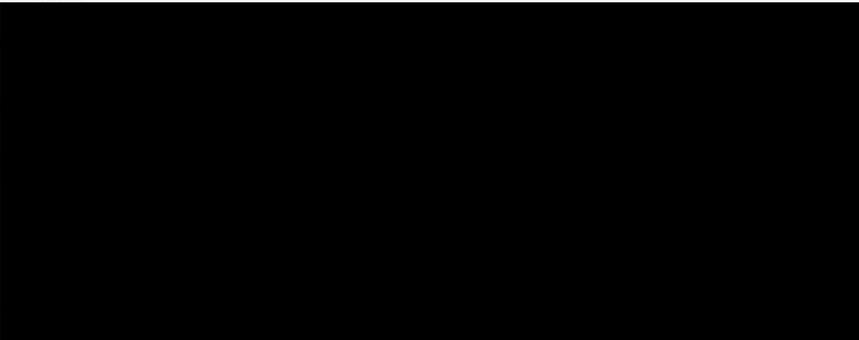
Date

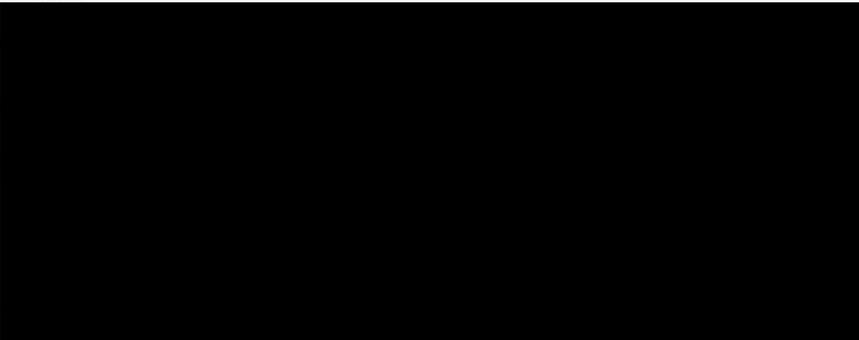
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 



Entry 9 BOT Table

Created: 07/17/2017 • Last updated: 07/28/2017

(tab across or use scroll bar at bottom of table)

1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	David Coleman		Chair/ Board President		Yes		Number of terms served - 9yrs and 1 month ; Election Date: 5/19/2008	9
2	Laura Tavormina		Vice Chair/ Vice President	Finance	Yes	Board Treasurer	Number of terms served - 9yrs & 5 months ; Election Date: 1/15/2008	12

3	Zeke Vanderhoek			Yes	Principal	Number of terms served - 9yrs & 5months ; Election Date: 1/15/2008	12
4	Sean Juan			Yes		Number of terms served - 1yr & 7months ; Election Date: 11/6/2015	9
5	Crystal Harmon		Secretary	Yes		Number of terms served - 6yrs & 7months ; Election Date: 11/12/2010	9
6	Brooks Clark			Yes		Number of terms served - 4yrs and 7months ; Election Date: 11/26/	10

						2012	
7	Nicole Leach				Yes	Number of terms served - 4yrs & 6 months ; Election Date: 12/17/2012	8
8	Andrew Buher				Yes	Number of terms served - 11 months ; Election Date: 8/1/2016	10
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

- | | |
|--|-----------|
| 2. Total Number of Members on June 30, 2016 | 7 |
| 3. Total Number of Members Joining the Board 2016-17 School Year | 1 |
| 4. Total Number of Members Departing the Board during the 2016-17 School Year | 1 |
| 5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes | 8 |
| 6. Number of Board Meetings Conducted in the 2016-17 School Year | 12 |
| 7. Number of Board Meetings Scheduled for the 2017-18 School Year | 12 |

Thank you.



Entry 10 - Board Meeting Minutes

Last updated: 07/17/2017

[Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016--June 2017.

A. Provide a URL link to the <http://www.tepcharter.org/PastBoTMeetings.php> Monthly Board Meeting Minutes which are posted on the School's web page.

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

(No response)



Entry 11 Enrollment and Retention of Special Populations

Created: 07/18/2017 • Last updated: 08/01/2017

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the recruitment target for economically disadvantaged students. In the 2015-16 school year, 88% of students enrolled at TEP qualified for free and reduced price lunch. This rate was higher than that of TEP’s district NYC CSD #6 (86%), and significantly higher than the citywide enrollment rate (77%).</p> <p>Source: NYCDOE data. See TEP’s 2016-17 ACR.</p>	<p>TEP will maintain its current practices.</p> <p>TEP operates within NYC Community School District #6, in the Washington Heights neighborhood in Upper Manhattan. According to the most recent demographic data (2015-16 BEDS data), 84% of the student population of CSD6 qualified for free and reduced priced lunch, a standard indicator of economic need. Given the high percentage of economically disadvantaged students within its own neighborhood, TEP does not preference FRPL criteria in its admissions processes. Instead, TEP applies a lottery preference for in-district (CSD #6) students. In this way, TEP consistently enrolls comparable and higher rates of economically disadvantaged students as compared to its CSD #6 peers schools.</p> <p>Source: data.nysed.gov.</p>
		<p>TEP will maintain its current practices. Given TEP’s increasing numbers of ELL students in the incoming grades, TEP will continually increase its set-aside percentages as needed to meet enrollment targets.</p> <p>Each year, TEP’s Admissions Lottery process explicitly preferences students classified as English Language Learners. With every new</p>

Based on 2015-16 data, TEP anticipates approaching yet not meeting the recruitment target for English Language Learner students. In the 2015-16 school year, 28% of students enrolled at TEP were classified as ELLs. This rate is slightly lower than that of TEP's Community School District #6 (36%), but significantly higher than the city-wide enrollment rate (17%).

However, TEP's incoming cohorts, Kindergarten and 5th grade, have approximately 37% ELL students, which is higher than the enrollment rate of CSD #6. As TEP students progress through the grades, a significant number of students test out of ELL status. As our students are declassified, our overall ELL enrollment ratio declines.

Each year, TEP's Admissions Lottery process explicitly preferences students classified as English Language Learners. With every new cohort that TEP enrolls, a percentage of the open seats are reserved for ELL students. This ensures that TEP enrolls comparable ratios of ELL students, as compared to its Community School District. For TEP's 2017 Admissions Lottery, TEP had 2 entering cohorts - for students entering 5th grade and Kindergarten in the Fall of 2017. TEP reserved at least 30% of its 5th grade seats for ELL students. TEP does not employ a set aside percentage for the Kindergarten cohort, as most NYS students begin formal ELL assessment and classification in the Kindergarten year. Based on prior year data, once our Kindergarten cohort completes NYSITELL testing, our ELL ratio is comparable or higher than that of our CSD peer schools. (37.5% of our 2016-17 Kindergarten Cohort tested into ELL status, which is a higher rate than the CSD6 average.)

Source: NYCDOE data. See TEP's 2016-17 ACR.

cohort that TEP enrolls, a percentage of the open seats are reserved for ELL students. This ensures that TEP enrolls comparable ratios of ELL students, as compared to its Community School District. While TEP's grade-level expansion unfolds, TEP will have 2 entering cohorts in each Admissions Lottery - for students entering 5th grade and Kindergarten in the Fall. Each year, TEP determines a percentage of 5th grade seats to reserve for ELL students (typically 30%). TEP does not employ a set aside percentage for the Kindergarten cohort, as NYS students begin formal ELL assessment and classification in the Kindergarten year.

TEP holds Open House events for prospective parents and families. From January through March of each year, TEP holds 3 Open House events for each incoming grade, which are publicized through postcard mailings to families of ALL rising 5th graders and rising Kindergarten students 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 English Language Learner students to apply to the school, while specifically outlining the variety of supports TEP has in place for these students. Of note is that all of TEP's Social Workers and core office staff are bilingual; in addition, many TEP teachers are bilingual. These staff members are available to meet with parents of prospective ELL students who express interest in learning more about how TEP can meet the particular needs of their child.

To further support the enrollment process for ELL students and their families, 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 and rising Kindergarten students in Community School District #6. In addition, parents of current TEP students assist TEP staff in posting recruitment fliers and

		<p>distributing applications throughout the Washington Heights community.</p>
<p>Students with Disabilities</p>	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the recruitment target for students with disabilities. In the 2015-16 school year, 21% of students enrolled at TEP had IEPs. This rate is higher than both that of TEP's Community School District #6 (20%), as well as the city-wide enrollment rate (20%).</p> <p>Each year, TEP's Admissions Lottery process explicitly preferences students with disabilities. With every new cohort that TEP enrolls, a percentage of the open seats are reserved for students with disabilities. This ensures that TEP enrolls comparable ratios of SPED students, as compared to its Community School District. For TEP's 2017 Admissions Lottery, TEP had 2 entering cohorts - for students entering 5th grade and Kindergarten in the Fall of 2017. TEP reserved at least 15% of its 5th grade seats and at least 17.5% of its Kindergarten seats for students with IEPs.</p> <p>Source: NYCDOE data. See TEP's 2016-17 ACR.</p>	<p>TEP will maintain its current practices.</p> <p>Each year, TEP's Admissions Lottery process explicitly preferences students with disabilities. With every new cohort that TEP enrolls, a percentage of the open seats are reserved for students with disabilities. This ensures that TEP enrolls comparable ratios of SPED students, as compared to its Community School District. While TEP's grade-level expansion unfolds, TEP will have 2 entering cohorts in each Admissions Lottery - for students entering 5th grade and Kindergarten in the Fall. Each year, TEP determines a percentage of open seats to reserve for students with IEPs (typically 15% for 5th grade and 17.5% for Kindergarten).</p> <p>Additionally, TEP holds Open House events for prospective parents and families. From January through March of each year, TEP holds 3 Open House events for each incoming grade, which are publicized through postcard mailings to families of ALL rising 5th graders and rising Kindergarten students 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 to apply to the school, while specifically outlining the variety of supports TEP has in place for these students. Beyond the Open House events, TEP's Social Workers and Special Education faculty are available to meet with parents of prospective SPED students who express interest in learning more about how TEP can meet the particular needs of their child. Lastly, TEP's Student Application form specifically encourages Special Education students to apply to TEP.</p>

Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the retention target for economically disadvantaged students. In the 2015-16 school year, TEP retained 94% of students who qualified for free and reduced price lunch. This rate was significantly above that of TEP's CSD #6 (84%), as well as the citywide FRPL retention rate (86%).</p> <p>Source: NYCDOE data. See TEP's 2016-17 ACR.</p>	TEP will maintain its current practices.
English Language Learners	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the retention target for students classified as English Language Learners. In the 2015-16 school year, TEP retained 94% of ELL students. This rate was significantly above that of TEP's CSD #6 (83%), as well as the citywide ELL retention rate (84%).</p> <p>Source: NYCDOE data. See TEP's 2016-17 ACR.</p>	TEP will maintain its current practices.
Students with Disabilities	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the retention target for students with disabilities. In the 2015-16 school year, TEP retained 94% of SPED students. This rate was significantly above that of TEP's CSD #6 (83%), as well as the citywide ELL retention rate (84%).</p> <p>Source: NYCDOE data. See TEP's 2016-17 ACR.</p>	TEP will maintain its current practices.



Entry 12 Classroom Teacher and Administrator Attrition

Created: 07/18/2017 • Last updated: 07/28/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	34	9	6	13	44

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	5	1	0	2	6

Thank you



Entry 13 Uncertified Teachers

Created: 07/18/2017 • Last updated: 07/28/2017

FTE Count of All Teachers (Certified and Uncertified) as of June 30, 2017 44

FTE Count of All Certified Teachers as of June 30, 2017 29

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on June 30, 2017, and each uncertified teacher should be counted only once.

1. Total FTE count of uncertified teachers (6-30-17)	15
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	15
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	0

Thank you.



Casey Ash
Middle School Director



Zeke Vanderhoek
Principal

*Early Childhood Director
(future role)*



Shelly Gupta
Director of Finance



Andres Esguerra
Middle School Assistant Director & Social Worker for Class of 2020



Monica Rivera
Middle School Director of Operations



Denise Munoz
Early Childhood Assistant Director & Social Worker for Class of 2025



Diane Tureski
Early Childhood Curriculum Developer & Teacher Trainer

Wednesday, August 2, 2017 First Day of School
Thursday, June 21, 2018 Last Day of School

TRIMESTER 1: August 2 – October 20, 2017		
Monday, September 4, 2017	NO SCHOOL – Labor Day	
Thursday, September 21 – Friday, September 22, 2017	NO SCHOOL – Rosh Hashanah (2 school days)	
Friday, October 6, 2017	NO SCHOOL – Sukkot	
Monday, October 9, 2017	NO SCHOOL – Columbus Day	
Friday, October 13, 2017	NO SCHOOL - Simchat Torah	
Monday, October 23 – Friday, November 10, 2017	NO SCHOOL - FALL BREAK	
TRIMESTER 2: November 13, 2017 – February 9, 2018		
Monday, November 13, 2017	First day of Trimester 2	
Tuesday, November 14, 2017	<u>MIDDLE SCHOOL:</u> HALF DAY for students Parent-Teacher Conferences	<u>EARLY CHILDHOOD:</u> FULL DAY for students
Wednesday, November 15, 2017	<u>MIDDLE SCHOOL:</u> FULL DAY for students	<u>EARLY CHILDHOOD:</u> HALF DAY for students Parent-Teacher Conferences
Thursday, November 23 – Friday November 24, 2017	NO SCHOOL – Thanksgiving Recess (2 School Days)	
Monday, Dec 25, 2017 – Monday, January 1, 2018	NO SCHOOL – Winter Recess (6 School Days)	
Monday, January 15, 2018	NO SCHOOL – Martin Luther King Jr. Day	
Monday, February 12 – Friday, March 2, 2018	NO SCHOOL - FEBRUARY BREAK	
TRIMESTER 3: March 5 – June 21, 2018		
Monday, March 5, 2018	First day of Trimester 3	
Tuesday, March 6, 2018	<u>MIDDLE SCHOOL:</u> HALF DAY for students Parent-Teacher Conferences	<u>EARLY CHILDHOOD:</u> FULL DAY for students
Wednesday, March 7, 2018	<u>MIDDLE SCHOOL:</u> FULL DAY for students	<u>EARLY CHILDHOOD:</u> HALF DAY for students Parent-Teacher Conferences
Friday, March 30 – Friday, April 6, 2018	NO SCHOOL – Spring Recess (6 School Days)	
Wednesday, April 11 – Friday, April 13	NY STATE ELA EXAM for grades 5, 6, 7 8	
Tuesday, May 1 – Thursday, May 3	NY STATE MATH EXAM for grades 5, 6, 7 8	
Monday, May 28, 2018	NO SCHOOL – Memorial Day	
Friday, June 15, 2018	Tiger Paw Ceremonies	
Wednesday, June 20, 2018	<u>MIDDLE SCHOOL:</u> HALF DAY for students 8 th grade graduation	<u>EARLY CHILDHOOD:</u> FULL DAY for students
Thursday, June 21, 2018	HALF DAY for All Students Stepping Up Ceremony for Students in Grades 5 to 7 NO SCHOOL for 8 th grade students	

updated 6-8-17