

I. SCHOOL INFORMATION AND COVER PAGE

Created Monday, July 15, 2013

Page 1

1. SCHOOL NAME

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

321100860956 EQUALITY CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 11

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
4140 Hutchinson River Parkway East, Bronx, NY 10475	718-320-3032	718-320-3721	info@equalitycharterschool.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Caitlin Franco
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Head of School
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.equalitycharterschool.org

6. DATE OF INITIAL CHARTER

2009-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

- 6

- 7

- 8

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

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	4140 Hutchinson River Parkway East, Bronx, NY 10475	718-320-3032	CSD 11	6-8	Yes	DOE space

Site 2

Site 3

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Caitlin Franco	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Tracee Helton	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Caitlin Franco	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Caitlin Franco	[REDACTED]	[REDACTED]	[REDACTED]

13. Are the School sites co-located?

Yes

13a. 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)	N/A	No		No	N/A	Yes

Site 2

Site 3

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

Yes

15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in schedule/calendar	Change school start time for scholars from 9:00am to 8:30am with scholar arrival as early as 8:05am.	April 2013	Still waiting for approval, submitted to CSAS on May 8, 2013
2	Change in schedule/calendar	Change professional development time from daily in the morning to every Tuesday from 2:00-4:00.	April 2013	Still waiting for approval, submitted to CSAS on May 8, 2013
3	Change in Bylaws	Change Board bylaws to add an ex-officio (non-voting) parent representative as part of the Board's composition.	August 2012	September 24, 2012
4				
5				

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

• Yes

Signature, Head of Charter School

The image shows two handwritten signatures in black ink. The signature on the left is for the Head of Charter School, and the signature on the right is for the President of the Board of Trustees. Both signatures are cursive and stylized.

Signature, President of the Board of Trustees

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a. n. a. t. i.

Thank you.

Appendix A: Progress Toward Goals

Created Sunday, October 20, 2013

Updated Thursday, October 31, 2013

Page 1

Charter School Name: 321100860956 EQUALITY CS

1. NEW YORK STATE REPORT CARD

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

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

<https://reportcards.nysed.gov/schools.php?year=2012&instid;=800000064235>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

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

2012-13 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1 Absolute Performance 6th-8th ELA: Each year, 75 % of 6th through 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination. Class of 2014 or 2013 indicates the year the scholars are on track to graduate from Equality's middle school.	NYS ELA Exam.	ELA [Returning Scholars Only] (Levels 3 & 4) 7th Grade Class of 2014 12% 8th Grade Class of 2013 8%	The steps Equality is taking the following steps in the 2013-14 school year: <ul style="list-style-type: none">• Achievement Network – Working with A-Net will allow us to identify areas in need of growth and support in improving instruction in these areas. In addition, this relationship will provide us with support, materials, or practices to observe that could greatly strengthen our own program.• Achieve 3000- This program

will be implemented school-wide with every scholar receiving instruction in this program every other day. The focus of this program is non-fiction reading skills, which clearly aligns to the rigorous non-fiction reading required by the common core assessments.

- Increase of Focus on Writing:

- o Grades 7 and 8: Split of reading and writing in to two separate courses, allowing us to increase the expertise of our teachers in both reading and writing, as opposed to teachers having to master all areas of ELA. This will also increase scholars’ time on task for writing.

- o Grade 6: Creation of a writing class 2 days a week, which is in addition to the 5 days of ELA that scholars already receive. This will allow for more time on task for our newest scholars to improve their writing skills.

- DEAR Time: Lengthening our school day for scholars in order to support the addition of silent sustained reading on a daily basis to support our scholars improving their literacy.

- Read 180 – We adjusted our implementation of Read 180 and System 44 for our 6th grade scholars who are in greatest need of intervention in literacy by providing them with more focused time spent on these intervention programs in order to increase their literacy skills over time. The effect of this change should help us to more effectively close the gap in ELA by grade 8.

Academic Goal 2

Value Added Performance 6th-8th ELA: For years 2-5 of ECS, each grade level cohort of the same scholars will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s ELA exam and 75% at or above Level 3 on the current year’s ELA exam.

NYS ELA Exam.

Based on the new baseline set by the Common Core assessments, the gap between the percent at or above Level 3 on the previous year’s exam increased.

Please see the measures as listed under the next steps for the goal “Absolute Performance 6th-8th ELA,” as the same measures should address the issue of us not meeting our goal in this category.

Academic Goal 3	<p>Absolute Performance 6th-8th Math: Each year, 75 percent of 6th through 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State mathematics examinations.</p>	NYS Math Exam.	<p>MATH [Returning Scholars Only] (Levels 3 & 4) 7th Grade Class of 2014 12% 8th Grade Class of 2013 19%</p>	<p>The steps Equality is taking the following steps in the 2013-14 school year:</p> <ul style="list-style-type: none"> • Achievement Network – Working with A-Net will allow us to identify areas in need of growth and support in improving instruction in these areas. In addition, this relationship will provide us with support, materials, or practices to observe that could greatly strengthen our own program. • Math Period 5 – Equality has adjusted its school schedule to include a 50-minute Period 5 where all teachers provide small group instruction in either math or ELA. All scholars receive math instruction at some point of the week during Period 5 for either 2 or 3 days a week. This provides scholars an opportunity to receive leveled instruction designed to meet their individual needs and to support them in their regular math classes during the day. We have adjusted the use of period 5 instructional time for math to incorporate more Math Basic Skills during this time. In 7th and 8th grade, in addition to the Basic Skills class, there will an Accelerated and Intermediate classes. • Co-Taught Math Classes: All of our math classes have two teachers - one serving as the general education content specialist and one serving as the special education teacher. While both teachers support all of our scholars, the special education teacher specifically supports our full inclusion environment of approximately 22% SPED scholars. • Integrated Algebra: This course is offered to one section of 7th and one section of 8th graders to provide a more rigorous learning environment for our more advanced scholars. The 8th grade scholars in this class will take the Integrated Algebra Regents at the end of
	<p>Class of 2014 or 2013 indicates the year the scholars are on track to graduate from Equality's middle school.</p>			

				<p>the year. Last year, 100% of Equality’s scholars who completed the Integrated Algebra Regents passed the exam.</p> <ul style="list-style-type: none"> • Director of Instruction: Equality continues to employ a Director of Instruction who specifically focuses on math in order to provide consistent and timely feedback to teachers. • Internal Testing: Equality conducts internal testing to monitor scholar performance throughout the year. The Terra Nova exam is given in Fall and Spring to all scholars, KTEA testing is given in Fall and Spring to all scholars, and interim testing (based on the NYS ELA exam) are given three times per year in order to provide teachers with diagnostic information to adjust instruction in order to meet scholars’ needs.
Academic Goal 4	Value Added Performance 6th-8th Math: For years 2 through 5 of the Equality Charter School, each grade level cohort of the same scholars will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Math exam and 75% at or above Level 3 on the current year’s Math exam. If the number of scholars scoring above proficiency in a grade level cohort exceeds 75% on the previous year’s Math exam, then that cohort will demonstrate growth on the current year’s exam.	NYS Math Exam.	Based on the new baseline set by the Common Core assessments, the gap between the percent at or above Level 3 on the previous year’s exam increased.	Please see the measures as listed under the next steps for the goal “Absolute Performance 6th-8th Math,” as the same measures should address the issue of us not meeting our goal in this category.
Academic Goal 5	Absolute Performance 8th Grade Social Studies: Each year, 75 percent of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State social studies examination.	NYS Social Studies Exam.	No data available.	The Social Studies exam was not given in June 2013.
Academic Goal 6	Absolute Performance 8th Grade Science: Each year, 75% of 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will	NYS Science Exam.	% of Scholars achieving Proficiency on 2013 Science Exam [Returning Scholars] Class of 2013 who have been enrolled for at least 2 years. 71%	In order to continue to strengthen Equality’s science program, Equality has: <ul style="list-style-type: none"> • Science Class: Equality’s two

perform at or above Level 3 on the New York State science examination.

Class of 2009 indicates scholars who entered ECS in Fall 2009, 8th graders in the 2011-2012 school year.

science classes, 6th grade and 7th/8th grade, have two teachers - one serving as the general education content specialist and one serving as the special education teacher. These classroom professionals supports our full inclusion environment of approximately 22% SPED scholars.

- Internal Testing: Equality administers a science mid-term and end-of-year final examination to its scholars in all grade levels. This test is created by the Director of Instruction & Assessment, and is an assessment that provides diagnostic information to the science teachers in regards to student progress and achievement.

Academic Goal 7	Absolute Performance High School Regents Exams: By the end of year 4 in the charter, 75% of the first cohort will have scored at least 65 on the New York State Regents examination in ELA.	NYS Regents Exams.	No data available.	N/A at this time.
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Academic Goal 8	Absolute Performance High School Regents Exams: By the end of year 4 in the charter, 75% of the first cohort will have scored at least 65 on the New York State Regents examination in Math.	NYS Regents Exams.	Even though Equality is not yet a high school, we are proud to report that 97% of Equality's 8th grade scholars who took the Integrated Algebra Regents passed the exam. This group of scholars who passed was comprised of 33 scholars (approximately 42% of the 8th grade class).	Equality continues to provide the opportunity for its scholars to take the high school Integrated Algebra Regents in 8th grade.
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2a1. Do have more academic goals to add?

Yes

2012-13 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken	
Academic Goal 9	Absolute Performance High School Regents Exams: By the end of year 4 in the charter, 75% of the first cohort will have scored at least 65 on the New York State Regents examination	NYS Regents Exams.	No data available.	N/A at this time

	in History.			
Academic Goal 10	Absolute Performance High School Regents Exams: By the end of year 4 in the charter, 75% of the first cohort will have scored at least 65 on a New York State Regents examination in Science (Living Environment, Chemistry, or Physics).	NYS Regents Exams.	Even though Equality is not yet a high school, we are proud to report that 82% of Equality’s 8th grade scholars who took the Living Environment Regents passed the exam. This group of scholars who passed was comprised of 18 scholars (approximately 28% of the 8th grade class).	Equality continues to provide the opportunity for its scholars to take the high school Living Environment Regents in 8th grade.
Academic Goal 11	Credit Accumulation: Each year, 75% of Equality scholars enrolled in grades 9-11 will accumulate 10 or more credits towards graduation. Equality will be accountable for all credits accumulated by scholars who were continuously enrolled in the school, including those who have dropped out or enrolled in an accredited GED program, however, the credits accumulated by scholars who have transferred to another school, were incarcerated, left the country, or died during the school year will be excluded. Each September, Equality will submit a report of scholar credit accumulation from the previous school year for the purposes of the NYCDOE Progress Report.	High School Transcripts.	No data available.	N/A at this time
Academic Goal 12	Credit Accumulation: 75% of Equality scholars who have enrolled in classes designed towards college accreditation will earn the minimum amount of college credits.	High School Transcripts.	No data available.	N/A at this time
Academic Goal 13	Graduation Rates: Each year, at least 75% of each scholar cohort (as defined by the New York State Education Department) will graduate within 5 years.	Graduation Rates.	No data available.	N/A at this time.
Academic Goal 14	Comparative Performance: Each year, the percent of scholars performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of the grades, exceed the average performance of scholars tested in the same grades of CSD 11 as measured by an analysis of performance compared to CSD 11 conducted by the NYCDOE.	NYS ELA Exam.	Our NYS ELA exam scores vs. CSD 11 NYS ELA exam scores for the 2013 exam: % Proficient ECS % Proficient CSD 11 6th 7.8 14.6 7th 11.7 16.3 8th 7.8 17.4	Please see the measures as listed under the next steps for the goal “Absolute Performance 6th-8th ELA,” as the same measures should address the issue of us not meeting our goal in this category.

Academic Goal 15	Comparative Performance: Each year, the percent of scholars performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of the grades, exceed the average performance of scholars tested in the same grades of CSD 11 as measured by an analysis of performance compared to CSD 11 conducted by the NYCDOE.	NYS Math Exam.	Our NYS Math exam scores vs. CSD 11 NYS Math exam scores for the 2013 exam: % Proficient ECS % Proficient CSD 11 6th 17.9 20.2 7th 11.6 15.6 8th 19.2 14.5	Please see the measures as listed under the next steps for the goal “Absolute Performance 6th-8th Math,” as the same measures should address the issue of us not meeting our goal in this category.
Academic Goal 16	Comparative Performance: From years 2-4, the school will receive a “B” or higher on the Scholar Progress section of the NYCDOE Progress Reports.	NYCDOE Progress Reports.	Equality received an B on this portion of the NYCDOE Progress Report.	N/A – met charter goal

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2012-13 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Scholar Engagement: Each year, Equality Charter School will have an average daily scholar attendance of at least 95%. This will be measured by school reported data from an attendance tracking system such as ATS on the Annual Report submitted August 1 of each year.	Daily Attendance Records, as recorded via Teacherease.	Equality attained an average of 95.3% for the 2012-2013 school year.	N/A – met charter goal
Org Goal 2	Adherence to Contract Terms: Each year, the school will comply with all applicable laws, 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 the federal Family Educational Rights and Privacy Act.	School Policies and ERE Audit.	Equality has complied with all applicable laws, rules, and regulations. The Board takes legal compliance matters very seriously and has talked to outside counsel whenever they need to be advised on applicable laws, rules, and regulations. Equality had an audit completed by ERE to ensure that the school is fulfilling its compliance requirements. Equality’s staff members have been trained with respect to all applicable procedures and system. The staff is empowered to identify and address any possible legal or compliance issues and to report these matters to the administration or Board.	N/A – met charter goal
Org Goal 3	School-Specific Non-Academic Indicators: Each year, 100% of staff will engage in an ongoing evaluation process that includes regular observations and feedback resulting in mid-year and end-of-year evaluations. 100% of staff who receive a rating below proficiency will be placed on a support plan in order to address their areas of weakness/deficiency. 100% of support plans will be reviewed during end-of-year evaluations.	Staff Evaluations.	100% of staff took part in a faculty evaluation process, including a mid-year and end-of-year evaluation. 100% of staff members who received a rating below proficiency were placed on a support plan in order to address their areas of weakness/deficiency.	N/A – met charter goal
Org Goal 4	School-Specific Non-Academic Indicators: Each year, 100% of staff will engage in an end-of-year evaluation process. 100% of staff who receive a rating below proficiency and receive a contract renewal will be placed on a support plan in order to address their areas of weakness/deficiency.	Staff Evaluations.	100% of staff engaged in an end-of-year evaluation process. 100% of staff who received a rating below proficiency and received a contract renewal were placed on support plans to address their areas of weakness/deficiency.	N/A – met charter goal

Org Goal 5	School-Specific Non-Academic Indicators: Each year, 90% of staff will complete a Personal Professional Development Plan, provided in the Personnel Hiring and Evaluation Processes handbook, to address their individualized needs; 85% of staff will show evidence that they are working towards reaching their growth objective/goal(s).	PDP Plans.	100% of staff completed Personal Professional Development Plans to address their individualized needs. 100% of staff showed evidence that they were working towards reaching their growth objectives/goals.	N/A – met charter goal
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2b.1 Do you have more organizational goals to add?

Yes

2012-13 Progress Toward Attainment of Organizational Goals

Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken	
Org Goal 6	Twice a year, the Board of Trustees and Equality’s leadership will undergo an evaluation of the school’s mission, programs, and goals and will present the findings to the staff; they will receive a satisfactory or exemplary rating for each evaluation.	Board Meeting Agenda/Minutes.	The Board has undergone an evaluation of the school’s mission, programs, and goals twice during the 2012-2013 school year at Board meetings; this was conducted during Board meetings, which are public and open to staff and parents.	N/A – met charter goal
Org Goal 7	Enrollment Stability: Each year, scholar enrollment will be within 15% of full enrollment as defined in the school’s contract. This will be measured each year by an analysis of scholar enrollment figures in ATS.	ATS School Enrollment Records.	Equality maintained within 15% of full enrollment as defined in the school’s contract.	N/A – met charter goal
Org Goal 8	Parent Satisfaction: Each year, parents will express satisfaction with the school’s program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	Survey Results.	80% of Equality’s parents completed the 2012-2013 school survey. In addition, Equality improved in every area of the survey from the 2011-2012 school year. Academic Expectations Comparison Group Score Equality 2012-2013 8.7 Equality 2011-2012 8.5 Equality 2010-2011 7.9 Equality 2009-2010 7.4 Communication Comparison Group Score Equality 2012-2013 8.9 Equality 2011-2012 8.5 Equality 2010-2011 7.6 Equality 2009-2010 6.9 Engagement Comparison Group Score Equality 2012-2013 8.6	N/A for any area – charter goal met

Equality 2011-2012 8.2
 Equality 2010-2011 7.5
 Equality 2009-2010 7.0

Safety & Respect
 Comparison Group Score
 Equality 2012-2013 8.7
 Equality 2011-2012 8.5
 Equality 2010-2011 7.3
 Equality 2009-2010 6.9

Org Goal 9	Staff Satisfaction: Each year, at least 80% of teachers will express satisfaction with school leadership and professional development opportunities as measured determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.	School Survey Results.	100% of Equality’s teachers completed the 2012-2013 school survey. In addition, Equality improved in every area of the survey from the 2011-2012 school year.	N/A for any area – charter goal met
			Academic Expectations	
			Comparison Group Score Equality 2012-2013 9.2 Equality 2011-2012 9.1 Equality 2010-2011 7.9 Equality 2009-2010 7.4	
			Communication	
			Comparison Group Score Equality 2012-2013 9.4 Equality 2011-2012 8.5 Equality 2010-2011 7.6 Equality 2009-2010 6.9	
			Engagement	
			Comparison Group Score Equality 2012-2013 9.1 Equality 2011-2012 8.5 Equality 2010-2011 7.5 Equality 2009-2010 7.0	
			Safety & Respect	
			Comparison Group Score Equality 2012-2013 9.0 Equality 2011-2012 8.6 Equality 2010-2011 7.3 Equality 2009-2010 6.9	

Org Goal 10	Scholar Satisfaction: Each year, at least 80% of scholars will express satisfaction with school leadership and professional development opportunities as measured determined by the scholar section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey	Survey Results.	97% of Equality’s scholars completed the 2012-2013 school survey. In addition, Equality improved in every area of the survey from the 2011-2012 school year.	N/A for any area – charter goal met
			Academic Expectations	
			Comparison Group Score	

	domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more scholars participate in the survey.		<p>Equality 2012-2013 8.9 Equality 2011-2012 8.6 Equality 2010-2011 7.9 Equality 2009-2010 7.4</p> <p>Communication</p> <p>Comparison Group Score Equality 2012-2013 8.8 Equality 2011-2012 7.3 Equality 2010-2011 7.6 Equality 2009-2010 6.9</p> <p>Engagement</p> <p>Comparison Group Score Equality 2012-2013 8.3 Equality 2011-2012 8.1 Equality 2010-2011 7.5 Equality 2009-2010 7.0</p> <p>Safety & Respect</p> <p>Comparison Group Score Equality 2012-2013 7.9 Equality 2011-2012 7.6 Equality 2010-2011 7.3 Equality 2009-2010 6.9</p>	
Org Goal 11	Disciplinary Actions & PBIS: Each year, disciplinary actions, suspension and expulsion rates will be below similar schools within NYCDOE as measured by VADIR reports.	VADIR Reports.	The VADIR reports are not yet posted for the 2012-2013 school year.	N/A at this time, VADIR not yet released
Org Goal 12	Disciplinary Actions & PBIS: Each year, our school will meet exemplary status for the Positive Behavior Interventions and Supports (PBIS) system, as deemed by the external PBIS evaluation.	SET Evaluation.	Equality received exemplary status for the Positive Behavioral Interventions and Supports (PBIS) system, as deemed by an external PBIS evaluation.	N/A – met charter goal

2c. FINANCIAL GOALS

2012-13 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	Financial Compliance: Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Financial Audit Findings.	Equality's independent financial audit resulted in an unqualified opinion and no major findings.	N/A – met charter goal
Financial Goal 2	Financial Viability: Each year, the school will operate on a balanced budget and maintain a stable cash flow.	School Budget.	The school maintained a balanced budget and a stable cash flow throughout the year.	N/A – met charter goal

Equality Charter School
Administrative Expenditures per Child

Total Expense per child	\$14,412.71
Admin Expense per child	\$ 2,146.35

Audited Financial Statement Checklist

Created Wednesday, October 30, 2013

Updated Thursday, October 31, 2013

Page 1

Charter School Name:

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

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

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

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

Thank you Caitlin .

EQUALITY CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2013

EQUALITY CHARTER SCHOOL

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Equality Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Equality Charter School (the "School"), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the 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 Equality Charter School as of June 30, 2013, and its changes in 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 Equality Charter School's 2012 financial statements and we expressed an unmodified opinion on those audited financial statements in our report dated November 6, 2012. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2013, on our consideration of Equality Charter 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 the 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 Equality Charter School's internal control over financial reporting and compliance.

MBAF CPAs, LLC

New York, NY
October 28, 2013

EQUALITY CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2013

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2012)

ASSETS	2013	2012
Cash and cash equivalents	\$ 2,755,918	\$ 2,223,573
Cash - restricted	70,481	70,230
Grants and other receivables	38,162	52,419
Prepaid expenses and other assets	28,843	36,281
Property and equipment, net	141,879	187,347
Website, net	993	1,910
	\$ 3,036,276	\$ 2,571,760
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 186,578	\$ 141,415
Accrued salaries and other payroll related expenses	230,638	244,343
Due to New York City Department of Education	4,734	24,257
	421,950	410,015
NET ASSETS		
Unrestricted	2,614,326	2,161,745
	2,614,326	2,161,745
	\$ 3,036,276	\$ 2,571,760

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

EQUALITY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)

	2013	2012
OPERATING REVENUE		
State and local per pupil operating revenue	\$ 4,051,200	\$ 4,035,855
Other per pupil operating revenue	15,283	-
Government grants and contracts	217,726	177,645
	<u>4,284,209</u>	<u>4,213,500</u>
EXPENSES		
Program services:		
General education	1,892,591	1,971,642
Special education	1,286,369	1,166,095
Management and general	577,836	501,401
Fundraising	91,121	9,584
	<u>3,847,917</u>	<u>3,648,722</u>
SURPLUS FROM SCHOOL OPERATIONS	436,292	564,778
SUPPORT AND OTHER INCOME		
Contributions and other grants	6,258	461
Interest and miscellaneous income	1,291	1,022
Benefit income, net of direct expenses (\$4,082 in 2013, \$2,073 in 2012)	8,740	6,265
	<u>16,289</u>	<u>7,748</u>
CHANGE IN NET ASSETS	452,581	572,526
NET ASSETS - BEGINNING OF YEAR	<u>2,161,745</u>	<u>1,589,219</u>
NET ASSETS - END OF YEAR	<u>\$ 2,614,326</u>	<u>\$ 2,161,745</u>

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

EQUALITY CHARTER SCHOOL
 STATEMENT OF FUNCTIONAL EXPENSES
 FOR THE YEAR ENDED JUNE 30, 2013

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)

	Program Services			Supporting Services			Total 2012
	General Education	Special Education	Total	Management and General	Fundraising	Total 2013	
FUNCTIONAL EXPENSES							
Salaries	\$ 1,233,955	\$ 959,804	\$ 2,193,759	\$ 369,594	\$ 71,263	\$ 2,634,616	\$ 2,504,172
Payroll taxes and employee benefits	296,917	230,950	527,867	88,932	17,148	633,947	608,662
Classroom supplies and instructional materials	86,776	23,067	109,843	-	-	109,843	87,461
Consultants	61,264	16,179	77,443	28,024	1,203	106,670	50,126
Accounting	-	-	-	20,500	-	20,500	20,800
Advertising and recruiting	9,064	2,409	11,473	-	-	11,473	7,388
Staff professional development	31,229	8,271	39,500	63,752	149	103,401	117,867
Insurance	13,249	3,487	16,736	523	174	17,433	14,274
Student transportation	9,608	2,554	12,162	-	-	12,162	5,869
Student food services	6,247	1,660	7,907	-	-	7,907	8,931
Dues and subscriptions	797	210	1,007	32	11	1,050	1,125
Office expense	31,589	8,313	39,902	1,564	416	41,882	32,727
Building permits	8,146	2,144	10,290	322	107	10,719	10,379
Telephone and internet	7,353	1,935	9,288	290	97	9,675	12,269
Conference and meetings	1,842	490	2,332	-	-	2,332	13,835
Furniture and fixtures - non-capitalizable	4,646	1,226	5,872	140	47	6,059	7,085
Technology and website	28,969	7,633	36,602	1,003	334	37,939	39,508
Postage and delivery	3,647	960	4,607	144	172	4,923	3,305
Loss on disposal of property and equipment	4,836	1,273	6,109	255	-	6,364	-
Bad debt expense	-	-	-	-	-	-	13,527
Loss of funds	-	-	-	-	-	-	3,991
Depreciation and amortization	52,457	13,804	66,261	2,761	-	69,022	85,421
Cost of direct benefit to donors	-	-	-	-	4,082	4,082	2,073
	1,892,591	1,286,369	3,178,960	577,836	95,203	3,851,999	3,650,795
Less: expenses deducted directly from support on the statement of activities	-	-	-	-	(4,082)	(4,082)	(2,073)
	\$ 1,892,591	\$ 1,286,369	\$ 3,178,960	\$ 577,836	\$ 91,121	\$ 3,847,917	\$ 3,648,722

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

EQUALITY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2013
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)

	2013	2012
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 452,581	\$ 572,526
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	69,022	85,421
Bad debt expense	-	13,527
Loss on disposal of property and equipment	6,364	-
Changes in operating assets and liabilities:		
Cash - restricted	(251)	(30,104)
Grants and other receivables	14,257	131,928
Prepaid expenses and other assets	7,438	(5,471)
Accounts payable and accrued expenses	45,163	57,079
Accrued salaries and other payroll related expenses	(13,705)	58,474
Due to New York City Department of Education	(19,523)	24,257
NET CASH PROVIDED BY OPERATING ACTIVITIES	561,346	907,637
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(29,001)	(34,974)
NET CASH USED IN INVESTING ACTIVITIES	(29,001)	(34,974)
NET INCREASE IN CASH AND CASH EQUIVALENTS	532,345	872,663
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	2,223,573	1,350,910
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 2,755,918	\$ 2,223,573

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

EQUALITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

1. NATURE OF THE ORGANIZATION

Equality Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on January 13, 2009 to operate a charter school pursuant to Article 56 of the Educational Law of the State of New York in the North Bronx. The School was granted a provisional charter on January 13, 2009, 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.

The School, which opened its doors in the Fall of 2009, operates a college preparatory academic program and a highly structured and supportive school culture. While the School is comprised of students from many backgrounds, it is uniquely designed to close the achievement gap in middle school and prepare students to be successful in high school and college by focusing on the integration of goal setting, critical thinking and problem solving skills.

The School, as determined by the Internal Revenue Service, is exempt from Federal income tax under section 501(a) of the Internal Revenue Code ("IRC") as an organization described in Section 501(c)(3) of the IRC and under the corresponding provisions of the New York State tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii) of the IRC.

In the fiscal years 2013 and 2012, the School operated classes for students in sixth, seventh and eighth grades.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students. Starting in fiscal year 2011, the School began collecting money from children not entitled to free lunches to help defray the cost of school meals. NYCDOE provides approximately 23,000 feet of square footage to the School.

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the three classes of net assets - permanently restricted, temporarily restricted, and unrestricted - be displayed in the statement of financial position and that the amounts of change in each of those classes of net assets be displayed in the statement of activities.

These classes are defined as follows:

Permanently Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School.

Temporarily Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School are limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported as such in the statement of activities.

Unrestricted – The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

EQUALITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

The School considers all highly liquid instruments purchased with a maturity of three months or less to be cash equivalents. An escrow account of \$70,481 is held aside for contingency purposes as required by the NYCDOE.

Grants and Other Receivables

Grants and other receivables represent unconditional promises to give by donors. Grants and other receivables are expected to be collected within one year, are recorded at net realizable value, and amount to \$38,162 and \$52,419 at June 30, 2013 and 2012, respectively. The School evaluates the collectability of the receivables and employs the allowance method. Accordingly, the School has determined that no allowance for uncollectible accounts for grants and other receivables is necessary at June 30, 2013 and 2012, respectively. Such estimate is based on management's assessments of the creditworthiness of its donors, the aged basis of its receivables, as well as current economic conditions and historical information.

Revenue Recognition

Revenue from the state and local government resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statement of financial position.

Special Events

The School conducts special events in which a portion of the gross proceeds paid by the participant represents payment for the direct cost of the benefits received by the participant at the event (such as meals and entertainment). Unless a verifiable, objective means exists to demonstrate otherwise, the fair value of those direct costs provided at special events is measured at the actual cost to the School. All proceeds received in excess of the direct costs are recorded as special events support in the accompanying statement of activities. For the year ended June 30, 2013, the School reported special events income of \$12,822 and expenses of \$4,082. For the year ended June 30, 2012, the School reported special events income of \$8,338 and expenses of \$2,073.

Donated Goods and Services

The School occasionally receives contributed goods and services. Such goods and services are only recorded as in-kind contributions at their fair value, provided it meets the criteria for recognition. Such criteria includes contributions of services that (i) create or enhance non-financial assets or those that require specialized skills, (ii) are provided by individuals possessing those skills, and (iii) would typically need to be purchased if not provided by donation, and are recorded at their fair value in the period received. No donated goods and services were received for the years ended June 30, 2013 and 2012, respectively.

Property and Equipment

Property and equipment are stated at cost and are being depreciated on the straight-line method over the estimated useful lives of the assets. The School has established a \$1,000 threshold above which assets are evaluated to be capitalized. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding source retains ownership of the property. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized.

EQUALITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were required to be recognized for the years ended June 30, 2013 and 2012.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis. Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications based upon benefits received.

Estimates

The preparation of financial statements in conformity with U.S. GAAP 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 revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 28, 2013, which is the date the financial statements were available to be issued.

Comparative Financial Information

The June 30, 2013 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2012 are presented. As a result, the June 30, 2012 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2012 information should be read in conjunction with the School's financial statements for the year ended June 30, 2012, from which the summarized information was derived.

Income Taxes

The School follows the accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, accounting in interim periods, disclosure and transition.

The School files informational returns in the federal and New York State jurisdictions. With few exceptions, the School is no longer subject to federal, state, or local income tax examinations by tax authorities for fiscal years before 2010.

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts accrued for each year. Management believes that its nonprofit status would be sustained upon examination.

EQUALITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Should there be interest on underpayments of income tax, the School would classify it as interest expense. The School would classify penalties in connection with underpayments of tax as other expense.

Reclassifications

Certain accounts in the prior-year financial statements have been reclassified for comparative purposes to conform with the presentation in the current-year financial statements.

3. AGREEMENT FOR SCHOOL FACILITY

The School has entered into a verbal agreement (the "Agreement") with the NYCDOE for dedicated and shared space at PS 160, a New York City Public School located at 4140 Hutchinson River Parkway East, Bronx, New York, at a cost of \$1 per year. The fair value of the rent has not been included in the accompanying financial statements as the premises are temporary in nature, the Agreement is non-binding, is excess shared space whereby a fair value cannot be determined, and is industry practice.

The School will be responsible for any overtime-related costs for services provided beyond the regular opening hours. For the years ended June 30, 2013 and 2012, the School incurred permit fees of \$10,719 and \$10,379, respectively.

4. PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>2013</u>	<u>2012</u>	<u>Estimated Useful Lives</u>
Furniture and fixtures	\$ 93,696	\$ 97,696	7 years
Computers	223,834	200,099	5 years
Equipment	16,278	13,753	5 years
Software	<u>86,975</u>	<u>86,975</u>	3 years
	420,783	398,523	
Less: accumulated depreciation	<u>(278,904)</u>	<u>(211,176)</u>	
	<u>\$ 141,879</u>	<u>\$ 187,347</u>	

Depreciation expense for the years ended June 30, 2013 and 2012 was \$68,105 and \$84,581, respectively.

5. WEBSITE

Development costs related to the School's website amounting to \$2,750 were capitalized in fiscal year 2012. These costs are being amortized over the estimated life of three years using the straight-line method. Amortization expense for the years ended June 30, 2013 and 2012 was \$917 and \$840, respectively. Accumulated amortization totaled \$1,757 and \$840 at June 30, 2013 and 2012, respectively.

EQUALITY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2013

6. RETIREMENT PLAN

The School maintains a defined contribution 401(k) profit sharing plan (the "Plan") which covers most of the employees. Employees are eligible to enroll in the Plan either the first day of the month that coincides with or next follows the date that one first satisfies the 21 year age requirement. The School's matching contribution vests as follows:

1st Year:	0%
2nd Year:	50%
3rd Year:	100%

For the years ended June 30, 2013 and 2012, retirement expense for the School was \$69,161 and \$60,116, respectively, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

7. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School. The accompanying financial statements make no provision for the possible disallowance or refund.

8. CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation ("FDIC") insured limit of \$250,000.

The School received approximately 94% and 95% of its total revenue from per pupil funding from the NYCDOE during the years ended June 30, 2013 and 2012, respectively.

One major grantor accounted for approximately 48% of grants and other receivables at June 30, 2013. One major grantor accounted for approximately 55% of grants and other receivables at June 30, 2012.

Three vendors accounted for approximately 52% of accounts payable at June 30, 2013. Three vendors accounted for approximately 46% of accounts payable at June 30, 2012.

9. COMMITMENTS – SUBSEQUENT EVENT

In September 2013, the School entered into a long-term operating lease for fifteen years, expiring in 2028, for a new facility to accommodate their expansion to add a high school for the 2014-2015 school year. In addition to this new lease, the School has an operating lease for a copier. Future minimum lease payments, pursuant to these new lease agreements, are as follows:

June 30,		
2014	\$	71,900
2015		646,896
2016		646,896
2017		646,896
2018		646,896
Thereafter		7,407,996
	\$	10,067,996

Independent Auditor’s 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
Equality Charter School

We have audited the financial statements of Equality Charter School (the “School”) as of and for the year ended June 30, 2013, and have issued our report thereon dated October 28, 2013. 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.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Equality Charter 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 Equality Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of 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 certain matters that we reported to management of the School in a separate letter dated October 28, 2013.

This report is intended solely for the information and use of the Board of Trustees, management, the New York State Education Department, the Board of Regents of the University of the State of New York and others within the entity and is not intended to be and should not be used by anyone other than these specified parties.

MBAF CPAs, LLC

New York, NY
October 28, 2013

Equality Charter School

Communication With Those Charged With Governance

OCTOBER 28, 2013



October 28, 2013

To the Audit Committee
Equality Charter School

We have audited the financial statements of Equality Charter School (the “School”) for the year ended June 30, 2013 and are prepared to issue our report thereon dated October 28, 2013. Professional standards require that we provide you with the following information related to our audit. This letter is divided into two sections: 1) required communications from the auditors to those with audit oversight responsibilities and 2) opportunities for strengthening internal controls or enhancing operating efficiency and our related recommendations.

REQUIRED COMMUNICATIONS

A. Our Responsibility under U.S. Generally Accepted Auditing Standards:

As stated in our engagement letter dated June 18, 2013, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. As part of our audit, we considered the internal control of Equality Charter School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

B. Planned Scope and Timing of the Audit:

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters on June 11, 2013.

C. Auditor Independence:

We affirm that MBAF CPAs, LLC is independent with respect to Equality Charter School.

D. Qualitative Aspects of Accounting Practices:

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School are described in Note 2 to the financial statements. As described therein, the School elected to implement the application of an accounting pronouncement pertaining to accounting for uncertain tax positions. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

E. Accounting Estimates Used in the Financial Statements:

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Allowance for Doubtful Accounts:

As of June 30, 2013, Equality Charter School recorded contributions and other receivables of \$38,162. Management concluded that no allowance for doubtful accounts was necessary. Management calculated based on the assessment of the credit-worthiness of the School's donors, the aged basis of the receivables, as well as economic conditions and historical information. Based on our audit procedures which included a discussion with the Director of finance and a review of subsequent collections (which amounted to 90%) we concur with management's conclusion.

Functional Statement Allocation:

Management's estimate of the allocation of functional expenses is directly identified with the program or supporting service to which they relate. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Depreciation:

Management's estimate of depreciation is based on estimated useful lives of assets. We evaluated the estimated useful lives of assets in comparison to generally accepted accounting principles in determining that it is reasonable in relation to the financial statements taken as a whole.

F. Sensitive Disclosures Affecting the Financial Statements:

The disclosures in the financial statements are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements were:

The disclosure of Risk Management in Note 7 to the financial statements which describes various risks to which the School is exposed.

G. Corrected and Uncorrected Misstatements:

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Except as made known to you, management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole. We will identify those adjustments proposed both corrected and uncorrected:

Proposed and Corrected:

There was 1 audit adjustment that did not have an effect on net assets.

Last year there were 3 audit adjustments that did not have an effect on net assets.

Proposed and Uncorrected:

There were no entries that were proposed and uncorrected during the fiscal year.

H. Audit Difficulties and Disagreements with Management:

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

I. Management Representations:

We have requested certain representations from management that are included in the management representation letter dated October 28, 2013.

J. Management Consultations with Other Independent Accountants:

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

K. Other Audit Findings or Issues:

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

OPPORTUNITIES FOR STRENGTHENING INTERNAL CONTROLS OR ENHANCING OPERATING EFFICIENCY

Please note: Comments with an asterisk (*) were communicated in the prior fiscal year.

***School Facility Lease Agreement:**

Through conversations with the School's Consultant, we have been informed that a formal written agreement between Equality Charter School and the Department of Education does not exist. We recommend that the School periodically re-explore the risks of such a relationship. Please note that we have been informed that this issue is present for all New York charter schools.

Federal Grants:

We understand that the School was awarded various Federal grants during the year. While federal funds are a valuable source of revenue, the grants impose very specific and stringent reporting requirements and compliance. In addition, where expenditure of federal funds exceeds \$500,000, an additional audit is performed in accordance with OMB Circular A-133. We recommend that the School closely review its obligations under any programs in which federal funds are received.

We wish to thank management and personnel for their support and assistance during our audit. We would be pleased to further discuss the contents of this report with you at your convenience.

This information is intended solely for the use of the Audit Committee, Board of Trustees, and management of Equality Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

MBAF CPAs, LLC

MBAF CPA's, LLC

Appendix E: Disclosure of Financial Interest Form

Created Friday, July 19, 2013

Page 1

321100860956 EQUALITY CS

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

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

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

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

Thank you.

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Monday, July 15, 2013

Page 1

321100860956 EQUALITY CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Ehri Mathurin	Chair/President	Yes	Education	06/2010-present	Governance
2	Daniel Aks	Member	Yes	Education	07/2012-present	Academic Accountability
3	Stanley Buchesky	Member	Yes	Education, Finance	09/2008-present	Academic Accountability
4	Uriel Burgos	Member	Yes	Education, Finance	07/2012-present	Development
5	Ed Hubbard	Treasurer	Yes	Finance	03/2010-present	Finance, Governance
6	Denise Leonhard	Member	Yes	Finance	10/2011-present	Finance
7	Joshua Weitzman	Secretary	Yes	Graphic Design	09/2008-present	Governance, Development
8	Cathy Walker	Parent Rep	No	Parent Representative	08/2012-present	Academic Accountability
9	Caitlin Franco	Member	Yes	Education	02/2011-present	Academic Accountability, Governance, Development, Finance
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

1

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

0

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

15

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

6

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

9

Thank you.

Equality Charter School has exceeded its enrollment and retention target for Special Education and has documentation of good faith efforts to reach comparable percentages for enrollment and retention in ELL and FRL. These steps include using Vanguard to send out information about Equality and an application to all zip codes within close proximity to Equality’s location.

In addition, Equality has taken specific additional steps to increase its outreach to ELL scholars, such as:

1. Contacting community centers, such as Betances and Bronx River.
2. Contacting non-profit organizations such as FECS, CrossOver Community Center, Bronx Arts Cornerstone, and HR. This includes flyers and applications being handed out throughout these communities and informational tables set up for immediate sign up of applications.
3. Reach out to media networks such as La Mega, La Voz, and El Diario.

	Equality’s Targets*	Actuals
FRL	84.5%	90%
SPED	15.3%	21%
ELL	9.5%	2%

**<http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>*

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 15, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/48ada9a390485f9398acbdbc6a4d65>

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:

Daniel E. Aks

2. Charter School Name:

Equality Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Chair, Academic Accountability

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

No

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

No

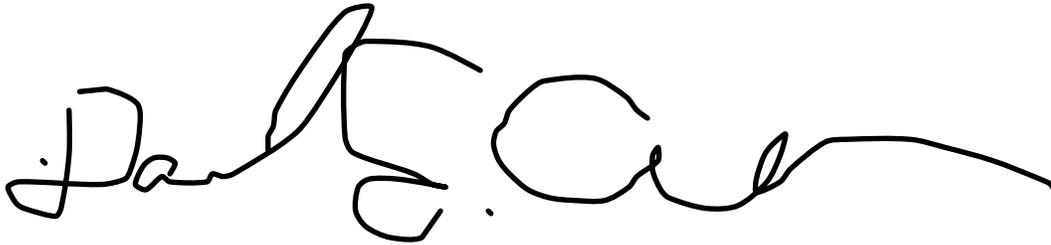
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "David S. Owen". The signature is written in a cursive style with a long horizontal flourish at the end.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 15, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/d572d4a796977a9e602f9faa0de2ad0>

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:

stanley buchesky

2. Charter School Name:

Equality Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

- Vice Chair/Vice President

- Other, please specify...: chair of academic accountability committee and development committee

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

No

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

No

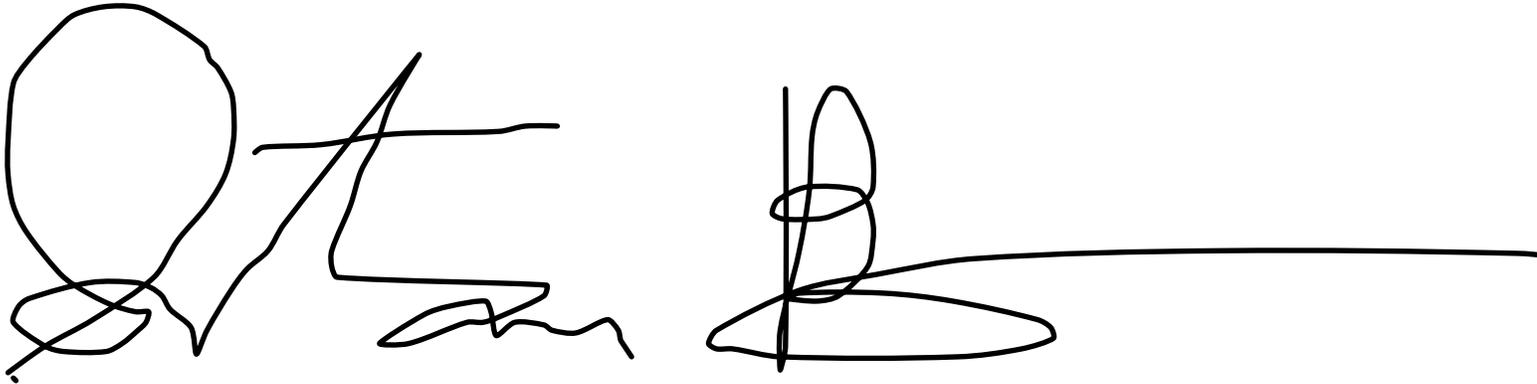
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

The image shows two handwritten signatures in black ink. The signature on the left is a cursive-style name starting with a large, rounded 'O' and ending with a horizontal line. The signature on the right is a stylized signature starting with a vertical line, followed by a loop, and ending with a long horizontal line that extends across the page.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 15, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/1356e284ab31c10ac364b8ba0c94c2>

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:

Uriel E. Burgos

2. Charter School Name:

Equality Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: committee member

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

No

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

No

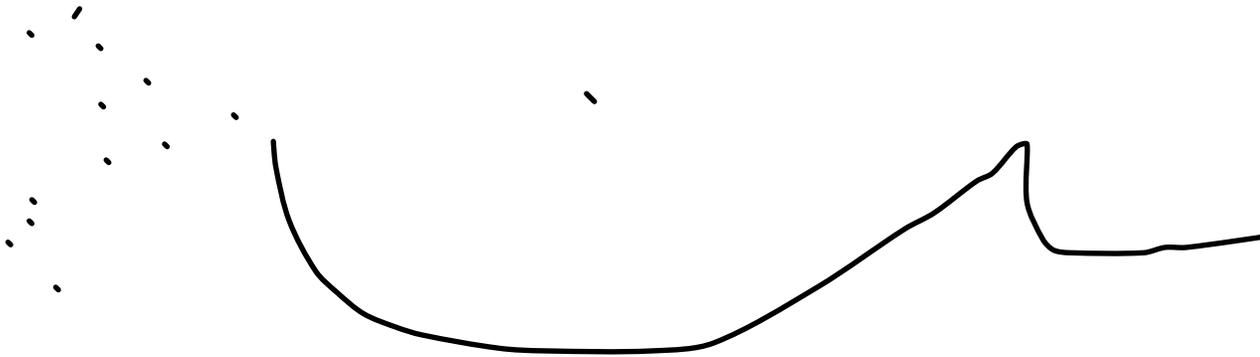
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink. The signature starts with a series of small dots on the left side, followed by a large, sweeping curve that dips down and then rises to a peak before ending with a horizontal line on the right.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 19, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/2ea86c7c6de4ccfdc2011e0ae6aa4da>

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:

Caitlin Franco

2. Charter School Name:

Equality Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...

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

Yes

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

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Principal
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Oversee academic program and operations of school
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	131,000
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	09/2009

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

No

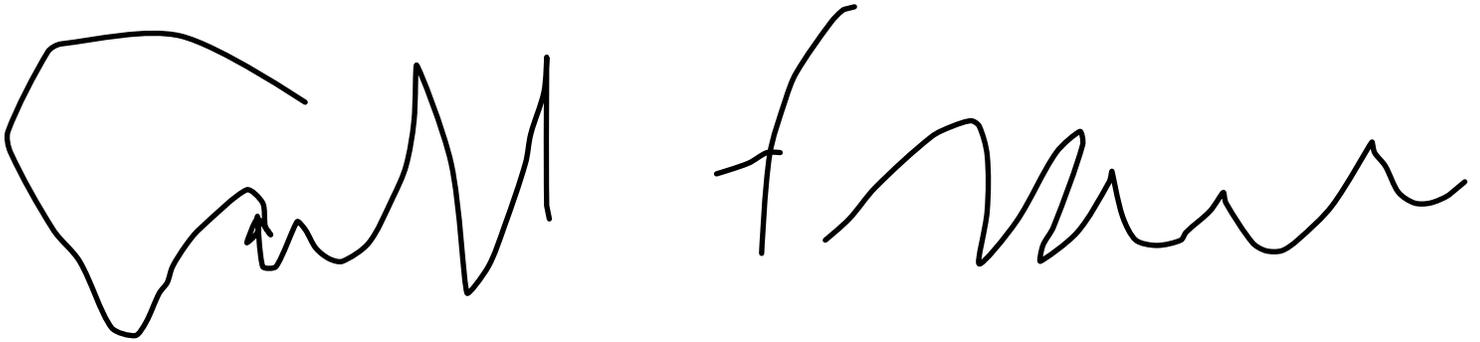
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

Two handwritten signatures in black ink. The signature on the left is a cursive-style name that appears to be 'M. J. ...'. The signature on the right is a more fluid, cursive name that appears to be 'F. ...'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 09, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/60cbbed2ec062f588048b4918b6d30>

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:

Edward Hubbard

2. Charter School Name:

Equality Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

- Vice Chair/Vice President

- Treasurer

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "E. Hubbard". The signature is written in a cursive style with a large, stylized "E" and a long, sweeping tail on the "d".

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 19, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/0ff8cb0a8ee75aa621ed1497a938f69>

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:

Denise Leonhard

2. Charter School Name:

Equality Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Treasurer

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

No

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

No

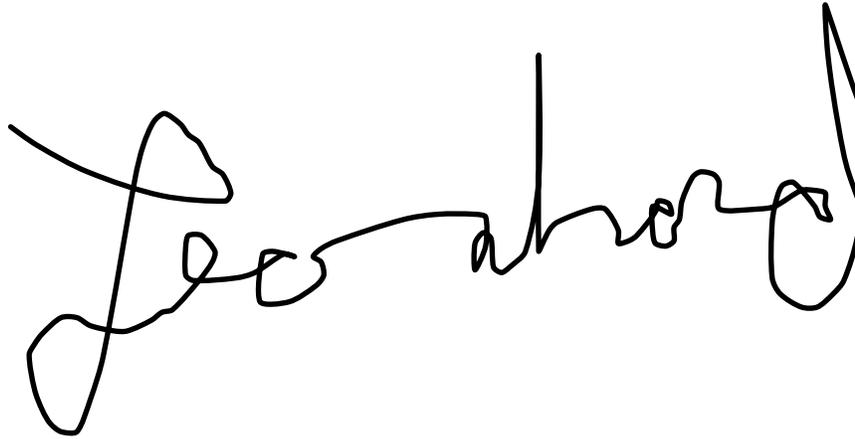
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "J. H. ...". The signature is cursive and somewhat stylized, with a large initial letter.A handwritten signature in black ink, appearing to be "George ...". The signature is cursive and somewhat stylized, with a large initial letter.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 19, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/8f0e5f3dc932c511970dd3696950d3>

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:

Ehri Mathurin

2. Charter School Name:

Equality Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "E. M. [unclear]". The signature is written in a cursive style with a vertical line extending downwards from the middle of the signature.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 11, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/97f742e0d81f5b4db5e9093c5aeb4e4>

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:

Cathy Walker

2. Charter School Name:

Equality Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Kathy Moore". The signature is written in a cursive style with a large, stylized initial "K" and a long vertical line extending downwards from the end of the name.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 12, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/067afe85e151a9b265a8fc638c0d980>

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:

Joshua Weitzman

2. Charter School Name:

Equality Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Joshua Weitzman". The signature is written in a cursive, flowing style with a large initial 'J' and 'W'.