

School Information

School Name: Equality Charter School

School Leader: Caitlin Franco, Principal & Co-Founder

School email address: caitlin.franco@equalitycharterschool.org

Primary address: 4140 Hutchinson River Parkway East, Bronx, NY 10475

School website: www.equalitycharterschool.org

School email: info@equalitycharterschool.org

Telephone: 718-320-3032 Fax: 718-320-3721

BEDS # 3211 0086 0956

District/CSD of Location: Bronx CSD 11

Charter authorizer: NYCDOE

Chair, Board of Trustees: Ehri Mathurin

Date school first opened for instruction: September 2009

2010-11 Enrollment: 225

2010-11 Grades Served: 6th-8th grades

Our signatures below attest that all of the information contained herein is truthful and accurate.

Caitlin Franco

Print Name, Head of Charter School

Caitlin Franco 8/1/11

Signature and Date

Ehri Mathurin

Print Name, President, Board of Trustees

Ehri Mathurin 8/1/11

Signature and Date

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New York State School Report Card

The following link will take you to Equality's most recent New York State School Report Card and other pertinent school information: <http://schools.nyc.gov/SchoolPortals/11/X488/AboutUs/Statistics/default.htm>. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates.

Key Focus Area Requests

Progress Toward Goal Achievement

Please see Appendix A for all information regarding "Progress Toward Goal Achievement" that will be submitted and posted at a later date after NYS test scores have been released.

Financial Information

Please see Appendix C for the details regarding "Total Expenditures and Administrative Expenditures per Child" and Appendix E for "FY 2012 Budget and Narrative."

Charter Revisions

Equality has had the following non-material charter revisions to our goals and narrative during the 2010-2011 school year:

Original Goals:

Goal 1: Each year, 100% of staff will engage in a faculty evaluation process that includes quarterly written performance reviews using the Formative Data Collection Evaluation Tool, provided in the Personnel Hiring and Evaluation Processes handbook; 90% of staff will receive an average rating of 3 or above on their Overall Total.

Goal 2: Each year, 90% of staff will engage in a faculty evaluation process that includes end-of-year formal evaluations using the Summative Evaluation, provided in the Personnel Hiring and Evaluation Processes handbook; 90% of staff will receive an average rating of 3 or above on their Overall Performance Rating.

Revised Goals:

Goal 1: 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.

Goal 2: 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.

Original Section from Charter

Equality is committed to providing authentic opportunities for students to experience and excel in the arts, including visual arts and music, and potentially dance and theater. “The Day in the Life” of an Art classroom will differ according to the subject being taught. Art classes in general will share:

- Instruction in the area taught; i.e., dance instruction, vocal music, instrument instruction, etc.
- Integration of the arts across the content areas; i.e., performance of a social studies project
- Multiple-modalities for access to the art curriculum
- Performance-based assessment that could include exhibits and portfolio preparation.

Revised Section for Charter

Equality is committed to providing authentic opportunities for students to experience and excel in the arts, including visual arts, and potentially music, dance and theater. “The Day in the Life” of an Art classroom will differ according to the subject being taught. Art classes in general will share:

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- Performance-based assessment that could include exhibits and portfolio preparation.

Board of Trustees

Please see Appendix F “Disclosure of Financial Interest Form.”

Appendix A: Progress Toward Goal Achievement

Academic Goal or Objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective												
<p><i>Absolute Performance 6th-8th ELA:</i> 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.</p>	<p>NYS ELA Exam</p>	<p>NYSTP ELA Scores for Equality for 2010-2011 are as follows:</p> <table border="1" data-bbox="1024 711 1373 1393"> <thead> <tr> <th data-bbox="1024 711 1171 813"></th> <th data-bbox="1171 711 1373 813">ELA [Returning Students Only] (Levels 3 & 4)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1024 813 1171 915">Equality – School Wide</td> <td data-bbox="1171 813 1373 915">25%</td> </tr> <tr> <td data-bbox="1024 915 1171 1084">Equality – 6/7th Grade (Class of 2010)</td> <td data-bbox="1171 915 1373 1084">30%</td> </tr> <tr> <td data-bbox="1024 1084 1171 1253">Equality – 7/8th Grade (Class of 2009)</td> <td data-bbox="1171 1084 1373 1253">22%</td> </tr> <tr> <td data-bbox="1024 1253 1171 1321">Equality – SWD</td> <td data-bbox="1171 1253 1373 1321">13%</td> </tr> <tr> <td data-bbox="1024 1321 1171 1393">Equality – ELL</td> <td data-bbox="1171 1321 1373 1393">0%</td> </tr> </tbody> </table>		ELA [Returning Students Only] (Levels 3 & 4)	Equality – School Wide	25%	Equality – 6/7 th Grade (Class of 2010)	30%	Equality – 7/8 th Grade (Class of 2009)	22%	Equality – SWD	13%	Equality – ELL	0%	<p>This goal was not met. The following improvements have been made to Equality’s ELA program to meet this goal.</p> <ol style="list-style-type: none"> SPED certified co-teachers have been placed in all ELA classrooms to support our approximately 22% SPED population. Change to READ 180 Structure: This reading intervention class is taught 3 times per day, 2 sections of READ 180 and 1 section of System 44. It is divided as follows: <ul style="list-style-type: none"> System 44: One period of this class for students who are significantly below grade level and have basic decoding problems, issues with phonemic awareness, or dyslexia. READ 180: One period of this class for students who need intensive reading instruction.
	ELA [Returning Students Only] (Levels 3 & 4)														
Equality – School Wide	25%														
Equality – 6/7 th Grade (Class of 2010)	30%														
Equality – 7/8 th Grade (Class of 2009)	22%														
Equality – SWD	13%														
Equality – ELL	0%														

	ELA (Levels 3 & 4)
Equality – School Wide	24%
Equality – 6 th Grade (Class of 2011)	24%
Equality – 7 th Grade (Class of 2010)	25%
Equality – 8 th Grade (Class of 2009)	21%
Equality – SWD	7%
Equality – ELL	0.23%

3. Start of **individualized writing instruction** for READ 180 students. Students are assigned to a 40-minute session in a group of 2-4 students 1-2 times per week with a newly hired Writing Coach.

4. An advanced **Book Club** is offered to our most advanced scholars with the expected outcome that this individualized instruction will help them reach Level 4 on this year’s NYS ELA exam.

5. **ELA Support** is offered each week during the lunch/recess hour to provide individualized instruction to scholars who need additional help.

6. **Intensive ELA Instruction** is several days per week for selected students who need intensive support. This is reserved for some of our most challenged students

7. **Typing Class** is being offered two days a week after school to our READ 180 students since there is such a heavy emphasis on typing in READ 180.

8. We have added an **ELA/Social**

			<p>Studies Instructional Coach to primarily support our ELA and SS classes. This is a full time position to focus on providing lesson plan and instructional feedback and support to teachers.</p> <p>9. We have contracted with an ELA Coach who was the Assistant Principal of English at Laguardia High School and the Director of New Heights Academic Charter High School. She will help us to focus on academic rigor in our ELA classrooms and serve as a mentor for our new ELA/SS Instructional Coach.</p> <p>10. After visiting two other schools (World Journalism and Coney Island Prep), the decision has been made to increase time on task in ELA by integrating more non-fiction reading/writing skills in to our social studies and science classrooms.</p>						
<p><i>Value Added Performance 6th-8th ELA:</i> For years 2 through 5 of the Equality Charter School, each grade level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and 75% at or above Level 3 on the current year’s ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeds 75% on the previous year’s</p>	<p>NYS ELA Exam</p>	<table border="1"> <tr> <td data-bbox="1024 1068 1184 1198"></td> <td data-bbox="1184 1068 1388 1198"> <p>ELA [Returning Students Only] (Levels 3 & 4)</p> </td> </tr> <tr> <td data-bbox="1024 1198 1184 1360"> <p>Equality – School Wide</p> </td> <td data-bbox="1184 1198 1388 1360"> <p>Actual: - 4% Goal: +23%</p> </td> </tr> <tr> <td data-bbox="1024 1360 1184 1424"> <p>Equality – 6/7th</p> </td> <td data-bbox="1184 1360 1388 1424"> <p>Actual: 12%</p> </td> </tr> </table>		<p>ELA [Returning Students Only] (Levels 3 & 4)</p>	<p>Equality – School Wide</p>	<p>Actual: - 4% Goal: +23%</p>	<p>Equality – 6/7th</p>	<p>Actual: 12%</p>	<p><i>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.</i></p>
	<p>ELA [Returning Students Only] (Levels 3 & 4)</p>								
<p>Equality – School Wide</p>	<p>Actual: - 4% Goal: +23%</p>								
<p>Equality – 6/7th</p>	<p>Actual: 12%</p>								

<p>cohort exceeds 75% on the previous year's ELA exam, then that cohort will demonstrate growth on the current year's exam.¹</p>		<p>Equality – 6/7th Grade (Class of 2010)</p>	<p>Actual: - 13% Goal: +16%</p>														
<p><i>Absolute Performance 6th-8th Math:</i> 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>	<p>NYS Math Exam</p>	<table border="1"> <tr> <td colspan="2" data-bbox="1024 464 1388 743"> <p>Equality's NYSTP Math Scores for 2010-2011 school year are as follows:</p> </td> </tr> <tr> <td data-bbox="1024 743 1171 846"></td> <td data-bbox="1171 743 1388 743"> <p>MATH [Returning Students Only] (Levels 3 & 4)</p> </td> </tr> <tr> <td data-bbox="1024 846 1171 948"> <p>Equality – School Wide</p> </td> <td data-bbox="1171 846 1388 948"> <p>45%</p> </td> </tr> <tr> <td data-bbox="1024 948 1171 1050"> <p>Equality – 6/7th Grade (Class of 2010)</p> </td> <td data-bbox="1171 948 1388 1050"> <p>57%</p> </td> </tr> <tr> <td data-bbox="1024 1050 1171 1153"> <p>Equality – 7/8th Grade (Class of 2009)</p> </td> <td data-bbox="1171 1050 1388 1153"> <p>85%</p> </td> </tr> <tr> <td data-bbox="1024 1153 1171 1255"> <p>Equality – SWD</p> </td> <td data-bbox="1171 1153 1388 1255"> <p>33%</p> </td> </tr> <tr> <td data-bbox="1024 1255 1171 1317"> <p>Equality</p> </td> <td data-bbox="1171 1255 1388 1317"></td> </tr> </table>	<p>Equality's NYSTP Math Scores for 2010-2011 school year are as follows:</p>			<p>MATH [Returning Students Only] (Levels 3 & 4)</p>	<p>Equality – School Wide</p>	<p>45%</p>	<p>Equality – 6/7th Grade (Class of 2010)</p>	<p>57%</p>	<p>Equality – 7/8th Grade (Class of 2009)</p>	<p>85%</p>	<p>Equality – SWD</p>	<p>33%</p>	<p>Equality</p>		<p>This goal was not met. The following improvements have been made to Equality's math program to meet this goal.</p> <ol style="list-style-type: none"> SPED certified co-teachers have been placed in all math classrooms to support our approximately 22% SPED population. Integrated Algebra is offered to one section of 7th/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 the year. An advanced Mathletes team is offered to our most advanced scholars with the expected outcome that this individualized instruction will help them reach Level 4 on this year's NYS
<p>Equality's NYSTP Math Scores for 2010-2011 school year are as follows:</p>																	
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¹ These goals will be measured and calculated by subtracting the percentage of students who scored proficient on the NYS Math and ELA examinations enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS ELA and Math examinations in year 2 and were continually enrolled for two consecutive years on BEDS day.

		- ELL	100%	math exam.
			MATH (Levels 3 & 4)	4. Math Support is offered each week during the lunch/recess hour to provide individualized instruction to scholars who need additional help.
		Equality – School Wide	51%	5. Intensive Math Instruction is offered 3 days per week by our Math/Science Instructional Coach for selected students who need intensive support. This will be reserved for some of our most challenged students.
		Equality – 6 th Grade (Class of 2011)	45%	
		Equality – 7 th Grade (Class of 2010)	56%	6. We have added a Math/Science Instructional Coach to primarily support our math and science classes. This is a full time position to focus on providing lesson plan and instructional feedback and support to teachers.
		Equality – 8 th Grade (Class of	52%	

2 ibid

3 A cohort is defined as the group of students entering 9th grade on or before BEDS day in the same year at any school, regardless of when the students enters the charter school.

4 ibid

5 ibid

6 ibid

7 The NYCDOE will determine similar schools based on characteristics, including, but not limited to previous student performance, geographic location and student ethnic, racial, and low-income status. (Peer groups may be determined by the NYCDOE Progress Report.) Comparisons to CSD11 performance will be calculated by taking the percent of students proficient in the charter school and comparing the proficiency rates only to those same grades in CSD 11.

8 ibid

9 The NYCDOE will determine similar schools based on characteristics, including, but not limited to previous student performance, geographic location and student ethnic, racial, and low-income status. (Peer groups may be determined by the NYCDOE Progress Report.)

10 The NYCDOE will determine a finding to be “major” if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

11 A budget will be considered “balanced” if revenues equal or exceed expenditures.

		2009)		
		Equality – SWD	16%	
		Equality – ELL	60%	
<i>Value Added Performance 6th-8th Math:</i> For years 2 through 5 of the Equality Charter School, each grade level cohort of the same students 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 students 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. ²	NYS Math Exam	*Growth reflects increase in		<i>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.</i>
			MATH [Returning Students Only] (Levels 3 & 4)	
		Equality – School Wide	Actual: +10% Goal: +20%	
		Equality – 6/7 th Grade (Class of 2010)	Actual: - 2% Goal: +8%	
		*Equality – 7/8 th Grade (Class of 2009)	Actual: +20% Goal: +5%	
		scores by returning students who had valid State Test scores both years.		
<i>Absolute Performance 8th Grade Social Studies:</i> Each year, 75 percent of 8 th 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 2011.
<i>Absolute Performance 8th Grade Science:</i> Each year, 75 percent of 8 th graders who have been enrolled at the school on BEDS	NYS Science Exam		SCIENCE (Levels 3 & 4)	This goal was not met. The following improvements have been made to Equality’s science program to meet this

<p>day for at least two consecutive years will perform at or above Level 3 on the New York State science examination.</p>		<p>Equality – School Wide (Class of 2011)</p>	<p>69%</p>	<p>goal.</p> <ol style="list-style-type: none"> 1. Adoption of Project-Based Inquiry Science (PBIS) program for a hands-on, project-based science experience. 2. Weekly Living Environment Regents preparation class to prepare our more advanced scholars to take the high school Regents exam.
<p><i>Absolute Performance High School Regents Exams:</i> By the end of year 4 in the charter, 75% of the first cohort³ will have scored at least 65 on the New York State Regents examination in ELA.</p>	<p>NYS Regents Exams</p>	<p>No data available</p>	<p><i>N/A at this time</i></p>	
<p><i>Absolute Performance High School Regents Exams:</i> By the end of year 4 in the charter, 75% of the first cohort⁴ will have scored at least 65 on the New York State Regents examination in Math.</p>	<p>NYS Regents Exams</p>	<p>No data available</p>	<p><i>N/A at this time</i></p>	
<p><i>Absolute Performance High School Regents Exams:</i> By the end of year 4 in the charter, 75% of the first cohort⁵ will have scored at least 65 on the New York State Regents examination in History (Global History).</p>	<p>NYS Regents Exams</p>	<p>No data available</p>	<p><i>N/A at this time</i></p>	
<p><i>Absolute Performance High School Regents Exams:</i> By the end of year 4 in the charter, 75% of the first cohort⁶ will have scored at least 65 on a New York State Regents examination in Science (Living Environment, Chemistry, or Physics).</p>	<p>NYS Regents Exams</p>	<p>No data available</p>	<p><i>N/A at this time</i></p>	
<p><i>Credit Accumulation:</i> Each year, 75% of Equality students enrolled in grades 9-11</p>	<p>High School Transcripts</p>	<p>No data available</p>	<p><i>N/A at this time</i></p>	

<p>will accumulate 10 or more credits towards graduation. Equality will be accountable for all credits accumulated by students 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 students 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 student credit accumulation from the previous school year for the purposes of the NYCDOE Progress Report.</p>						
<p><i>Credit Accumulation:</i> 75% of Equality students who have enrolled in classes designed towards college accreditation will earn the minimum amount of college credits.</p>	<p>High School Transcripts</p>	<p>No data available</p>	<p><i>N/A at this time</i></p>			
<p><i>Graduation Rates:</i> Each year, at least 75% of each student cohort (as defined by the New York State Education Department) will graduate within 5 years.</p>	<p>Graduation Rates</p>	<p>No data available</p>	<p><i>N/A at this time.</i></p>			
<p><i>Comparative Performance:</i> Each year, the percent of students 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 students tested in the same grades of CSD 11 as measured by an analysis of performance compared to CSD 11 conducted by the NYCDOE.⁷</p>	<p>NYS ELA Exam</p>	<p>Our NYSTP ELA scores vs. CSD 11 NYSTP ELA scores for 2010-2011:</p> <table border="1" data-bbox="1083 1211 1383 1399"> <tr> <td data-bbox="1083 1211 1184 1399"> <p>% Proficient ECS</p> </td> <td data-bbox="1184 1211 1285 1399"> <p>% Proficient CSD 11</p> </td> <td data-bbox="1285 1211 1383 1399"> <p>Charter vs. CSD 11</p> </td> </tr> </table>	<p>% Proficient ECS</p>	<p>% Proficient CSD 11</p>	<p>Charter vs. CSD 11</p>	<p><i>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.</i></p>
<p>% Proficient ECS</p>	<p>% Proficient CSD 11</p>	<p>Charter vs. CSD 11</p>				

		<table border="1"> <tr> <td>6th</td> <td>24%</td> <td>37%</td> <td>-13%</td> </tr> <tr> <td>7th</td> <td>25%</td> <td>28%</td> <td>-3%</td> </tr> <tr> <td>8th</td> <td>21%</td> <td>25%</td> <td>-4%</td> </tr> </table>	6 th	24%	37%	-13%	7 th	25%	28%	-3%	8 th	21%	25%	-4%					
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<p><i>Comparative Performance:</i> Each year, the percent of students 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 students tested in the same grades of CSD 11 as measured by an analysis of performance compared to CSD 11 conducted by the NYCDOE.⁸</p>		<p>Equality’s NYSTP math scores vs. CSD 11 NYSTP math scores for 2010-2011:</p> <table border="1"> <thead> <tr> <th></th> <th>% Proficient ECS</th> <th>% Proficient CSD 11</th> <th>Charter vs. CSD 11</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>45%</td> <td>45%</td> <td>-</td> </tr> <tr> <td>7th</td> <td>56%</td> <td>45%</td> <td>+11%</td> </tr> <tr> <td>8th</td> <td>52%</td> <td>36%</td> <td>+16%</td> </tr> </tbody> </table>		% Proficient ECS	% Proficient CSD 11	Charter vs. CSD 11	6 th	45%	45%	-	7 th	56%	45%	+11%	8 th	52%	36%	+16%	N/A – met charter goal
	% Proficient ECS	% Proficient CSD 11	Charter vs. CSD 11																
6 th	45%	45%	-																
7 th	56%	45%	+11%																
8 th	52%	36%	+16%																
<p><i>Comparative Performance:</i> From years 2-4, the school will receive a “B” or higher on the Student Progress section of the NYCDOE Progress Reports.</p>	NYCDOE Progress Reports	Equality received a C on this portion of the NYCDOE Progress Report.	<p><i>Please see the measures as listed under the next steps for the goal “Absolute Performance 6th-8th ELA” and “Absolute Performance 6th-8th Math” as the same measures should address the issue of us not meeting our goal in this category.</i></p>																
Organizational Goal or Objective	Measure used to evaluate progress toward attainment of	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective																

	goal or objective		
<p><i>Student Engagement:</i> Each year, Equality Charter School will have an average daily student 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.</p>	<p>Daily Attendance Records, as recorded via Teacherease</p>	<p>Equality attained an average of 95% daily attendance rate for 2010-2011. The breakdown is as follows:</p> <p>9/2010 – 96% 10/2010 – 95% 11/2010 – 95% 12/2010 – 95% 1/2011 – 94% 2/2011 – 94% 3/2011 – 95% 4/2011 – 95% 5/2011 – 95% 6/2011 – 91%</p> <p>Average: 95%</p>	<p>N/A – met charter goal</p>
<p><i>Adherence to Contract Terms:</i> 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.</p>	<p>School Policies and ERE Audit</p>	<p>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</p>	<p>N/A – met charter goal</p>

		staff 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.	
<i>School-Specific Non-Academic Indicators:</i> 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 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
<i>School-Specific Non-Academic Indicators:</i> 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
<i>School-Specific Non-Academic Indicators:</i> Each year, 90% of staff will complete a	PDP Plans	100% of staff completed Personal Professional	N/A – met charter goal

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).		Development Plans to address their individualized needs. 100% of staff showed evidence that they were working towards reaching their growth objectives/goals.	
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 2010-2011 school year at the April 2011 and June 2011 Board meetings.	N/A – met charter goal
<i>Enrollment Stability:</i> Each year, student 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 student enrollment figures in ATS.	ATS School Enrollment Records	Equality maintained within 15% of full enrollment as defined in the school's contract. This can be shown through Equality's enrollment: 9/2010 – 206 10/2010 – 213 11/2010 – 215 12/2010 – 216 1/2011 – 216 2/2011 – 218 3/2011 – 218 4/2011 – 218 5/2011 – 218 6/2011 – 218	N/A – met charter goal
<i>Parent Satisfaction:</i> Each year, parents will	Survey Results	80% of Equality's parents	N/A for Academic Expectations –

<p>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.</p>	<p>completed the 2010-2011 school survey. In addition, Equality improved in every area of the survey for the 2010-2011 school year:</p> <p>Academic Expectation = 7.9 <i>(2009-2010 was 7.4)</i></p> <p>Communication = 7.6 <i>(2009-2010 was 6.9)</i></p> <p>Engagement = 7.5 <i>(2009-2010 was 7.0)</i></p> <p>Safety & Respect = 7.3 <i>(2009-2010 was 6.9)</i></p> <p>Highlights are as follows:</p> <p>92% of parents felt satisfied or very satisfied with “The education and services my child has received this year.”</p> <p>90% of parents felt satisfied or very satisfied with “My opportunities to be involved in my child's education.”</p> <p>96% of parents felt satisfied or very satisfied with “How</p>	<p>charter goal met</p> <p>N/A for Communication – charter goal met</p> <p>N/A for Engagement – charter goal met</p> <p>N/A for Safety & Respect – charter goal met</p>
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		well the school communicates with me.”	
<p><i>Staff Satisfaction:</i> 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.</p>	<p>School Survey Results</p>	<p>100% of Equality’s staff completed the survey. In addition, Equality improved in every area of the survey for the 2010-2011 school year:</p> <p>Academic Expectation = 7.9 (2009-2010 was 7.4)</p> <p>Communication = 7.6 (2009-2010 was 6.9)</p> <p>Engagement = 7.5 (2009-2010 was 7.0)</p> <p>Safety & Respect = 7.3 (2009-2010 was 6.9)</p> <p>Highlights are as follows:</p> <p>100% of staff felt “School leaders let staff know what is expected of them.”</p> <p>95% of staff felt “School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school.”</p>	<p>N/A for Academic Expectations – charter goal met</p> <p>N/A for Communication – charter goal met</p> <p>N/A for Engagement – charter goal met</p> <p>For Safety & Respect, Equality will work to improve the score from 7.1 in order to receive a7.5. The following efforts are being made to ensure that Equality meets this goal for the 2011-2012 school year:</p> <ul style="list-style-type: none"> • Restructuring of job description of Associate Principal to focus on Safety & Respect • Training from outside organization on verbal de-escalation • Monthly training by PBIS trainer in order to effectively implement both RtI and PBIS initiatives <p>Associate Principal will work with their Parental/Community Involvement Committee to address all areas of the survey to ensure that there is an increase in parent satisfaction and to directly address any areas of concern.</p>

		84% of staff felt “I am safe at my school.	
<p><i>Student Satisfaction:</i> Each year, at least 80% of students will express satisfaction with school leadership and professional development opportunities as measured determined by the student 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 students participate in the survey.</p>	Survey Results	<p>98% of Equality’s students completed the survey. In addition, Equality improved in every area of the survey for the 2010-2011 school year:</p> <p>Academic Expectation = 7.9 (2009-2010 was 7.4)</p> <p>Communication = 7.6 (2009-2010 was 6.9)</p> <p>Engagement = 7.5 (2009-2010 was 7.0)</p> <p>Safety & Respect = 7.3 (2009-2010 was 6.9)</p> <p>Highlights are as follows:</p> <p>90% of students felt “Most of the adults I see at school every day know my name or who I am.”</p> <p>84% of students felt “My teachers make me excited about learning.”</p>	<p>N/A for Academic Expectations – charter goal met</p> <p>For Communication, Equality will work to improve the score from 6.6 in order to receive 7.5. Only 35% of students felt comfortable talking to teachers or adults about a problem they are having in class an only 44% felt comfortable talking about something that is bothering them. By having regular morning advisory periods at the school during the 2010-2011 school year, students will have an opportunity to work with their teachers on different activities outside of their content area which will lead to better communication between staff and students.</p> <p>For Engagement, Equality will work to improve the score from 7.2 in order to receive 7.5. When analyzing the data, it can be seen that 72% of students felt teachers connect what they are learning to life outside the classroom. This will be improved by focusing on lesson plans and ensure that planning is done in a way to highlight the importance of material to students.</p>

		80% of students felt “I am safe in the hallways, bathrooms, and locker rooms at my school.”	<p>For Safety & Respect, Equality will work to improve the score from 6.6 in order to receive 7.5. The following efforts are being made to ensure that Equality meets this goal for the 2011-2012 school year:</p> <ul style="list-style-type: none"> • Restructuring of job description of Associate Principal to focus on Safety & Respect • Training from outside organization on verbal de-escalation • Monthly training by PBIS trainer in order to effectively implement both RtI and PBIS initiatives <p>Associate Principal will work with their Parental/Community Involvement Committee to address all areas of the survey to ensure that there is an increase in parent satisfaction and to directly address any areas of concern.</p>
<i>Disciplinary Actions & PBIS:</i> Each year, disciplinary actions, suspension and expulsion rates will be below similar schools ⁹ within NYCDOE as measured by VADIR reports.	VADIR Reports	The VADIR reports are not yet posted for the 2010-2011 school year.	<i>N/A at this time, VADIR not yet released</i>
<i>Disciplinary Actions & PBIS:</i> 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	N/A – met charter goal

		evaluation.	
Financial Goal or Objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
<i>Financial Compliance:</i> 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. ¹⁰	Independent Financial Audit Findings	Equality's independent financial audit has not yet been completed for 2010-2011 school year.	N/A – met charter goal
<i>Financial Viability:</i> Each year, the school will operate on a balanced budget ¹¹ 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

Appendix B: Instructional Timetable

2010-2011 Instructional Time	
Total number of instructional days for the 2010-2011 school year	180 days
First and last day of the 2010-2011 school year	First Day: September 7, 2010 Last Day: June 28, 2011
Length of school day	Staff: 8am-4pm Students: 9am-4pm

Appendix C: Total Expenditures and Administrative Expenditures Per Child

Equality Charter School
2010-11

Total Number of Enrolled Pupils: 215,525

	Total Expenditures	Administrative Expenditures
Total :	\$ 3,076,939.90	\$ 470,219.57
Expenditures Per Pupil:	\$ 14,276.49	\$ 2,181.74

Appendix E: FY 2012 Budget

Equality Charter School

6/30/11

- Budget

2011-2012 Budget
SUMMARY

Header Accounts & GL Codes	FY 2011-2012 Budget
REVENUE	
4100 · State Grants	3,754,194
4200 · Federal Grants	204,307
4300 · Contributions	-
4400 · Fundraising Revenue	5,000
4500 · Misc. Revenues	2,813
TOTAL REVENUE	3,966,314
EXPENSES	
5000 · Personnel Expenses	2,480,260
5100 · Administrative Staff	567,334
5200 · Instructional Staff	1,243,535
5300 · Special Education	543,392

2011-2012 Budget
SUMMARY

Header Accounts & GL Codes	FY 2011-2012 Budget
5400 · Fundraising Staff	-
5500 · Stipends	126,000
6000 · Benefits	688,001
6100 · Direct Educational Expenses	109,406
7000 · Administrative Expenses	80,900
7100 · Professional Services	133,700
7200 · Insurance	15,500
7300 · Professional Development	119,000
7400 · Marketing & Recruitment	6,000
8100 · Facilities	2,000
8200 · Fundraising	3,000
8800 · Misc Expenses	5,129

2011-2012 Budget
SUMMARY

Header Accounts & GL Codes	FY 2011-2012 Budget
TOTAL EXPENSES	3,642,895
NET INCOME (DEFICIT)/SURPLUS	323,419

FY 2011 Budget Narrative

As you know, while there are many moving parts to building a budget, the FY 2011-2012 budget earmarked the finances where they have the greatest impact on students—teaching and learning—starting in the classroom.

Hence, it was essential that we kept our focus on the primary goal—the academic and behavioral development and growth of all our students. Our secondary goal, but by no means less important, was to ensure that we targeted resources to build the capacity of our staff to improve student test scores through improved instruction and broaden their understanding of student development foundational skills.




To that end, being mindful of budget constraints and increasing demands to meet the aforementioned needs, we used a multi prong approach to address our three goals. After careful analysis of aligning need, financials, and existing staff, the FY 2011-2012 budget was built taking in to consideration an expected % decrease in income per student due to a reduction in federal grant funds. The budget also preserves key programs that are vital to the success of Equality Charter School, including READ 180, co-taught classrooms, smaller class size, a variety of professional development to meet the distinctive needs of all learners, and a strong commitment to activities promoted to engage students in the school community (art, home and careers, physical education, health, afterschool athletic program, academic support programs such as book club and Mathletes, etc.).

To accomplish a balanced budget with a surplus, we are keeping new costs to a minimum, with the main increases due to salaries for additional positions, mainly those that service our special needs students, such as a full-time Social Worker and additional Special Education certified teachers. We focused on reconfigured job descriptions, where appropriate, and redeployed resources. The shift in resources is specifically in regards to reduced money spent on materials and conferences in order to fund more affordable, targeted, and thoughtfully planned professional development, in an effort to focus on those areas that will most directly impact our goals: student engagement and differentiation.

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Marc Etienne
2. Charter School Name Equality Charter School
3. Charter Authorizer Entity New York City Department of Education
4. Home Address* 
5. Business Address* _____
6. Daytime Phone* 
7. E-Mail Address* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Academic Accountability Committee, Liaison Committee

9. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?
 Yes No

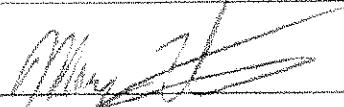
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc. *Please write "None" if applicable. Do not leave this space blank*

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**. *Please write "None" if applicable. Do not leave this space blank*

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
	None			





Signature 

Date 7/8/11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

- 1. Trustee Name (print) Ekvi Mathurin
- 2. Charter School Name Equality Charter School
- 3. Charter Authorizer Entity Department of Education
- 4. Home Address* 
- 5. Business Address* 
- 6. Daytime Phone* 
- 7. E-Mail Address* 

8. List all positions held on board (e.g., chair, treasurer, parent representative)
Academic Accountability, Governance Committee,
Board Chair

9. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?
 Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc. *Please write "None" if applicable. Do not leave this space blank*

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None	None	

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**. *Please write "None" if applicable. Do not leave this space blank*

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	





Signature Elmer A. [Signature]

Date 7/8/11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member Annual Report 2010-11

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

- 1. Trustee Name (print) Edward Hubbard
- 2. Charter School Name Equality Charter School
- 3. Charter Authorizer Entity NYC DOE
- 4. Home Address* 
- 5. Business Address* 
- 6. Daytime Phone* 
- 7. E-Mail Address* 
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)
Treasurer, Trustee

9. Is the trustee an employee of the school? ___ Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?
___ Yes No

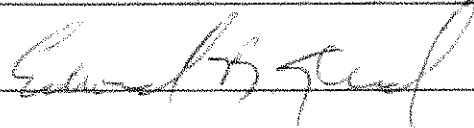
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc. Please write "None" if applicable. Do not leave this space blank

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<u>None</u>		

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**. *Please write "None" if applicable. Do not leave this space blank*

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				





Signature 

Date 7/5/11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

- 1. Trustee Name (print) Stanley Buchesky
- 2. Charter School Name Equality Charter School
- 3. Charter Authorizer Entity NYC
- 4. Home Address* 
- 5. Business Address* 
- 6. Daytime Phone* 
- 7. E-Mail Address* 
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)
member, Finance committee

9. Is the trustee an employee of the school? ___ Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?
___ Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc. Please write "None" if applicable. Do not leave this space blank

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write *None*. Please write "None" if applicable. Do not leave this space blank

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
The McGraw-Hill Companies	Text Books	I don't know.	Self	Text purchases are delegated to the administration.




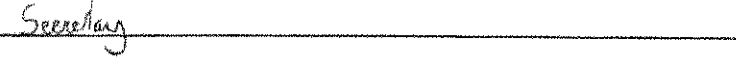
Signature Stanley Buchholz

Date 7/11/11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

- 1. Trustee Name (print) JOSHUA WEITZMAN
- 2. Charter School Name EQUALITY CHARTER SCHOOL
- 3. Charter Authorizer Entity NYC DOE
- 4. Home Address* 
- 5. Business Address* 
- 6. Daytime Phone* 
- 7. E-Mail Address* 
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)
Trustee, Secretary

9. Is the trustee an employee of the school? ___ Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?
___ Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc. Please write "None" if applicable. Do not leave this space blank

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	NONE		

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None. *Please write "None" if applicable. Do not leave this space blank*

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
	None			





Signature John Watson

Date 7/11/11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Jeremy Hendon
2. Charter School Name Equality Charter School
3. Charter Authorizer Entity NY DOE
4. Home Address* 
5. Business Address* 
6. Daytime Phone* 
7. E-Mail Address* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Trustee

9. Is the trustee an employee of the school? ___ Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

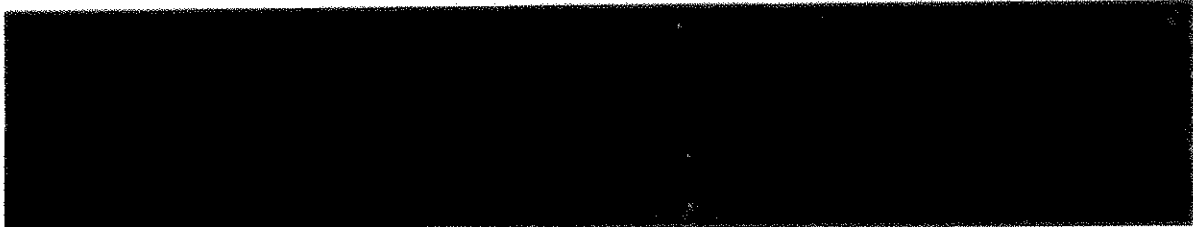
10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?
___ Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc. *Please write "None" if applicable. Do not leave this space blank*

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	NONE		

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None. Please write "None" if applicable. Do not leave this space blank



	NONE			
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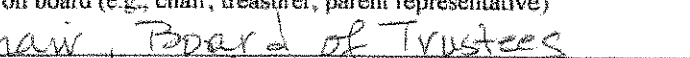
Signature Jeremy Alredal

Date 7/8/04

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

- 1. Trustee Name (print) LINDA BERK
- 2. Charter School Name EDUCATION CHARTER SCHOOL
- 3. Charter Authorizer Entity DOE
- 4. Home Address* 
- 5. Business Address* 
- 6. Daytime Phone* 
- 7. E-Mail Address* 
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)
Vice Chair, Board of Trustees
Chair, Ad Hoc Liaison Committee

9. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?
 Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc. Please write "None" if applicable. Do not leave this space blank

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

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None. *Please write "None" if applicable. Do not leave this space blank*

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
N/A				


Signature Justin Berk

Date July 12, 2011

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Caitlin Franco
2. Charter School Name Equality Charter School
3. Charter Authorizer Entity NYCDOE
4. Home Address 
5. Business Address*4140 Hutchinson River Parkway East, Bronx, NY 10475
6. Daytime Phone*718 320 3032 ext 3253
7. E-Mail Address*Caitlin.franco@equalitycharterschool.org
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Non-voting Board member when I became Principal in February 2011
9. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Principal of the school, start date of July 2009, salary of \$127,115 based on first year NYCDOE principal pay scale

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?
 Yes No

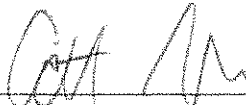
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc. *Please write "None" if applicable. Do not leave this space blank*

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
2010-2011 school year	Salary	Non-voting Board member on all matters	Myself
2010-2011 school year	Salary	Non-voting Board member on all matters	Mark Hines – fiancée/husband

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**. *Please write "None" if applicable. Do not leave this space blank*

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Signature 

Date 7/19/11