

Application: Democracy Preparatory Charter School

Claire Chaney - claire.chaney@democracyprep.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 2021

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

DEMOCRACY PREPARATORY CHARTER SCHOOL 310500860894

a1. Popular School Name

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 5 - MANHATTAN

d. DATE OF INITIAL CHARTER

10/2005

e. DATE FIRST OPENED FOR INSTRUCTION

7/2006

h. SCHOOL WEB ADDRESS (URL)

<http://dpcms.democracyprep.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

915

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

694

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served	6, 7, 8, 9, 10, 11, 12
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Democracy Prep Public Schools
PHYSICAL STREET ADDRESS	1767 Park Ave, Fifth Floor
CITY	New York
STATE	NY
ZIP CODE	10035
EMAIL ADDRESS	danielle.tschirhart@democracyprep.org
CONTACT PERSON NAME	Danielle Tschirhart

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	Yes, 2 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	2230 5th Ave, New York, NY 10037	347-380-1530	NYC CSD 5	6-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nakita Green			
Operational Leader	Cathya Solano			
Compliance Contact	Danielle Tschirhart			
Complaint Contact	Georgina Crawley			
DASA Coordinator	Jordan Stenzel			
Phone Contact for After Hours Emergencies	Ken Mason			

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. 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 expands on 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	Permanent Siting	No		No		Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	222 W. 134th St., New York, NY	347-380-1530	NYC CSD 5	9-12	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Philicia Davis			
Operational Leader	Marlene Aponte			
Compliance Contact	Danielle Tschirhart			
Complaint Contact	Georgina Crawley			
DASA Coordinator	Jordan Stenzel			
Phone Contact for After Hours Emergencies	Ken Mason			

m2b. Is site 2 in public (co-located) space or in private space?

Co-located Space

m2c. 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 expansions 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 2	Permanent Siting	No		No		Yes

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Claire Chaney
Pos t on	Director of Grants Management and Student Information Systems
Phone/Extension	332-215-9374
Email	claire.chaney@democracyprep.org

p. Our signatures (Executive Director/School Leader/Head of S ool and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of S ool and Board President) 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. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

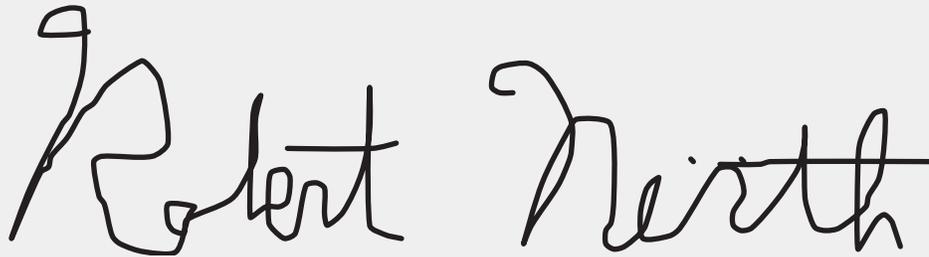
Responses Selected:

Yes

Signature, Head of Charter School

A large, stylized handwritten signature in black ink on a light gray background. The signature is cursive and appears to be 'M. A.' followed by a long horizontal stroke.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and clearly reads 'Robert North'.

Date

Jul 30 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 27 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

DPCS 2020-2021 APPR

Filename: DPCS 2020 2021 APPR.docx **Size:** 1.3 MB

Entry 4 - Audited Financial Statements

Completed Nov 1 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Democracy Prep New York Charter FST with Mgmt Ltr

Filename: Democracy Prep New York Charter FS wpms6Da.pdf **Size:** 703.0 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 1 2021

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2020-21-Audited-Financial-Statement-Template DPCS

Filename: 2020 21 Audited Financial Statemen EhHEIDX.xlsx **Size:** 174.9 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Aug 2 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

DPCS SUNY CSI Budget FY21-22

Filename: DPCS SUNY CSI Budget FY21 22.xlsx **Size:** 511.9 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 3 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the

governing education corporation. Note: Docusign is accepted.

[Financial Disclosure Form - 2020-2021 - Gregory Weston](#)

Filename: Financial Disclosure Form 2020 20 h0uhHym.pdf **Size:** 248.5 kB

[Financial Disclosure Form - 2020-2021 - Brian Berger](#)

Filename: Financial Disclosure Form 2020 20 H2MZfjw.pdf **Size:** 248.7 kB

[Financial Disclosure Form - 2020-2021 - Roger Berg](#)

Filename: Financial Disclosure Form 2020 20 qiGOFul.pdf **Size:** 246.9 kB

[Financial Disclosure Form - 2020-2021 - Ken Weiller](#)

Filename: Financial Disclosure Form 2020 20 9BX3B1S.pdf **Size:** 263.2 kB

[Financial Disclosure Form - 2020-2021 - Ross Frommer](#)

Filename: Financial Disclosure Form 2020 20 OgKp8jL.pdf **Size:** 248.2 kB

[Financial Disclosure Form - 2020-2021 - Sean Windsor](#)

Filename: Financial Disclosure Form 2020 20 Ucrtdel.pdf **Size:** 399.1 kB

[Financial Disclosure Form - 2020-2021 - Stephanie King](#)

Filename: Financial Disclosure Form 2020 20 Q6DICyv.pdf **Size:** 398.1 kB

[Financial Disclosure Form - 2020-2021 - Robert North](#)

Filename: Financial Disclosure Form 2020 20 wxdKVEE.pdf **Size:** 265.5 kB

[Financial Disclosure Form - 2020-2021 - Josh Pristaw](#)

Filename: Financial Disclosure Form 2020 20 UGGWx6t.pdf **Size:** 878.3 kB

[Financial Disclosure Form - 2020-2021 - Brittany Mullings](#)

Filename: Financial Disclosure Form 2020 20 NHwSW0t.pdf **Size:** 398.4 kB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meetings Attended During 2020-2021
1	Dr. Robert North		Chair	Executive Committee	Yes	2	07/01/2019	06/30/2021	11
2	Roger Berg		Secretary	Executive Committee, Academic Accountability Committee	Yes	2	07/01/2019	06/30/2021	11
				Finance and Audit Committee,					

3	Brian Berger		Treasurer	Community and Family Communications Committee, Executive Committee	Yes	2	07/01/2019	06/30/2021	11
4	Brittany Mullings		Trustee/Member	Community and Family Communications Committee	Yes	2	07/01/2019	06/30/2021	6
5	Jake Foley		Trustee/Member	Unassigned as of 07/28/2021	Yes	2	07/01/2020	06/30/2023	7
6	Sean Windsor		Trustee/Member	Finance and Audit Committee	Yes	2	07/01/2019	06/30/2021	9
7	Alastair Wood		Trustee/Member	Academic Accountability Committee, Governance Committee	Yes	2	07/01/2019	06/30/2021	9

8	Josh Pristaw		Vice Chair	Executive Committee, Real Estate Committee	Yes	2	07/01/2019	06/30/2021	10
9	Doug Snyder		Vice Chair	Executive Committee	Yes	2	07/01/2019	06/30/2021	10

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Kenneth J. Weiller		Trustee/Member	Academic Accountability Committee, Development Committee	Yes	2	07/01/2019	06/30/2021	11

11	Greg Weston		Trustee/Member	Real Estate Committee	Yes	2	07/01/2019	06/30/2021	9
12	Khary Barnes		Vice Chair	Executive Committee, Governance Committee	Yes	1	07/10/2019	07/10/2021	6
13	Stephanie King		Trustee/Member	Governance Committee	Yes	1	05/14/2020	05/14/2022	11
14	Far da Ilboudo		Trustee/Member	Development Committee	Yes	1	05/14/2020	05/14/2022	11
15	Ross Frommer		Trustee/Member	Development Committee	Yes	1	07/10/2019	07/10/2021	11

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	15
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	15

3. Number of Board meetings held during 2020-2021

14

4. Number of Board meetings scheduled for 2021-2022

11

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 2 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	Democracy Prep Charter School is open to any child who is eligible under the laws of the State of New York for admission to a public school, and the school ensures compliance with all applicable anti discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the	Democracy Prep Charter School will begin to advertise open registration in October each year,

<p>Economically Disadvantaged</p>	<p>New York Education Law, governing admission to a charter school. DPCS used various outreach efforts in 2020-21 to attract and retain students who are at risk of academic failure and will continue to adopt and implement new measures designed to retain such students in 2021-22 and beyond. Specifically, we contact guidance counselors in elementary, middle and high schools in Community School District 5 in order to identify high needs students who could naturally feed into Democracy Prep Charter School. We also depend on analytical tools to inform recruitment decisions. With support from network resources, Democracy Prep is informed on the neighborhood demographic trends, application to acceptance conversion rates, and previous year's retention rates. This equips canvassers with more targeted walk lists and recruitment strategies.</p>	<p>and conducts Open Houses beginning in January. Interested families will meet with staff and review the expectations of the school. Canvassing staff will visit, with permission, local elementary schools, after school programs, and youth centers, organize numerous open houses, attend school enrollment fairs, canvass neighborhoods door to door to further reach interested families, mail applications to every eligible family in Harlem, and post flyers and notices in local newspapers, supermarkets, and community centers. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>
<p>English Language Learners</p>	<p>DPCS contacts MLL instructors, coordinators, managers, and leaders in the elementary, middle, and high schools in Community School District 5 in order to identify high needs students who could naturally feed into Democracy Prep Charter School. The school directly mails applications to all students in Upper Manhattan and the Bronx and canvasses each housing development in Upper Manhattan in order to drop off enrollment applications at each</p>	<p>DPCS will provide translation services, if necessary, for all promotional materials (e.g., billboards, public transportation advertisements, and canvassing fliers) and any person to person interaction requiring English translation. The school will continue to directly mail applications to all students in Upper Manhattan and the Bronx and canvass each housing development in Upper Manhattan in order to drop off enrollment</p>

	<p>door irrespective of whether a school aged student resides in that apartment. Native Spanish speakers, and in some cases French speakers, accompany canvassing efforts to ensure that Spanish speaking and Francophone families are not precluded from applying. Most printed material also includes a Spanish version.</p>	<p>applications at each door, particularly in areas where a language other than English is primarily spoken. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>
<p>Students with Disabilities</p>	<p>DPCS contacts special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 5 in order to identify high needs students who could naturally feed into Democracy Prep Charter School. DPCS does not collect SPED or MLL data during the application phase. Instead, we use community engagement works in tandem with data metrics. Through programming such as DP Hearts Harlem and summer family ice cream socials, our school is able to establish a footprint in the community we serve and develop meaningful relationships with families by providing opportunities for them to meet principals and staff members in person to discuss DPCS’s special education services.</p>	<p>DPCS strongly encourages a diverse community of students and families and does not discriminate against or limit the admission of any student on any unlawful basis including on the basis of disability. DPCS will continue to contact special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 5 in order to identify high needs students who could naturally feed into Democracy Prep Charter School. DPCS was founded with the intent of recruiting and serving an equal or higher proportion of students with disabilities than the surrounding district and will continue to make a specific effort to recruit into the lottery applicant pool at least 20% of students who have disabilities. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Learning Support for DPCS scholars comes through multiple means, including: clear, engaging, high quality lessons in the classroom with low student to teacher ratios; increased learning time relative to schools in the surrounding district; pull out and push in instruction by DPCS’s Academic Collaboration Team (ACT) members and related services such as counseling, speech, and occupational and physical therapy for students who require it; and after school and Saturday program tutoring for students who require additional individual and small group attention, as determined by assessment data regardless of Special Education or Multilingual Learner classification.</p>	<p>DPCS’s instructional model will continue to incorporate supports for all students struggling academically. All students falling substantially below grade level in reading and math regardless of classification will receive increased attention through small group instruction, individual tutoring, and other intensive academic supports designed to accelerate their academic growth. DPCS also will provide appropriate accommodations to all students progressing through the initial evaluation process prior to confirmation that the student is eligible for special education and related services.</p>
English Language Learners	<p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of MLL students to ensure scholars are supported to meet their goals. Teachers meet with scholars’ families at the end of each trimester to monitor the progress towards their language development goals alongside the overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this</p>	<p>The ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The NYSITELL test will be used to identify students who qualify for our Sheltered English Instruction program for multilingual learners.</p>

	<p>criteria includes major courses being passed, cumulative GPA, AT scores, and attendance rates.</p>	
<p>Students with Disabilities</p>	<p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of IEP students to ensure scholars are supported to meet their goals. Outside of IEP evaluations, teachers meet with scholars' families at the mid and end points of each trimester to monitor the progress towards their IEP goals alongside overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative GPA, AT scores, and attendance rates.</p>	<p>The ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The upfront and transparent communication will allow for a richer academic dialogue around growth to better support the retention of our highest need students.</p>

Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

In Progress Last edited: Aug 2 2021 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 13 School Calendar

Completed Sep 10 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... unless the school's charter requires more instructional time than is required under the regulations."

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Annual Report Submission - School Calendar - 2021-2022

Filename: Annual Report Submission - School C 0sbwsir.pdf **Size:** 285.9 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: **Democracy Preparatory Charter School**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	http://dpcms.democracyprep.org/resources/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	http://dpcms.democracyprep.org/resources/
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://dpchs.democracyprep.org/board-of-directors/
3. Link to NYS School Report Card	http://dpcms.democracyprep.org/resources/
4. Lottery Notice announcing date of lottery	http://democracyprep.org/enroll/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	http://dpcms.democracyprep.org/resources/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://dpcms.democracyprep.org/resources/
7. Authorizer-Approved FOIL Policy	http://dpcms.democracyprep.org/resources/
8. Subject matter list of FOIL records	http://dpcms.democracyprep.org/resources/

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Democracy Preparatory Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Valerie Martinez
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

DEMOCRACY PREPARATORY CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-
<u>OTHER ASSETS</u>	-	-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero

-

-

DEMOCRACY PREPARATORY CHARTER SCHOOL

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 11,286,947	\$ -	\$ 11,286,947	\$ 11,204,889
Students with disabilities	1,038,122	-	1,038,122	920,810
Grants and Contracts				
State and local	56,115	-	56,115	57,955
Federal - Title and IDEA	940,461	-	940,461	525,963
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,321,645	-	13,321,645	12,709,617
EXPENSES				
Program Services				
Regular Education	\$ 7,499,034	\$ -	\$ 7,499,034	\$ 8,186,232
Special Education	1,557,511	-	1,557,511	1,784,080
Other Programs	-	-	-	-
Total Program Services	9,056,545	-	9,056,545	9,970,312
Management and general	1,521,359	-	1,521,359	1,103,813
Fundraising	78,814	-	78,814	75,626
TOTAL OPERATING EXPENSES	10,656,718	-	10,656,718	11,149,751
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	2,664,927	-	2,664,927	1,559,866
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 19,576	\$ 9,951	\$ 29,527	\$ 5,560
Individuals	-	-	-	5,953
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	423,145	-	423,145	552,577
Net assets released from restriction	9,951	(9,951)	-	-
TOTAL SUPPORT AND OTHER REVENUE	452,672	-	452,672	564,090
CHANGE IN NET ASSETS	3,117,599	-	3,117,599	2,123,956
NET ASSETS BEGINNING OF YEAR	4,618,809	21,857	4,640,666	2,516,710
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 7,736,408	\$ 21,857	\$ 7,758,265	\$ 4,640,666

DEMOCRACY PREPARATORY CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

DEMOCRACY PREPARATORY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21						2019-20	
		Program Services			Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	General		
		\$	\$	\$	\$	\$	\$	\$	
Personnel Services Costs									
Administrative Staff Personnel	13.00	410,097	117,170	-	527,267	-	792,011	1,319,278	1,371,286
Instructional Personnel	69.00	3,536,005	689,341	-	4,225,346	-	-	4,225,346	4,291,779
Non-Instructional Personnel	6.00	138,322	26,966	-	165,288	-	-	165,288	240,233
Total Salaries and Staff	88.00	4,084,424	833,477	-	4,917,901	-	792,011	5,709,912	5,903,298
Fringe Benefits & Payroll Taxes		634,096	129,395	-	763,491	-	122,958	886,449	1,005,396
Retirement		150,193	30,649	-	180,842	-	29,124	209,966	321,436
Management Company Fees		1,024,588	236,443	-	1,261,031	78,814	236,443	1,576,288	1,512,521
Legal Service		-	-	-	-	-	-	-	-
Accounting / Audit Services		15,741	3,212	-	18,953	-	3,052	22,005	14,469
Other Purchased / Professional / Consulting Services		104	20	-	124	-	32,035	32,159	20,046
Building and Land Rent / Lease / Facility Finance Interest		482,933	98,548	-	581,481	-	93,646	675,127	662,541
Repairs & Maintenance		72,819	14,860	-	87,679	-	14,120	101,799	115,227
Insurance		62,165	12,685	-	74,850	-	12,054	86,904	124,647
Utilities		178,926	36,512	-	215,438	-	34,696	250,134	205,298
Supplies / Materials		121,225	24,737	-	145,962	-	23,507	169,469	186,028
Equipment / Furnishings		17,445	3,560	-	21,005	-	3,383	24,388	46,152
Staff Development		26,530	5,414	-	31,944	-	5,144	37,088	56,352
Marketing / Recruitment		32,913	6,596	-	39,509	-	3,828	43,337	45,643
Technology		183,237	37,392	-	220,629	-	35,531	256,160	106,874
Food Service		-	-	-	-	-	-	-	-
Student Services		105,959	21,622	-	127,581	-	20,547	148,128	398,514
Office Expense		33,209	6,777	-	39,986	-	6,440	46,426	92,882
Depreciation		207,364	42,315	-	249,679	-	40,210	289,889	185,317
OTHER		65,163	13,297	-	78,460	-	12,630	91,090	147,110
Total Expenses		\$ 7,499,034	\$ 1,557,511	\$ -	\$ 9,056,545	\$ 78,814	\$ 1,521,359	\$ 10,656,718	\$ 11,149,751

Democracy Prep Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 27, 2021

By Claire Chaney

2230 5th Ave, New York, NY 10037
222 W. 134th St., New York, NY 10030
212-281-8247 / 212-281-3061

DEMOCRACY PREP
CHARTER HIGH



DEMOCRACY PREP
CHARTER MIDDLE



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Chrissann Campbell (Data Support Associate) and Claire Chaney (Director of Grants Management and Student Information Systems) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Robert North	Board Chair	Executive Committee
Roger Berg	Secretary	Executive Committee and Academic Accountability Committee
Brian Berger	Treasurer	Executive Committee, Finance and Audit Committee, and Community and Family Communications Committee
Brittany Mullings	Trustee	Community and Family Communications Committee
Jake Foley	Trustee	Not assigned to any committees as of July 28th, 2021
Sean Windsor	Trustee	Finance and Audit Committee
Alastair Wood	Trustee	Academic Accountability Committee and Governance Committee
Josh Pristaw	Vice Chair	Executive Committee and Real Estate Committee
Doug Snyder	Vice Chair	Executive Committee
Kenneth J. Weiller	Trustee	Academic Accountability Committee and Development Committee
Greg Weston	Trustee	Real Estate Committee
Khary Barnes	Vice Chair	Executive Committee and Governance Committee
Stephanie King	Trustee	Governance Committee
Farida Ilboudo	Trustee	Development Committee
Ross Frommer	Trustee	Development Committee

Nakita Green has served as the Middle School Principal since the 2018-19 school year.

Philicia Davis will serve as the High School Principal in the 2021-2022 school year. In the 2020-2021 school year, she was an Assistant Principal at Democracy Prep Harlem High School, another high school within the Democracy Prep Public Schools network.

SCHOOL OVERVIEW

The mission of Democracy Prep Charter School (DPCS) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep Charter School joined the Democracy Prep Public Schools network at the outset of the 2014-15 school year. Based on early evidence of the school's improvement under new management and on the Democracy Prep network's track record of successfully turning around underperforming schools, DPCS earned a full five-year renewal term from the SUNY Charter Schools Institute in March 2015 and again in 2020. The 2020 renewal included authorization to expand to operate an elementary school during the current charter term.

Data from several norm-referenced tests or state exams are not available due to COVID-19 related school building closures and cancellations of state exams. Privately and internally developed formative and summative assessments were used to measure students' progress towards the accountability plan goals. Robust assessment data will continue to be gathered into the 2021-22 school year.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17							99	114	113	123	90	88	78	705
2017-18							105	107	105	125	96	73	80	691
2018-19							111	123	116	122	96	71	65	704
2019-20							114	113	119	121	106	66	64	703
2020-21							68	119	123	121	122	97	66	716

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	69	1	68
2019-20	2016-17	2016	65	2	68
2020-21	2017-18	2017	82	2	80

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	67	1	68
2019-20	2016-17	2016	65	3	68
2020-21	2017-18	2017	80	2	82

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	79	1	80
2019-20	2015-16	2015	63	1	64
2020-21	2016-17	2016	67	1	68

PROMOTION POLICY

High school scholars are held to three different promotional criteria: Attendance, coursework, and assessments.

Excessive absences may jeopardize on-time promotion.

High School Grade Weighting

Grades in high school courses are based on classwork and class participation; homework; and tests, projects, and quizzes.

	9 th	10 th	11 th	12 th
Classwork & Class Participation	30%	30%	20%	20%
Homework	20%	20%	20%	10%
Test, Projects & Quizzes	50%	50%	60%	70%
Total	100%	100%	100%	100%

The only exception is science classes at all grade levels.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- For 9th and 10th in science classes, the 30% for Class Work is split: 20% Class Work and 10% labs.
- For 11th and 12th grade science classes, the 20% for Class Work is split: 10% Class Work and 10% labs.

Overall Grade Weighting

Category	Percentage of Total EOY Grade
T1 Coursework	21.3%
T1 Exam	5.4%
T2 Coursework	21.3%
T2 Exam	5.4%
T3 Coursework	26.6%
T3 Final Exam/Regents	20%
TOTAL	100%

Graduation Requirements. In 12th grade, all Democracy Prep Charter High School seniors will submit and present their Senior Civics Culminating Portfolio. This portfolio will consist of:

- Advanced Regents Diploma (with Korean LOTE for all students entering DPCS in the ninth grade or earlier).
- Satisfactory transcript, earning minimum of 70% in each class.
- Satisfactory PSAT, SAT, SAT II, and ACT scores.
- Demonstrated mastery in the Senior Civics Seminar.
- Successful completion of Civic Skills and Dispositions.
- 83% or above on the U.S. Citizenship Exam.
- Satisfactory discipline record.
- Minimum two college acceptance letters.
- Senior Change the World Project and Research Paper.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Course Requirements:

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Charter School students will meet requirements for high school graduation.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Democracy Prep Charter School has met this goal for one out of the two cohorts, falling just short of meeting the goal in the 2019 cohort. We saw lower than expected percentages of scholars meeting requirements largely due to the challenges that scholars faced in the context of remote instruction. In order to ensure that scholars are on track to meet their goals during this upcoming year, we plan to provide targeted support to scholars who did not earn the required number of credits last year. This support will come both in the form of specific instructional interventions and through increasing the frequency of communication to these scholars’ family members in order to ensure that there are strong partnerships between the school and families to comprehensively support scholars in their academic progress.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	112	73
2020	115	78

ADDITIONAL EVIDENCE

Democracy Prep has historically met this goal, with both cohorts within their first and second year of high school last year surpassing this goal by significant margins. Last year, within the 2018 and 2019 cohorts, the percentages of scholars who were promoted were 94% and 96% respectively. The lower rates seen this year are likely the result of circumstances related to the COVID-19 pandemic, including the larger share of the school year that was spent in remote instruction last year.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The school met the goal, with 76 percent of scholars in the second year cohort passing at least three Regents exams required for graduation.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	92	78
2018	2019-20	84	87
2019	2020-21	112	76

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school’s graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

This year, the school did not meet this goal, as 62.5% of the 2017 cohort graduated after four years. Within the previous two cohorts (2015 and 2016), the school surpassed this goal. The lower 4-year graduation rate that was seen this year was likely caused by the challenges that scholars faced throughout participating in remote instruction.

The school also did not meet the 5-year graduation goal this year, as only 90% of scholars in the 2016 graduation cohort have graduated after 5 years. Within the previous two cohorts (2014 and 2015), the school surpassed this goal. The lower 5-year graduation rate that was seen this year was likely caused by the challenges that scholars faced throughout participating in remote instruction.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	68	84
2016	2019-20	68	84
2017	2020-21	80	62.5

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/cjai/multiple-pathways/>.

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	80	96
2015	2019-20	64	98
2016	2020-21	67	90

ADDITIONAL EVIDENCE

In addition to the impacts of remote instruction, the rigorous coursework that we provide to students creates a higher bar for passing than is seen in many schools. All scholars, including those with at-risk designations, are exposed to rigorous coursework. In addition, scholars across the Democracy Prep network are required to demonstrate mastery of 13 civics skills and dispositions in addition to New York State requirements in order to graduate. In order to ensure scholars have mastered content across subject areas and are prepared for success in college, 70 percent is a passing grade at Democracy Prep network schools (this pass rate was adjusted to a 60% during the pandemic). Setting this high bar for a passing grade ensures a meaningful level of subject mastery.

In order to ensure that we meet these graduation rate goals in the upcoming academic year, we intend to provide targeted interventions for scholars who are not on track to graduate. We will ensure that scholars have the academic support that they need in order to succeed in their coursework, and we will regularly check in with scholars' family members if scholars are not on track to graduate. This will enable us to create lines of communication that will allow schools and families to form strong partnerships in support of scholars' academic outcomes.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Within the 2017 cohort, 62.5% of scholars graduated in the 2020-2021 school year, which was lower than the graduation rate seen in the school district of comparison in the 2019-2020 school year. Therefore, the school did not meet this goal.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	67	82.6	901	61
2016	2019-20	68	83.8	974	74.1
2017	2020-21	80	62.5	n/a	n/a

ADDITIONAL EVIDENCE

The lower graduation rate seen in the 2020-2021 school year was likely due to circumstances related to the COVID-19 pandemic. In previous years, cohorts at Democracy Prep Charter School have graduated at higher rates than those seen in the comparable school district. In the 2015 cohort, Democracy Prep Charter School’s graduation rate was 21.6 percentage points higher than that of the comparable school district, and in the 2016 cohort, the graduation rate was 9.7 percentage points higher than the rate seen in the comparable school district.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Democracy Prep Charter School did not have any scholars pursuing an alternative graduation pathway in the 2020-21 school year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school fully achieved one out of the measures that were applicable to the 2020-2021 school year. In significant part, the decrease seen in the percentage of goals met at Democracy Prep Charter School was due to the impacts of the COVID-19 pandemic and the transition to remote instruction, in which many schools, including Democracy Prep Charter School, saw a decrease in instructional outcomes. Our Network Academics Team has created a comprehensive plan to address learning loss across all Democracy Prep Public Schools, including Democracy Prep Charter School, which will support our ability to ensure that scholars graduate at rates that allow us to meet our goals in the upcoming year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved for 1 out of 2 cohorts
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Did not meet
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not meet
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Did not meet
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents	N/A

	equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	
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ACTION PLAN

There are several actions that Democracy Prep Charter School will be taking in the upcoming year in order to ensure that we meet our accountability goals next year. In the 2021-2022 school year, Democracy Prep Charter School will be focusing on the instructional strategy of learning acceleration to respond to the COVID-19 pandemic. We have added additional time to our tutoring blocks each day to make this learning acceleration as effective as possible. It will also be paired with intersession dates to support scholars who need it the most. The learning acceleration approach focuses on strategic, targeted instruction of the most important skills from previous grade levels, rather than a generalized response to shifting to lower rigor material when scholars have some unfinished learning. Leading the way in this work will be Learning Intervention Coaches at each of Democracy Prep Charter School’s campuses. These campuses will work with the Democracy Prep Public Schools Academics team to support and train school-based staff members in strong execution of learning acceleration, including just-in-time supports and data analysis. This will allow us to respond urgently to the learning loss that has occurred as a result of the COVID-19 pandemic.

Additionally, we will continue to regularly communicate with families in order to create strong partnerships that support scholar graduation rates. The COVID-19 pandemic taught us the importance of ensuring strong partnerships between parents and families in support of scholar outcomes. By keeping families informed about academic progress, we will be able to create comprehensive supports for scholars that enable all stakeholders to work together to ensure that scholars are on track.

Finally, Democracy Prep Charter School and the Democracy Prep Public Schools charter management organization are continuing to refine remote instructional practices and materials in the event that we need to transition to remote learning in the future. The network and the school have made significant investments in technology, including hardware as well as ed tech software, to ensure rigorous, grade-level instruction, the engagement of all scholars, and on-time promotion and graduation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Democracy Prep Charter School will prepare students for success in college.

Using an iterative process inspired by experiences of Democracy Prep Public Schools alumni who have transitioned into college each year and the lessons we learn by supporting them, the College Access and Success Team develops a comprehensive 12th grade curriculum to cover essential elements of being a successful college student.

During the final trimester of senior year, members of the Alumni Relations team conduct 10 seminars with seniors in network schools, including DPCS, covering topics such as Decision Making, Budgeting and Understanding the College Classroom. Through the delivery of this curriculum, we have critical conversations about how to navigate the challenges DPPS alumni typically encounter as they transition to college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Democracy Prep Charter School did not meet this goal, with only 50% of graduates achieving this indicator of college preparation.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	80	40	50
Overall	80	40	50

ADDITIONAL EVIDENCE

Democracy Prep Charter School has historically met this metric. Last year, the percentage of graduates who achieved this measure was 89%, allowing Democracy Prep Charter School to exceed the goal by 14 percentage points. The decrease in the percentage of scholars who achieved this indicator was likely due to circumstances related to the COVID-19 pandemic and the significant portion of the year that scholars spent in remote instruction.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Data validated by the National Student Clearinghouse will not be available until Fall of 2021. Therefore, the data that has been collected thus far is based both on scholar interviews and information that is available through Common App.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	56	55	98
2016	2019-20	57	53	93
2017	2020-21	50	TBD	TBD

ADDITIONAL EVIDENCE

Prior to the pandemic (in the 2018-2019 school year), almost 100% of scholars matriculated into a college or university in the year after graduation. In the 2019-2020 school year, while there was a slight decrease in the percentage of scholars who matriculated into a college or university from the 2018-2019 school year, the percentage of scholars who matriculated still exceeded the goal by 18 percentage points.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Democracy Prep Charter School did not meet the college readiness goal for which data is available. However, historically, Democracy Prep Charter School has seen levels of college matriculation that surpass the goal by significant margins.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not meet
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Data not yet available for the 2020-2021 school year (Democracy Prep Charter School has historically achieved this goal)

ACTION PLAN

In order to ensure that we are able to meet our college preparation goals, we will continue to leverage our research-based college prep curriculum. This will allow us to ensure that throughout scholars' experiences at Democracy Prep Charter Schools, they are mastering the academic skills that are necessary in order to succeed in college and beyond. Additionally, we will continue to consistently provide scholars with the targeted academic supports that they need in order to ensure that we are able to reach high levels of college matriculation for all of our students, including subgroups of students that have historically been underserved, such as scholars with IEPs and scholars who are English Language Learners. Our mission, which is to educate responsible citizen-scholars for success in the college of their choice and a lifetime of active citizenship, applies to all of our scholars. To ensure that we succeed in this mission on behalf of all of our scholars, we will continue to leverage our Academic Collaboration Team to provide tools, strategies, services and supports to any scholar at any Democracy Prep school with at risk, IEP, 504 or ELL status in order to ensure that these scholars are achieving at high levels.

Support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Democracy Prep Charter School's 2021 graduates, particularly in the form of robust communication regarding student wellness and college matriculation and financial aid options. Throughout the COVID-19 pandemic, the network increased the number of microgrants given to scholars due to widespread economic hardship experienced in the communities served by Democracy Prep Public Schools.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Democracy Prep Charter School students will demonstrate proficiency in English Language Arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Democracy Prep Charter School provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at DPCS are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in elementary, middle, and high school participate in assessments throughout the year in order to gauge academic progress.

Prior to COVID-19 related school building closures, Democracy Prep Public Schools selected a new ELA curriculum in order to ensure the most effective available curricular materials are being used in network schools, including Democracy Prep Charter School. During remote instruction, many scholars completed more reading and writing assignments independently than in a typical year. However, consistent individual support provided by the Scholar Support and Academic Collaboration Team was provided to scholars that might normally participate in small group in-person instruction.

METHOD

Democracy Prep Charter School used internally and privately-developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-2021 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The rate of 70 percent was used as the benchmark for proficiency and mastery of standards (while a grade of 60 indicated a passing grade due to the COVID-19 pandemic context).

At the beginning of each year, Democracy Prep Charter School, like all Democracy Prep Public Schools, administers diagnostic assessments in order to develop a baseline understanding of scholars’ levels of academic mastery. The results of these diagnostic assessments inform subsequent academic strategies. Throughout the year, formative and summative assessment results are used to evaluate scholars’ academic progress and understand the levels of growth and achievement that scholars are demonstrating.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Percentage of scholars meeting 70% mastery in ELA (while a rate of 70% was used as the benchmark for proficiency and mastery of standards, a grade of 60 indicated a passing grade due to the COVID-19 pandemic context)**

RESULTS AND EVALUATION

As seen in the table below, the percentage of students meeting 70% in overall grades within each grade level ranged from 50% to 76%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	74%	60%	86%
7	49%	40%	35%
8	50%	0%	38%
9	66%	70%	48%
10	68%	80%	20%
11	76%	80%	67%
12	69%	0%	67%

ADDITIONAL CONTEXT AND EVIDENCE

Within 10th and 11th grade, the percentage of ELL scholars who met the 70% proficiency benchmark was 80%.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Proficiency rates for elementary and middle school grades can be seen below:

- 6th Grade - 74%
- 7th Grade - 49%
- 8th Grade - 50%

ACTION PLAN

Democracy Prep Charter School will collect baseline data during the fall of the 2021-2022 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations. The Democracy Prep Public Schools network adopted a new ELA curriculum during the school year 2019-20 in order to ensure the most effective available materials are being used. In addition, professional development offered by KIPP Wheatley was added to the professional development program in 2020-21.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Democracy Prep Charter School surpassed this goal by 7 percentage points, with 72% of students within the high school Accountability Cohort exceeding Common Core expectations (by scoring at or above Performance Level 4 on the Regents Exam in English Language Arts Common Core Exam) by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	57	85
2016	2019-20	68	0	43	63
2017	2020-21	80	16	46	72

ADDITIONAL EVIDENCE

Scholars in the 2018 cohort have already reached a percentage of 92% of scholars either passing or being exempted from the exam.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	52	81	15	78	80	16	78
2018	N/A	N/A	84	73	87	77	71	92
2019			N/A	N/A	N/A	112	15	50
2020						N/A	N/A	N/A

² Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Democracy Prep Charter School met the goal of at least 80 percent of scholars in the fourth year cohort who have taken the exam scoring a 3. In fact, 100% of scholars with a valid score are at least partially proficient. This goal was met even though those scholars did not have four full years in which to earn a valid exam score.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	0	65	96
2017	2020-21	80	16	64	100

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

97% of the 2018 cohort has already passed or been exempted from the exam, even though scholars in their third year have only had 2.5 years in which to earn a valid exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	73	81	15	99	80	16	80
2018	N/A	N/A	84	73	87	77	75	97
2019			N/A	N/A	N/A	112	15	76
2020						N/A	N/A	N/A

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Democracy Prep Charter School met this goal, with 71% of students with a valid score scoring at least Level 4.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	21	0	14	52
2016	2019-20	27	0	12	44
2017	2020-21	28	11	12	71

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

The school achieved the measure of 75 percent of scholars who were not proficient in ELA in 8th grade scoring at least a 3 on the English Regents exam by their fourth year (among students with a valid score).

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	21	0	21	100
2016	2019-20	27	0	27	100
2017	2020-21	28	11	17	100

ADDITIONAL EVIDENCE

In previous years, Democracy Prep Charter School was able to ensure that 100% of scholars scored at least a 3 among students with a valid score. In both of these years, no scholars were exempted; all scholars who were not proficient in 8th grade took the exam, and 100% scored at least partially proficient.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Charter School achieved all High School English Language Arts goals that were applicable to the 2020-2021 school year, including fourth year measures that were met in fewer than four full years.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The Democracy Prep Public Schools network will be continuing to use the new English Language Arts curriculum that we implemented in 2020-2021 as well as continuing to incorporate professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure

that instruction is data driven and effectively addresses any detrimental impacts of 2021 school building closures on student achievement.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

The Math curriculum at Democracy Prep Charter School is designed to ensure that students master the Common Core State Standards, including the standards for Mathematical Practice. Scholars receive a CCSS-aligned curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year.

METHOD

Democracy Prep Charter School used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. While a passing rate of 70 is typically used as the benchmark for proficiency, a score of 60 indicated a passing grade in the 2020-2021 school year due to the transition to remote instruction and the circumstances of the COVID-19 pandemic.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Proficiency score of 70% was used to indicate mastery (while a score of 60% indicated a passing grade)

RESULTS AND EVALUATION

As seen in the table below, the percentage of students who met 70% in overall grades within each grade level ranged from 42% to 79%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	72%	40%	86%
7	42%	40%	18%
8	44%	0%	32%
9	60%	70%	57%
10	49%	77%	5%
11	49%	25%	33%
12	79%	100%	100%

ADDITIONAL EVIDENCE

The school must continue to address lower rates of proficiency seen in subgroups, including both scholars with IEPs and scholars who are English language learners.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Proficiency rates by grade level within middle school grades can be seen below:

- 6th Grade - 72%
- 7th Grade - 42%
- 8th Grade - 44%

ACTION PLAN

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student

proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The school did not meet the goal of 65% of scholars in the high school Accountability Cohort exceeding Common Core expectations (as measured by scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	55	82
2016	2019-20	68	1	52	78
2017	2020-21	80	3	33	43

ADDITIONAL EVIDENCE

Within the 2015 and 2016 cohorts, Democracy Prep Charter School surpassed this goal. Lower rates of scholars scoring at least a Level 4 on a Regents Mathematics Common Core Exam are likely due to circumstances related to the COVID-19 pandemic and the fact that a larger share of the school year was spent in remote learning.

Within the 2019 cohort, 87% of scholars have already passed or been exempted from this assessment.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	37	81	2	44	80	3	45
2018	85	52	84	6	58	77	6	57
2019			100	66	89	112	73	87
2020						115	58	52

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Democracy Prep Charter School met the goal of at least 80 percent of scholars in the fourth year cohort who have taken the exam scoring a 3. This goal was met even though those scholars did not have four full years in which to earn a valid exam score. In fact, 100% of students who earned a valid score are at least partially proficient, with only 3 scholars exempted from taking the assessment.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	1	65	97
2017	2020-21	80	3	77	100

ADDITIONAL EVIDENCE

Democracy Prep Charter School has historically seen significant success with meeting this metric. Within the 2015 cohort, 99% of scholars who received a valid score scored at least Level 3 (with no scholars being exempted from the exam), and within the 2016 cohort, 97% of scholars who received a valid score scored at least a Level 3 (with only one scholar exempted).

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Within the 2018 cohort, 99% of scholars have either passed or been exempted from the exam.
 Within the 2019 cohort, 92% of scholars have either passed or been exempted from the exam.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	97	81	2	100	80	3	100
2018	85	95	84	6	99	77	6	99
2019			100	66	94	112	73	92
2020						115	58	75

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The school has not met this goal.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	12	0	8	67
2016	2019-20	13	1	4	33
2017	2020-21	28	10	3	17

ADDITIONAL EVIDENCE

Prior to the COVID-19 pandemic (in the 2018-2019 school year), the 2015 cohort surpassed this goal. The lower percentage of scholars who met the goal this year and last year likely is due to circumstances related to the COVID-19 pandemic and the larger share of the school year that was spent in remote learning.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The school achieved the measure of 75 percent of scholars who were not proficient in ELA in 8th grade scoring at least a 3 on the English Regents exam by their fourth year. 100% of scholars who had a valid score scored at a Level 3, indicating at least partial proficiency.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	12	0	12	100
2016	2019-20	13	1	13	100
2017	2020-21	28	10	18	100

ADDITIONAL EVIDENCE

Democracy Prep Charter School has historically seen great success with this metric. Within the 2015 cohort, 100% of scholars who earned a valid score scored at least a Level 3, with all scholars sitting for the test. Within the 2016 cohort, 100% of scholars who earned a valid score scored at least a Level 3, with only one scholar who was exempted.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Democracy Prep Charter School achieved two out of the four outcomes that were applicable to the 2020-2021 school year, achieving multiple fourth year measures in fewer than four full years.

³ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The Democracy Prep Public Schools network has selected a new mathematics curriculum in 2020-21 and has incorporated professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts the school building closures that occurred in the 2019-2020 and 2020-2021 school years on student achievement.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Democracy Prep Charter School students will demonstrate proficiency in science.

BACKGROUND

The Science curriculum at Democracy Prep Charter School is based on the Next Generation Science Standards and is designed to give scholars hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at DPCS put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on the CCSS Reading Informational text standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

METHOD

Democracy Prep Charter Schools used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The rate of 70 percent was used as the benchmark for proficiency and mastery of standards (while a rate of 60 indicated a passing grade due to the COVID-19 pandemic context).

RESULTS AND EVALUATION

As seen in the table below, the percentage of students within each grade level who met proficiency benchmarks ranged from 48% to 77%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	71%	60%	86%
7	48%	40%	24%
8	58%	25%	33%
9	54%	50%	30%
10	66%	80%	30%
11	61%	67%	47%
12	77%	100%	33%

ADDITIONAL CONTEXT AND EVIDENCE

Within the 12th grade, 100% of scholars who are English Language Learners met the 70% benchmark for proficiency based on their overall grades.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Proficiency rates for middle school grades can be seen below:

- 6th Grade - 71%
- 7th Grade - 48%
- 8th Grade - 58%

ACTION PLAN

Professional development in the 2021-22 school year will focus on supporting at-risk scholars in order to address gaps in proficiency between the general population and scholars with an ELL designation and gaps between the general population and scholars with individualized education plans.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the goal of over 75 percent of scholars passing a Science Regents exam by their fourth year. In fact, among students with a valid score, 100 percent of scholars in the fourth year cohort passed a Science exam, even though they did not have four full years in which to earn a valid score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	0	64	94
2017	2020-21	80	3	77	100

ADDITIONAL EVIDENCE

Within the 2018 cohort, 100% of scholars have already passed or been exempted from the exam. Within the 2019 cohort, 93% of scholars have already passed or been exempted from the exam.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	96	81	2	100	80	3	100
2018	85	94	84	9	100	77	9	100
2019			100	93	96	112	94	93
2020						115	19	60

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

⁴ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Democracy Prep Charter School students will demonstrate proficiency in social studies and civics.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Due to the circumstances of the COVID-19 pandemic and the cancellation of assessments, Democracy Prep Charter School does not have sufficient data to determine whether or not this goal was met.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	8	56	93
2017	2020-21	80	53	N/A	N/A

EVALUATION

Due to the circumstances of the COVID-19 pandemic and the cancellation of assessments, Democracy Prep Charter School does not have sufficient data to determine whether or not this goal was met.

ADDITIONAL EVIDENCE

Historically, the school has surpassed this goal. Within the 2015 cohort, 99% of scholars with a valid score passed the exam, with only one scholar exemption. Within the 2016 cohort, 93% of scholars with a valid score passed the exam, with 8 scholar exemptions.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	N/A	N/A	81	51	65	80	53	69
2018	N/A	N/A	84	N/A	N/A	77	N/A	N/A
2019			100	N/A	N/A	112	N/A	N/A
2020						115	N/A	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The school met the goal of at least 75 percent of scholars who had taken the Global History Regents exam by their fourth year earning a score of 65.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	1	63	94
2017	2020-21	80	15	64	90

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

90% of scholars within the 2017 cohort who earned a valid score passed the exam. This percentage surpasses the goal by 15 percentage points.

ADDITIONAL EVIDENCE

Historically, Democracy Prep Charter School has seen significant success with this goal. Within the 2015 cohort, 99% of scholars with a valid score passed the exam, with zero student exemptions. Within the 2016 cohort, 94% of scholars with a valid score passed the exam, with only one scholar exemption.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	68	81	15	97	80	15	99
2018	N/A	N/A	84	72	87	77	70	92
2019			N/A	N/A	N/A	112	N/A	N/A
2020						115	N/A	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Democracy Prep Charter School achieved “Good Standing” status for the 2018-19 school year. The accountability status remained unchanged for the 2019-20 school year and the 2020-2021 school years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Democracy Preparatory Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Valerie Martinez
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

DEMOCRACY PREPARATORY CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-
<u>OTHER ASSETS</u>	-	-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero

-

-

DEMOCRACY PREPARATORY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 11,286,947	\$ -	\$ 11,286,947	\$ 11,204,889
Students with disabilities	1,038,122	-	1,038,122	920,810
Grants and Contracts				
State and local	56,115	-	56,115	57,955
Federal - Title and IDEA	940,461	-	940,461	525,963
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,321,645	-	13,321,645	12,709,617
EXPENSES				
Program Services				
Regular Education	\$ 7,499,034	\$ -	\$ 7,499,034	\$ 8,186,232
Special Education	1,557,511	-	1,557,511	1,784,080
Other Programs	-	-	-	-
Total Program Services	9,056,545	-	9,056,545	9,970,312
Management and general	1,521,359	-	1,521,359	1,103,813
Fundraising	78,814	-	78,814	75,626
TOTAL OPERATING EXPENSES	10,656,718	-	10,656,718	11,149,751
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	2,664,927	-	2,664,927	1,559,866
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 19,576	\$ 9,951	\$ 29,527	\$ 5,560
Individuals	-	-	-	5,953
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	423,145	-	423,145	552,577
Net assets released from restriction	9,951	(9,951)	-	-
TOTAL SUPPORT AND OTHER REVENUE	452,672	-	452,672	564,090
CHANGE IN NET ASSETS	3,117,599	-	3,117,599	2,123,956
NET ASSETS BEGINNING OF YEAR	4,618,809	21,857	4,640,666	2,516,710
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 7,736,408	\$ 21,857	\$ 7,758,265	\$ 4,640,666

DEMOCRACY PREPARATORY CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

DEMOCRACY PREPARATORY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21						2019-20	
		Program Services			Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	General		
		\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs									
Administrative Staff Personnel	13.00	410,097	117,170	-	527,267	-	792,011	1,319,278	1,371,286
Instructional Personnel	69.00	3,536,005	689,341	-	4,225,346	-	-	4,225,346	4,291,779
Non-Instructional Personnel	6.00	138,322	26,966	-	165,288	-	-	165,288	240,233
Total Salaries and Staff	88.00	4,084,424	833,477	-	4,917,901	-	792,011	5,709,912	5,903,298
Fringe Benefits & Payroll Taxes		634,096	129,395	-	763,491	-	122,958	886,449	1,005,396
Retirement		150,193	30,649	-	180,842	-	29,124	209,966	321,436
Management Company Fees		1,024,588	236,443	-	1,261,031	78,814	236,443	1,576,288	1,512,521
Legal Service		-	-	-	-	-	-	-	-
Accounting / Audit Services		15,741	3,212	-	18,953	-	3,052	22,005	14,469
Other Purchased / Professional / Consulting Services		104	20	-	124	-	32,035	32,159	20,046
Building and Land Rent / Lease / Facility Finance Interest		482,933	98,548	-	581,481	-	93,646	675,127	662,541
Repairs & Maintenance		72,819	14,860	-	87,679	-	14,120	101,799	115,227
Insurance		62,165	12,685	-	74,850	-	12,054	86,904	124,647
Utilities		178,926	36,512	-	215,438	-	34,696	250,134	205,298
Supplies / Materials		121,225	24,737	-	145,962	-	23,507	169,469	186,028
Equipment / Furnishings		17,445	3,560	-	21,005	-	3,383	24,388	46,152
Staff Development		26,530	5,414	-	31,944	-	5,144	37,088	56,352
Marketing / Recruitment		32,913	6,596	-	39,509	-	3,828	43,337	45,643
Technology		183,237	37,392	-	220,629	-	35,531	256,160	106,874
Food Service		-	-	-	-	-	-	-	-
Student Services		105,959	21,622	-	127,581	-	20,547	148,128	398,514
Office Expense		33,209	6,777	-	39,986	-	6,440	46,426	92,882
Depreciation		207,364	42,315	-	249,679	-	40,210	289,889	185,317
OTHER		65,163	13,297	-	78,460	-	12,630	91,090	147,110
Total Expenses		\$ 7,499,034	\$ 1,557,511	\$ -	\$ 9,056,545	\$ 78,814	\$ 1,521,359	\$ 10,656,718	\$ 11,149,751

Democracy Prep Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 27, 2021

By Claire Chaney

2230 5th Ave, New York, NY 10037
222 W. 134th St., New York, NY 10030
212-281-8247 / 212-281-3061

DEMOCRACY PREP
CHARTER HIGH



DEMOCRACY PREP
CHARTER MIDDLE



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Chrissann Campbell (Data Support Associate) and Claire Chaney (Director of Grants Management and Student Information Systems) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Robert North	Board Chair	Executive Committee
Roger Berg	Secretary	Executive Committee and Academic Accountability Committee
Brian Berger	Treasurer	Executive Committee, Finance and Audit Committee, and Community and Family Communications Committee
Brittany Mullings	Trustee	Community and Family Communications Committee
Jake Foley	Trustee	Not assigned to any committees as of July 28th, 2021
Sean Windsor	Trustee	Finance and Audit Committee
Alastair Wood	Trustee	Academic Accountability Committee and Governance Committee
Josh Pristaw	Vice Chair	Executive Committee and Real Estate Committee
Doug Snyder	Vice Chair	Executive Committee
Kenneth J. Weiller	Trustee	Academic Accountability Committee and Development Committee
Greg Weston	Trustee	Real Estate Committee
Khary Barnes	Vice Chair	Executive Committee and Governance Committee
Stephanie King	Trustee	Governance Committee
Farida Ilboudo	Trustee	Development Committee
Ross Frommer	Trustee	Development Committee

Nakita Green has served as the Middle School Principal since the 2018-19 school year.

Philicia Davis will serve as the High School Principal in the 2021-2022 school year. In the 2020-2021 school year, she was an Assistant Principal at Democracy Prep Harlem High School, another high school within the Democracy Prep Public Schools network.

SCHOOL OVERVIEW

The mission of Democracy Prep Charter School (DPCS) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep Charter School joined the Democracy Prep Public Schools network at the outset of the 2014-15 school year. Based on early evidence of the school's improvement under new management and on the Democracy Prep network's track record of successfully turning around underperforming schools, DPCS earned a full five-year renewal term from the SUNY Charter Schools Institute in March 2015 and again in 2020. The 2020 renewal included authorization to expand to operate an elementary school during the current charter term.

Data from several norm-referenced tests or state exams are not available due to COVID-19 related school building closures and cancellations of state exams. Privately and internally developed formative and summative assessments were used to measure students' progress towards the accountability plan goals. Robust assessment data will continue to be gathered into the 2021-22 school year.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17							99	114	113	123	90	88	78	705
2017-18							105	107	105	125	96	73	80	691
2018-19							111	123	116	122	96	71	65	704
2019-20							114	113	119	121	106	66	64	703
2020-21							68	119	123	121	122	97	66	716

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	69	1	68
2019-20	2016-17	2016	65	2	68
2020-21	2017-18	2017	82	2	80

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	67	1	68
2019-20	2016-17	2016	65	3	68
2020-21	2017-18	2017	80	2	82

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	79	1	80
2019-20	2015-16	2015	63	1	64
2020-21	2016-17	2016	67	1	68

PROMOTION POLICY

High school scholars are held to three different promotional criteria: Attendance, coursework, and assessments.

Excessive absences may jeopardize on-time promotion.

High School Grade Weighting

Grades in high school courses are based on classwork and class participation; homework; and tests, projects, and quizzes.

	9 th	10 th	11 th	12 th
Classwork & Class Participation	30%	30%	20%	20%
Homework	20%	20%	20%	10%
Test, Projects & Quizzes	50%	50%	60%	70%
Total	100%	100%	100%	100%

The only exception is science classes at all grade levels.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- For 9th and 10th in science classes, the 30% for Class Work is split: 20% Class Work and 10% labs.
- For 11th and 12th grade science classes, the 20% for Class Work is split: 10% Class Work and 10% labs.

Overall Grade Weighting

Category	Percentage of Total EOY Grade
T1 Coursework	21.3%
T1 Exam	5.4%
T2 Coursework	21.3%
T2 Exam	5.4%
T3 Coursework	26.6%
T3 Final Exam/Regents	20%
TOTAL	100%

Graduation Requirements. In 12th grade, all Democracy Prep Charter High School seniors will submit and present their Senior Civics Culminating Portfolio. This portfolio will consist of:

- Advanced Regents Diploma (with Korean LOTE for all students entering DPCS in the ninth grade or earlier).
- Satisfactory transcript, earning minimum of 70% in each class.
- Satisfactory PSAT, SAT, SAT II, and ACT scores.
- Demonstrated mastery in the Senior Civics Seminar.
- Successful completion of Civic Skills and Dispositions.
- 83% or above on the U.S. Citizenship Exam.
- Satisfactory discipline record.
- Minimum two college acceptance letters.
- Senior Change the World Project and Research Paper.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Course Requirements:

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Charter School students will meet requirements for high school graduation.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

Democracy Prep Charter School has met this goal for one out of the two cohorts, falling just short of meeting the goal in the 2019 cohort. We saw lower than expected percentages of scholars meeting requirements largely due to the challenges that scholars faced in the context of remote instruction. In order to ensure that scholars are on track to meet their goals during this upcoming year, we plan to provide targeted support to scholars who did not earn the required number of credits last year. This support will come both in the form of specific instructional interventions and through increasing the frequency of communication to these scholars’ family members in order to ensure that there are strong partnerships between the school and families to comprehensively support scholars in their academic progress.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	112	73
2020	115	78

ADDITIONAL EVIDENCE

Democracy Prep has historically met this goal, with both cohorts within their first and second year of high school last year surpassing this goal by significant margins. Last year, within the 2018 and 2019 cohorts, the percentages of scholars who were promoted were 94% and 96% respectively. The lower rates seen this year are likely the result of circumstances related to the COVID-19 pandemic, including the larger share of the school year that was spent in remote instruction last year.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The school met the goal, with 76 percent of scholars in the second year cohort passing at least three Regents exams required for graduation.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	92	78
2018	2019-20	84	87
2019	2020-21	112	76

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school’s graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

This year, the school did not meet this goal, as 62.5% of the 2017 cohort graduated after four years. Within the previous two cohorts (2015 and 2016), the school surpassed this goal. The lower 4-year graduation rate that was seen this year was likely caused by the challenges that scholars faced throughout participating in remote instruction.

The school also did not meet the 5-year graduation goal this year, as only 90% of scholars in the 2016 graduation cohort have graduated after 5 years. Within the previous two cohorts (2014 and 2015), the school surpassed this goal. The lower 5-year graduation rate that was seen this year was likely caused by the challenges that scholars faced throughout participating in remote instruction.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	68	84
2016	2019-20	68	84
2017	2020-21	80	62.5

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/cjai/multiple-pathways/>.

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	80	96
2015	2019-20	64	98
2016	2020-21	67	90

ADDITIONAL EVIDENCE

In addition to the impacts of remote instruction, the rigorous coursework that we provide to students creates a higher bar for passing than is seen in many schools. All scholars, including those with at-risk designations, are exposed to rigorous coursework. In addition, scholars across the Democracy Prep network are required to demonstrate mastery of 13 civics skills and dispositions in addition to New York State requirements in order to graduate. In order to ensure scholars have mastered content across subject areas and are prepared for success in college, 70 percent is a passing grade at Democracy Prep network schools (this pass rate was adjusted to a 60% during the pandemic). Setting this high bar for a passing grade ensures a meaningful level of subject mastery.

In order to ensure that we meet these graduation rate goals in the upcoming academic year, we intend to provide targeted interventions for scholars who are not on track to graduate. We will ensure that scholars have the academic support that they need in order to succeed in their coursework, and we will regularly check in with scholars' family members if scholars are not on track to graduate. This will enable us to create lines of communication that will allow schools and families to form strong partnerships in support of scholars' academic outcomes.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Within the 2017 cohort, 62.5% of scholars graduated in the 2020-2021 school year, which was lower than the graduation rate seen in the school district of comparison in the 2019-2020 school year. Therefore, the school did not meet this goal.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	67	82.6	901	61
2016	2019-20	68	83.8	974	74.1
2017	2020-21	80	62.5	n/a	n/a

ADDITIONAL EVIDENCE

The lower graduation rate seen in the 2020-2021 school year was likely due to circumstances related to the COVID-19 pandemic. In previous years, cohorts at Democracy Prep Charter School have graduated at higher rates than those seen in the comparable school district. In the 2015 cohort, Democracy Prep Charter School’s graduation rate was 21.6 percentage points higher than that of the comparable school district, and in the 2016 cohort, the graduation rate was 9.7 percentage points higher than the rate seen in the comparable school district.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Democracy Prep Charter School did not have any scholars pursuing an alternative graduation pathway in the 2020-21 school year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school fully achieved one out of the measures that were applicable to the 2020-2021 school year. In significant part, the decrease seen in the percentage of goals met at Democracy Prep Charter School was due to the impacts of the COVID-19 pandemic and the transition to remote instruction, in which many schools, including Democracy Prep Charter School, saw a decrease in instructional outcomes. Our Network Academics Team has created a comprehensive plan to address learning loss across all Democracy Prep Public Schools, including Democracy Prep Charter School, which will support our ability to ensure that scholars graduate at rates that allow us to meet our goals in the upcoming year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved for 1 out of 2 cohorts
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Did not meet
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not meet
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Did not meet
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents	N/A

	equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	
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ACTION PLAN

There are several actions that Democracy Prep Charter School will be taking in the upcoming year in order to ensure that we meet our accountability goals next year. In the 2021-2022 school year, Democracy Prep Charter School will be focusing on the instructional strategy of learning acceleration to respond to the COVID-19 pandemic. We have added additional time to our tutoring blocks each day to make this learning acceleration as effective as possible. It will also be paired with intersession dates to support scholars who need it the most. The learning acceleration approach focuses on strategic, targeted instruction of the most important skills from previous grade levels, rather than a generalized response to shifting to lower rigor material when scholars have some unfinished learning. Leading the way in this work will be Learning Intervention Coaches at each of Democracy Prep Charter School’s campuses. These campuses will work with the Democracy Prep Public Schools Academics team to support and train school-based staff members in strong execution of learning acceleration, including just-in-time supports and data analysis. This will allow us to respond urgently to the learning loss that has occurred as a result of the COVID-19 pandemic.

Additionally, we will continue to regularly communicate with families in order to create strong partnerships that support scholar graduation rates. The COVID-19 pandemic taught us the importance of ensuring strong partnerships between parents and families in support of scholar outcomes. By keeping families informed about academic progress, we will be able to create comprehensive supports for scholars that enable all stakeholders to work together to ensure that scholars are on track.

Finally, Democracy Prep Charter School and the Democracy Prep Public Schools charter management organization are continuing to refine remote instructional practices and materials in the event that we need to transition to remote learning in the future. The network and the school have made significant investments in technology, including hardware as well as ed tech software, to ensure rigorous, grade-level instruction, the engagement of all scholars, and on-time promotion and graduation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Democracy Prep Charter School will prepare students for success in college.

Using an iterative process inspired by experiences of Democracy Prep Public Schools alumni who have transitioned into college each year and the lessons we learn by supporting them, the College Access and Success Team develops a comprehensive 12th grade curriculum to cover essential elements of being a successful college student.

During the final trimester of senior year, members of the Alumni Relations team conduct 10 seminars with seniors in network schools, including DPCS, covering topics such as Decision Making, Budgeting and Understanding the College Classroom. Through the delivery of this curriculum, we have critical conversations about how to navigate the challenges DPPS alumni typically encounter as they transition to college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Democracy Prep Charter School did not meet this goal, with only 50% of graduates achieving this indicator of college preparation.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	80	40	50
Overall	80	40	50

ADDITIONAL EVIDENCE

Democracy Prep Charter School has historically met this metric. Last year, the percentage of graduates who achieved this measure was 89%, allowing Democracy Prep Charter School to exceed the goal by 14 percentage points. The decrease in the percentage of scholars who achieved this indicator was likely due to circumstances related to the COVID-19 pandemic and the significant portion of the year that scholars spent in remote instruction.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Data validated by the National Student Clearinghouse will not be available until Fall of 2021. Therefore, the data that has been collected thus far is based both on scholar interviews and information that is available through Common App.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2015	2018-19	56	55	98
2016	2019-20	57	53	93
2017	2020-21	50	TBD	TBD

ADDITIONAL EVIDENCE

Prior to the pandemic (in the 2018-2019 school year), almost 100% of scholars matriculated into a college or university in the year after graduation. In the 2019-2020 school year, while there was a slight decrease in the percentage of scholars who matriculated into a college or university from the 2018-2019 school year, the percentage of scholars who matriculated still exceeded the goal by 18 percentage points.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Democracy Prep Charter School did not meet the college readiness goal for which data is available. However, historically, Democracy Prep Charter School has seen levels of college matriculation that surpass the goal by significant margins.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not meet
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Data not yet available for the 2020-2021 school year (Democracy Prep Charter School has historically achieved this goal)

ACTION PLAN

In order to ensure that we are able to meet our college preparation goals, we will continue to leverage our research-based college prep curriculum. This will allow us to ensure that throughout scholars' experiences at Democracy Prep Charter Schools, they are mastering the academic skills that are necessary in order to succeed in college and beyond. Additionally, we will continue to consistently provide scholars with the targeted academic supports that they need in order to ensure that we are able to reach high levels of college matriculation for all of our students, including subgroups of students that have historically been underserved, such as scholars with IEPs and scholars who are English Language Learners. Our mission, which is to educate responsible citizen-scholars for success in the college of their choice and a lifetime of active citizenship, applies to all of our scholars. To ensure that we succeed in this mission on behalf of all of our scholars, we will continue to leverage our Academic Collaboration Team to provide tools, strategies, services and supports to any scholar at any Democracy Prep school with at risk, IEP, 504 or ELL status in order to ensure that these scholars are achieving at high levels.

Support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Democracy Prep Charter School's 2021 graduates, particularly in the form of robust communication regarding student wellness and college matriculation and financial aid options. Throughout the COVID-19 pandemic, the network increased the number of microgrants given to scholars due to widespread economic hardship experienced in the communities served by Democracy Prep Public Schools.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Democracy Prep Charter School students will demonstrate proficiency in English Language Arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Democracy Prep Charter School provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at DPCS are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in elementary, middle, and high school participate in assessments throughout the year in order to gauge academic progress.

Prior to COVID-19 related school building closures, Democracy Prep Public Schools selected a new ELA curriculum in order to ensure the most effective available curricular materials are being used in network schools, including Democracy Prep Charter School. During remote instruction, many scholars completed more reading and writing assignments independently than in a typical year. However, consistent individual support provided by the Scholar Support and Academic Collaboration Team was provided to scholars that might normally participate in small group in-person instruction.

METHOD

Democracy Prep Charter School used internally and privately-developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-2021 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The rate of 70 percent was used as the benchmark for proficiency and mastery of standards (while a grade of 60 indicated a passing grade due to the COVID-19 pandemic context).

At the beginning of each year, Democracy Prep Charter School, like all Democracy Prep Public Schools, administers diagnostic assessments in order to develop a baseline understanding of scholars’ levels of academic mastery. The results of these diagnostic assessments inform subsequent academic strategies. Throughout the year, formative and summative assessment results are used to evaluate scholars’ academic progress and understand the levels of growth and achievement that scholars are demonstrating.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Percentage of scholars meeting 70% mastery in ELA (while a rate of 70% was used as the benchmark for proficiency and mastery of standards, a grade of 60 indicated a passing grade due to the COVID-19 pandemic context)**

RESULTS AND EVALUATION

As seen in the table below, the percentage of students meeting 70% in overall grades within each grade level ranged from 50% to 76%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	74%	60%	86%
7	49%	40%	35%
8	50%	0%	38%
9	66%	70%	48%
10	68%	80%	20%
11	76%	80%	67%
12	69%	0%	67%

ADDITIONAL CONTEXT AND EVIDENCE

Within 10th and 11th grade, the percentage of ELL scholars who met the 70% proficiency benchmark was 80%.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Proficiency rates for elementary and middle school grades can be seen below:

- 6th Grade - 74%
- 7th Grade - 49%
- 8th Grade - 50%

ACTION PLAN

Democracy Prep Charter School will collect baseline data during the fall of the 2021-2022 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations. The Democracy Prep Public Schools network adopted a new ELA curriculum during the school year 2019-20 in order to ensure the most effective available materials are being used. In addition, professional development offered by KIPP Wheatley was added to the professional development program in 2020-21.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Democracy Prep Charter School surpassed this goal by 7 percentage points, with 72% of students within the high school Accountability Cohort exceeding Common Core expectations (by scoring at or above Performance Level 4 on the Regents Exam in English Language Arts Common Core Exam) by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	57	85
2016	2019-20	68	0	43	63
2017	2020-21	80	16	46	72

ADDITIONAL EVIDENCE

Scholars in the 2018 cohort have already reached a percentage of 92% of scholars either passing or being exempted from the exam.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	52	81	15	78	80	16	78
2018	N/A	N/A	84	73	87	77	71	92
2019			N/A	N/A	N/A	112	15	50
2020						N/A	N/A	N/A

² Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Democracy Prep Charter School met the goal of at least 80 percent of scholars in the fourth year cohort who have taken the exam scoring a 3. In fact, 100% of scholars with a valid score are at least partially proficient. This goal was met even though those scholars did not have four full years in which to earn a valid exam score.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	0	65	96
2017	2020-21	80	16	64	100

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

97% of the 2018 cohort has already passed or been exempted from the exam, even though scholars in their third year have only had 2.5 years in which to earn a valid exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	73	81	15	99	80	16	80
2018	N/A	N/A	84	73	87	77	75	97
2019			N/A	N/A	N/A	112	15	76
2020						N/A	N/A	N/A

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Democracy Prep Charter School met this goal, with 71% of students with a valid score scoring at least Level 4.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	21	0	14	52
2016	2019-20	27	0	12	44
2017	2020-21	28	11	12	71

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

The school achieved the measure of 75 percent of scholars who were not proficient in ELA in 8th grade scoring at least a 3 on the English Regents exam by their fourth year (among students with a valid score).

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	21	0	21	100
2016	2019-20	27	0	27	100
2017	2020-21	28	11	17	100

ADDITIONAL EVIDENCE

In previous years, Democracy Prep Charter School was able to ensure that 100% of scholars scored at least a 3 among students with a valid score. In both of these years, no scholars were exempted; all scholars who were not proficient in 8th grade took the exam, and 100% scored at least partially proficient.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Charter School achieved all High School English Language Arts goals that were applicable to the 2020-2021 school year, including fourth year measures that were met in fewer than four full years.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The Democracy Prep Public Schools network will be continuing to use the new English Language Arts curriculum that we implemented in 2020-2021 as well as continuing to incorporate professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure

that instruction is data driven and effectively addresses any detrimental impacts of 2021 school building closures on student achievement.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

The Math curriculum at Democracy Prep Charter School is designed to ensure that students master the Common Core State Standards, including the standards for Mathematical Practice. Scholars receive a CCSS-aligned curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year.

METHOD

Democracy Prep Charter School used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. While a passing rate of 70 is typically used as the benchmark for proficiency, a score of 60 indicated a passing grade in the 2020-2021 school year due to the transition to remote instruction and the circumstances of the COVID-19 pandemic.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Proficiency score of 70% was used to indicate mastery (while a score of 60% indicated a passing grade)

RESULTS AND EVALUATION

As seen in the table below, the percentage of students who met 70% in overall grades within each grade level ranged from 42% to 79%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	72%	40%	86%
7	42%	40%	18%
8	44%	0%	32%
9	60%	70%	57%
10	49%	77%	5%
11	49%	25%	33%
12	79%	100%	100%

ADDITIONAL EVIDENCE

The school must continue to address lower rates of proficiency seen in subgroups, including both scholars with IEPs and scholars who are English language learners.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Proficiency rates by grade level within middle school grades can be seen below:

- 6th Grade - 72%
- 7th Grade - 42%
- 8th Grade - 44%

ACTION PLAN

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student

proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The school did not meet the goal of 65% of scholars in the high school Accountability Cohort exceeding Common Core expectations (as measured by scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	55	82
2016	2019-20	68	1	52	78
2017	2020-21	80	3	33	43

ADDITIONAL EVIDENCE

Within the 2015 and 2016 cohorts, Democracy Prep Charter School surpassed this goal. Lower rates of scholars scoring at least a Level 4 on a Regents Mathematics Common Core Exam are likely due to circumstances related to the COVID-19 pandemic and the fact that a larger share of the school year was spent in remote learning.

Within the 2019 cohort, 87% of scholars have already passed or been exempted from this assessment.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	37	81	2	44	80	3	45
2018	85	52	84	6	58	77	6	57
2019			100	66	89	112	73	87
2020						115	58	52

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Democracy Prep Charter School met the goal of at least 80 percent of scholars in the fourth year cohort who have taken the exam scoring a 3. This goal was met even though those scholars did not have four full years in which to earn a valid exam score. In fact, 100% of students who earned a valid score are at least partially proficient, with only 3 scholars exempted from taking the assessment.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	1	65	97
2017	2020-21	80	3	77	100

ADDITIONAL EVIDENCE

Democracy Prep Charter School has historically seen significant success with meeting this metric. Within the 2015 cohort, 99% of scholars who received a valid score scored at least Level 3 (with no scholars being exempted from the exam), and within the 2016 cohort, 97% of scholars who received a valid score scored at least a Level 3 (with only one scholar exempted).

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Within the 2018 cohort, 99% of scholars have either passed or been exempted from the exam.
 Within the 2019 cohort, 92% of scholars have either passed or been exempted from the exam.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	97	81	2	100	80	3	100
2018	85	95	84	6	99	77	6	99
2019			100	66	94	112	73	92
2020						115	58	75

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The school has not met this goal.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	12	0	8	67
2016	2019-20	13	1	4	33
2017	2020-21	28	10	3	17

ADDITIONAL EVIDENCE

Prior to the COVID-19 pandemic (in the 2018-2019 school year), the 2015 cohort surpassed this goal. The lower percentage of scholars who met the goal this year and last year likely is due to circumstances related to the COVID-19 pandemic and the larger share of the school year that was spent in remote learning.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The school achieved the measure of 75 percent of scholars who were not proficient in ELA in 8th grade scoring at least a 3 on the English Regents exam by their fourth year. 100% of scholars who had a valid score scored at a Level 3, indicating at least partial proficiency.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	12	0	12	100
2016	2019-20	13	1	13	100
2017	2020-21	28	10	18	100

ADDITIONAL EVIDENCE

Democracy Prep Charter School has historically seen great success with this metric. Within the 2015 cohort, 100% of scholars who earned a valid score scored at least a Level 3, with all scholars sitting for the test. Within the 2016 cohort, 100% of scholars who earned a valid score scored at least a Level 3, with only one scholar who was exempted.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Democracy Prep Charter School achieved two out of the four outcomes that were applicable to the 2020-2021 school year, achieving multiple fourth year measures in fewer than four full years.

³ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The Democracy Prep Public Schools network has selected a new mathematics curriculum in 2020-21 and has incorporated professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts the school building closures that occurred in the 2019-2020 and 2020-2021 school years on student achievement.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Democracy Prep Charter School students will demonstrate proficiency in science.

BACKGROUND

The Science curriculum at Democracy Prep Charter School is based on the Next Generation Science Standards and is designed to give scholars hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at DPCS put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on the CCSS Reading Informational text standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

METHOD

Democracy Prep Charter Schools used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The rate of 70 percent was used as the benchmark for proficiency and mastery of standards (while a rate of 60 indicated a passing grade due to the COVID-19 pandemic context).

RESULTS AND EVALUATION

As seen in the table below, the percentage of students within each grade level who met proficiency benchmarks ranged from 48% to 77%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3			
4			
5			
6	71%	60%	86%
7	48%	40%	24%
8	58%	25%	33%
9	54%	50%	30%
10	66%	80%	30%
11	61%	67%	47%
12	77%	100%	33%

ADDITIONAL CONTEXT AND EVIDENCE

Within the 12th grade, 100% of scholars who are English Language Learners met the 70% benchmark for proficiency based on their overall grades.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Proficiency rates for middle school grades can be seen below:

- 6th Grade - 71%
- 7th Grade - 48%
- 8th Grade - 58%

ACTION PLAN

Professional development in the 2021-22 school year will focus on supporting at-risk scholars in order to address gaps in proficiency between the general population and scholars with an ELL designation and gaps between the general population and scholars with individualized education plans.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The school met the goal of over 75 percent of scholars passing a Science Regents exam by their fourth year. In fact, among students with a valid score, 100 percent of scholars in the fourth year cohort passed a Science exam, even though they did not have four full years in which to earn a valid score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	0	64	94
2017	2020-21	80	3	77	100

ADDITIONAL EVIDENCE

Within the 2018 cohort, 100% of scholars have already passed or been exempted from the exam. Within the 2019 cohort, 93% of scholars have already passed or been exempted from the exam.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	96	81	2	100	80	3	100
2018	85	94	84	9	100	77	9	100
2019			100	93	96	112	94	93
2020						115	19	60

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

⁴ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Democracy Prep Charter School students will demonstrate proficiency in social studies and civics.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Due to the circumstances of the COVID-19 pandemic and the cancellation of assessments, Democracy Prep Charter School does not have sufficient data to determine whether or not this goal was met.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	8	56	93
2017	2020-21	80	53	N/A	N/A

EVALUATION

Due to the circumstances of the COVID-19 pandemic and the cancellation of assessments, Democracy Prep Charter School does not have sufficient data to determine whether or not this goal was met.

ADDITIONAL EVIDENCE

Historically, the school has surpassed this goal. Within the 2015 cohort, 99% of scholars with a valid score passed the exam, with only one scholar exemption. Within the 2016 cohort, 93% of scholars with a valid score passed the exam, with 8 scholar exemptions.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	N/A	N/A	81	51	65	80	53	69
2018	N/A	N/A	84	N/A	N/A	77	N/A	N/A
2019			100	N/A	N/A	112	N/A	N/A
2020						115	N/A	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The school met the goal of at least 75 percent of scholars who had taken the Global History Regents exam by their fourth year earning a score of 65.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	67	0	66	99
2016	2019-20	68	1	63	94
2017	2020-21	80	15	64	90

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

90% of scholars within the 2017 cohort who earned a valid score passed the exam. This percentage surpasses the goal by 15 percentage points.

ADDITIONAL EVIDENCE

Historically, Democracy Prep Charter School has seen significant success with this goal. Within the 2015 cohort, 99% of scholars with a valid score passed the exam, with zero student exemptions. Within the 2016 cohort, 94% of scholars with a valid score passed the exam, with only one scholar exemption.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	92	68	81	15	97	80	15	99
2018	N/A	N/A	84	72	87	77	70	92
2019			N/A	N/A	N/A	112	N/A	N/A
2020						115	N/A	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Democracy Prep Charter School achieved “Good Standing” status for the 2018-19 school year. The accountability status remained unchanged for the 2019-20 school year and the 2020-2021 school years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Democracy Preparatory Charter School

SCHOOL

Name:	Democracy Preparatory Charter School
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CONTACT INFORMATION

Contact Name:	Valerie Martinez
Contact Title:	Chief Financial Officer
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

DEMOCRACY PREPARATORY CHARTER SCHOOL
2021-22

ENROLLMENT BY GRADES

GRADES	9	10	11	12
INITIAL BUDGETED ENROLLMENT	110	110	90	70
TOTAL ENROLLMENT = 680				

K	1	2	3	4	5	6	7	8
	680	0	680	0	680	0	680	0
	1	0	1	0	1	0	1	0
	Original	Revised	Original	Revised	Original	Revised	Original	Revised
	1	0	1	0	1	0	1	0
	680	0	680	0	680	0	680	0

ENROLLMENT BY DISTRICT

PRIOR YEAR ACTUAL	705
2020-21	700
5	

ANNUAL BUDGET	TOTAL DISTRICTS/ENROLLMENT BY QUARTER							
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised
	1	0	1	0	1	0	1	0
	680	0	680	0	680	0	680	0

*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

ANNUAL BUDGET	TOTAL DISTRICTS/ENROLLMENT BY QUARTER							
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised
	1	0	1	0	1	0	1	0
	680	0	680	0	680	0	680	0

ACTUAL QUARTERLY	TOTAL DISTRICTS/ENROLLMENT			
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Actual	Actual	Actual	Actual
	0	0	0	0
	0	0	0	0

ANNUAL BUDGET	ENROLLMENT BY QUARTER							
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised
	680	0	680	0	680	0	680	0

ACTUAL ENROLLMENT BY QUARTER	TOTAL DISTRICTS/ENROLLMENT			
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Actual	Actual	Actual	Actual
	0	0	0	0
	0	0	0	0

ACTUAL ENROLLMENT BY QUARTER	TOTAL DISTRICTS/ENROLLMENT			
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Actual	Actual	Actual	Actual
	0	0	0	0
	0	0	0	0

ANNUAL BUDGET	ENROLLMENT BY QUARTER							
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised
	680	0	680	0	680	0	680	0

PRIOR YEAR ACTUAL	TOTAL DISTRICTS/ENROLLMENT BY QUARTER							
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised
	680	0	680	0	680	0	680	0

PRIMARY/OTHER	TOTAL DISTRICTS/ENROLLMENT BY QUARTER							
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
	Original	Revised	Original	Revised	Original	Revised	Original	Revised
	680	0	680	0	680	0	680	0

DISTRICT NAME(S)	NYC CHANCELLOR'S OFFICE
1 PRIMARY District	YONKERS CITY SD
2 SECONDARY District	MT MORRIS CSD
3 Other District 3	(Select from drop-down list) →
4 Other District 4	

PRIMARY/OTHER	DISTRICT NAME(S)	PRIOR YEAR 2020-21 Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER												ACTUAL ENROLLMENT BY QUARTER				
			QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	

**DEMOCRACY PREPARATORY CHARTER SCHOOL
2021-22**

STAFFING PLAN FULL-TIME EQUIVALENT (FTE)

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions			
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Executive Management	4.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
Instructional Management		9.1	9.1	9.1	9.1	9.1	9.1	9.1	9.1								
Deans, Directors & Coordinators		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
CFO / Director of Finance	3.0	3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4								
Operations / Business Manager		6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0								
Administrative Staff		22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL ADMINISTRATIVE STAFF	13.0																

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK.
If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions			
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Teachers - Regular	51.0	53.0	53.0	53.0	53.0	53.0	53.0	53.0	53.0								
Teachers - SPED	3.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0	9.0								
Substitute Teachers		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
Teaching Assistants		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
Specialty Teachers		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
Aides	4.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0								
Therapists & Counselors	11.0	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2								
Other	69.0	69.2	69.2	69.2	69.2	69.2	69.2	69.2	69.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL																	

***NOTE:** State the assumptions that are being made for personnel FTE levels.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions			
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Nurse		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
Librarian		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
Custodian	2.0	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2								
Security		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
Other	4.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5								
TOTAL NON-INSTRUCTIONAL	6.0	2.7	2.7	2.7	2.7	2.7	2.7	2.7	2.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	88.0	94.4	94.4	94.4	94.4	94.4	94.4	94.4	94.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

***NOTE:** State the assumptions that are being made for personnel FTE levels.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

DEMOCRACY PREPARATORY CHARTER SCHOOL
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget
Total Revenue	4,063,896	-	4,063,896	-	4,063,896	-	4,063,896	-
Total Expenses	3,791,250	-	3,791,250	-	3,791,250	-	3,791,250	-
Net Income	272,646	-	272,646	-	272,646	-	272,646	-
Actual Student Enrollment	680	-	680	-	680	-	680	-
Prior Year Actual 2020-21 Revenue Per Pupil	705	-	705	-	705	-	705	-

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Avg. No. of Positions
Executive Management	-
Instructional Management	4.00
Deans, Directors & Coordinators	9.06
CFO / Director of Finance	-
Operation / Business Manager	3.45
Administrative Staff	6.00
TOTAL ADMINISTRATIVE STAFF	22.51

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	53.00
Teachers - SPED	9.00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	(187)
Aides	-
Therapists & Counselors	7.00
Other	0.20
TOTAL INSTRUCTIONAL	69.20

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	0.15
Security	(2,956)
Other	2.54
TOTAL NON-INSTRUCTIONAL	2.69
SUBTOTAL PERSONNEL SERVICE COSTS	94.40

PAYROLL TAXES AND BENEFITS

Payroll Taxes	146,302
Fringe / Employee Benefits	173,432
Retirement / Pension	78,313
TOTAL PAYROLL TAXES AND BENEFITS	398,047
TOTAL PERSONNEL SERVICE COSTS	2,310,497

CONTRACTED SERVICES

Accounting / Audit	15,367
Legal	2,500
Management Company Fee	455,954
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlment Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	81,583
TOTAL CONTRACTED SERVICES	555,404

DEMOCRACY PREPARATORY CHARTER SCHOOL
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget
Total Revenue	12,947,187	4,063,896	-	4,063,896	-	4,063,896	-	4,063,896
Total Expenses	10,171,122	3,791,250	-	3,791,250	-	3,791,250	-	3,791,250
Net Income	2,776,065	272,646	-	272,646	-	272,646	-	272,646
Actual Student Enrollment	705	680	-	680	-	680	-	680
Prior Year Actual 2020-21 Revenue Per Pupil								
SCHOOL OPERATIONS								
Board Expenses	59,685	101,465	-	101,465	-	101,465	-	101,465
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	117,350	28,543	-	28,543	-	28,543	-	28,543
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	59,580	11,037	-	11,037	-	11,037	-	11,037
Telephone	35,992	13,890	-	13,890	-	13,890	-	13,890
Technology	17,017	24,305	-	24,305	-	24,305	-	24,305
Student Testing & Assessment	16,575	3,383	-	3,383	-	3,383	-	3,383
Field Trips	2,920	69,578	-	69,578	-	69,578	-	69,578
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	53,593	41,825	-	41,825	-	41,825	-	41,825
Office Expense	30,818	48,286	-	48,286	-	48,286	-	48,286
Staff Development	25,636	48,127	-	48,127	-	48,127	-	48,127
Staff Recruitment	37,089	-	-	-	-	-	-	-
Student Recruitment / Marketing	30,914	3,750	-	3,750	-	3,750	-	3,750
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	1,658	390	-	390	-	390	-	390
Fundraising	-	-	-	-	-	-	-	-
Other	20,131	11,794	-	11,794	-	11,794	-	11,794
TOTAL SCHOOL OPERATIONS	508,957	406,373	-	406,373	-	406,373	-	406,373
FACILITY OPERATION & MAINTENANCE								
Insurance	82,139	23,808	-	23,808	-	23,808	-	23,808
Janitorial	105,275	75,268	-	75,268	-	75,268	-	75,268
Building and Land Rent / Lease / Facility Finance Interest	846,633	188,964.00	-	188,964.00	-	188,964.00	-	188,964.00
Repairs & Maintenance	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	206,140	660	-	660	-	660	-	660
Utilities	1,240,187	51,450	-	51,450	-	51,450	-	51,450
TOTAL FACILITY OPERATION & MAINTENANCE	2,474,374	340,150	-	340,150	-	340,150	-	340,150
DEPRECIATION & AMORTIZATION								
COVID-19 / CONTINGENCY	509,025	133,196	-	133,196	-	133,196	-	133,196
DEFERRED RENT	-	45,630	-	45,630	-	45,630	-	45,630
TOTAL EXPENSES	10,171,122	3,791,250	-	3,791,250	-	3,791,250	-	3,791,250
NET INCOME	2,776,065	272,646	-	272,646	-	272,646	-	272,646

DEMOCRACY PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2021-22

	Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget	
Total Revenue	16,255,584	16,255,584	-	3,308,397	3,308,397	
Total Expenses	15,165,000	15,165,000	-	(4,993,878)	(4,993,878)	
Net Income	1,090,584	1,090,584	-	(1,685,481)	(1,685,481)	
Actual Student Enrollment						
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
			Avg. No. of Positions			
Executive Management	-	-	4.00	-	3,141	3,141
Instructional Management	552,000	552,000	9.06	(141,449)	(141,449)	
Deans, Directors & Coordinators	670,316	670,316	3.45	(546,364)	(546,364)	
CFO / Director of Finance	-	-	6.00	-	-	
Operation / Business Manager	264,476	264,476	22.51	(52,092)	(52,092)	
Administrative Staff	314,100	314,100		(24,804)	(24,804)	
TOTAL ADMINISTRATIVE STAFF	1,800,892	1,800,892		(761,568)	(761,568)	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	3,952,364	3,952,364	53.00	(1,173,053)	(1,173,053)	
Teachers - SPED	631,740	631,740	9.00	(472,265)	(472,265)	
Substitute Teachers	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	
Specialty Teachers	-	-	-	(187)	(187)	
Aides	-	-	-	-	-	
Therapists & Counselors	511,020	511,020	7.00	(331,285)	(331,285)	
Other	499,664	499,664	0.20	27,210	27,210	
TOTAL INSTRUCTIONAL	5,594,788	5,594,788	69.20	(1,949,580)	(1,949,580)	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	8,460	8,460	0.15	156,631	156,631	
Security	-	-	-	(2,956)	(2,956)	
Other	245,660	245,660	2.54	(133,550)	(133,550)	
TOTAL NON-INSTRUCTIONAL	254,120	254,120	2.69	20,125	20,125	
SUBTOTAL PERSONNEL SERVICE COSTS	7,649,800	7,649,800	94.40	(2,691,023)	(2,691,023)	
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	585,208	585,208		(585,208)	(585,208)	
Fringe / Employee Benefits	693,728	693,728		78,133	78,133	
Retirement / Pension	313,252	313,252		122,532	122,532	
TOTAL PAYROLL TAXES AND BENEFITS	1,592,188	1,592,188		(384,543)	(384,543)	
TOTAL PERSONNEL SERVICE COSTS	9,241,988	9,241,988	94.40	(3,075,566)	(3,075,566)	
CONTRACTED SERVICES						
Accounting / Audit	61,468	61,468		2,867	2,867	
Legal	10,000	10,000		12,363	12,363	
Management Company Fee	1,823,816	1,823,816		(359,873)	(359,873)	
Nurse Services	-	-		-	-	
Food Service / School Lunch	-	-		-	-	
Payroll Services	-	-		-	-	
Special Ed Services	-	-		-	-	
Titlment Services (i.e., Title I)	-	-		-	-	
Other Purchased / Professional / Consulting	326,332	326,332		(130,442)	(130,442)	
TOTAL CONTRACTED SERVICES	2,221,616	2,221,616		(475,084)	(475,084)	

DEMOCRACY PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue	16,255,584	16,255,584	-	3,308,397	3,308,397
Total Expenses	15,165,000	15,165,000	-	(4,993,878)	(4,993,878)
Net Income	1,090,584	1,090,584	-	(1,685,481)	(1,685,481)
Actual Student Enrollment					
SCHOOL OPERATIONS					
Board Expenses					
Classroom / Teaching Supplies & Materials	405,860	405,860	-	(346,175)	(346,175)
Special Ed Supplies & Materials					
Textbooks / Workbooks	114,172	114,172	-	3,178	3,178
Supplies & Materials other					
Equipment / Furniture	44,148	44,148	-	15,432	15,432
Telephone	55,560	55,560	-	(19,568)	(19,568)
Technology	97,220	97,220	-	(80,203)	(80,203)
Student Testing & Assessment	13,532	13,532	-	3,043	3,043
Field Trips	278,312	278,312	-	(275,392)	(275,392)
Transportation (student)					
Student Services - other	167,300	167,300	-	(113,707)	(113,707)
Office Expense	193,144	193,144	-	(162,326)	(162,326)
Staff Development	192,508	192,508	-	(166,872)	(166,872)
Staff Recruitment					
Student Recruitment / Marketing					
School Meals / Lunch	15,000	15,000	-	15,914	15,914
Travel (Staff)	1,560	1,560	-	98	98
Fundraising					
Other	47,176	47,176	-	(27,045)	(27,045)
TOTAL SCHOOL OPERATIONS	1,625,492	1,625,492	-	(1,116,535)	(1,116,535)
FACILITY OPERATION & MAINTENANCE					
Insurance	95,232	95,232	-	(13,093)	(13,093)
Janitorial	301,072	301,072	-	(195,797)	(195,797)
Building and Land Rent / Lease / Facility Finance Interest	755,856	755,856	-	90,777	90,777
Repairs & Maintenance					
Equipment / Furniture					
Security	2,640	2,640	-	(2,640)	(2,640)
Utilities	205,800	205,800	-	340	340
TOTAL FACILITY OPERATION & MAINTENANCE	1,360,600	1,360,600	-	(120,413)	(120,413)
DEPRECIATION & AMORTIZATION					
COVID-19 / CONTINGENCY	532,784	532,784	-	(23,759)	(23,759)
DEFERRED RENT	182,520	182,520	-	(182,520)	(182,520)
TOTAL EXPENSES	15,165,000	15,165,000	-	(4,993,878)	(4,993,878)
NET INCOME	1,090,584	1,090,584	-	(1,685,481)	(1,685,481)

DEMOCRACY PREPARATORY CHARTER SCHOOL
Budget / Operating Plan
2021-22

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
Total Revenue	12,947,187	4,063,896	-	-	4,063,896	-	-	4,063,896	-	-	4,063,896	-	-	16,255,584
Total Expenses	10,171,122	3,791,250	-	-	3,791,250	-	-	3,791,250	-	-	3,791,250	-	-	15,165,000
Net Income	2,776,065	272,646	-	-	272,646	-	-	272,646	-	-	272,646	-	-	1,090,584
Actual Student Enrollment	705	680	-	-	680	-	-	680	-	-	680	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES <i>(enter descriptions below)</i>														
Example - Add Back Depreciation														
Other														
Total Operating Activities														
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>														
Example - Subtract Property and Equipment Expenditures														
Other														
Total Investment Activities														
FINANCING ACTIVITIES <i>(enter descriptions below)</i>														
Example - Add Expected Proceeds from a Loan or Line of Credit														
Other														
Total Financing Activities														
Total Cash Flow Adjustments														
NET INCOME	2,776,065	272,646	-	-	272,646	-	-	272,646	-	-	272,646	-	-	1,090,584
Beginning Cash Balance	-	2,776,065	-	-	3,048,711	-	-	3,321,357	-	-	3,594,003	-	-	2,776,065
ENDING CASH BALANCE	2,776,065	3,048,711	-	-	3,321,357	-	-	3,594,003	-	-	3,866,649	-	-	3,866,649

DEMOCRACY PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2021-22

	Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget	
Total Revenue	16,255,584	-	3,308,397	3,308,397	
Total Expenses	15,165,000	-	(4,993,878)	(4,993,878)	
Net Income	1,090,584	-	(1,685,481)	(1,685,481)	
Actual Student Enrollment					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	
NET INCOME	1,090,584	-	(1,685,481)	(1,685,481)	
Beginning Cash Balance	2,776,065	-	2,776,065	2,776,065	
ENDING CASH BALANCE	3,866,649	-	1,090,584	1,090,584	

DEMOCRACY PREPARATORY CHARTER SCHOOL
Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	4,063,896	-	-	4,063,896	-	-	4,063,896	-	-	4,063,896	-
Total Expenses	-	3,791,250	-	-	3,791,250	-	-	3,791,250	-	-	3,791,250	-
Net Income	-	272,646	-	-	272,646	-	-	272,646	-	-	272,646	-
Actual Student Enrollment	-	680	-	-	680	-	-	680	-	-	680	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Quarter 0			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	Actual	Current Budget	Variance												
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	138,000	-	-	138,000	-	-	138,000	-	-	138,000	-	-	138,000	-
Deans, Directors & Coordinators	-	167,579	-	-	167,579	-	-	167,579	-	-	167,579	-	-	167,579	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	66,119	-	-	66,119	-	-	66,119	-	-	66,119	-	-	66,119	-
Administrative Staff	-	78,525	-	-	78,525	-	-	78,525	-	-	78,525	-	-	78,525	-
TOTAL ADMINISTRATIVE STAFF	-	450,223	-	-	450,223	-	-	450,223	-	-	450,223	-	-	450,223	-
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	988,091	-	-	988,091	-	-	988,091	-	-	988,091	-	-	988,091	-
Teachers - SPED	-	157,935	-	-	157,935	-	-	157,935	-	-	157,935	-	-	157,935	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	127,755	-	-	127,755	-	-	127,755	-	-	127,755	-	-	127,755	-
Other	-	124,916	-	-	124,916	-	-	124,916	-	-	124,916	-	-	124,916	-
TOTAL INSTRUCTIONAL	-	1,398,697	-	-	1,398,697	-	-	1,398,697	-	-	1,398,697	-	-	1,398,697	-
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	2,115	-	-	2,115	-	-	2,115	-	-	2,115	-	-	2,115	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	61,415	-	-	61,415	-	-	61,415	-	-	61,415	-	-	61,415	-
TOTAL NON-INSTRUCTIONAL	-	63,530	-	-	63,530	-	-	63,530	-	-	63,530	-	-	63,530	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	1,912,450	-	-	1,912,450	-	-	1,912,450	-	-	1,912,450	-	-	1,912,450	-
PAYROLL TAXES AND BENEFITS															
Payroll Taxes	-	146,302	-	-	146,302	-	-	146,302	-	-	146,302	-	-	146,302	-
Fringe / Employee Benefits	-	173,432	-	-	173,432	-	-	173,432	-	-	173,432	-	-	173,432	-
Retirement / Pension	-	78,313	-	-	78,313	-	-	78,313	-	-	78,313	-	-	78,313	-
TOTAL PAYROLL TAXES AND BENEFITS	-	398,047	-	-	398,047	-	-	398,047	-	-	398,047	-	-	398,047	-
TOTAL PERSONNEL SERVICE COSTS	-	2,310,497	-	-	2,310,497	-	-	2,310,497	-	-	2,310,497	-	-	2,310,497	-
CONTRACTED SERVICES															
Accounting / Audit	-	15,367	-	-	15,367	-	-	15,367	-	-	15,367	-	-	15,367	-
Legal	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
Management Company Fee	-	455,954	-	-	455,954	-	-	455,954	-	-	455,954	-	-	455,954	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	81,583	-	-	81,583	-	-	81,583	-	-	81,583	-	-	81,583	-
TOTAL CONTRACTED SERVICES	-	555,404	-	-	555,404	-	-	555,404	-	-	555,404	-	-	555,404	-

DEMOCRACY PREPARATORY CHARTER SCHOOL
Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	4,063,896	-	-	4,063,896	-	-	4,063,896	-	-	4,063,896	-
Total Expenses	-	3,791,250	-	-	3,791,250	-	-	3,791,250	-	-	3,791,250	-
Net Income	-	272,646	-	-	272,646	-	-	272,646	-	-	272,646	-
Actual Student Enrollment	-	680	-	-	680	-	-	680	-	-	680	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	101,465	101,465	-	-	101,465	-	-	101,465	-	-	101,465	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	28,543	28,543	-	-	28,543	-	-	28,543	-	-	28,543	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	11,037	11,037	-	-	11,037	-	-	11,037	-	-	11,037	-
Telephone	13,890	13,890	-	-	13,890	-	-	13,890	-	-	13,890	-
Technology	24,305	24,305	-	-	24,305	-	-	24,305	-	-	24,305	-
Student Testing & Assessment	3,383	3,383	-	-	3,383	-	-	3,383	-	-	3,383	-
Field Trips	69,578	69,578	-	-	69,578	-	-	69,578	-	-	69,578	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	41,825	41,825	-	-	41,825	-	-	41,825	-	-	41,825	-
Office Expense	48,286	48,286	-	-	48,286	-	-	48,286	-	-	48,286	-
Staff Development	48,127	48,127	-	-	48,127	-	-	48,127	-	-	48,127	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	3,750	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	390	390	-	-	390	-	-	390	-	-	390	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	11,794	11,794	-	-	11,794	-	-	11,794	-	-	11,794	-
TOTAL SCHOOL OPERATIONS	-	406,373	-	-	406,373	-	-	406,373	-	-	406,373	-
FACILITY OPERATION & MAINTENANCE												
Insurance	23,808	23,808	-	-	23,808	-	-	23,808	-	-	23,808	-
Janitorial	75,268	75,268	-	-	75,268	-	-	75,268	-	-	75,268	-
Building and Land Rent / Lease / Facility Finance Interest	188,964	188,964	-	-	188,964	-	-	188,964	-	-	188,964	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	660	660	-	-	660	-	-	660	-	-	660	-
Security	51,450	51,450	-	-	51,450	-	-	51,450	-	-	51,450	-
Utilities	340,150	340,150	-	-	340,150	-	-	340,150	-	-	340,150	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	340,150	-	-	340,150	-	-	340,150	-	-	340,150	-
DEPRECIATION & AMORTIZATION	133,196	133,196	-	-	133,196	-	-	133,196	-	-	133,196	-
COVID-19 / CONTINGENCY	45,630	45,630	-	-	45,630	-	-	45,630	-	-	45,630	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	3,791,250	-	-	3,791,250	-	-	3,791,250	-	-	3,791,250	-
NET INCOME	-	272,646	-	-	272,646	-	-	272,646	-	-	272,646	-

DEMOCRACY PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	-	16,255,584	(16,255,584)	-	16,255,584	(16,255,584)	-
Total Expenses	-	-	15,165,000	15,165,000	-	15,165,000	15,165,000	-
Net Income	-	-	1,090,584	(1,090,584)	-	1,090,584	(1,090,584)	-
Actual Student Enrollment	-	-	-	-	-	-	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget -TY	Actual vs. Current Budget (Current Quarter)	Original Budget	Actual vs. Original Budget	Original Budget -TY	Actual vs. Original Budget TY	PY Actual (PY TY) / No. of COMPLETED Actual CY Quarters	Actual vs. Original Budget TY	Actual CY vs. Actual PY
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	405,860	405,860	-	-	405,860	405,860	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	114,172	114,172	-	-	114,172	114,172	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	44,148	44,148	-	-	44,148	44,148	-	-	-
Telephone	-	-	-	55,560	55,560	-	-	55,560	55,560	-	-	-
Technology	-	-	-	97,220	97,220	-	-	97,220	97,220	-	-	-
Student Testing & Assessment	-	-	-	13,532	13,532	-	-	13,532	13,532	-	-	-
Field Trips	-	-	-	278,312	278,312	-	-	278,312	278,312	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	167,300	167,300	-	-	167,300	167,300	-	-	-
Office Expense	-	-	-	193,144	193,144	-	-	193,144	193,144	-	-	-
Staff Development	-	-	-	192,508	192,508	-	-	192,508	192,508	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	15,000	15,000	-	-	15,000	15,000	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	1,560	1,560	-	-	1,560	1,560	-	-	-
Fundraising	-	-	-	47,176	47,176	-	-	47,176	47,176	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	1,625,492	1,625,492	-	-	1,625,492	1,625,492	-	-	-
FACILITY OPERATION & MAINTENANCE												
Insurance	-	-	-	95,232	95,232	-	-	95,232	95,232	-	-	-
Janitorial	-	-	-	301,072	301,072	-	-	301,072	301,072	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	755,856	755,856	-	-	755,856	755,856	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	2,640	2,640	-	-	2,640	2,640	-	-	-
Utilities	-	-	-	205,800	205,800	-	-	205,800	205,800	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,360,600	1,360,600	-	-	1,360,600	1,360,600	-	-	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	-	-	-	532,784	532,784	-	-	532,784	532,784	-	-	-
DEFERRED RENT	-	-	-	182,520	182,520	-	-	182,520	182,520	-	-	-
TOTAL EXPENSES	-	-	-	15,165,000	15,165,000	-	-	15,165,000	15,165,000	-	-	-
NET INCOME	-	-	-	1,090,584	(1,090,584)	-	-	1,090,584	(1,090,584)	-	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
DEMOCRACY PREPARATORY CHARTER SCHOOL
2021-22

Administrative expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Ken Weiller
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair, Development Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

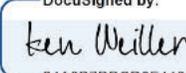
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
 24A0B7DBCD0F446...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Gregory Weston
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	none
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

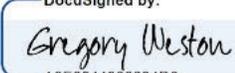
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
A0E9844806334D6...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Brian Berger
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chairman
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

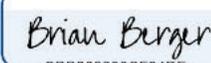
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
 CDB362200CF84DE...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Brittany Mullings
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair of Family and Community Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

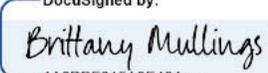
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
 1A6DBF315A8E464...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Ross Frommer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

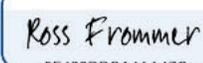
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
 9F432D8CA4AA47C...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Stephanie King
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	N/A
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

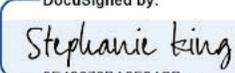
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
0E49670BA8F84CB...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Roger E. Berg
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary; Chair of Academic Accountability Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

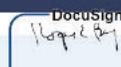
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
Roger Berg	Pillsbury Winthrop	Employee	Legal Services	\$10,000	Recused myself from selection process	
Roger Berg	Pillsbury Winthrop	Employee	Legal Services	Pro Bono		Ongoing

Trustee Signature

Signature:

DocuSigned by:

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By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Sean Windsor
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	None
Email Address:	sean_d_windsor@yahoo.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

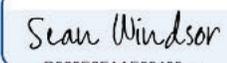
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
 D923E8FAAE99409...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Rep New York
Name of trustee (print):	J-shua Kristan
Position(s) on board, if any (e.g., chair, treasurer, committee chair):	1st VP
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Dr. Robert North
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

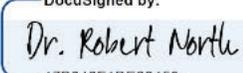
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
na	na	na	na	na

3) 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

DocuSigned by:
 Signature: 
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By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021-2022 ACADEMIC YEAR

The calendar shown below should exactly match the Google Calendar entitled 'NY Regional Calendar'. To download a PDF version of this calendar, hide all tabs other than "Views" and click the link [here](#).



2021

Event	Dates
School Leader PD	7/6 - 7/9
Summer Academy	7/12 - 7/30
Summer PD	8/9 - 8/27
New Teacher PD	8/9 - 8/13
NY Network PD	8/20
Prep Academy Window	8/23 - 8/27
First Day of School for Scholars	8/30
First Day of School for Scholars	8/30
Labor Day	9/6
Rosh Hashanah	9/7 - 9/8
Yom Kippur	9/16
NY Network PD 1	10/8
Indigenous Peoples' Day	10/11
Saturday Intercession 1	10/16
HS T1 Midterms	10/21 - 10/22
T1 Doctor Day	10/29
Election Day--No School	11/2
DP YOU	11/5
Veterans Day	11/11
NY Network Town Hall One	11/12
Saturday Intercession 2	11/13
NY Network PD 2	11/19
Thanksgiving Break	11/24 - 11/28
T1 Course Gradebook Lock	11/30
T1 Exams	12/1 - 12/3
T1 Ends	12/3 - 12/3
T2 Begins	12/6 - 12/6
T1 Exam Gradebook Lock	12/9
T1 Data Day	12/10
T1 Family Conference Window	12/13 - 12/17
Winter Break	12/23 - 1/2

2022

Event	Dates
Staff PD Day	1/3
Winter Intercession Tutoring	1/4 - 1/5
Winter Intercession Tutoring (PM s	1/6 - 1/7
Int'l Trip Chaperone Summit	1/14
MLK Day	1/17
NY Network Town Hall Two	1/21
Saturday Intercession 3	1/22
January Regents Administration	1/25 - 1/28
HS T2 Midterms	1/27 - 1/28
Lunar New Year	2/1
NY Network PD 3	2/4
ES State Practice Test Window	2/7 - 3/4
MS State Practice ELA Exam	2/10 - 2/11
T2 Doctor Day	2/18
February Break	2/21 - 2/25
Spring Intercession Tutoring	2/22 - 2/25
MS State Practice Math Exam	3/3 - 3/4
NY Network PD 4	3/11
ES State Practice Test Gradebook L	3/11
Saturday Intercession 4	3/12
T2 Course Gradebook Lock	3/15
T2 Exams	3/16 - 3/18
T2 Ends	3/18
T3 Begins	3/21
T2 Exam Gradebook Lock	3/22
T2 Data Day	3/25
3-8 NYS ELA Exam	3/29 - 3/31
T2 Family Conference Window	4/4 - 4/9
Saturday Intercession 5	4/9
NYS/SLAT Testing	4/11 - 5/20
April Break	4/15 - 4/22
3-8 NYS Math Exam	4/26 - 4/28
AP Exams	5/2 - 5/13
Eid al-Fitr	5/2
NY Network PD 5	5/6
Korean Street Festival	5/7
HS T3 Midterms	5/12 - 5/13
NY Network Town Hall Three	5/20
8th Grade Science Performance Ex	5/26
T3 Doctor Day	5/27
Memorial Day	5/30
8th Grade Science Performance Ex	6/3
Saturday Intercession 6	6/4
8th Grade NYS Science Written Exam (Administration)	6/6
8th Grade Science Written Exam Grading	6/10
T3 Course Gradebook Lock	6/13
T3 Exams	6/14 - 6/16
June Regents Administration	6/15 - 6/24
Juneteenth	6/20
Half Day Dismissal For Scholars	6/20 - 6/29
T3 Exam Gradebook Lock	6/22
Scoring Day for HS Regents	6/24
Last Day of School for Scholars & Staff	6/30
July Holiday	7/4
School Leader PD 2022	7/5 - 7/8

JULY

S	M	T	W	H	F	S
6	5	6	7	8	9	10
13	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

S	M	T	W	H	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	H	F	S
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OCTOBER

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31						

NOVEMBER

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DECEMBER

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30	31					

JANUARY

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FEBRUARY

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20	21	22	23	24	25	26
27	28					

MARCH

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23	24	25	26	27	28	29
30	31					

APRIL

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						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY

S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Legend

Full Day PD	14
Shortened Day PD	14
Holiday/Vacation	14
Start/End of Term	14
Other Non-instructional	14

[1] Select the weekly day during which staff have professional development.

[2] For one-day events, leave this column blank.