

Application: Democracy Preparatory Endurance 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 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 PREP ENDURANCE CHARTER SCHOOL 310500861001

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

12/2010

e. DATE FIRST OPENED FOR INSTRUCTION

8/2012

h. SCHOOL WEB ADDRESS (URL)

<http://dpems.democracyprep.org>

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

1188

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

686

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, 3 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	240 E 123rd St., New York, NY 10035	347-380-1530	NYC CSD 4	9-12	9-12

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Alrica Boler			
Operational Leader	Christy Brown			
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?

Private Space

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)

[Taino COO - Annual Report 2020-2021.pdf](#)

Filename: Taino COO - Annual Report 2020-2021.pdf **Size:** 169.1 kB

Site 1 Fire Inspection Report

[Taino Fire Certificate of Fitness 2020-2021 Annual Report.pdf](#)

Filename: Taino Fire Certificate of Fitness 2020-2021 Annual Report.pdf **Size:** 286.9 kB

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	250 W. 127th St., New York, NY 10027	347-380-1530	NYC CSD 5	6-8	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Andy Clay			
Operational Leader	Cathya Solano			
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 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 2	Permanent Siting	No		No		Yes

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 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 3	1529 Williamsbridge Road, Bronx, NY 10461	646-916-0807	NYC CSD 11	K-1	K-1

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Katherine Perez			
Operational Leader	Amanda Torres			
Compliance Contact	Danielle Tschirhart			
Complaint Contact	Georgina Crawley			
DASA Coordinator	Jordan Stenzel			
Phone Contact for After Hours Emergencies	Ken Mason			

m3b. Is site 3 in public (co-located) space or in private space?

Private Space

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

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 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 3 Certificate of Occupancy (COO)

[1539 Williamsbridge CO 1 and 2 - Annual Report 2020-2021.pdf](#)

Filename: 1539 Williamsbridge CO 1 and 2 - Annual Report 2020-2021.pdf **Size:** 1.0 MB

Site 3 Fire Inspection Report

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
Position	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 School 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:

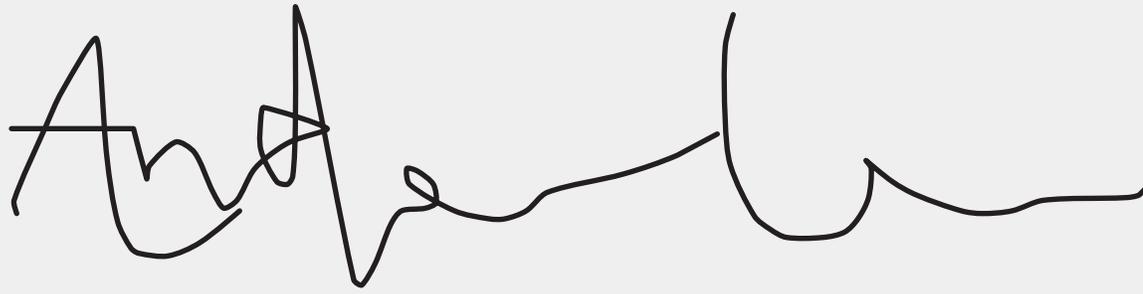
Yes

q. Our signatures (Executive Director/School Leader/Head of School 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).**

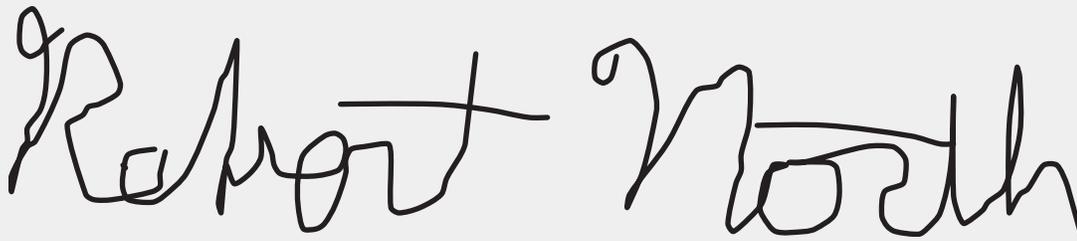
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 29 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Nov 1 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.

D(1)a - Accountability Plan Progress Report

Filename: D1a Accountability Plan Progress Report.docx **Size:** 156.5 kB

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 z61prcs.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 DPE

Filename: 2020 21 Audited Financial Statemen PV0fLnh.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 \$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.

DPE SUNY CSI Budget FY21-22

Filename: DPE SUNY CSI Budget FY21 22.xlsx **Size:** 512.6 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 - Roger Berg

Filename: Financial Disclosure Form 2020 20 LlCmR0N.pdf **Size:** 246.9 kB

Financial Disclosure Form - 2020-2021 - Brian Berger

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

Financial Disclosure Form - 2020-2021 - Ross Frommer

Filename: Financial Disclosure Form 2020 20 VqS8Z4d.pdf **Size:** 248.2 kB

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

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

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

Filename: Financial Disclosure Form 2020 20 OaurT26.pdf **Size:** 248.5 kB

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

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

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

Filename: Financial Disclosure Form 2020 20 T6kRLqN.pdf **Size:** 399.1 kB

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

Filename: Financial Disclosure Form 2020 20 3CMy26F.pdf **Size:** 265.5 kB

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

Filename: Financial Disclosure Form 2020 20 Tj3v11Z.pdf **Size:** 878.3 kB

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

Filename: Financial Disclosure Form 2020 20 JRAtosX.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
3	Brian Berger		Treasurer	Finance and Audit Committee, Community and Family Communications Committee, Executive Committee	Yes	2	07/01/2019	06/30/2021	11

				tee					
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 July 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 Prstaw		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

tee

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	Fardal Iboudo		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
Economically Disadvantaged	<p>Democracy Prep Endurance 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 New York Education Law, governing admission to a charter school. DPECS 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 4 and 5 in order to identify high needs students who could naturally feed into Democracy Prep Endurance Charter School. We also depend on analytical tools to inform</p>	<p>Democracy Prep Endurance Charter School will begin to advertise open registration in October each year, 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</p>

	<p>recruitment decisions. With support from network resources, Democracy Prep Endurance 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>events may be revised based on Department of Health guidelines related to COVID-19.</p>
<p>English Language Learners</p>	<p>DPECS contacts MLL instructors, coordinators, managers, and leaders in the elementary, middle, and high schools in Community School District 4 and 5 in order to identify high needs students who could naturally feed into Democracy Prep Endurance 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 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>DPECS 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 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>DPECS contacts special education instructors, coordinators, managers, and</p>	<p>DPECS 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</p>

Students with Disabilities	<p>leaders in elementary, middle, and high schools in Community School District 4 and 5 in order to identify high needs students who could naturally feed into Democracy Prep Endurance Charter School. DPECS 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 DPECS’s special education services.</p>	<p>basis of disability. DPECS will continue to contact special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 4 and 5 in order to identify high needs students who could naturally feed into Democracy Prep Endurance Charter School. DPECS 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>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Learning Support for DPECS 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 DPECS’s Academic Collaboration Team (ACT) members and related</p>	<p>DPECS’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</p>

	<p>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>designed to accelerate their academic growth. DPECS 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>
<p>English Language Learners</p>	<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 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 NYSITELL test will be used to identify students who qualify for our Sheltered English Instruction program for Multilingual learners.</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</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</p>

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.

and transparent communication will allow for a richer academic dialogue around growth to better support the retention of our highest need students.

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

Incomplete 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 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 f0SBEvG.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 Endurance 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://dpems.democracyprep.org/resources/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	http://dpems.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://dpems.democracyprep.org/resources/
4. Lottery Notice announcing date of lottery	https://democracyprep.org/enroll/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	http://dpems.democracyprep.org/resources/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://dpems.democracyprep.org/resources/
7. Authorizer-Approved FOIL Policy	http://dpems.democracyprep.org/resources/
8. Subject matter list of FOIL records	http://dpems.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 teaching outside of their certification area.



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

Charter School Name:	Democracy Prep Endurance 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 PREP ENDURANCE 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 PREP ENDURANCE 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	\$ 11,034,421	\$ -	\$ 11,034,421	\$ 10,976,272
Students with disabilities	1,198,362	-	1,198,362	1,265,735
Grants and Contracts				
State and local	56,115	-	56,115	54,607
Federal - Title and IDEA	914,516	-	914,516	479,161
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	822,600	-	822,600	850,516
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	14,026,014	-	14,026,014	13,626,291
EXPENSES				
Program Services				
Regular Education	\$ 7,740,225	\$ -	\$ 7,740,225	\$ 7,649,178
Special Education	1,956,669	-	1,956,669	1,875,349
Other Programs	-	-	-	-
Total Program Services	9,696,894	-	9,696,894	9,524,527
Management and general	1,774,583	-	1,774,583	1,209,641
Fundraising	77,645	-	77,645	76,059
TOTAL OPERATING EXPENSES	11,549,122	-	11,549,122	10,810,227
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	2,476,892	-	2,476,892	2,816,064
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 1,000	\$ 11,729	\$ 12,729	\$ 4,503
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	2,725
Interest income	-	-	-	640
Miscellaneous income	238,589	-	238,589	87,943
Net assets released from restriction	11,729	(11,729)	-	-
TOTAL SUPPORT AND OTHER REVENUE	251,318	-	251,318	95,811
CHANGE IN NET ASSETS	2,728,210	-	2,728,210	2,911,875
NET ASSETS BEGINNING OF YEAR	4,680,986	-	4,680,986	1,769,111
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 7,409,196	\$ -	\$ 7,409,196	\$ 4,680,986

DEMOCRACY PREP ENDURANCE 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 PREP ENDURANCE 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	Management and General		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	15.00	503,133	143,752	-	646,885	-	902,811	1,549,696	1,291,476
Instructional Personnel	71.00	3,310,964	834,168	-	4,145,132	-	-	4,145,132	3,971,973
Non-Instructional Personnel	1.00	41,228	10,387	-	51,615	-	-	51,615	15,666
Total Salaries and Staff	87.00	3,855,325	988,307	-	4,843,632	-	902,811	5,746,443	5,279,115
Fringe Benefits & Payroll Taxes		687,398	176,214	-	863,612	-	160,970	1,024,582	1,028,349
Retirement		124,586	31,937	-	156,523	-	29,175	185,698	226,829
Management Company Fees		1,009,383	232,934	-	1,242,317	77,645	232,934	1,552,896	1,521,178
Legal Service		-	-	-	-	-	10,803	10,803	4,470
Accounting / Audit Services		-	-	-	-	-	7,850	7,850	26,750
Other Purchased / Professional / Consulting Services		41,491	10,453	-	51,944	-	37,509	89,453	10,379
Building and Land Rent / Lease / Facility Finance Interest		975,566	250,086	-	1,225,652	-	228,451	1,454,103	1,425,689
Repairs & Maintenance		55,707	14,280	-	69,987	-	13,045	83,032	7,778
Insurance		53,315	13,667	-	66,982	-	12,485	79,467	58,838
Utilities		32,388	8,303	-	40,691	-	7,584	48,275	30,217
Supplies / Materials		228,732	57,627	-	286,359	-	-	286,359	241,523
Equipment / Furnishings		11,383	2,918	-	14,301	-	2,665	16,966	81,298
Staff Development		14,514	3,721	-	18,235	-	3,399	21,634	89,546
Marketing / Recruitment		34,568	8,758	-	43,326	-	2,591	45,917	29,169
Technology		184,951	47,412	-	232,363	-	43,310	275,673	126,716
Food Service		-	-	-	-	-	-	-	-
Student Services		93,562	23,572	-	117,134	-	-	117,134	266,535
Office Expense		125,998	32,299	-	158,297	-	29,505	187,802	5,201
Depreciation		180,181	46,189	-	226,370	-	42,193	268,563	226,578
OTHER		31,177	7,992	-	39,169	-	7,303	46,472	124,069
Total Expenses		\$ 7,740,225	\$ 1,956,669	\$ -	\$ 9,696,894	\$ 77,645	\$ 1,774,583	\$ 11,549,122	\$ 10,810,227

Democracy Prep Endurance Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

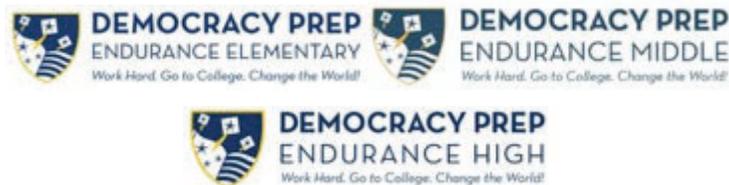
Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Claire Chaney

240 E 123rd St., New York, NY 10035
250 W. 127th St., New York, NY 10027
1529 Williamsbridge Road, Bronx, NY 10461

347-380-1530 / 646-916-0807



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

Katherine Perez will serve as the founding principal of Democracy Prep Endurance Charter Elementary School in the 2021-2022 school year. Prior to serving as the principal of the Democracy Prep Endurance Charter Elementary School, she served as the principal of Democracy Prep Endurance Charter Middle School.

Andy Clay will serve as the principal of Democracy Prep Endurance Charter Middle School in the 2021-2022 school year. This will be his second year in this position.

Alrica Boler will serve as the principal of Democracy Prep Endurance Charter High School in the 2021-2022 school year. Last year, she served as an Assistant Principal at Democracy Prep Endurance Charter High School.

SCHOOL OVERVIEW

The mission of Democracy Prep Public Schools, including Democracy Prep Endurance Charter School, is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep Endurance Charter School is governed by the Democracy Prep New York Charter Schools Board of Trustees, the governing body of the education corporation formed out of the merger of the individual education corporations of Democracy Prep Harlem Charter School, Democracy Prep Charter School, Bronx Prep Charter School, and Harlem Prep Charter School.

Democracy Prep Endurance merged with the Democracy Prep New York ed corp at the outset of the 2019-20 school year. As a result of this merger, Democracy Prep Endurance transitioned from a Board of Regents-authorized school and oversight is now provided by the SUNY Charter Schools Institute. Since then, Democracy Prep Endurance Charter School has been able to drive exemplary student outcomes in neighborhoods of New York City that have traditionally been educationally underserved.

With the opening of an elementary school next year, Democracy Prep Endurance Charter School will operate three school sites: Democracy Prep Endurance Charter Elementary School, Democracy Prep Endurance Charter Middle School, and Democracy Prep Endurance Charter High School. In the 2021-2022 school year, Democracy Prep Endurance Charter School will serve scholars in grades K-1 and 6-12. The following year, it will additionally serve scholars in 2nd grade, and in the 2023-2024 school year, it will serve scholars in grades K-3 and 6-12.

88% of Democracy Prep Endurance Charter School students were considered economically disadvantaged. 21% of Democracy Prep Endurance Charter School students qualified for Special Education (SPED) services, and 3% were identified as Multilingual Learners (MLL). 97% of Democracy Prep Endurance Charter School students were Black or Latinx. The percentage of Democracy Prep Endurance Charter School scholars who were living in temporary housing was 10%.

The academic model at Democracy Prep Endurance Charter School features five common elements:

- Rigorous college-prep academics – The academically rigorous, research-proven program includes the core subjects, with a focus on literacy, as well as engaging electives such as art, music, and fitness;
- More time to learn – The school year includes 180 days of instruction, and students in need of additional individual support have the ability to attend after-school tutoring and on additional Saturdays;
- Data-driven decision-making – Democracy Prep Endurance Charter School utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide data tool, interim assessments, and comparative academic measures to drive effective instruction;
- Safe and supportive school culture – The Democracy Prep Endurance Charter School culture is based on the “DREAM Values” according to which all staff and students live: Discipline, Respect, Enthusiasm, Accountability, and Maturity; and
- Exemplary talent – Democracy Prep Endurance Charter School has an extremely selective staff application process, and all staff members undergo extensive performance reviews and

receive weekly professional development during the school year and three weeks of PD during the summer.

In addition to featuring these common elements of high-performing charter schools, Democracy Prep Endurance Charter School is unique in its commitment to three other key design elements:

- Commitment to educating all students, in all subjects, in all grades – Democracy Prep Endurance Charter School actively recruits students at risk of academic failure, including those with Multilingual Learner classifications, IEPs, and 504 plans, and strives to enroll students in high-needs subgroups in numbers similar or greater than those in traditional public schools. High support is provided for students to achieve high expectations.
- Authentic civic leadership and engagement – Democracy Prep Endurance Charter School places an explicit focus on preparing scholars to become civic leaders in their communities through civic initiatives, community engagement, as well as mandatory speech and debate; and
- Running schools on public funds – Democracy Prep Endurance Charter School operates the core programs at each of its schools on the public funds it receives from the city, state, and federal government.

Democracy Prep Endurance Charter School began the 2020-2021 school year fully remotely. Starting in October 2020, Democracy Prep Endurance Charter School transitioned to a hybrid model of instruction in which most scholars participated in in-person instruction for two days per week.

Throughout the pandemic, Democracy Prep Public Schools has provided scholars and their families with additional materials and other supports. For example, all scholars have had access to their own personal Chromebook, as well as a Wi-Fi hotspot if they do not have access to internet at home throughout. The school provided families with PPE and thermometers upon request. The school worked diligently to provide COVID-related updates to all families on a regular and timely basis in the language in which they are most comfortable. Upon re-opening for Hybrid learning in October 2020 (2 days per week in-person for most students), Democracy Prep Public Schools found that many families were reluctant to send their scholars to the building. Throughout the course of the year, we have worked hard to ensure that families are familiar with our health and safety protocols in anticipation of returning to school full-time in the fall. Amongst the schools in the DPNY Education Corporation, we saw zero cases of COVID transmission within our school buildings, which we attribute to strict adherence to mask wearing, hand washing, social distancing, and a rigorous COVID testing program.

An additional success that was seen during remote instruction at Democracy Prep Endurance Charter School has been the extent to which school and network personnel, particularly teachers, have been able to maintain consistent communication and engagement with scholars and families. Throughout the period of school building closures, the Democracy Prep Public Schools Office of the Superintendent has recommended that teachers call advisees weekly to check in, and some form of engagement or participation was required of scholars each day. Teachers found that scholars were particularly engaged when provided with assignments that allowed them to speak about their experience during this challenging time, and to speak about their personal experiences in general. When scholars return to school in the fall, five days per week in-person barring state and local mandates, Democracy Prep Public Schools intends to encourage teachers to continue providing scholars with opportunities for self-expression.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Certain data from 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

In the table below, provide the school's BEDS Day enrollment for each school year.

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							121	111	102	119	99			552
2017-18							105	112	100	99	98	63		577
2018-19							102	120	128	83	93	68	59	653
2019-20							130	117	113	128	104	71	53	716
2020-21							52	134	135	113	111	87	69	701

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 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.

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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 30th
2018-19	2015-16	2015	79	4	83
2019-20	2016-17	2016	51	4	55
2020-21	2017-18	2017	76	1	77

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	83	4	87
2019-20	2016-17	2016	55	4	59
2020-21	2017-18	2017	75	1	76

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	N/A	N/A	N/A
2019-20	2015-16	2015	76	5	81
2020-21	2016-17	2016	54	4	58

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

Promotion to the Next Grade at Democracy Prep

Democracy Prep has high promotional standards. It is not automatically assumed that a scholar will pass from one grade to the next: the scholar must earn promotion by demonstrating mastery of the essential knowledge and skills in their current grade level. Scholars may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a scholar's course and exam grades, attendance, homework completion record, adherence to DREAM values, and other measures including teacher observations. A scholar may be retained if they miss 10 days in a school year, miss a significant amount of instructional time, or if the scholar fails to complete and hand in a high volume of required assignments.

High School Promotional Criteria is based on:

- Passing all major subjects. A passing grade is a 70.
 - In the 2020-2021 school year specifically, due to the remote learning context, the threshold for a passing grade was modified to a 60.
- Passing all comprehensive examinations. A passing grade is a 70.
 - In the 2020-2021 school year specifically, due to the remote learning context, the threshold for a passing grade was modified to a 60.
- Passing all necessary Regents.
- Maintaining a satisfactory disciplinary record.
- No more than 9 absences.

Scholars who fail three or fewer combined comprehensive/state exams and classes may be eligible to attend Summer Academy and earn promotion to the next grade. If a scholar fails more than

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three classes and exams combined, they generally will NOT be eligible for Summer Academy and will be retained.

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.

- 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%

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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.

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)

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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	

DPPS HS Graduation Requirements

In 12th grade, all DPPS seniors must meet the following requirements to earn graduation:

- Satisfactory transcript, earning a minimum of 70% in each class the senior is enrolled in.
- Passing grades on all required state exams
- Satisfactory SAT and ACT scores
- Mastery in the Seminar in American Democracy class
- Successful completion of the Civic Skills and Dispositions
- 83% or above on the US Citizenship Exam
- Received a minimum of two college acceptance letters
- Successful completion of the Senior Change the World Project.

Please note that only the Office of the Superintendent may revise any of these requirements, in the interest of preparing our scholars for success in college and beyond.

Consequences for Not Meeting Promotional Criteria

The promotional criteria will be used to determine if a scholar is ready for the challenges and opportunities of the next grade. If a scholar fails to meet all promotional criteria, they may be eligible for Summer Academy in order to meet these criteria.

Scholars whose final assessments and final course evaluations do not meet the expectation of any particular course are required to attend Summer Academy unless it is determined that the scholar must repeat the grade in the following academic year.

Scholars whose final assessments indicate significant growth but for whom there are substantial academic skill deficiencies or content gaps may be required to attend Summer Academy at the discretion of the school director.

Any Democracy Prep scholar who does not show substantial growth or mastery in three or more subjects may be subject to repeating the grade in all classes.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Endurance 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

As seen in the table below, in the 2019 cohort, 70% of scholars earned the required number of credits to meet promotion requirements, and in the 2020 cohort, 61% of scholars earned the required number of credits to meet promotion requirements. Both of these numbers fall short of our 75% goal. 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

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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	94	70
2020	89	61

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

As seen in the table below, the percentage of scholars in the 2020-2021 school year who passed at least three Regents exams (including exemptions) was 58% for the 2019 cohort. This is lower than our goal of 75%. In both of the school years preceding the 2020-2021 school year, Democracy Prep Endurance Charter School surpassed the 75% goal with a pass rate of 76% in the 2018-2019 school year and a pass rate of 78% in the 2019-2020 school year. The pass rate seen in 2020-2021 is likely lower than the rates seen in previous years due to the higher percentage of the school year that was spent in remote instruction.

In order to close the gaps between the pass rate seen in 2020-2021 and our goal of 75%, we plan to leverage our accelerated learning program to address accumulated learning loss seen throughout the COVID-19 pandemic. Pacing calendars for every grade and subject at Democracy Prep

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Endurance Charter School have been adjusted to allow for 24 days to address learning loss for all scholars. These days are a combination of pre-teaching days to address unfinished learning identified by diagnostic testing and strategic support days, planned individually by teachers to address the unique learning needs of their students. These are paired with increased tutoring and academic support blocks and intersession supports to allow a variety of support for all scholars. Implementing these supports will allow us to ensure that we are providing scholars with the academic support needed to ensure higher pass rates in the upcoming school year and beyond.

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	75	76
2018	2019-20	87	78
2019	2020-21	94	58

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

Within both cohorts, we have fallen short of meeting our goal of 75% of students in the fourth year high school Total Graduation Cohort and 95% of students in the 5th grade total graduation cohort graduating. While the 2015 and 2016 cohorts reached graduation rates that were close to our goal, the 2017 cohort (which was scheduled to graduate in the 2020-2021 school year) saw a much lower percentage of scholars graduating. The lower graduation rate was likely caused by the challenges that scholars faced throughout participating in remote instruction.

The rate of scholars who graduated after 5 years was 90% for the 2015 cohort, which was 5% short of our goal of 95%. For the 2016 cohort, the graduation rate was 7% lower than that of the 2015

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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cohort. This lower graduation rate was also likely due to the challenges that scholars faced during remote instruction.

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, which 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.

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	83	70
2016	2019-20	55	71
2017	2020-21	76	55

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	N/A	N/A
2015	2019-20	76	90
2016	2020-21	54	83

ADDITIONAL EVIDENCE

Graduating from Democracy Prep Endurance Charter High School is a notable accomplishment. All scholars, including those with at-risk designations, are exposed to rigorous coursework and are encouraged to pursue Regents diplomas with Advanced distinction. 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, which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools. It is Democracy Prep Charter School's

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goal to ensure that we continue to increase the number of scholars who graduate from high school after four or five years.

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

For both the 2015 and 2016 cohorts, graduation rates for Democracy Prep Endurance Charter High Schools were comparable to those of the surrounding school district. At Democracy Prep Endurance Charter School, our goal is to outperform the graduation rate of surrounding school districts, and this data indicates that we have fallen short of our 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	83	70	901	69
2016	2019-20	55	71	971	75
2017	2020-21	76	55	N/A	N/A

ADDITIONAL EVIDENCE

It is important to note that Democracy Prep Endurance Charter School serves a higher percentage of scholars who have traditionally been underserved by New York City's education system. Specifically, 88% of Democracy Prep Endurance Charter School students were considered economically disadvantaged. 21% of Democracy Prep Endurance Charter School students qualified for Special Education (SPED) services, and 3% were identified as Multilingual Learners (MLL). 97% of Democracy Prep Endurance Charter School students were Black or Latinx. The percentage of Democracy Prep Endurance Charter School scholars who were living in temporary housing was 10%. Democracy Prep Endurance Charter School actively works to increase the percentage of scholars who are traditionally underserved. Therefore, while we are actively working to increase our

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graduation rate, we are proud that our scholars who face additional challenges within the education system are performing on par with the surrounding 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 bellow.

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 Endurance Charter School did not have any scholars pursuing an alternative graduation pathway in the 2020-2021 school year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overall, we fell short of the specific accountability metrics of focus for Democracy Prep Endurance Charter School. In significant part, this was due to the impacts of the COVID-19 pandemic and the transition to remote instruction, in which many schools, including Democracy Prep Endurance, 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 Endurance, 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.	Did not meet
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	Did not meet

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	New York State Regents exams required for graduation by the completion of their second year in the cohort.	
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 equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Did not meet

ACTION PLAN

There are several actions that Democracy Prep Endurance 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 Endurance 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 Endurance 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 Endurance 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 Endurance 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 Democracy Prep Endurance Charter School, 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 Democracy Prep Public School 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

The indicator of focus at Democracy Prep Public Schools is the percentage of scholars who earned a Regents diploma with an advanced designation. Within the 2017 cohort, 51% of graduates had achieved this indicator. This is lower than our goal percentage of 75%. A key reason for this lower percentage was the remote learning context as a result of the COVID-19 pandemic. In this context, Democracy Prep Endurance Charter School scholars, like many scholars across the country, experienced unique challenges in mastering rigorous content in a remote setting. Additionally, many scholars were unable to take the assessment due to the pandemic. For these reasons, the percentage of scholars who met this indicator did not reach our goal.

As previously mentioned, we will be addressing this through intentionally adjusting our academic programming to address learning loss seen through the COVID-19 pandemic. Action items will include academic remediation for scholars and adding additional time of tutoring blocks. Additionally, teachers will focus on providing targeted instruction of key skills from the previous grade level. We expect that these interventions will allow students to pass the Regents exams at higher rates, leading us to the realization of our academic goals.

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	76	39	51
Overall	76	39	51

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 seen below 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	58	52	89
2016	2019-20	53	44	83
2017	2020-21	TBD	TBD	TBD

ADDITIONAL EVIDENCE

Prior to the pandemic (in the 2018-2019 school year), approximately 90 percent of Democracy Prep Endurance scholars matriculated to college in the year after high school graduation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Both of our 2015 and 2016 cohorts met our goal of a 75% matriculation rate. Specifically, our 2015 cohort reached a matriculation rate of 89%, and our 2016 cohort reached a matriculation rate of 83%. There were several actions that contributed to the success that Democracy Prep Endurance Charter School saw here. First, Democracy Prep Endurance Charter School operates academically rigorous, college preparatory campuses. Our curriculum is based on an accelerated introduction to the New York State Standards. Students are challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school. This curriculum provides scholars with the rigorous academic preparation that they need in order to succeed on gate-keeping assessments such as the SAT and ACT. Additionally, the consistent discussion of college preparation and readiness instills in our scholars the importance of working toward this important goal.

Type	Measure	Outcome
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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.	Met

ACTION PLAN

In order to ensure that we are able to continue meeting 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 Endurance 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 Endurance 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 Endurance 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 Endurance 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 Endurance 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 passing rate of 70 percent was used as the benchmark for proficiency.

At the beginning of each year, Democracy Prep Endurance 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.**

RESULTS AND EVALUATION

The percentage of scholars who demonstrated 70% mastery in English Language Arts can be seen below. Data includes overall mastery by grade, and it also highlights the percentage of scholars who met this academic target amongst specific historically-underserved subgroups (including scholars with IEPs and scholars who are English language learners) within each grade level.

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	33%	17%	14%
7	46%	55%	25%
8	59%	77%	59%
9	29%	29%	14%
10	36%	50%	29%
11	53%	57%	50%
12	72%		0%

ADDITIONAL CONTEXT AND EVIDENCE

With the exception of 6th grade scholars at Democracy Prep Endurance Charter School, the percentage of scholars who are English Language Learners who demonstrate proficiency is on par with or exceeding the overall percentage of scholars who are meeting 70% proficiency within the grade. Across grades and educational models, there is a need to address gaps between proficiency scores for the overall student population and students with IEPs.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

While the percentages of scholars mastering grade-level standards in elementary and middle English language arts is lower than we would like to see, we expected lower levels of proficiency given the transition to remote instruction and subsequent learning loss in this context.

This year, we have created targeted plans for addressing learning loss in literacy specifically. In direct response to evaluation data, Democracy Prep network schools, including Democracy Prep

Endurance Charter School, have comprehensively overhauled their approach to literacy instruction. One of our ultimate goals is to ensure that we are building knowledge over time in a coherent and cohesive manner. We know from research that the more background knowledge our scholars build over time, the more access they'll have to gaining more knowledge. Reading comprehension and language growth are a direct function of background knowledge. Democracy Prep has also worked to develop phonics instruction as a remediation tool at the middle school level based on lessons learned from Democracy Prep's Pathways program. Democracy Prep Public Schools has implemented these curricular shifts at the middle school level network-wide.

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.

RESULTS AND EVALUATION

Democracy Prep Endurance Charter School succeeded in meeting this metric for all cohorts.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	83	0	66	80
2016	2019-20	55	2	36	67
2017	2020-21	76	12	42	65

ADDITIONAL EVIDENCE

All three cohorts met or surpassed this goal. Within the 2015 cohort, 80% of students scored at least a 4, surpassing the goal by 15%. Within the 2016 cohort, 67% of students scored at least a 4, surpassing the goal by 2%. Within the 2017 cohort, 65% of students scored at least a 4, which allowed the cohort to meet the goal exactly.

Within the 2019 cohort, the percentage of scholars who passed (including those who exempted) is lower than comparable percentages amongst other cohorts due to the fact that many scholars are missing this exam or have not yet taken it.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	N/A	N/A	80	11	69	76	12	71
2018	N/A	N/A	87	65	79	85	65	83
2019			N/A	N/A	N/A	94	41	45
2020						N/A	N/A	N/A

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.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Endurance 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. Amongst all cohorts, 93% of scholars are at least partially proficient, with all scholars in the cohort taking the exam by their fourth year.

**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	83	0	77	93
2016	2019-20	55	1	50	93
2017	2020-21	76	12	59	93

ADDITIONAL EVIDENCE

The third year cohort has already achieved this measure, 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	Number in Cohort	Exempted	Percent Passing including

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

					Exempted			Exempted
2017	75	73	80	11	91	76	12	78
2018	N/A	N/A	87	65	79	85	65	80
2019			N/A	N/A	N/A	94	41	46
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.

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

The school met the goal of at least 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. The school exceeded this goal by 7 percentage points even though the fourth year cohort had fewer than four full years in which to earn a valid score on the exam. The fifth year cohort exceeded the goal by 14 percentage points, even though the cohort had only 4.5 years in which to earn a valid exam score.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 th 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	18	0	12	67
2016	2019-20	15	1	9	64
2017	2020-21	25	11	8	57

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Democracy Prep Endurance met the goal of at least 75 percent of scholars in the 2017 cohort achieving a level 3 on the English Language Arts Regents Exam. In fact, 100 percent of scholars were at least partially proficient by their fourth year even though the cohort had fewer than four full years in which to earn a valid exam 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	18	0	17	94
2016	2019-20	15	1	14	100
2017	2020-21	25	11	15	100

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Endurance Charter School met all of the measures in the High School English Language Arts Goal applicable to the 2020-2021 school year, including achieving fourth year measures within 3.5 years.

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	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	(Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
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 Endurance 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 Endurance Charter School used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Across grade levels at Democracy Prep Endurance Charter School, the percentage of scholars who reached benchmarks for proficiency (as measured by 70% in grades) ranged from 34% to 73%.

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	54%	33%	29%
7	49%	55%	32%
8	60%	69%	41%
9	34%	29%	9%
10	46%	50%	38%
11	57%	53%	42%
12	73%		0%

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Across grade levels, proficiency in mathematics ranged from 34% to 73%. Across all grade levels, levels of proficiency were lower for scholars with IEPs than the general population of students. For 5 grade levels, the percentage of scholars who are English Language Learners who met proficiency

benchmarks either exceeded or was within 5 percentage points of the percentage of scholars who met proficiency benchmarks across all grades.

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

Democracy Prep Endurance Charter School did not meet the goal for the percentage of scholars in the 2017 cohort who scored at a level 4 among students with a valid score. Due to the state’s cancellation of Regents exams, we expected to see a lower percentage of scholars who met this metric.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	83	0	48	58
2016	2019-20	55	1	39	72
2017	2020-21	76	7	24	25

ADDITIONAL EVIDENCE

Due to the context of the COVID-19 pandemic, Democracy Prep Endurance Charter School saw a lower percentage of scholars who met this goal than it has historically seen. For example, the 2016 cohort surpassed this goal by 7%.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19	2019-20				2020-21		
	Percent Level 4	Number in Cohort	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	75	33	80	8	40	76	7	41
2018	57	25	87	17	40	85	20	46
2019			97	44	71	94	43	73
2020						89	51	57

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The school exceeded the goal of at least 80 percent of the fourth year accountability cohort who have taken the exam earning at least a level 3 on a Regents exam in Mathematics by their fourth year. The school exceeded this goal by 10 percentage points even though this year’s fourth year accountability cohort had fewer than four full years in which to earn a valid score.

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	83	0	82	99
2016	2019-20	55	1	52	96
2017	2020-21	76	7	64	90

ADDITIONAL EVIDENCE

Within the 2018 cohort, the percentage of scholars who have passed or been exempted from the exam has already surpassed the goal, even though scholars in their third year have had fewer than three full years to earn a valid Regents exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort	2018-19		2019-20	2020-21

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Designation	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	75	91	80	8	94	76	7	93
2018	57	81	87	17	87	85	20	88
2019			97	44	74	94	20	79
2020						89	51	58

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.

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

Democracy Prep Endurance Charter School did not meet the goal of having at least 50% of students meet the college and career readiness standard (as measured by scoring at a Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by their completion of their fourth year in the cohort. The decrease in the percentage of scholars who met this goal (from the 2019-2020 school year to the 2020-2021 school year) is likely caused by the transition to remote learning and the context of the COVID-19 pandemic. In the 2019-2020 school year, Democracy Prep Endurance Charter School surpassed the goal by 14 percentage points.

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	16	0	7	38
2016	2019-20	15	1	9	64
2017	2020-21	36	10	3	7

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 met this goal with 100 percent of scholars who were not proficient in 8th grade who took the exam in high school earning a 3 by their fourth year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	16	0	16	100
2016	2019-20	15	1	14	100
2017	2020-21	36	10	26	100

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Democracy Prep Endurance Charter School achieved the measure of 80% of scholars at least partially meeting 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, and it met the goal of 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 least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. However, it did not meet the metric of 65 percent of students in the high school Accountability Cohort meeting or exceeding Common Core expectations by the completion of their fourth year in the cohort or having 50% of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations by the completion of their fourth year in the cohort.

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 achieve
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 Endurance Charter School students will demonstrate proficiency in science.

BACKGROUND

The Science curriculum at Democracy Prep Endurance 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 Democracy Prep Endurance Charter School 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 Endurance 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

According to available data, across grade levels, the percentage of scholars meeting 70% proficiency ranged from 31% to 70%.

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	67%	50%	43%
7	58%	55%	39%
8	69%	69%	59%
9	31%	14%	9%
10	49%	33%	50%
11	55%	60%	25%
12	70%		0%

ADDITIONAL CONTEXT AND EVIDENCE

Rates of proficiency seen in targeted subgroups (including scholars with IEPs and scholars who are English language learners) was typically lower than or comparable to the rates of proficiency seen across the general population within each grade level.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Rates of proficiency for grade levels ranged from 31% to 70%. Performance was typically lower amongst scholars with IEPs and scholars who are English language learners, although in two grades, scholars who are English language learners either had the same or higher levels of proficiency when compared to the general population.

ACTION PLAN

Democracy Prep Public Schools will continue to leverage a science curriculum that is based on Next Generation Science Standards, and schools will continue to provide scholars with hands-on learning opportunities. Additionally, diagnostic assessments will be administered at the beginning of the upcoming school year in order to gather baseline data that will allow for measuring scholar growth and achievement throughout the upcoming school year.

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 at least 75 percent of scholars who have taken a Regents exam in Science passing with a score of at least 65 on a Regents exam in Science. In fact, the school

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

exceeded the goal by 22 percentage points, even though scholars in the fourth year cohort had fewer than four full years in which to earn a valid score for this fourth year measure.

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	83	0	82	99
2016	2019-20	55	2	49	92
2017	2020-21	76	8	66	97

ADDITIONAL EVIDENCE

Democracy Prep Endurance Charter School's 2018 and 2019 cohorts have already met this fourth year measure, even though the 2018 cohort has only had 2.5 years in which to earn a valid score on a Regents exam in Science, and the 2019 cohort has only had 1.5 years in which to earn a valid score.

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	75	85	80	8	95	76	8	94
2018	57	58	87	28	90	87	28	93
2019			N/A	N/A	N/A	94	75	90
2020						N/A	N/A	N/A

Goal 5: Comparative Measure

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Democracy Prep Endurance 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 state’s cancellation of administration of the Regents Exams, Democracy Prep Endurance Charter School does not have sufficient data to indicate whether or not schools met this goal for the 2017 cohort. However, historical data indicates that both the 2015 and 2016 cohorts have surpassed this goal.

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

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2015	2018-19	83	0	73	88
2016	2019-20	55	8	41	87
2017	2020-21	76	58	N/A	N/A

EVALUATION

Scholars in the 2015 and 2016 cohort have surpassed this goal by 13% and 12%, respectively.

ADDITIONAL EVIDENCE

Scholars in the 2017 cohort had 56 scholars exempted from taking the exam, leading to a percentage of scholars who either passed or were exempted that exceeded the goal of 76%.

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	80	57	74	76	56	76
2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A	N/A	N/A
2020						N/A	N/A	N/A

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 in their fourth year who had taken the Global History Regents exam passing by the end of their fourth year. The school exceeded the measure by 17 percentage points even though scholars in the 2017 cohort had fewer than four full years in which to earn a valid exam score.

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	83	0	78	94
2016	2019-20	55	1	51	94
2017	2020-21	76	13	58	92

EVALUATION

Scholars in the 2015, 2016, and 2017 cohorts all surpassed this goal.

ADDITIONAL EVIDENCE

Scholars in their third year have already achieved this measure, even though they have only had 2.5 years in which to earn a valid score on the Global History Regents exam. While we saw that 56% of scholars passed (including exemptions), this is lower than we would normally expect. The lower rate is due to the fact that over 40 students still have not taken this test.

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

Cohort	2018-19	2019-20	2020-21
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Designation	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	75	73	80	12	91	76	13	93
2018	N/A	N/A	87	68	79	85	68	85
2019			N/A	N/A	N/A	94	53	56
2020						N/A	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 Endurance 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

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 "View" and click the link.



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
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

AUGUST

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

SEPTEMBER

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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	

OCTOBER

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						

NOVEMBER

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

DECEMBER

S	M	T	W	H	F	S
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	

JANUARY

S	M	T	W	H	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

S	M	T	W	H	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

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

APRIL

S	M	T	W	H	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY

S	M	T	W	H	F	S
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
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
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					

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.

Democracy Prep Endurance Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

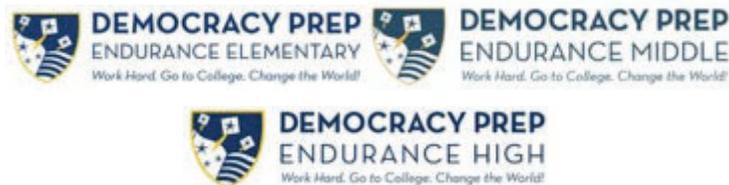
Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Claire Chaney

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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

Katherine Perez will serve as the founding principal of Democracy Prep Endurance Charter Elementary School in the 2021-2022 school year. Prior to serving as the principal of the Democracy Prep Endurance Charter Elementary School, she served as the principal of Democracy Prep Endurance Charter Middle School.

Andy Clay will serve as the principal of Democracy Prep Endurance Charter Middle School in the 2021-2022 school year. This will be his second year in this position.

Alrica Boler will serve as the principal of Democracy Prep Endurance Charter High School in the 2021-2022 school year. Last year, she served as an Assistant Principal at Democracy Prep Endurance Charter High School.

SCHOOL OVERVIEW

The mission of Democracy Prep Public Schools, including Democracy Prep Endurance Charter School, is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep Endurance Charter School is governed by the Democracy Prep New York Charter Schools Board of Trustees, the governing body of the education corporation formed out of the merger of the individual education corporations of Democracy Prep Harlem Charter School, Democracy Prep Charter School, Bronx Prep Charter School, and Harlem Prep Charter School.

Democracy Prep Endurance merged with the Democracy Prep New York ed corp at the outset of the 2019-20 school year. As a result of this merger, Democracy Prep Endurance transitioned from a Board of Regents-authorized school and oversight is now provided by the SUNY Charter Schools Institute. Since then, Democracy Prep Endurance Charter School has been able to drive exemplary student outcomes in neighborhoods of New York City that have traditionally been educationally underserved.

With the opening of an elementary school next year, Democracy Prep Endurance Charter School will operate three school sites: Democracy Prep Endurance Charter Elementary School, Democracy Prep Endurance Charter Middle School, and Democracy Prep Endurance Charter High School. In the 2021-2022 school year, Democracy Prep Endurance Charter School will serve scholars in grades K-1 and 6-12. The following year, it will additionally serve scholars in 2nd grade, and in the 2023-2024 school year, it will serve scholars in grades K-3 and 6-12.

88% of Democracy Prep Endurance Charter School students were considered economically disadvantaged. 21% of Democracy Prep Endurance Charter School students qualified for Special Education (SPED) services, and 3% were identified as Multilingual Learners (MLL). 97% of Democracy Prep Endurance Charter School students were Black or Latinx. The percentage of Democracy Prep Endurance Charter School scholars who were living in temporary housing was 10%.

The academic model at Democracy Prep Endurance Charter School features five common elements:

- Rigorous college-prep academics – The academically rigorous, research-proven program includes the core subjects, with a focus on literacy, as well as engaging electives such as art, music, and fitness;
- More time to learn – The school year includes 180 days of instruction, and students in need of additional individual support have the ability to attend after-school tutoring and on additional Saturdays;
- Data-driven decision-making – Democracy Prep Endurance Charter School utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide data tool, interim assessments, and comparative academic measures to drive effective instruction;
- Safe and supportive school culture – The Democracy Prep Endurance Charter School culture is based on the “DREAM Values” according to which all staff and students live: Discipline, Respect, Enthusiasm, Accountability, and Maturity; and
- Exemplary talent – Democracy Prep Endurance Charter School has an extremely selective staff application process, and all staff members undergo extensive performance reviews and

receive weekly professional development during the school year and three weeks of PD during the summer.

In addition to featuring these common elements of high-performing charter schools, Democracy Prep Endurance Charter School is unique in its commitment to three other key design elements:

- Commitment to educating all students, in all subjects, in all grades – Democracy Prep Endurance Charter School actively recruits students at risk of academic failure, including those with Multilingual Learner classifications, IEPs, and 504 plans, and strives to enroll students in high-needs subgroups in numbers similar or greater than those in traditional public schools. High support is provided for students to achieve high expectations.
- Authentic civic leadership and engagement – Democracy Prep Endurance Charter School places an explicit focus on preparing scholars to become civic leaders in their communities through civic initiatives, community engagement, as well as mandatory speech and debate; and
- Running schools on public funds – Democracy Prep Endurance Charter School operates the core programs at each of its schools on the public funds it receives from the city, state, and federal government.

Democracy Prep Endurance Charter School began the 2020-2021 school year fully remotely. Starting in October 2020, Democracy Prep Endurance Charter School transitioned to a hybrid model of instruction in which most scholars participated in in-person instruction for two days per week.

Throughout the pandemic, Democracy Prep Public Schools has provided scholars and their families with additional materials and other supports. For example, all scholars have had access to their own personal Chromebook, as well as a Wi-Fi hotspot if they do not have access to internet at home throughout. The school provided families with PPE and thermometers upon request. The school worked diligently to provide COVID-related updates to all families on a regular and timely basis in the language in which they are most comfortable. Upon re-opening for Hybrid learning in October 2020 (2 days per week in-person for most students), Democracy Prep Public Schools found that many families were reluctant to send their scholars to the building. Throughout the course of the year, we have worked hard to ensure that families are familiar with our health and safety protocols in anticipation of returning to school full-time in the fall. Amongst the schools in the DPNY Education Corporation, we saw zero cases of COVID transmission within our school buildings, which we attribute to strict adherence to mask wearing, hand washing, social distancing, and a rigorous COVID testing program.

An additional success that was seen during remote instruction at Democracy Prep Endurance Charter School has been the extent to which school and network personnel, particularly teachers, have been able to maintain consistent communication and engagement with scholars and families. Throughout the period of school building closures, the Democracy Prep Public Schools Office of the Superintendent has recommended that teachers call advisees weekly to check in, and some form of engagement or participation was required of scholars each day. Teachers found that scholars were particularly engaged when provided with assignments that allowed them to speak about their experience during this challenging time, and to speak about their personal experiences in general. When scholars return to school in the fall, five days per week in-person barring state and local mandates, Democracy Prep Public Schools intends to encourage teachers to continue providing scholars with opportunities for self-expression.

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Certain data from 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

In the table below, provide the school's BEDS Day enrollment for each school year.

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							121	111	102	119	99			552
2017-18							105	112	100	99	98	63		577
2018-19							102	120	128	83	93	68	59	653
2019-20							130	117	113	128	104	71	53	716
2020-21							52	134	135	113	111	87	69	701

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 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.

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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 30th
2018-19	2015-16	2015	79	4	83
2019-20	2016-17	2016	51	4	55
2020-21	2017-18	2017	76	1	77

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	83	4	87
2019-20	2016-17	2016	55	4	59
2020-21	2017-18	2017	75	1	76

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	N/A	N/A	N/A
2019-20	2015-16	2015	76	5	81
2020-21	2016-17	2016	54	4	58

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

Promotion to the Next Grade at Democracy Prep

Democracy Prep has high promotional standards. It is not automatically assumed that a scholar will pass from one grade to the next: the scholar must earn promotion by demonstrating mastery of the essential knowledge and skills in their current grade level. Scholars may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a scholar's course and exam grades, attendance, homework completion record, adherence to DREAM values, and other measures including teacher observations. A scholar may be retained if they miss 10 days in a school year, miss a significant amount of instructional time, or if the scholar fails to complete and hand in a high volume of required assignments.

High School Promotional Criteria is based on:

- Passing all major subjects. A passing grade is a 70.
 - In the 2020-2021 school year specifically, due to the remote learning context, the threshold for a passing grade was modified to a 60.
- Passing all comprehensive examinations. A passing grade is a 70.
 - In the 2020-2021 school year specifically, due to the remote learning context, the threshold for a passing grade was modified to a 60.
- Passing all necessary Regents.
- Maintaining a satisfactory disciplinary record.
- No more than 9 absences.

Scholars who fail three or fewer combined comprehensive/state exams and classes may be eligible to attend Summer Academy and earn promotion to the next grade. If a scholar fails more than

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three classes and exams combined, they generally will NOT be eligible for Summer Academy and will be retained.

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.

- 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%

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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.

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)

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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	

DPPS HS Graduation Requirements

In 12th grade, all DPPS seniors must meet the following requirements to earn graduation:

- Satisfactory transcript, earning a minimum of 70% in each class the senior is enrolled in.
- Passing grades on all required state exams
- Satisfactory SAT and ACT scores
- Mastery in the Seminar in American Democracy class
- Successful completion of the Civic Skills and Dispositions
- 83% or above on the US Citizenship Exam
- Received a minimum of two college acceptance letters
- Successful completion of the Senior Change the World Project.

Please note that only the Office of the Superintendent may revise any of these requirements, in the interest of preparing our scholars for success in college and beyond.

Consequences for Not Meeting Promotional Criteria

The promotional criteria will be used to determine if a scholar is ready for the challenges and opportunities of the next grade. If a scholar fails to meet all promotional criteria, they may be eligible for Summer Academy in order to meet these criteria.

Scholars whose final assessments and final course evaluations do not meet the expectation of any particular course are required to attend Summer Academy unless it is determined that the scholar must repeat the grade in the following academic year.

Scholars whose final assessments indicate significant growth but for whom there are substantial academic skill deficiencies or content gaps may be required to attend Summer Academy at the discretion of the school director.

Any Democracy Prep scholar who does not show substantial growth or mastery in three or more subjects may be subject to repeating the grade in all classes.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Endurance 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

As seen in the table below, in the 2019 cohort, 70% of scholars earned the required number of credits to meet promotion requirements, and in the 2020 cohort, 61% of scholars earned the required number of credits to meet promotion requirements. Both of these numbers fall short of our 75% goal. 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

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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	94	70
2020	89	61

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

As seen in the table below, the percentage of scholars in the 2020-2021 school year who passed at least three Regents exams (including exemptions) was 58% for the 2019 cohort. This is lower than our goal of 75%. In both of the school years preceding the 2020-2021 school year, Democracy Prep Endurance Charter School surpassed the 75% goal with a pass rate of 76% in the 2018-2019 school year and a pass rate of 78% in the 2019-2020 school year. The pass rate seen in 2020-2021 is likely lower than the rates seen in previous years due to the higher percentage of the school year that was spent in remote instruction.

In order to close the gaps between the pass rate seen in 2020-2021 and our goal of 75%, we plan to leverage our accelerated learning program to address accumulated learning loss seen throughout the COVID-19 pandemic. Pacing calendars for every grade and subject at Democracy Prep

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Endurance Charter School have been adjusted to allow for 24 days to address learning loss for all scholars. These days are a combination of pre-teaching days to address unfinished learning identified by diagnostic testing and strategic support days, planned individually by teachers to address the unique learning needs of their students. These are paired with increased tutoring and academic support blocks and intersession supports to allow a variety of support for all scholars. Implementing these supports will allow us to ensure that we are providing scholars with the academic support needed to ensure higher pass rates in the upcoming school year and beyond.

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	75	76
2018	2019-20	87	78
2019	2020-21	94	58

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

Within both cohorts, we have fallen short of meeting our goal of 75% of students in the fourth year high school Total Graduation Cohort and 95% of students in the 5th grade total graduation cohort graduating. While the 2015 and 2016 cohorts reached graduation rates that were close to our goal, the 2017 cohort (which was scheduled to graduate in the 2020-2021 school year) saw a much lower percentage of scholars graduating. The lower graduation rate was likely caused by the challenges that scholars faced throughout participating in remote instruction.

The rate of scholars who graduated after 5 years was 90% for the 2015 cohort, which was 5% short of our goal of 95%. For the 2016 cohort, the graduation rate was 7% lower than that of the 2015

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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cohort. This lower graduation rate was also likely due to the challenges that scholars faced during remote instruction.

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, which 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.

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	83	70
2016	2019-20	55	71
2017	2020-21	76	55

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	N/A	N/A
2015	2019-20	76	90
2016	2020-21	54	83

ADDITIONAL EVIDENCE

Graduating from Democracy Prep Endurance Charter High School is a notable accomplishment. All scholars, including those with at-risk designations, are exposed to rigorous coursework and are encouraged to pursue Regents diplomas with Advanced distinction. 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, which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools. It is Democracy Prep Charter School's

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goal to ensure that we continue to increase the number of scholars who graduate from high school after four or five years.

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

For both the 2015 and 2016 cohorts, graduation rates for Democracy Prep Endurance Charter High Schools were comparable to those of the surrounding school district. At Democracy Prep Endurance Charter School, our goal is to outperform the graduation rate of surrounding school districts, and this data indicates that we have fallen short of our 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	83	70	901	69
2016	2019-20	55	71	971	75
2017	2020-21	76	55	N/A	N/A

ADDITIONAL EVIDENCE

It is important to note that Democracy Prep Endurance Charter School serves a higher percentage of scholars who have traditionally been underserved by New York City's education system. Specifically, 88% of Democracy Prep Endurance Charter School students were considered economically disadvantaged. 21% of Democracy Prep Endurance Charter School students qualified for Special Education (SPED) services, and 3% were identified as Multilingual Learners (MLL). 97% of Democracy Prep Endurance Charter School students were Black or Latinx. The percentage of Democracy Prep Endurance Charter School scholars who were living in temporary housing was 10%. Democracy Prep Endurance Charter School actively works to increase the percentage of scholars who are traditionally underserved. Therefore, while we are actively working to increase our

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graduation rate, we are proud that our scholars who face additional challenges within the education system are performing on par with the surrounding 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 bellow.

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 Endurance Charter School did not have any scholars pursuing an alternative graduation pathway in the 2020-2021 school year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overall, we fell short of the specific accountability metrics of focus for Democracy Prep Endurance Charter School. In significant part, this was due to the impacts of the COVID-19 pandemic and the transition to remote instruction, in which many schools, including Democracy Prep Endurance, 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 Endurance, 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.	Did not meet
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	Did not meet

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	New York State Regents exams required for graduation by the completion of their second year in the cohort.	
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 equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Did not meet

ACTION PLAN

There are several actions that Democracy Prep Endurance 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 Endurance 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 Endurance 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 Endurance 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 Endurance 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 Democracy Prep Endurance Charter School, 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 Democracy Prep Public School 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

The indicator of focus at Democracy Prep Public Schools is the percentage of scholars who earned a Regents diploma with an advanced designation. Within the 2017 cohort, 51% of graduates had achieved this indicator. This is lower than our goal percentage of 75%. A key reason for this lower percentage was the remote learning context as a result of the COVID-19 pandemic. In this context, Democracy Prep Endurance Charter School scholars, like many scholars across the country, experienced unique challenges in mastering rigorous content in a remote setting. Additionally, many scholars were unable to take the assessment due to the pandemic. For these reasons, the percentage of scholars who met this indicator did not reach our goal.

As previously mentioned, we will be addressing this through intentionally adjusting our academic programming to address learning loss seen through the COVID-19 pandemic. Action items will include academic remediation for scholars and adding additional time of tutoring blocks. Additionally, teachers will focus on providing targeted instruction of key skills from the previous grade level. We expect that these interventions will allow students to pass the Regents exams at higher rates, leading us to the realization of our academic goals.

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	76	39	51
Overall	76	39	51

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 seen below 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	58	52	89
2016	2019-20	53	44	83
2017	2020-21	TBD	TBD	TBD

ADDITIONAL EVIDENCE

Prior to the pandemic (in the 2018-2019 school year), approximately 90 percent of Democracy Prep Endurance scholars matriculated to college in the year after high school graduation.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Both of our 2015 and 2016 cohorts met our goal of a 75% matriculation rate. Specifically, our 2015 cohort reached a matriculation rate of 89%, and our 2016 cohort reached a matriculation rate of 83%. There were several actions that contributed to the success that Democracy Prep Endurance Charter School saw here. First, Democracy Prep Endurance Charter School operates academically rigorous, college preparatory campuses. Our curriculum is based on an accelerated introduction to the New York State Standards. Students are challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school. This curriculum provides scholars with the rigorous academic preparation that they need in order to succeed on gate-keeping assessments such as the SAT and ACT. Additionally, the consistent discussion of college preparation and readiness instills in our scholars the importance of working toward this important goal.

Type	Measure	Outcome
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Met

ACTION PLAN

In order to ensure that we are able to continue meeting 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 Endurance 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 Endurance 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 Endurance 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 Endurance 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 Endurance 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 passing rate of 70 percent was used as the benchmark for proficiency.

At the beginning of each year, Democracy Prep Endurance 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.**

RESULTS AND EVALUATION

The percentage of scholars who demonstrated 70% mastery in English Language Arts can be seen below. Data includes overall mastery by grade, and it also highlights the percentage of scholars who met this academic target amongst specific historically-underserved subgroups (including scholars with IEPs and scholars who are English language learners) within each grade level.

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	33%	17%	14%
7	46%	55%	25%
8	59%	77%	59%
9	29%	29%	14%
10	36%	50%	29%
11	53%	57%	50%
12	72%		0%

ADDITIONAL CONTEXT AND EVIDENCE

With the exception of 6th grade scholars at Democracy Prep Endurance Charter School, the percentage of scholars who are English Language Learners who demonstrate proficiency is on par with or exceeding the overall percentage of scholars who are meeting 70% proficiency within the grade. Across grades and educational models, there is a need to address gaps between proficiency scores for the overall student population and students with IEPs.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

While the percentages of scholars mastering grade-level standards in elementary and middle English language arts is lower than we would like to see, we expected lower levels of proficiency given the transition to remote instruction and subsequent learning loss in this context.

This year, we have created targeted plans for addressing learning loss in literacy specifically. In direct response to evaluation data, Democracy Prep network schools, including Democracy Prep

Endurance Charter School, have comprehensively overhauled their approach to literacy instruction. One of our ultimate goals is to ensure that we are building knowledge over time in a coherent and cohesive manner. We know from research that the more background knowledge our scholars build over time, the more access they'll have to gaining more knowledge. Reading comprehension and language growth are a direct function of background knowledge. Democracy Prep has also worked to develop phonics instruction as a remediation tool at the middle school level based on lessons learned from Democracy Prep's Pathways program. Democracy Prep Public Schools has implemented these curricular shifts at the middle school level network-wide.

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.

RESULTS AND EVALUATION

Democracy Prep Endurance Charter School succeeded in meeting this metric for all cohorts.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	83	0	66	80
2016	2019-20	55	2	36	67
2017	2020-21	76	12	42	65

ADDITIONAL EVIDENCE

All three cohorts met or surpassed this goal. Within the 2015 cohort, 80% of students scored at least a 4, surpassing the goal by 15%. Within the 2016 cohort, 67% of students scored at least a 4, surpassing the goal by 2%. Within the 2017 cohort, 65% of students scored at least a 4, which allowed the cohort to meet the goal exactly.

Within the 2019 cohort, the percentage of scholars who passed (including those who exempted) is lower than comparable percentages amongst other cohorts due to the fact that many scholars are missing this exam or have not yet taken it.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	N/A	N/A	80	11	69	76	12	71
2018	N/A	N/A	87	65	79	85	65	83
2019			N/A	N/A	N/A	94	41	45
2020						N/A	N/A	N/A

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.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Endurance 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. Amongst all cohorts, 93% of scholars are at least partially proficient, with all scholars in the cohort taking the exam by their fourth year.

**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	83	0	77	93
2016	2019-20	55	1	50	93
2017	2020-21	76	12	59	93

ADDITIONAL EVIDENCE

The third year cohort has already achieved this measure, 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	Number in Cohort	Exempted	Percent Passing including

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

					Exempted			Exempted
2017	75	73	80	11	91	76	12	78
2018	N/A	N/A	87	65	79	85	65	80
2019			N/A	N/A	N/A	94	41	46
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.

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

The school met the goal of at least 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. The school exceeded this goal by 7 percentage points even though the fourth year cohort had fewer than four full years in which to earn a valid score on the exam. The fifth year cohort exceeded the goal by 14 percentage points, even though the cohort had only 4.5 years in which to earn a valid exam score.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 th 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	18	0	12	67
2016	2019-20	15	1	9	64
2017	2020-21	25	11	8	57

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Democracy Prep Endurance met the goal of at least 75 percent of scholars in the 2017 cohort achieving a level 3 on the English Language Arts Regents Exam. In fact, 100 percent of scholars were at least partially proficient by their fourth year even though the cohort had fewer than four full years in which to earn a valid exam 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	18	0	17	94
2016	2019-20	15	1	14	100
2017	2020-21	25	11	15	100

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Endurance Charter School met all of the measures in the High School English Language Arts Goal applicable to the 2020-2021 school year, including achieving fourth year measures within 3.5 years.

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	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	(Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
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 Endurance 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 Endurance Charter School used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Across grade levels at Democracy Prep Endurance Charter School, the percentage of scholars who reached benchmarks for proficiency (as measured by 70% in grades) ranged from 34% to 73%.

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	54%	33%	29%
7	49%	55%	32%
8	60%	69%	41%
9	34%	29%	9%
10	46%	50%	38%
11	57%	53%	42%
12	73%		0%

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Across grade levels, proficiency in mathematics ranged from 34% to 73%. Across all grade levels, levels of proficiency were lower for scholars with IEPs than the general population of students. For 5 grade levels, the percentage of scholars who are English Language Learners who met proficiency

benchmarks either exceeded or was within 5 percentage points of the percentage of scholars who met proficiency benchmarks across all grades.

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

Democracy Prep Endurance Charter School did not meet the goal for the percentage of scholars in the 2017 cohort who scored at a level 4 among students with a valid score. Due to the state’s cancellation of Regents exams, we expected to see a lower percentage of scholars who met this metric.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	83	0	48	58
2016	2019-20	55	1	39	72
2017	2020-21	76	7	24	25

ADDITIONAL EVIDENCE

Due to the context of the COVID-19 pandemic, Democracy Prep Endurance Charter School saw a lower percentage of scholars who met this goal than it has historically seen. For example, the 2016 cohort surpassed this goal by 7%.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19	2019-20				2020-21		
	Percent Level 4	Number in Cohort	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	75	33	80	8	40	76	7	41
2018	57	25	87	17	40	85	20	46
2019			97	44	71	94	43	73
2020						89	51	57

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The school exceeded the goal of at least 80 percent of the fourth year accountability cohort who have taken the exam earning at least a level 3 on a Regents exam in Mathematics by their fourth year. The school exceeded this goal by 10 percentage points even though this year’s fourth year accountability cohort had fewer than four full years in which to earn a valid score.

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	83	0	82	99
2016	2019-20	55	1	52	96
2017	2020-21	76	7	64	90

ADDITIONAL EVIDENCE

Within the 2018 cohort, the percentage of scholars who have passed or been exempted from the exam has already surpassed the goal, even though scholars in their third year have had fewer than three full years to earn a valid Regents exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort	2018-19		2019-20	2020-21

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Designation	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	75	91	80	8	94	76	7	93
2018	57	81	87	17	87	85	20	88
2019			97	44	74	94	20	79
2020						89	51	58

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.

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

Democracy Prep Endurance Charter School did not meet the goal of having at least 50% of students meet the college and career readiness standard (as measured by scoring at a Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by their completion of their fourth year in the cohort. The decrease in the percentage of scholars who met this goal (from the 2019-2020 school year to the 2020-2021 school year) is likely caused by the transition to remote learning and the context of the COVID-19 pandemic. In the 2019-2020 school year, Democracy Prep Endurance Charter School surpassed the goal by 14 percentage points.

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	16	0	7	38
2016	2019-20	15	1	9	64
2017	2020-21	36	10	3	7

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 met this goal with 100 percent of scholars who were not proficient in 8th grade who took the exam in high school earning a 3 by their fourth year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	16	0	16	100
2016	2019-20	15	1	14	100
2017	2020-21	36	10	26	100

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Democracy Prep Endurance Charter School achieved the measure of 80% of scholars at least partially meeting 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, and it met the goal of 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 least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. However, it did not meet the metric of 65 percent of students in the high school Accountability Cohort meeting or exceeding Common Core expectations by the completion of their fourth year in the cohort or having 50% of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations by the completion of their fourth year in the cohort.

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 achieve
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 Endurance Charter School students will demonstrate proficiency in science.

BACKGROUND

The Science curriculum at Democracy Prep Endurance 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 Democracy Prep Endurance Charter School 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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

METHOD

Democracy Prep Endurance 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

According to available data, across grade levels, the percentage of scholars meeting 70% proficiency ranged from 31% to 70%.

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	67%	50%	43%
7	58%	55%	39%
8	69%	69%	59%
9	31%	14%	9%
10	49%	33%	50%
11	55%	60%	25%
12	70%		0%

ADDITIONAL CONTEXT AND EVIDENCE

Rates of proficiency seen in targeted subgroups (including scholars with IEPs and scholars who are English language learners) was typically lower than or comparable to the rates of proficiency seen across the general population within each grade level.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Rates of proficiency for grade levels ranged from 31% to 70%. Performance was typically lower amongst scholars with IEPs and scholars who are English language learners, although in two grades, scholars who are English language learners either had the same or higher levels of proficiency when compared to the general population.

ACTION PLAN

Democracy Prep Public Schools will continue to leverage a science curriculum that is based on Next Generation Science Standards, and schools will continue to provide scholars with hands-on learning opportunities. Additionally, diagnostic assessments will be administered at the beginning of the upcoming school year in order to gather baseline data that will allow for measuring scholar growth and achievement throughout the upcoming school year.

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 at least 75 percent of scholars who have taken a Regents exam in Science passing with a score of at least 65 on a Regents exam in Science. In fact, the school

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

exceeded the goal by 22 percentage points, even though scholars in the fourth year cohort had fewer than four full years in which to earn a valid score for this fourth year measure.

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	83	0	82	99
2016	2019-20	55	2	49	92
2017	2020-21	76	8	66	97

ADDITIONAL EVIDENCE

Democracy Prep Endurance Charter School's 2018 and 2019 cohorts have already met this fourth year measure, even though the 2018 cohort has only had 2.5 years in which to earn a valid score on a Regents exam in Science, and the 2019 cohort has only had 1.5 years in which to earn a valid score.

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	75	85	80	8	95	76	8	94
2018	57	58	87	28	90	87	28	93
2019			N/A	N/A	N/A	94	75	90
2020						N/A	N/A	N/A

Goal 5: Comparative Measure

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Democracy Prep Endurance 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 state’s cancellation of administration of the Regents Exams, Democracy Prep Endurance Charter School does not have sufficient data to indicate whether or not schools met this goal for the 2017 cohort. However, historical data indicates that both the 2015 and 2016 cohorts have surpassed this goal.

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

Cohort Designation	Fourth Year	Number in Cohort	Number Exempted with No Valid Score	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2015	2018-19	83	0	73	88
2016	2019-20	55	8	41	87
2017	2020-21	76	58	N/A	N/A

EVALUATION

Scholars in the 2015 and 2016 cohort have surpassed this goal by 13% and 12%, respectively.

ADDITIONAL EVIDENCE

Scholars in the 2017 cohort had 56 scholars exempted from taking the exam, leading to a percentage of scholars who either passed or were exempted that exceeded the goal of 76%.

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	80	57	74	76	56	76
2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A	N/A	N/A
2020						N/A	N/A	N/A

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 in their fourth year who had taken the Global History Regents exam passing by the end of their fourth year. The school exceeded the measure by 17 percentage points even though scholars in the 2017 cohort had fewer than four full years in which to earn a valid exam score.

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	83	0	78	94
2016	2019-20	55	1	51	94
2017	2020-21	76	13	58	92

EVALUATION

Scholars in the 2015, 2016, and 2017 cohorts all surpassed this goal.

ADDITIONAL EVIDENCE

Scholars in their third year have already achieved this measure, even though they have only had 2.5 years in which to earn a valid score on the Global History Regents exam. While we saw that 56% of scholars passed (including exemptions), this is lower than we would normally expect. The lower rate is due to the fact that over 40 students still have not taken this test.

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

Cohort	2018-19	2019-20	2020-21
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Designation	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
	2017	75	73	80	12	91	76	13
2018	N/A	N/A	87	68	79	85	68	85
2019			N/A	N/A	N/A	94	53	56
2020						N/A	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 Endurance 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 Prep Endurance 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 PREP ENDURANCE 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 PREP ENDURANCE 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	\$ 11,034,421	\$ -	\$ 11,034,421	\$ 10,976,272
Students with disabilities	1,198,362	-	1,198,362	1,265,735
Grants and Contracts				
State and local	56,115	-	56,115	54,607
Federal - Title and IDEA	914,516	-	914,516	479,161
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	822,600	-	822,600	850,516
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	14,026,014	-	14,026,014	13,626,291
EXPENSES				
Program Services				
Regular Education	\$ 7,740,225	\$ -	\$ 7,740,225	\$ 7,649,178
Special Education	1,956,669	-	1,956,669	1,875,349
Other Programs	-	-	-	-
Total Program Services	9,696,894	-	9,696,894	9,524,527
Management and general	1,774,583	-	1,774,583	1,209,641
Fundraising	77,645	-	77,645	76,059
TOTAL OPERATING EXPENSES	11,549,122	-	11,549,122	10,810,227
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	2,476,892	-	2,476,892	2,816,064
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 1,000	\$ 11,729	\$ 12,729	\$ 4,503
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	2,725
Interest income	-	-	-	640
Miscellaneous income	238,589	-	238,589	87,943
Net assets released from restriction	11,729	(11,729)	-	-
TOTAL SUPPORT AND OTHER REVENUE	251,318	-	251,318	95,811
CHANGE IN NET ASSETS	2,728,210	-	2,728,210	2,911,875
NET ASSETS BEGINNING OF YEAR	4,680,986	-	4,680,986	1,769,111
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 7,409,196	\$ -	\$ 7,409,196	\$ 4,680,986

DEMOCRACY PREP ENDURANCE 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 PREP ENDURANCE 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	Management and General		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	15.00	503,133	143,752	-	646,885	-	902,811	1,549,696	1,291,476
Instructional Personnel	71.00	3,310,964	834,168	-	4,145,132	-	-	4,145,132	3,971,973
Non-Instructional Personnel	1.00	41,228	10,387	-	51,615	-	-	51,615	15,666
Total Salaries and Staff	87.00	3,855,325	988,307	-	4,843,632	-	902,811	5,746,443	5,279,115
Fringe Benefits & Payroll Taxes		687,398	176,214	-	863,612	-	160,970	1,024,582	1,028,349
Retirement		124,586	31,937	-	156,523	-	29,175	185,698	226,829
Management Company Fees		1,009,383	232,934	-	1,242,317	77,645	232,934	1,552,896	1,521,178
Legal Service		-	-	-	-	-	10,803	10,803	4,470
Accounting / Audit Services		-	-	-	-	-	7,850	7,850	26,750
Other Purchased / Professional / Consulting Services		41,491	10,453	-	51,944	-	37,509	89,453	10,379
Building and Land Rent / Lease / Facility Finance Interest		975,566	250,086	-	1,225,652	-	228,451	1,454,103	1,425,689
Repairs & Maintenance		55,707	14,280	-	69,987	-	13,045	83,032	7,778
Insurance		53,315	13,667	-	66,982	-	12,485	79,467	58,838
Utilities		32,388	8,303	-	40,691	-	7,584	48,275	30,217
Supplies / Materials		228,732	57,627	-	286,359	-	-	286,359	241,523
Equipment / Furnishings		11,383	2,918	-	14,301	-	2,665	16,966	81,298
Staff Development		14,514	3,721	-	18,235	-	3,399	21,634	89,546
Marketing / Recruitment		34,568	8,758	-	43,326	-	2,591	45,917	29,169
Technology		184,951	47,412	-	232,363	-	43,310	275,673	126,716
Food Service		-	-	-	-	-	-	-	-
Student Services		93,562	23,572	-	117,134	-	-	117,134	266,535
Office Expense		125,998	32,299	-	158,297	-	29,505	187,802	5,201
Depreciation		180,181	46,189	-	226,370	-	42,193	268,563	226,578
OTHER		31,177	7,992	-	39,169	-	7,303	46,472	124,069
Total Expenses		\$ 7,740,225	\$ 1,956,669	\$ -	\$ 9,696,894	\$ 77,645	\$ 1,774,583	\$ 11,549,122	\$ 10,810,227



**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 Prep Endurance Charter School

SCHOOL	Democracy Prep Endurance Charter School
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CONTACT INFORMATION	
Contact Name:	Valerie Martinez
Contact Title:	CFO
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

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

DEMOCRACY PREP ENDURANCE CHARTER SCHOOL
2021-22

ENROLLMENT BY GRADES

1	2	3	4	5	6	7	8
50					90	100	112
9	10	11	12				
100	72	75	50				

K							
50							

INITIAL BUDGETED ENROLLMENT	
TOTAL ENROLLMENT = 699	

ENROLLMENT BY DISTRICT

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
699	0	699	0	699	0	699	0

ANNUAL BUDGET							
ENROLLMENT BY QUARTER							
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
699	0	699	0	699	0	699	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.

PRIOR YEAR ACTUAL	
4	
686	

ANNUAL BUDGET							
ENROLLMENT BY QUARTER							
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
699	0	699	0	699	0	699	0

ANNUAL BUDGET							
ENROLLMENT BY QUARTER							
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
699	0	699	0	699	0	699	0

PRIOR YEAR ACTUAL	
2020-21	
Actual Enrollment	680
4	
1	
1	

PRIMARY/OTHER DISTRICT NAME(S)	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
1 PRIMARY District				
2 SECONDARY District				
3 Other District 3				
4 Other District 4				
5 Other District 5				

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 PREP ENDURANCE 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	6.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0								
Instructional Management		8.1	8.1	8.1	8.1	8.1	8.1	8.1	8.1								
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	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3								
Operations / Business Manager		6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0								
Administrative Staff	15.0	22.3	0.0	22.3	0.0	22.3	0.0	22.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL ADMINISTRATIVE STAFF																	

***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	49.0	49.0	49.0	49.0	49.0	49.0	49.0	49.0								
Teachers - SPED	7.0	12.1	12.1	12.1	12.1	12.1	12.1	12.1	12.1								
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		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
Therapists & Counselors	6.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0								
Other	7.0	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2								
TOTAL INSTRUCTIONAL	71.0	71.3	0.0	71.3	0.0	71.3	0.0	71.3	0.0	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.

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	1.0	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2								
Security		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0								
Other		4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5								
TOTAL NON-INSTRUCTIONAL	1.0	6.7	0.0	6.7	0.0	6.7	0.0	6.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	87.0	100.4	0.0	100.4	0.0	100.4	0.0	100.4	0.0	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.

DEMOCRACY PREP ENDURANCE 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	13,147,760	4,583,968	-	4,583,968	-	4,583,968	-	4,583,968	-	4,583,968	-	4,583,968	-
Total Expenses	10,708,194	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-
Net Income	2,439,565	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-
Actual Student Enrollment	686	699	-	699	-	699	-	699	-	699	-	699	-
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
	Avg. No. of Positions	2,253											
Executive Management													
Instructional Management	5.00	657,733	180,325	180,325		180,325		180,325		180,325		180,325	
Deans, Directors & Coordinators	8.06	(7,781)	196,725	196,725		196,725		196,725		196,725		196,725	
CFO / Director of Finance		-	-	-		-		-		-		-	
Operation / Business Manager	3.28	211,895	75,933	75,933		75,933		75,933		75,933		75,933	
Administrative Staff	6.00	289,378	85,014	85,014		85,014		85,014		85,014		85,014	
TOTAL ADMINISTRATIVE STAFF	22.34	1,153,477	537,997	537,997		537,997		537,997		537,997		537,997	
INSTRUCTIONAL PERSONNEL COSTS													
	Avg. No. of Positions	2,746,976											
Teachers - Regular	49.00	2,746,976	942,693	942,693		942,693		942,693		942,693		942,693	
Teachers - SPED	12.13	22,953	282,157	282,157		282,157		282,157		282,157		282,157	
Substitute Teachers		-	-	-		-		-		-		-	
Teaching Assistants		-	-	-		-		-		-		-	
Specialty Teachers		(1,287)	-	-		-		-		-		-	
Aides		-	-	-		-		-		-		-	
Therapists & Counselors	7.00	353,155	136,182	136,182		136,182		136,182		136,182		136,182	
Other	3.20	566,062	159,741	159,741		159,741		159,741		159,741		159,741	
TOTAL INSTRUCTIONAL	71.33	3,687,859	1,520,773	1,520,773		1,520,773		1,520,773		1,520,773		1,520,773	
NON-INSTRUCTIONAL PERSONNEL COSTS													
	Avg. No. of Positions	-											
Nurse		-	-	-		-		-		-		-	
Librarian		-	-	-		-		-		-		-	
Custodian	0.15	49,361	2,644	2,644		2,644		2,644		2,644		2,644	
Security	2.00	(2,956)	12,587	12,587		12,587		12,587		12,587		12,587	
Other	4.54	122,784	112,324	112,324		112,324		112,324		112,324		112,324	
TOTAL NON-INSTRUCTIONAL	6.69	169,189	127,555	127,555		127,555		127,555		127,555		127,555	
SUBTOTAL PERSONNEL SERVICE COSTS	100.36	5,010,525	2,186,325	2,186,325		2,186,325		2,186,325		2,186,325		2,186,325	
PAYROLL TAXES AND BENEFITS													
	Avg. No. of Positions	-											
Payroll Taxes		-	166,676	166,676		166,676		166,676		166,676		166,676	
Fringe / Employee Benefits		1,239,870	239,631	239,631		239,631		239,631		239,631		239,631	
Retirement / Pension		205,632	93,446	93,446		93,446		93,446		93,446		93,446	
TOTAL PAYROLL TAXES AND BENEFITS		1,445,502	499,753	499,753		499,753		499,753		499,753		499,753	
TOTAL PERSONNEL SERVICE COSTS	100.36	6,456,027	2,686,078	2,686,078		2,686,078		2,686,078		2,686,078		2,686,078	
CONTRACTED SERVICES													
	Avg. No. of Positions	54,137											
Accounting / Audit		24,951	24,951	24,951		24,951		24,951		24,951		24,951	
Legal		3,750	3,750	3,750		3,750		3,750		3,750		3,750	
Management Company Fee		515,007	515,007	515,007		515,007		515,007		515,007		515,007	
Nurse Services		-	-	-		-		-		-		-	
Food Service / School Lunch		-	-	-		-		-		-		-	
Payroll Services		-	-	-		-		-		-		-	
Special Ed Services		-	-	-		-		-		-		-	
Titlment Services (i.e. Title I)		-	-	-		-		-		-		-	
Other Purchased / Professional / Consulting		196,179	80,322	80,322		80,322		80,322		80,322		80,322	
TOTAL CONTRACTED SERVICES		1,639,081	624,030	624,030		624,030		624,030		624,030		624,030	

DEMOCRACY PREP ENDURANCE CHARTER SCHOOL
Budget / Operating Plan
2021-22

	13,142,760	4,583,968	-	4,583,968	-	4,583,968	-	4,583,968	-	4,583,968	-	4,583,968	-
	10,708,194	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-
	2,434,565	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-
	686	699	-	699	-	699	-	699	-	699	-	699	-
Prior Year Actual	2020-21	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30								
Revenue Per Pupil		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses	139,344	110,940	-	110,940	-	110,940	-	110,940	-	110,940	-	110,940	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	49,514	39,970	-	39,970	-	39,970	-	39,970	-	39,970	-	39,970	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	92,655	21,617	-	21,617	-	21,617	-	21,617	-	21,617	-	21,617	-
Equipment / Furniture	38,452	22,940	-	22,940	-	22,940	-	22,940	-	22,940	-	22,940	-
Telephone	75,860	27,260	-	27,260	-	27,260	-	27,260	-	27,260	-	27,260	-
Technology	24,094	6,428	-	6,428	-	6,428	-	6,428	-	6,428	-	6,428	-
Student Testing & Assessment	26,827	64,661	-	64,661	-	64,661	-	64,661	-	64,661	-	64,661	-
Field Trips	443	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	4,203	46,956	-	46,956	-	46,956	-	46,956	-	46,956	-	46,956	-
Student Services - other	70,495	59,824	-	59,824	-	59,824	-	59,824	-	59,824	-	59,824	-
Office Expense	11,936	44,027	-	44,027	-	44,027	-	44,027	-	44,027	-	44,027	-
Staff Development	27,266	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	35,040	5,750	-	5,750	-	5,750	-	5,750	-	5,750	-	5,750	-
Student Recruitment / Marketing	9,426	1,515	-	1,515	-	1,515	-	1,515	-	1,515	-	1,515	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	18,122	16,133	-	16,133	-	16,133	-	16,133	-	16,133	-	16,133	-
Fundraising	623,676	468,021	-	468,021	-	468,021	-	468,021	-	468,021	-	468,021	-
Other													
TOTAL SCHOOL OPERATIONS													
FACILITY OPERATION & MAINTENANCE													
Insurance	82,139	28,548	-	28,548	-	28,548	-	28,548	-	28,548	-	28,548	-
Janitorial	55,165	91,912	-	91,912	-	91,912	-	91,912	-	91,912	-	91,912	-
Building and Land Rent / Lease / Facility Finance Interest	1,407,625	474,183.00	-	474,183.00	-	474,183.00	-	474,183.00	-	474,183.00	-	474,183.00	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	(10,244)	7,940	-	7,940	-	7,940	-	7,940	-	7,940	-	7,940	-
Utilities	1,534,685	11,835	-	11,835	-	11,835	-	11,835	-	11,835	-	11,835	-
TOTAL FACILITY OPERATION & MAINTENANCE													
		614,418	-	614,418	-	614,418	-	614,418	-	614,418	-	614,418	-
DEPRECIATION & AMORTIZATION													
	368,714	109,554	-	109,554	-	109,554	-	109,554	-	109,554	-	109,554	-
COVID-19 / CONTINGENCY													
	-	52,120	-	52,120	-	52,120	-	52,120	-	52,120	-	52,120	-
DEFERRED RENT													
	86,012	18,318	-	18,318	-	18,318	-	18,318	-	18,318	-	18,318	-
TOTAL EXPENSES													
	10,708,194	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-
NET INCOME													
	2,434,565	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-

DEMOCRACY PREP ENDURANCE CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	18,335,872	18,335,872	-	5,193,112	5,193,112
Total Expenses	18,290,156	18,290,156	-	(7,581,962)	(7,581,962)
Net Income	45,716	45,716	-	(2,388,849)	(2,388,849)
Actual Student Enrollment					

DESCRIPTION OF ASSUMPTIONS

	Avg. No. of Positions	Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	-	-	-	-	2,253	2,253
Instructional Management	5.00	721,300	721,300	-	(63,567)	(63,567)
Deans, Directors & Coordinators	8.06	786,900	786,900	-	(794,681)	(794,681)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	3.28	303,732	303,732	-	(91,837)	(91,837)
Administrative Staff	6.00	340,056	340,056	-	(50,678)	(50,678)
TOTAL ADMINISTRATIVE STAFF	22.34	2,151,988	2,151,988	-	(998,511)	(998,511)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	49.00	3,770,772	3,770,772	-	(1,023,796)	(1,023,796)
Teachers - SPED	12.13	1,128,628	1,128,628	-	(1,105,675)	(1,105,675)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	(1,287)	(1,287)
Aides	-	-	-	-	-	-
Therapists & Counselors	7.00	544,728	544,728	-	(191,573)	(191,573)
Other	3.20	638,964	638,964	-	(72,902)	(72,902)
TOTAL INSTRUCTIONAL	71.33	6,083,092	6,083,092	-	(2,395,233)	(2,395,233)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	0.15	10,576	10,576	-	38,785	38,785
Security	2.00	50,348	50,348	-	(53,304)	(53,304)
Other	4.54	449,296	449,296	-	(326,512)	(326,512)
TOTAL NON-INSTRUCTIONAL	6.69	510,220	510,220	-	(341,031)	(341,031)
SUBTOTAL PERSONNEL SERVICE COSTS	100.36	8,745,300	8,745,300	-	(3,734,775)	(3,734,775)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	666,704	666,704	-	(666,704)	(666,704)
Fringe / Employee Benefits	-	958,524	958,524	-	281,346	281,346
Retirement / Pension	-	373,784	373,784	-	(168,152)	(168,152)
TOTAL PAYROLL TAXES AND BENEFITS		1,999,012	1,999,012	-	(553,510)	(553,510)
TOTAL PERSONNEL SERVICE COSTS	100.36	10,744,312	10,744,312	-	(4,288,285)	(4,288,285)
CONTRACTED SERVICES						
Accounting / Audit	-	99,804	99,804	-	(45,667)	(45,667)
Legal	-	15,000	15,000	-	(15,000)	(15,000)
Management Company Fee	-	2,060,028	2,060,028	-	(671,263)	(671,263)
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-
Titlment Services (i.e., Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	321,288	321,288	-	(125,109)	(125,109)
TOTAL CONTRACTED SERVICES		2,496,120	2,496,120	-	(857,039)	(857,039)

DEMOCRACY PREP ENDURANCE 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	18,335,872	18,335,872	-	5,193,112	5,193,112
Total Expenses	18,290,156	18,290,156	-	(7,581,962)	(7,581,962)
Net Income	45,716	45,716	-	(2,388,849)	(2,388,849)
Actual Student Enrollment					
SCHOOL OPERATIONS					
Board Expenses					
Classroom / Teaching Supplies & Materials	443,760	443,760	-	(304,416)	(304,416)
Special Ed Supplies & Materials					
Textbooks / Workbooks	159,880	159,880	-	(110,366)	(110,366)
Supplies & Materials other					
Equipment / Furniture					
Telephone	86,468	86,468	-	6,187	6,187
Technology	91,760	91,760	-	(53,308)	(53,308)
Student Testing & Assessment	109,040	109,040	-	(33,180)	(33,180)
Field Trips	25,712	25,712	-	(1,618)	(1,618)
Transportation (student)	258,644	258,644	-	(231,817)	(231,817)
Student Services - other					
Office Expense	187,824	187,824	-	443	443
Staff Development	239,296	239,296	-	(183,621)	(183,621)
Staff Recruitment	176,108	176,108	-	(168,801)	(168,801)
Student Recruitment / Marketing					
School Meals / Lunch					
Travel (Staff)	23,000	23,000	-	(164,172)	(164,172)
Fundraising					
Other	6,060	6,060	-	27,266	27,266
TOTAL SCHOOL OPERATIONS	64,532	64,532	-	12,040	12,040
	1,872,084	1,872,084	-	(1,248,408)	(1,248,408)
FACILITY OPERATION & MAINTENANCE					
Insurance	114,192	114,192	-	(32,053)	(32,053)
Janitorial	367,648	367,648	-	(312,483)	(312,483)
Building and Land Rent / Lease / Facility Finance Interest	1,896,732	1,896,732	-	(489,107)	(489,107)
Repairs & Maintenance					
Equipment / Furniture					
Security	31,760	31,760	-	(31,760)	(31,760)
Utilities	47,340	47,340	-	(57,584)	(57,584)
TOTAL FACILITY OPERATION & MAINTENANCE	2,457,672	2,457,672	-	(922,987)	(922,987)
DEPRECIATION & AMORTIZATION					
COVID-19 / CONTINGENCY	438,216	438,216	-	(69,502)	(69,502)
DEFERRED RENT	208,480	208,480	-	(208,480)	(208,480)
TOTAL EXPENSES	18,290,156	18,290,156	-	(7,581,962)	(7,581,962)
NET INCOME	45,716	45,716	-	(2,388,849)	(2,388,849)

DEMOCRACY PREP ENDURANCE CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	18,335,872	18,335,872	-	5,193,112	5,193,112
Total Expenses	18,290,156	18,290,156	-	(7,581,962)	(7,581,962)
Net Income	45,716	45,716	-	(2,388,849)	(2,388,849)
Actual Student Enrollment					

Total Year	VARIANCE	
	Original Budget	Revised Budget vs. PY Budget
Original Budget		
Revised Budget		
Variance		

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

- NYC CHANCELLOR'S OFFICE
- MT VERNON SCHOOL DISTRICT
- YONKERS CITY SD
- RAMAPO CSD (SUFFERN)
-
-
-
-
-
-
-

ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

DEMOCRACY PREP ENDURANCE 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	13,147,760	4,583,968	-	4,583,968	-	4,583,968	-	4,583,968	-	4,583,968	-	4,583,968	-	18,335,872
Total Expenses	10,708,194	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-	4,572,539	-	18,290,156
Net Income	2,434,565	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-	45,716
Actual Student Enrollment	686	699	-	699	-	699	-	699	-	699	-	699	-	45,716
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES (enter descriptions below)														
Example - Add Back Depreciation														
Other														
Total Operating Activities														
INVESTMENT ACTIVITIES (enter descriptions below)														
Example - Subtract Property and Equipment Expenditures														
Other														
Total Investment Activities														
FINANCING ACTIVITIES (enter descriptions below)														
Example - Add Expected Proceeds from a Loan or Line of Credit														
Other														
Total Financing Activities														
Total Cash Flow Adjustments														
NET INCOME	2,434,565	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-	11,429	-	45,716
Beginning Cash Balance	-	2,434,565	-	2,445,994	-	2,457,423	-	2,457,423	-	2,468,852	-	2,468,852	-	2,434,565
ENDING CASH BALANCE	2,434,565	2,445,994	-	2,457,423	-	2,468,852	-	2,468,852	-	2,480,281	-	2,480,281	-	2,480,281

DEMOCRACY PREP ENDURANCE CHARTER SCHOOL

**Budget / Operating Plan
2021-22**

	Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Variance	Original Budget	Revised Budget vs. PY Budget	
Total Revenue	18,335,872		5,193,112	5,193,112	
Total Expenses	18,290,156		(7,581,962)	(7,581,962)	
Net Income	45,716		(2,388,849)	(2,388,849)	
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	45,716		(2,388,849)	(2,388,849)	
Beginning Cash Balance	2,434,565		2,434,565	2,434,565	
ENDING CASH BALANCE	2,480,281		45,716	45,716	

DEMOCRACY PREP ENDURANCE 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	-	4,583,968	-	-	4,583,968	-	-	4,583,968	-	-	4,583,968	-
Total Expenses	-	4,572,539	-	-	4,572,539	-	-	4,572,539	-	-	4,572,539	-
Net Income	-	11,429	-	-	11,429	-	-	11,429	-	-	11,429	-
Actual Student Enrollment	-	699	-	-	699	-	-	699	-	-	699	-

*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			
	No. of Positions	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
EXPENSES																
ADMINISTRATIVE STAFF PERSONNEL COSTS																
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	180,325	-	-	180,325	-	-	-	180,325	-	-	180,325	-	-	180,325	-
Deans, Directors & Coordinators	-	196,725	-	-	196,725	-	-	-	196,725	-	-	196,725	-	-	196,725	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	75,933	-	-	75,933	-	-	-	75,933	-	-	75,933	-	-	75,933	-
Administrative Staff	-	85,014	-	-	85,014	-	-	-	85,014	-	-	85,014	-	-	85,014	-
TOTAL ADMINISTRATIVE STAFF	-	537,997	-	-	537,997	-	-	-	537,997	-	-	537,997	-	-	537,997	-
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular	-	942,693	-	-	942,693	-	-	-	942,693	-	-	942,693	-	-	942,693	-
Teachers - SPED	-	282,157	-	-	282,157	-	-	-	282,157	-	-	282,157	-	-	282,157	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	136,182	-	-	136,182	-	-	-	136,182	-	-	136,182	-	-	136,182	-
Other	-	159,741	-	-	159,741	-	-	-	159,741	-	-	159,741	-	-	159,741	-
TOTAL INSTRUCTIONAL	-	1,520,773	-	-	1,520,773	-	-	-	1,520,773	-	-	1,520,773	-	-	1,520,773	-
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	2,644	-	-	2,644	-	-	-	2,644	-	-	2,644	-	-	2,644	-
Security	-	12,587	-	-	12,587	-	-	-	12,587	-	-	12,587	-	-	12,587	-
Other	-	112,324	-	-	112,324	-	-	-	112,324	-	-	112,324	-	-	112,324	-
TOTAL NON-INSTRUCTIONAL	-	127,555	-	-	127,555	-	-	-	127,555	-	-	127,555	-	-	127,555	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	2,186,325	-	-	2,186,325	-	-	-	2,186,325	-	-	2,186,325	-	-	2,186,325	-
PAYROLL TAXES AND BENEFITS																
Payroll Taxes	-	166,676	-	-	166,676	-	-	-	166,676	-	-	166,676	-	-	166,676	-
Fringe / Employee Benefits	-	239,631	-	-	239,631	-	-	-	239,631	-	-	239,631	-	-	239,631	-
Retirement / Pension	-	93,446	-	-	93,446	-	-	-	93,446	-	-	93,446	-	-	93,446	-
TOTAL PAYROLL TAXES AND BENEFITS	-	499,753	-	-	499,753	-	-	-	499,753	-	-	499,753	-	-	499,753	-
TOTAL PERSONNEL SERVICE COSTS	-	2,686,078	-	-	2,686,078	-	-	-	2,686,078	-	-	2,686,078	-	-	2,686,078	-
CONTRACTED SERVICES																
Accounting / Audit	-	24,951	-	-	24,951	-	-	-	24,951	-	-	24,951	-	-	24,951	-
Legal	-	3,750	-	-	3,750	-	-	-	3,750	-	-	3,750	-	-	3,750	-
Management Company Fee	-	515,007	-	-	515,007	-	-	-	515,007	-	-	515,007	-	-	515,007	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	80,322	-	-	80,322	-	-	-	80,322	-	-	80,322	-	-	80,322	-
TOTAL CONTRACTED SERVICES	-	624,030	-	-	624,030	-	-	-	624,030	-	-	624,030	-	-	624,030	-

DEMOCRACY PREP ENDURANCE 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	-	4,583,968	-	-	4,583,968	-	-	4,583,968	-	-	4,583,968	-
Total Expenses	-	4,572,539	-	-	4,572,539	-	-	4,572,539	-	-	4,572,539	-
Net Income	-	11,429	-	-	11,429	-	-	11,429	-	-	11,429	-
Actual Student Enrollment	-	699	-	-	699	-	-	699	-	-	699	-
*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	110,940	110,940	-	-	110,940	-	-	110,940	-	-	110,940	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	39,970	39,970	-	-	39,970	-	-	39,970	-	-	39,970	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	21,617	21,617	-	-	21,617	-	-	21,617	-	-	21,617	-
Telephone	22,940	22,940	-	-	22,940	-	-	22,940	-	-	22,940	-
Technology	27,260	27,260	-	-	27,260	-	-	27,260	-	-	27,260	-
Student Testing & Assessment	6,428	6,428	-	-	6,428	-	-	6,428	-	-	6,428	-
Field Trips	64,661	64,661	-	-	64,661	-	-	64,661	-	-	64,661	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	46,956	46,956	-	-	46,956	-	-	46,956	-	-	46,956	-
Office Expense	59,824	59,824	-	-	59,824	-	-	59,824	-	-	59,824	-
Staff Development	44,027	44,027	-	-	44,027	-	-	44,027	-	-	44,027	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	5,750	5,750	-	-	5,750	-	-	5,750	-	-	5,750	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	1,515	1,515	-	-	1,515	-	-	1,515	-	-	1,515	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	16,133	16,133	-	-	16,133	-	-	16,133	-	-	16,133	-
TOTAL SCHOOL OPERATIONS	-	468,021	-	-	468,021	-	-	468,021	-	-	468,021	-
FACILITY OPERATION & MAINTENANCE												
Insurance	28,548	28,548	-	-	28,548	-	-	28,548	-	-	28,548	-
Janitorial	91,912	91,912	-	-	91,912	-	-	91,912	-	-	91,912	-
Building and Land Rent / Lease / Facility Finance Interest	474,183	474,183	-	-	474,183	-	-	474,183	-	-	474,183	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	7,940	7,940	-	-	7,940	-	-	7,940	-	-	7,940	-
Utilities	11,835	11,835	-	-	11,835	-	-	11,835	-	-	11,835	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	614,418	-	-	614,418	-	-	614,418	-	-	614,418	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	109,554	109,554	-	-	109,554	-	-	109,554	-	-	109,554	-
DEFERRED RENT	18,318	18,318	-	-	18,318	-	-	18,318	-	-	18,318	-
TOTAL EXPENSES	-	4,572,539	-	-	4,572,539	-	-	4,572,539	-	-	4,572,539	-
NET INCOME	-	11,429	-	-	11,429	-	-	11,429	-	-	11,429	-

DEMOCRACY PREP ENDURANCE CHARTER SCHOOL
Budget / Operating Plan

2021-22

Total Revenue	-	18,335,872	(18,335,872)	-	18,335,872	(18,335,872)	-	-	-
Total Expenses	-	18,290,156	18,290,156	-	18,290,156	18,290,156	-	-	-
Net Income	-	45,716	(45,716)	-	45,716	(45,716)	-	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-

	Actual	Actual vs. Current Budget		Current Budget vs. Original Budget		Original Budget vs. Actual Budget		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual vs. Original Budget TY	Actual vs. Original Budget
		Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget (Current Quarter)	Original Budget	Original Budget	Actual Budget			

*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 TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget	Actual Budget	Original Budget	Actual vs. Original Budget	Actual vs. Original Budget
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES										
Accounting / Audit	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
DEMOCRACY PREP ENDURANCE 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):	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

Signature:

DocuSigned by:

 17B348F1DE22450...

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

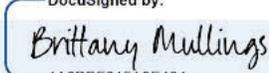
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

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):	Ken Weiller
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair, Development Committee
Email Address:	[REDACTED]

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

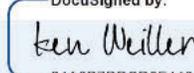
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

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):	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: Roger Berg
 06D615838DC0422...

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

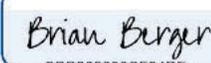
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

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):	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

Signature:

DocuSigned by:

Gregory Weston

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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:	[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"

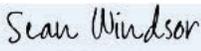
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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:

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 Rep New York
Name of trustee (print):	J-shua Kristan
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
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 cohabitate 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):	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

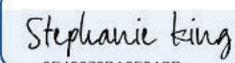
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

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):	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"

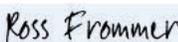
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *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

Signature:

DocuSigned by:

 9F432DBCA4AA47C...

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.

CO Number: 200971966F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Bronx	Block Number: 04070	Certificate Type: Final
	Address: 1535 WILLIAMSBRIDGE ROAD	Lot Number(s): 162	Effective Date: 02/14/2006
	Building Identification Number (BIN): 2825596	Building Type: Altered	
	Special District: None		
This Certificate supercedes CO Number(s): None			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: NON-COMB: 1-D	Number of stories: 1	
	Building Occupancy Group classification: G	Height in feet: 25	
	Multiple Dwelling Law Classification: None	Number of dwelling units: 0	
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: Parking (6600 square feet)		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: **200971966F**

Permissible Use and Occupancy

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code habitable rooms	Building Code occupancy group	Zoning dwelling or rooming units	Zoning use group	Description of use
[REDACTED CONTENT]							



Borough Commissioner



Commissioner

END OF DOCUMENT

200971966/000 2/14/2006 11:09:45 AM



CERTIFICATE OF OCCUPANCY

BOROUGH BRONX

DATE: AUG 10 2004 NO. 200798734 (F)

This certificate supersedes C.O. NO

ZONING DISTRICT 02-2 in R4

THIS CERTIFIES that the ~~new~~^{xxx}—altered—existing—building—premises located at
1529 WILLIAMSBRIDGE ROAD

Block 4070 Lot 166

CONFORMS SUBSTANTIALLY TO THE APPROVED PLANS AND SPECIFICATIONS AND TO THE REQUIREMENTS OF ALL APPLICABLE LAWS, RULES, AND REGULATIONS FOR THE USES AND OCCUPANCIES SPECIFIED HEREIN.

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOAD LBS PER SQ. FT.	MAXIMUM NO. OF PERSONS PERMITTED	ZONING DWELLING OR ROOMING UNITS	BUILDING CODE HABITABLE ROOMS	ZONING USE GROUP	BUILDING CODE OCCUPANCY GROUP	DESCRIPTION OF USE
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED WITHIN THE BUILDING IN ACCORDANCE WITH THE RULES OF THE DEPARTMENT OF BUILDINGS. 01/01, 1967</p> </div>							

OPEN SPACE USES PARKING 19 AUTOS
(SPECIFY—PARKING SPACES, LOADING BERTHS, OTHER USES, NONE)

NO CHANGES OF USE OR OCCUPANCY SHALL BE MADE UNLESS A NEW AMENDED CERTIFICATE OF OCCUPANCY IS OBTAINED

THIS CERTIFICATE OF OCCUPANCY IS ISSUED SUBJECT TO FURTHER LIMITATIONS, CONDITIONS AND SPECIFICATIONS NOTED ON THE REVERSE SIDE.

[Signature]
BOROUGH SUPERINTENDENT

[Signature]
COMMISSIONER

ORIGINAL OFFICE COPY - DEPARTMENT OF BUILDINGS COPY

THAT THE ZONING LOT ON WHICH THE PREMISES IS LOCATED IS BOUNDED AS FOLLOWS:

BEGINNING at a point on the WEST side of WILLIAMSBRIDGE ROAD
distant 0.00 NORTH feet from the corner formed by the intersection of
POPLAR STREET and WILLIAMSBRIDGE ROAD
running thence WEST 179.93 feet; thence NORTH 104.05 feet;
thence EAST 76 feet; thence SOUTH 40 feet;
thence EAST 106 feet; thence SOUTH 64.05 feet;
thence to the point or place of beginning.

N.B. or ALT. No. 200798734 DATE OF COMPLETION 8/10/04 CONSTRUCTION CLASSIFICATION I-D
BUILDING OCCUPANCY GROUP CLASSIFICATION E&G HEIGHT 2&C STORIES, 23 FEET

THE FOLLOWING FIRE DETECTION AND EXTINGUISHING SYSTEMS ARE REQUIRED AND WERE INSTALLED IN COMPLIANCE WITH APPLICABLE LAWS.

	YES	NO		YES	NO
STANDPIPE SYSTEM		X	AUTOMATIC SPRINKLER SYSTEM		X
YARD HYDRANT SYSTEM		X			
STANDPIPE FIRE TELEPHONE AND SIGNALLING SYSTEM		X			
SMOKE DETECTOR		X			
FIRE ALARM AND SIGNAL SYSTEM		X			

STORM DRAINAGE DISCHARGES INTO:

- A) STORM SEWER B) COMBINED SEWER C) PRIVATE SEWAGE DISPOSAL SYSTEM

SANITARY DRAINAGE DISCHARGES INTO:

- A) SANITARY SEWER B) COMBINED SEWER C) PRIVATE SEWAGE DISPOSAL SYSTEM

LIMITATIONS OR RESTRICTIONS:

BOARD OF STANDARDS AND APPEALS CAL. NO. _____

CITY PLANNING COMMISSION CAL. NO. _____

OTHERS:

Certificate of Occupancy

CO Number: 121231988T006

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Manhattan	Block Number: 01787	Certificate Type: Temporary
	Address: 240 EAST 123RD STREET	Lot Number(s): 80	Effective Date: 03/02/2021
	Building Identification Number (BIN): 1054629	Building Type: Altered	Expiration Date: 05/31/2021
This building is subject to this Building Code: 1968 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 3	(Prior to 1968 Code designation)	
	Building Occupancy Group classification: R-2	(2014/2008 Code)	
	Multiple Dwelling Law Classification: HAEA		
	No. of stories: 35	Height in feet: 341	No. of dwelling units: 448
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Outstanding requirements for obtaining Final Certificate of Occupancy:			
There are 16 outstanding requirements. Please refer to BISWeb for further detail.			
Borough Comments: None			



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 121231988T006

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
[Redacted Content]						
END OF SECTION						



Borough Commissioner



Commissioner

END OF DOCUMENT

Christina Dadona

From: Chin.George [REDACTED]
Sent: Tuesday, June 1, 2021 12:28 PM
To: Amanda Torres; Christina Dadona; Ricky Gautier
Subject: FW: 90-day Extension of Temporary Certificate of Occupancy for MANHATTAN 240 EAST 123RD STREET

Amanda,

Please see below the 90-day extension of the TCO for Democracy Prep.

Thank you,

George Chin, AIA, NCARB, LEED AP
Sr Associate | Studio Leader | Sr Project Manager

JCJ ARCHITECTURE
an employee owned company

From: TCOextension@buildings.nyc.gov <TCOextension@buildings.nyc.gov>
Sent: Tuesday, June 1, 2021 12:08 PM
To: Bachmann.Peter [REDACTED]
Subject: 90-day Extension of Temporary Certificate of Occupancy for MANHATTAN 240 EAST 123RD STREET

You are receiving this email as the owner or stakeholder associated with Job Number 121231988. Our records indicate that you have taken steps to renew the Temporary Certificate of Occupancy in *DOB NOW: Build* prior to the expiration date of the TCO.

Due to the high volume of Occupancy submissions, the NYC Department of Buildings is granting a 90-day extension of Temporary Certificate Occupancy number 121231988T006 that has a current expiration date of 05/31/2021, subject to all conditions for which such TCO was granted. The new expiration date is 08/29/2021.

Once the Schedule of Occupancy request that was submitted in *DOB NOW: Build* is approved, a Certificate of Occupancy request (of any type) must also be submitted and then approved before there can be any subsequent renewal. Renewal fees will be applied based on the expiration date of the TCO prior to the extension.



John Raine, R.A.
Manhattan Borough Commissioner
NYC Department of Buildings



BRISCOE PROTECTIVE SYSTEMS LLC
"WE ARE THE ALARM PROFESSIONALS"
NEW YORK, NEW YORK 10011
631-864-8666 * 718-692-1000 * 212-643-8833
FAX (631) 864-8444
WWW.BRISCOEPROTECTIVE.COM
NYS LICENSE #12000327349

Harlem Prep Charter School
240 East 123rd Street
New York, NY 10035

C E R T I F I C A T E O F F I T N E S S

NAME: Harlem Prep Charter School

CUSTOMER #: 3514

LOCATION: 240 East 123rd Street

THIS IS TO CERTIFY THAT ON 02/20/19, THE ELECTRONIC
INTERCONNECTED FIRE ALARM AND SMOKE DETECTION SYSTEM AT THE
ABOVE LOCATION HAS BEEN INSPECTED. ALL DEVICES HAVE BEEN TESTED
AND FOUND TO BE IN NORMAL OPERATING CONDITION.

Inspection Report contains
Exceptions if initialed below

INSPECTION REPORT VERIFIED BY:

Thomas W. Manning

AUTHORIZED SIGNATURE
(Not valid unless signed)

Inspection Report contains
Recommendations if initialed
Below

New York State License #12000327349
N.Y.C. Fire Dept. Smoke Detector
Maint Acceptance ltr dated 2/27/19
Nassau County Fire Marshal #1045369

==== Please Retain this copy for your Site Audit ====

**This certificate does not confirm compliance of the system with the
requirements of any code or governing agency.**

