

Application: Democracy Prep Endurance Charter School

- katelyn.kenney@democracyprep.org
2022-2023 Annual Report

Summary

ID: 0000000072

Last submitted: Nov 1 2023 04:27 PM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Jul 31 2023

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the [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 2022-2023 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, 2023**) 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 800000070174

a1. Popular School Name

Democracy Prep Endurance Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD # 4 - MANHATTAN

e. Date of Approved Initial Charter

Dec 1 2010

f. Date School First Opened for Instruction

Aug 1 2012

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

Democracy Prep Endurance Charter School is SUNY-authorized.

h. School Website Address

<https://democracyprep.org/ny/>

i. Total Approved Charter Enrollment for 2022-2023 School Year

857

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

612

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

| |
|----|
| k |
| 1 |
| 2 |
| 3 |
| 6 |
| 7 |
| 8 |
| 9 |
| 10 |
| 11 |
| 12 |

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

Yes

I1. Charter Management Organization Name

Democracy Prep Public Schools

I2. Charter Management Organization Email Address

dpps_info@democracyprep.org

I3. Charter Management Organization Email Phone Number

646-942-6403

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

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

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 previous year (K-5, 6-9, etc.) | 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 | 646-647-6728 | NYC CSD 4 | 9-12 | 9-12 | 9-12 |

m1a. Please provide the contact information for Site 1.

| | Name | Title | Work Phone | Alternate Phone | Email Address |
|---|------------------|-----------------------------|--------------|-----------------|--|
| School Leader | Diana Annello | Principal | 347-640-1139 | | dpecs_principal@democracyprep.org |
| Operational Leader | Marlene Aponte | Director of Operations | 917-733-0434 | | dpecs_opsleader@democracyprep.org |
| Compliance Contact | Alexa Feldman | Director of Accountability | 917-565-4697 | | dpaps_accountability@democracyprep.org |
| Complaint Contact | Georgina Crawley | Legal Counsel | 347-308-3559 | | dpaps_legal@democracyprep.org |
| DASA Coordinator | Sharese Maine | Director of Scholar Support | 646-276-3041 | | smaine@democracyprep.org |
| Phone Contact for After Hours Emergencies | Andrew Clay | Director of Facilities | 646-647-6728 | | andrew.clay@democracyprep.org |

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, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

[240 E. 123rd COO Memo 22-23.docx](#)

Filename: 240 E. 123rd COO Memo 22-23.docx **Size:** 1.4 MB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Fire Inspection Memo 22-23.docx](#)

Filename: Fire Inspection Memo 22-23.docx **Size:** 1.4 MB

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 previous year (K-5, 6-9, etc.) | 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 | 1529 Williamsbridge Road, Bronx, NY 10461 | 646-647-6728 | NYC CSD 11 | PK-3 | PK-4 | K-4 |

m2a. Please provide the contact information for Site 2.

| | Name | Title | Work Phone | Alternate Phone | Email Address |
|---|------------------|-------------------------------|--------------|-----------------|--|
| School Leader | Briana Jones | Principal | 646-627-2638 | | dpecs_principal@democracyprep.org |
| Operational Leader | Nina Minogue | Senior Director of Operations | 347-931-5028 | | dpecs_opsleader@democracyprep.org |
| Compliance Contact | Alexa Feldman | Director of Accountability | 917-565-4697 | | dpps_accountability@democracyprep.org |
| Complaint Contact | Georgina Crawley | Legal Counsel | 347-308-3559 | | dpps_legal@democracyprep.org |
| DASA Coordinator | Sharese Maine | Director of Scholar Support | 646-276-3041 | | smaine@democracyprep.org |
| Phone Contact for After Hours Emergencies | Andrew Clay | Director of Facilities | 646-647-6728 | | andrew.clay@democracyprep.org |

m2b. Is site 2 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 2 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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[1529 Williamsbridge TCOs.pdf](#)

Filename: 1529 Williamsbridge TCOs.pdf **Size:** 3.3 MB

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Fire Inspection Memo 22-23.docx](#)

Filename: Fire Inspection Memo 22-23.docx **Size:** 1.4 MB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

n/a

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school’s charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Yes

o2. Summary of Charter Revisions

| | Category (Select Best Description) | Specific Revision (150 word limit) | Date Approved by BOT (if applicable) | Date Approved by Authorizer (if applicable) |
|---|-------------------------------------|--|--------------------------------------|---|
| 1 | Change in Grade Level Configuration | Collapsed grades 6-8 seats into sister charter site located a few blocks away. | 1/31/2023 | 6/14/2023 |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

More revisions to add?

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

| | |
|-----------------|--|
| Name | Alexa Feldman |
| Position | Director of Accountability |
| Phone/Extension | 917-565-4697 |
| Email | afeldman@democracyprep.org |

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

As outlined in ENTRY 10:

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

Signature, Head of Charter School

[Redacted Signature Area]

Signature, President of the Board of Trustees

[Redacted Signature Area]

Date

Jul 25 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Jul 31 2023

Instructions

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;

4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: Democracy Prep Endurance Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

| | Link to Documents |
|---|--|
| 1. Current Annual Report (i.e., 2022-2023 Annual Report) | <u>https://democracyprep.org/ny/</u> |
| 2. Board meeting notices, agendas and documents | <u>https://democracyprep.org/ny/</u> |
| 3. New York State School Report Card | <u>https://democracyprep.org/ny/</u> |
| 4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY) | |
| 5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo | <u>https://democracyprep.org/ny/</u> |
| 6. Authorizer-approved FOIL Policy | <u>https://democracyprep.org/ny/</u> |
| 7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List) | <u>https://democracyprep.org/ny/</u> |

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------------|-----------------------------------|---|---|---|
| Academic Goal 1 | | | | |
| Academic Goal 2 | | | | |
| Academic Goal 3 | | | | |
| Academic Goal 4 | | | | |
| Academic Goal 5 | | | | |
| Academic Goal 6 | | | | |
| Academic Goal 7 | | | | |
| Academic Goal 8 | | | | |
| Academic Goal 9 | | | | |
| Academic Goal 10 | | | | |

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Meet | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|------------------|--------------------------------------|--|--|--|
| Academic Goal 21 | | | | |
| Academic Goal 22 | | | | |
| Academic Goal 23 | | | | |
| Academic Goal 24 | | | | |
| Academic Goal 25 | | | | |
| Academic Goal 26 | | | | |
| Academic Goal 27 | | | | |
| Academic Goal 28 | | | | |
| Academic Goal 29 | | | | |
| Academic Goal 30 | | | | |
| Academic Goal 31 | | | | |
| Academic Goal 32 | | | | |
| Academic Goal 33 | | | | |
| Academic Goal 34 | | | | |
| Academic Goal 35 | | | | |
| Academic Goal 36 | | | | |
| Academic Goal 37 | | | | |
| Academic Goal 38 | | | | |
| Academic Goal 39 | | | | |
| Academic Goal 40 | | | | |
| Academic Goal 41 | | | | |

| | | | | |
|------------------|--|--|--|--|
| Academic Goal 42 | | | | |
| Academic Goal 43 | | | | |
| Academic Goal 44 | | | | |
| Academic Goal 45 | | | | |
| Academic Goal 46 | | | | |
| Academic Goal 47 | | | | |
| Academic Goal 48 | | | | |
| Academic Goal 49 | | | | |
| Academic Goal 50 | | | | |
| Academic Goal 51 | | | | |
| Academic Goal 52 | | | | |
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| Academic Goal 57 | | | | |
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| Academic Goal 61 | | | | |
| Academic Goal 62 | | | | |
| Academic Goal 63 | | | | |
| Academic Goal 64 | | | | |
| Academic Goal 65 | | | | |
| Academic Goal 66 | | | | |
| Academic Goal 67 | | | | |
| Academic Goal 59 | | | | |

| | | | | |
|------------------|--|--|--|--|
| Academic Goal 60 | | | | |
| Academic Goal 61 | | | | |
| Academic Goal 62 | | | | |

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

| | Organizational Goal | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|-------------|---------------------|-----------------------------------|--|---|
| Org Goal 1 | | | | |
| Org Goal 2 | | | | |
| Org Goal 3 | | | | |
| Org Goal 4 | | | | |
| Org Goal 5 | | | | |
| Org Goal 6 | | | | |
| Org Goal 7 | | | | |
| Org Goal 8 | | | | |
| Org Goal 9 | | | | |
| Org Goal 10 | | | | |
| Org Goal 11 | | | | |
| Org Goal 12 | | | | |
| Org Goal 13 | | | | |
| Org Goal 14 | | | | |
| Org Goal 15 | | | | |
| Org Goal 16 | | | | |
| Org Goal 17 | | | | |
| Org Goal 18 | | | | |
| Org Goal 19 | | | | |
| Org Goal 20 | | | | |

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

| | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|------------------|-----------------|-----------------------------------|---------------------------------------|---|
| Financial Goal 1 | | | | |
| Financial Goal 2 | | | | |
| Financial Goal 3 | | | | |
| Financial Goal 4 | | | | |
| Financial Goal 5 | | | | |

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

| | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|-------------------|-----------------|-----------------------------------|---------------------------------------|---|
| Financial Goal 6 | | | | |
| Financial Goal 7 | | | | |
| Financial Goal 8 | | | | |
| Financial Goal 9 | | | | |
| Financial Goal 10 | | | | |

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Oct 30 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

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

[DPECS Accountability-Plan-Progress-Report-2022-23-Grades-K-12](#)

Filename: DPECS_Accountability-Plan-Progress_LEWyR7v.pdf Size: 657.1 kB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2023**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until **August 1 2023** but will be identified as a required task thereafter and due on **November 1, 2023**. 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__F_nlcSXRR.pdf Size: 587.3 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

[DPECS 2022-2023 Annual Financial Audit Template](#)

Filename: DPECS_2022-2023_Annual_Financial__3wvMOJr.xlsx Size: 174.9 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

[Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial 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 2023-2024 Budget

Completed - Nov 1 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

[DPECS 2023-2024 Annual Budget and Quarterly Report](#)

Filename: DPECS_2023-2024_Annual_Budget_and_DraLlvX.xlsx Size: 535.9 kB

[Budget-Narrative-Questionnaire FY24 DPNY](#)

Filename: Budget-Narrative-Questionnaire_FY2_yzXsh5C.pdf Size: 29.0 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Douglas Snyder Financial Disclosure Form 2023](#)

Filename: Douglas_Snyder_Financial_Disclosur_iznWEGR.pdf **Size:** 540.8 kB

[Alastair Wood Financial Disclosure Form 2023](#)

Filename: Alastair_Wood_Financial_Disclosure_jii8sYl.pdf **Size:** 543.6 kB

[Brittany Buffalo Financial Disclosure Form 2023](#)

Filename: Brittany_Buffaloe_Financial_Disclo_t8ANc7y.pdf **Size:** 545.3 kB

[Drew Gannon Singh Financial Disclosure Form 2023](#)

Filename: Drew_Gannon_Singh_Financial_Disclo_9bFJ44H.pdf **Size:** 544.4 kB

[Brian Berger Financial Disclosure Form 2023](#)

Filename: Brian_Berger_Financial_Disclosure__Fh9lxqz.pdf **Size:** 542.7 kB

[Farida Ilboudo Financial Disclosure Form 2023](#)

Filename: Farida_Ilboudo_Financial_Disclosur_FW6pZ5u.pdf **Size:** 543.8 kB

[Jake Foley Financial Disclosure Form 2023](#)

Filename: Jake_Foley_Financial_Disclosure_Fo_WUTiIK.pdf **Size:** 542.2 kB

[Greg Weston Financial Disclosure Form 2023](#)

Filename: Greg_Weston_Financial_Disclosure_F_n71tOSJ.pdf **Size:** 544.0 kB

[Joshua Pristaw Financial Disclosure Form 2023](#)

Filename: Joshua_Pristaw_Financial_Disclosur_rLAfLoh.pdf **Size:** 543.7 kB

[Kenneth Weiller Financial Disclosure Form 2023](#)

Filename: Kenneth_Weiller_Financial_Disclosu_gbgU0DX.pdf **Size:** 547.1 kB

[Ross Frommer Financial Disclosure Form 2023](#)

Filename: Ross_Frommer_Financial_Disclosure__6beJn8g.pdf **Size:** 542.9 kB

[Roger Berg Financial Disclosure Form 2023](#)

Filename: Roger_Berg_Financial_Disclosure_Fo_LcipSuk.pdf **Size:** 544.2 kB

[Khary Barnes Financial Disclosure Form 2023](#)

Filename: Khary_Barnes_Financial_Disclosure__LUJqGL4.pdf **Size:** 543.5 kB

[Robert North Financial Disclosure Form 2023](#)

Filename: Robert_North_Financial_Disclosure__3K9zKvW.pdf **Size:** 543.9 kB

[Sean Windsor Financial Disclosure Form 2023](#)

Filename: Sean_Windsor_Financial_Disclosure__mHCnEhj.pdf **Size:** 543.8 kB

Entry 7 BOT Membership Table

Completed - Jul 31 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 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 Completed Terms Served | Start Date of Current Term (MM/DD/YYYY) | End Date of Current Term (MM/DD/YYYY) | Board Meetings Attended During 2022- 2023 |
|---|-----------------|-----------------------------|-----------------------------|---|--|---|---|---|--|
| 1 | Robert North | [REDACTED] | Chair | Executive Committee | Yes | 2 | 6/14/2022 | 6/14/2024 | 9 |
| 2 | Brian Berger | [REDACTED] | Treasurer | <p>1. Executive Committee</p> <p>2. Chair of Finance and Audit Committee</p> <p>3. Chair of Middle School - Academic Accountability Committee</p> <p>4. Community and Family Communications Committee</p> | Yes | 3 | 6/20/2023 | 6/20/2025 | 8 |

| | | | | | | | | | |
|---|----------------------|---|--------------------|---|-----|---|---------------|---------------|-----------|
| | | | | e | | | | | |
| 3 | Josh Pristaw | <div></div> <div></div> <div></div> | Trustee/ Member | 1. Executiv e Committe e 2. Chair of Real Estate Committe e | Yes | 2 | 6/14/202 2 | 6/14/202 4 | 5 or less |
| 4 | Alastair Wood | <div></div> <div></div> <div></div> | Trustee/ Member | 1. Chair of Governance Committe e 2. Chair of High School - Academi c Account ability Committe e | Yes | 3 | 6/20/202 3 | 6/20/202 5 | 5 or less |
| 5 | Brittany Buffaloe | <div></div> <div></div> <div></div> <div></div> | Trustee/ Member | Chair of Communi ty and Family Communi cations Committe e | Yes | 3 | 6/20/202 3 | 6/20/202 5 | 8 |
| 6 | Douglas Snyder | <div></div> <div></div> <div></div> <div></div> | Trustee/ Member | Executiv e Committe e | Yes | 3 | 6/20/202 3 | 6/20/202 5 | 5 or less |
| 7 | Greg Weston | <div></div> <div></div> | Trustee/ Member | Real Estate | Yes | 2 | 6/14/202 2 | 6/14/202 4 | 9 |

| | | | | | | | | | |
|---|--------------|----------------------------|----------------|-----------------------|-----|---|-----------|-----------|-----------|
| | | ██████ | | Committee | | | | | |
| 8 | Jake Foley | ██████ ██████ ██████ | Trustee/Member | N/A | Yes | 2 | 6/14/2022 | 6/14/2024 | 5 or less |
| 9 | Ross Frommer | ██████ ██████ ██████ | Trustee/Member | Development Committee | Yes | 2 | 6/20/2023 | 6/20/2025 | 10 |

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

Yes

1b. 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 2022-2023 |
|----|-----------------|-----------------------|-----------------------|---|---------------------------------|------------------------|---|---------------------------------------|--|
| 10 | Kenneth Weiller | [REDACTED] | Trustee/Member | Chair of Development Committee | Yes | 3 | 6/20/2023 | 6/20/2025 | 9 |
| 11 | Khary Barnes | [REDACTED] | Trustee/Member | Executive Committee | Yes | 2 | 6/20/2023 | 6/20/2025 | 10 |
| 12 | Roger Berg | [REDACTED] | Secretary | 1. Executive Committee 2. Overall Chair of Academic Accountability Committee | Yes | 3 | 6/20/2023 | 6/20/2025 | 10 |
| 13 | Sean Windsor | [REDACTED] | Trustee/Member | Finance and Audit Committee | Yes | 3 | 6/20/2023 | 6/20/2025 | 10 |
| 14 | Farida Ilboudo | [REDACTED] | Trustee/Member | Development Committee | Yes | 1 | 6/14/2022 | 6/14/2024 | 7 |

| | | | | | | | | | |
|----|-------------------|------------|----------------|----------------------|-----|---|-----------|-----------|---|
| 15 | Drew Gannon Singh | [REDACTED] | Trustee/Member | Governance Committee | Yes | 1 | 6/20/2023 | 6/20/2025 | 9 |
|----|-------------------|------------|----------------|----------------------|-----|---|-----------|-----------|---|

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, 2023 | 15 |
| b.Total Number of Members Added During 2022-2023 | 0 |
| c. Total Number of Members who Departed during 2022-2023 | 0 |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | No fewer than 5; no more than 25 |

3. Number of Board meetings held during 2022-2023

10

4. Number of Board meetings scheduled for 2023-2024

11

Total number of Voting Members on June 30, 2023:

15

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

No fewer than 5; no more than 25

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 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Jul 31 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

| | Describe Recruitment Efforts in 2022-2023 | Describe Recruitment Plans in 2023-2024 |
|----------------------------|--|---|
| 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 2022-23 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 2023-24 and beyond. Specifically, we contact guidance counselors in elementary, middle and high schools in Community School Districts 4 & 11 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 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>Democracy Prep Endurance Charter School begins 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 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 CSDs 4, 11, & 12, and post flyers and notices in local newspapers, supermarkets, and community centers. 2023-24 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p> |
| English Language Learners | <p>DPECS contacts MLL instructors, coordinators, managers, and leaders in the elementary, middle, and high schools in Community</p> | <p>DPECS will provide translation services, if necessary, for all promotional materials (e.g., billboards, public transportation</p> |

| | | |
|----------------------------|--|--|
| | <p>School Districts 4 & 11 in order to identify high needs students who could naturally feed into Democracy Prep Endurance Charter School. The school directly mails applications to students in Harlem & the Bronx and canvasses housing developments in order to drop off enrollment applications at each door irrespective of whether a school aged student resides in that apartment. Native Spanish speakers accompany canvassing efforts to ensure that Spanish speaking families are not precluded from applying. Most printed material also includes a Spanish version.</p> | <p>advertisements, and canvassing fliers) and any person to person interaction requiring English interpretation. The school will continue to directly mail applications to students in Harlem & the Bronx and canvass housing developments in order to drop off enrollment applications at each door, particularly in areas where a language other than English is primarily spoken. 2023-24 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p> |
| Students with Disabilities | <p>DPECS contacts special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School Districts 4 & 11 in order to identify high needs students who could naturally feed into Democracy Prep Endurance Charter School. DPECS does not collect special education or MLL data during the application phase. Instead, we use community engagement works in tandem with data metrics. Through programming such as our 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>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 basis of disability. DPECS will continue to contact special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School Districts 4, 11, & 12, 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. 2023-24 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p> |

Good Faith Efforts To Meet Enrollment Retention Targets

| | Describe Retention Efforts in 2022-2023 | Describe Retention Plans in 2023-2024 |
|----------------------------|---|--|
| 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 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>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 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> |
| English Language Learners | <p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of MLL students to ensure scholars are supported to meet their goals. Teachers meet with scholars' families at the end of each trimester to monitor the progress towards their language development goals alongside the overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative</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 scholastic growth and eventual promotion. The NYSITELL test will be used to identify students who qualify for our Sheltered English Instruction model for Multilingual learners, and the NYSESLAT annual exam will note the progress of all English Language Learners as they mature through DP's programming.</p> |

| | | |
|----------------------------|--|--|
| | GPA, SAT scores, and attendance rates. | |
| Students with Disabilities | <p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of students with IEPs to ensure scholars are supported to meet their goals. Outside of ongoing evaluations central to the IEP process, teachers meet with scholars' families at the mid and end points of each trimester to monitor the progress towards their IEP goals, alongside overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative GPA, SAT scores, and attendance rates.</p> | <p>The ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The upfront and transparent communication will allow for a richer academic dialogue around growth to better support the retention of our highest need students. Similarly, ongoing collaboration between ACT scholars' case managers, instructional team, and family members are pivotal to the educational placement and trajectory conversation for each individual ACT scholar, and often involves consideration of whether or not an ACT scholar is best supported in a SETSS or ICT setting, or whether a more restrictive and supportive program setting would provide the level of individualized educational support the scholar needs to be academically successful.</p> |

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 31 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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 who 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. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who 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.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.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

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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 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.

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, 2023) | |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023) | |
| 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. Mathematics | |
| ii. Science | |
| iii. Computer Science | |
| iv. Technology | |
| v. Career and Technical Education | |
| 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, 2023) | |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023) | |
| Total Category C: not to exceed 5 | 0 |

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Oct 30 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

Master School Calendar 23-24

Filename: Master_School_Calendar_23-24_5isdZ8w.pdf Size: 91.3 kB

Final Master School Calendar 23-24

Filename: Final_Master_School_Calendar_23-24_6xn30D8.pdf Size: 109.9 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

| Roster Data Elements | Explanations |
|---|--|
| Authorizer NOTE: MUST BE DONE FIRST | Select your school's authorizer from the drop-down list first , before completing the roster. |
| School Name and Institution ID | Select your school's name from the drop-down list . |
| Faculty/Staff First Name | Enter the first name of the Faculty/Staff person. |
| Faculty/Staff Last Name | Enter the last name of the Faculty/Staff person. |

| | |
|--------------------------------------|--|
| TEACH ID | Enter the 7 digit TEACH ID for the Faculty/Staff person. |
| Role in School | Select the best choice of role of the Faculty/Staff person from the drop-down list . |
| CPR/AED Certification Status | Select the appropriate choice from the drop-down list . |
| Hire Date | Enter the date that the Faculty/Staff person was hired. |
| Start Date | Enter the date that the Faculty/Staff person actually began employment in this school. |
| Total Years' Experience in this Role | Enter Total Years of Experience that the Faculty/Staff person has in their current role. |
| Total Years at this School | Enter the Total Years that the Faculty/Staff person has been employed in this school. |
| Out-of-Certification Justification | Select the appropriate choice from the drop-down list . |
| Subject Taught | Select the appropriate choice from the drop-down list . |
| Notes | Optional |

Optional Additional Documents to Upload (BOR)

Incomplete

Democracy Prep Endurance Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 5, 2023

By Alexa Feldman

240 E 123rd St., New York, NY 10035
250 W. 127th St., New York, NY 10027
1529 Williamsbridge Road, Bronx, NY 10461
646-490-3693 / 212-316-7602 / 347-380-1530



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Alexa Feldman (Director of Accountability) and Katelyn Kenney (Grants Manager) prepared this 2022-23 Accountability Progress Report on behalf of the charter 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 Academic Accountability Committee |
| Brian Berger | Treasurer | Executive Committee Finance & Audit Committee Academic Accountability Committee Community & Family Communication Committee |
| Jake Foley | Trustee | Not assigned to any committees |
| Brittany Buffaloe | Trustee | Community & Family Communication Committee |
| Joshua Pristaw | Trustee | Executive Committee Real Estate Committee |
| Douglas Snyder | Trustee | Executive Committee |
| Ken Weiller | Trustee | Development Committee |
| Greg Weston | Trustee | Real Estate Committee |
| Sean Windsor | Trustee | Finance & Audit Committee |
| Alastair Wood | Trustee | Academic Accountability Committee Governance Committee |
| Khary Barnes | Trustee | Executive Committee |
| Ross Frommer | Trustee | Development Committee |
| Farida Ilboudo | Trustee | Development Committee |
| Drew Gannon Singh | Trustee | Governance Committee |

Briana Jones has served as the principal of Democracy Prep Endurance Charter Elementary School since December 2022. Prior to Ms. Jones, **Katherine Perez** served as the founding principal of Democracy Prep Endurance Charter Elementary School beginning in the 21-22 school year through November 2022. Ms. Jones led both Democracy Prep Endurance Elementary and Bronx Prep Elementary as sister schools in the same physical building in 22-23. Prior to serving as the principal of the Democracy Prep Endurance Charter Elementary School & Bronx Prep Elementary School, she served as the Assistant Principal of both schools. In 23-24, Bronx Prep Elementary School will collapse into its sister school, Democracy Prep Endurance Elementary School, and will continue to be led by Ms. Jones.

William Cooke served as the principal of Democracy Prep Endurance Charter Middle School beginning in the 22-23 school year. In the 23-24 year, Democracy Prep Endurance Charter School will not operate grades 6-8.

Diana Annello has served as the principal of Democracy Prep Endurance Charter High School since the 21-22 school year.

SCHOOL OVERVIEW

The mission of 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 opened in Fall 2012 and received a renewal through July 31, 2024 in 21-22. Along with the other four charters in the Democracy Prep New York Charter Schools merged education corporation, Democracy Prep Endurance is currently in the renewal application process for the 24-25 through 28-29 accountability period. The Democracy Prep Endurance academic program maintains core components of Democracy Prep Public Schools' (DPPS) rigorous instructional model and school culture across all grades. In 22-23 Democracy Prep Endurance operated an elementary, middle and high school, and in 22-23 served scholars in grades pre-K, K-3 & 6-12, with a total K-12 enrollment of 644 on BEDS Day. Democracy Prep Endurance Charter School operated in-person instruction throughout the 22-23 school year.

The academic model at Democracy Prep Endurance features eight key design elements: 1) *Rigorous college-prep academics*; 2) *More time to learn*; 3) *Data-driven decision-making*; 4) *Safe and supportive school culture*; 5) *Exemplary talent*; 6) *Commitment to educating all students, in all subjects, in all grades*; 7) *Authentic civic leadership and engagement*, and 8) *Running core programming on public funds*.

Rigorous college-prep academics: Democracy Prep Endurance operates academically rigorous, college preparatory campuses. Our curriculum is based on an accelerated introduction to the New York State Next Generation Learning Standards. Students are challenged to do their best academically regardless of language proficiency, special education classification status, or the academic level at which they enter the school. Our rigorous academic program includes the core subjects, as well as engaging electives such as art, music, and fitness.

More time to learn: Democracy Prep Endurance operates an extended day schedule Monday through Thursday, which equates to more time spent in the classroom over the course of the year than the comparable surrounding district schools. Students in need of additional individual support or who require remediation have multiple opportunities to receive additional time immersed in instruction through week-day tutoring, and some Saturdays throughout the year. Elementary and middle schools both have after-school tutoring, Saturday Academies, as well as an intervention block built into the school day to ensure scholars' individual needs are met. High schools offer after school-day tutoring along with Saturday Academy to ensure that scholars' individual needs are met. Scholars who do not meet the criteria for promotion may be retained, or School Leaders may utilize Summer Academy, a three week long July program, to provide scholars with additional time and intervention to master additional grade level content prior to confirming EOY promotion to the following

grade. Our goal is always for scholars to achieve mastery through intervention and to decrease instances of retention.

Data-driven decision-making: Democracy Prep Endurance 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 at the student, class, teacher, grade, school, and network levels. Assessments include absolute measures, value-added measures, high-quality and vetted curriculum-aligned assessments, and internally developed/externally validated trimester and comprehensive exams.

Safe and supportive school culture: Democracy Prep Endurance believes that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students. School culture is based on our shared DREAM Values: Discipline, Respect, Enthusiasm, Accountability, and Maturity. Schools have a token economy system based on DREAM Dollar currency, and they have the opportunity to earn DREAM Dollars by displaying these values throughout the school day. Our vision for culture is one in which scholars look forward to coming to school, and classrooms are characterized by joyful engagement in the content. Leaders, teachers, and staff members take every opportunity to nurture “high expectations, high support” environments in every classroom. In order to create that reality, educators design classrooms that are clean, well-organized, reflect a college-going culture of achievement, and are designed to maximize scholar learning. Teachers execute rigorous and engaging lessons during which learning time is maximized. There is strong ratio and scholar voices are prominent.

Teachers utilize a clear and transparent behavior management system which is developmentally appropriate and where proactive measures are taken to build a positive, welcoming, safe environment for learning. To that end, teachers use proactive approaches to set scholars up for success. Expectations are thoughtfully crafted and reflect our deep belief in purpose over power. If scholars do not meet expectations, staff members exude a “warm/firm” demeanor and adhere to the behavior management system consistently, and they employ key tenets of art of the consequence, including maintaining emotional consistency at all times. Staff members find ways to communicate these expectations to scholars and their families on an ongoing basis in the spirit of being partners in educating our scholars. Ultimately, DP teammates keep the bar high, not for the sake of being strict or to create order for its own sake, but because they respect what scholars are capable of achieving.

Exemplary talent: Democracy Prep Endurance has an extremely selective staff application process. Lead teachers receive a base salary commensurate with their experience that exceeds the local scale and are eligible for excellent benefits. All staff members undergo extensive performance reviews and receive weekly professional development (PD) during the school

year and three weeks of intensive PD in the summer. Democracy Prep Endurance teachers and leaders are afforded ample opportunities for growth.

Commitment to educating all students, in all subjects, in all grades: Democracy Prep Endurance actively recruits students at risk of academic failure, including those with Multilingual Learner/English Learner classifications, IEPs, and Section 504 plans. Students with a special education classification and Multilingual Learners benefit from the same transformational education and support that all our students receive, including all elective offerings. In addition, just like a traditional public school and unlike many charters, the school welcomes new scholars at all grade levels at the beginning of and throughout the school year. This policy ensures that a constant stream of students can embark on the path to college and civic success whenever there is an available seat.

Authentic civic leadership and engagement: Democracy Prep Endurance places an explicit focus on preparing scholars to become civic leaders in their communities. Through non-partisan civic initiatives, community engagement, and speech and debate, our scholars acquire the knowledge, skills, and dispositions to change the world. Through advocacy, in-school programming, curricular components, research, and reports, Democracy Prep Endurance reminds educators, policymakers, and all Americans that the founding purpose of public education was to prepare our nation's youth for self-government in our democracy, and that restoring the civic mission of education must be an urgent national priority.

Running core programming on public funds: In order to serve as a proof-point for what is possible in public education, Democracy Prep Endurance operates its core programming on the public funds it receives from the city, state, and federal government. The school efficiently spends money as close to the student as possible, spending the most on the great teachers and much less on its comparatively lean administration.

Democracy Prep Endurance's academic program is rooted in research-proven curricula that have been shown to accelerate progress to mastery for students, including those with disabilities and English-language deficits. 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. Our curricula are aligned with the New York State Next Generation Learning Standards. Democracy Prep Endurance uses regular assessment cycles to assess student mastery of standards-based knowledge and skills. Following each assessment, teachers analyze student performance data, identify which standards are causing the most difficulty, and create reteach plans to address these deficiencies in conjunction with the preexisting scope and sequence for that time period. Additionally, teachers use interim assessment data to create tutoring groups that address student learning deficiencies and to help determine which students receive push-in assistance from instructional support

personnel during class periods. Data is tracked throughout the year to ensure scholars are maintaining growth.

In the 2022-2023 school year, Democracy Prep Endurance continued to take a focused approach to learning acceleration in response to learning loss from the pandemic. The DPPS Academics team created adjusted pacing calendars for each grade level and content area with just-in time support days. Some of these days were designed to be pre-planned to address the most common and necessary unfinished learning to ensure scholars' full mastery of the most important skills necessary to tackle grade-level content. The other flex days are for teachers to plan data-driven lessons to address the content their scholars needed most using network-provided resources.

In the 2023-2024 school year, Democracy Prep Endurance will enter an exciting phase in which new curriculum has been rolled out K-4 and 9-12 in both ELA and Math. Over the past few years, Democracy Prep has embarked on an intensive process to research, vet, and roll out new curricula to staff, families and students at all schools as part of our 5 Year Strategic Plan in operation from 2020-2025.

Democracy Prep Endurance is committed to supporting scholars' and families' social, mental and emotional health. In 22-23, the school worked to address this via the below strategies. In the 23-24 year, the network has the added role of Director of Social and Emotional Wellness to help ensure effective implementation at all DPNY schools, including Democracy Prep Endurance.

- Implementation of strong systems and routines in every classroom, to ensure a clear floor of tier 1 supports for all scholars
- Increased study of suspensions using an equity lens to ensure discipline practices resulted in equitable outcomes for scholars
- Planning for and funding of robust social work teams using ESSER funding to ensure the school was prepared to provide the necessary social/emotional support to all scholars
- Facilitation of regular social worker PD by network lead-social workers, including:
 - differentiated opportunities to engage in restorative justice practices
 - ongoing case management and clinical support
 - crisis escalation and CPI/de-escalation techniques
 - enhanced accreditation opportunities/advanced learning frameworks for social workers and mental health therapists
- Investment in a series of social worker learning communities which provide differentiated content based on professional learning objectives pertinent in the field, such as continuing education opportunities, case work, family and organizational outreach, & community engagement

ENROLLMENT SUMMARY

| School Enrollment by Grade Level and School Year | | | | | | | | | | | | | | |
|--|----|----|----|----|---|---|----|-----|-----|-----|-----|----|----|-------|
| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 2020-21 | — | — | — | — | — | — | 52 | 134 | 135 | 113 | 111 | 87 | 69 | 701 |
| 2021-22 | 31 | 30 | — | — | — | — | 56 | 83 | 116 | 127 | 79 | 77 | 71 | 670 |
| 2022-23 | 23 | 47 | 48 | 30 | — | — | 43 | 54 | 81 | 77 | 101 | 75 | 65 | 644 |

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 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>)

| 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 |
| 2020-21 | 2017-18 | 2017 | 76 | 1 | 77 |
| 2021-22 | 2018-19 | 2018 | 75 | 2 | 77 |
| 2022-23 | 2019-20 | 2019 | 69 | 1 | 71 |

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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.

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Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a) | Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|--|-----------------------------------|
| 2020-21 | 2017-18 | 2017 | 75 | 1 | 76 |
| 2021-22 | 2018-19 | 2018 | 73 | 0 | 73 |
| 2022-23 | 2019-20 | 2019 | 71 | 1 | 72 |

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a) | Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|--|-----------------------------------|
| 2020-21 | 2016-17 | 2016 | 54 | 4 | 58 |
| 2021-22 | 2017-18 | 2017 | 72 | 1 | 73 |
| 2022-23 | 2018-19 | 2018 | 72 | 5 | 77 |

PROMOTION POLICY

Elementary School End of Year Promotion Criteria

- Core (ELA and Math) coursework grades (70 or above in each core course)
- Scoring above the 40th percentile in MAP Growth Reading and Math (3-5)
- New York- K-2 EOY Reading Criteria
 - Scholars in K should be reading at or above a level C on the EOY Benchmark
 - Scholars in 1st should be reading at or above a level I on the EOY Benchmark
 - Scholars in 2nd should be reading at or above a level L on the EOY Benchmark

Elementary School Summer School and Auto-Retention Thresholds:

- Core courses used for summer school and auto-retention thresholds:
 - ELA/SLA
 - Math
- Reading benchmarks (NY K-2) and Spring MAP Growth give us data to help inform summer school and promotional decisions but are not the ultimate decision makers.

Elementary School Summer School Thresholds

| | |
|-------------------------------------|---|
| Gen-Ed Scholars | <p>Grades in one or more core courses are <70% for the year.</p> <p>Reading Benchmarks (NY K-2) K - if a scholar is reading below a level B 1st - if a scholar is reading below a level G 2nd - if a scholar is reading below a level K</p> <p>Spring MAP Growth (3-5) 3rd - Score is at a 192 or below on MAP Reading; Score is at a 197 or below on MAP Math 4th - Score is at a 200 or below on MAP Reading; Score is at a 206 or below on MAP Math 5th - Score is at a 206 or below on MAP Reading; Score is at a 214 or below on MAP Math</p> |
| Scholars with IEPs and ELL Scholars | Grades in all core courses are less than their modified promotional criteria for the year (defaults to <70% for courses without MPC) |

Elementary School Auto Retention Policy

- Elementary school scholars are eligible for automatic retention if they are failing both ELA and Math with scores below 60% and (for K-2 in NY) are significantly below grade level on the reading benchmark assessment. School leaders will evaluate this pool of scholars and determine if they will recommend any scholars for automatic retention. If they would like to recommend a scholar for automatic retention, they will submit those scholars to the MD of Elementary Schools and the Elementary Director of Academics.
 - For K-2 significantly below grade:
 - 1st- below level C
 - 2nd- below level I

Other relevant key aspects of policy:

- We are maintaining a coursework floor of 55. The coursework floor is applied at the aggregated term level for only coursework (aggregated assignments) for each "Trimester" or "Quarter". It does not get applied on exams, on individual assignments, nor on the final year "YR" grades.
- We are maintaining the practice of implementing curves across all grades for summative assessments (end of trimester + major interim assessments).
- Scholars cannot be retained at DPPS more than one time at each grade band, whether or not their first retention was at DPPS.
- The total number of scholars retained at the elementary level cannot exceed 10%, including automatic retention and retention at the end of summer school. Schools should not see this

number as a goal, but as an absolute cap and should consider how retained scholars will receive a different experience if retained and how scholar retention will impact their enrollment.

- Summer school for automatically retained scholars will be highly recommended, but optional at the ES level.
- Modified promotional criteria will be applied for IEP and ELL scholars that meet the wide-net indicators on our DPPS internal policy. Schools must make decisions about SIFE or newcomer ELL promotion in consultation with the school ENL team and the CMO Special Services Team.

Middle & High School End of Year Promotion Criteria

- 70+ coursework in each core course (ELA, Math, Science, Social Studies)
- End of year assessments are generally not standalone criteria for promotion. NY Regents Exams continue to be a key factor in promotion decisions, since they are both graduation requirements and key indicators of college academic readiness.

Middle School Summer School and Auto-Retention Thresholds

- Core courses used for summer school and auto-retention thresholds:
 - ELA
 - Math
 - History
 - Science

Middle School Summer School Thresholds

| | |
|-------------------------------------|--|
| Gen-Ed Scholars | Grades in 1 or more core courses are <70% for the year. |
| Scholars with IEPs and ELL Scholars | Grades in 1 or more core courses are less than their modified promotional criteria for the year (defaults to <70% for courses without MPC) |

Middle School Auto-Retention Thresholds

| | |
|-------------------------------------|--|
| Gen-Ed Scholars | Grades in all 4 core courses are <70% for the year. |
| Scholars with IEPs and ELL Scholars | Grades in all core courses are less than their modified promotional criteria for the year (defaults to <70% for courses without MPC) |

Middle schools may retain no higher than 20% of their scholars (and ideally fewer), including both scholars who are auto-retained and those who fail summer school.

Details for Middle School Algebra 1

The Algebra 1 Regents counts as scholars' Trimester 3 exam grade, and therefore counts as part of their year-end coursework grade. We follow the same rules for promotion, with a single exception :

1. If a scholar passes their Algebra 1 Regents exam with a 65+ and a coursework grade of 70%+ they are promoted and take Geometry as a 9th grader.
2. If a scholar fails their Algebra 1 Regents exam (<65) but passes their Algebra 1 course they will need to go to summer school and pass the Algebra 1 Regents in August. Otherwise, they will be placed in Algebra 1 again in 9th grade. Schools should particularly focus on scholars with scores 60-64 on the Regents exams.
3. If a scholar passes their Algebra 1 Regents exam with a 65+ but has an overall coursework grade under 70%:
 - a. They should be placed in summer school. If they pass Algebra 1 in summer school they will take Geometry in 9th grade. They should still take the Algebra 1 Regents in August, to try to get a higher grade, but they are not required to pass the August exam if they passed the June exam.
 - b. If they fail Algebra 1 in summer school they can still be promoted, but will take Algebra 1 again in 9th grade. This only works if the scholar passed all of their other courses.

Other relevant key aspects of policy:

- We are maintaining a coursework floor of 55. The coursework floor is applied at the aggregated term level for only coursework (aggregated assignments) for each "Trimester" or "Quarter". It does not get applied on exams, on individual assignments, nor on the final year "YR" grades.
- We are maintaining the practice of implementing curves across all grades for summative assessments (end of trimester + major interim assessments).
- Scholars cannot be retained at DPPS more than one time at each grade band, whether or not their first retention was at DPPS.
- The total number of scholars retained at the secondary (MS + HS) level cannot exceed 20% across each school, including automatic retention and retention at the end of summer school. Schools should not see this number as a goal, but as an absolute cap and should consider how retained scholars will receive a different experience if retained and how scholar retention will impact their enrollment.
- Since there is no Tier 1 summer school this year it's imperative that we work with scholars throughout the school year to ensure that as many scholars as possible pass all of their core courses. This will help limit the size of summer school cohorts and ensure those cohorts get the attention they deserve.
- Modified promotional criteria will be applied for IEP and ELL scholars that meet the wide-net indicators on our DPPS internal policy. Schools must make decisions about SIFE or newcomer ELL promotion in consultation with the school ENL team and the CMO Special Services Team.

High School Summer School and Auto-Retention Thresholds

- Core courses used for summer school and auto-retention thresholds:
 - ELA

- Math
- History
- Science
- Korean/Spanish (may not apply to seniors if they've passed 3 years of world language and gotten their LOTE/WLE credit in NY)

High School Summer School Thresholds

| | |
|--------------------|---|
| Gen-Ed Scholars | Grades in 1 or more core courses are <70% for the year. |
| Scholars with IEPs | Grades in 1 or more core courses are <70% for the year. |
| ELL Scholars | Grades in 1 or more core courses are <65% for the year. |

High Auto-Retention Thresholds

| | |
|--------------------|---|
| Gen-Ed Scholars | Grades in all core courses are <70% for the year and the scholar is taking at least four core courses. Scholars with three or fewer core courses cannot be autoretained. Please note, this applies to auto retention but does not determine which scholars take summer school classes. Scholars should continue taking summer school classes for each core course they failed. |
| Scholars with IEPs | Grades in all core courses are <70% for the year. |
| ELL Scholars | Grades in all core courses are <65% for the year. |

High schools may retain no higher than 20% of their scholars (and ideally fewer), including both scholars who are auto-retained and those who fail summer school.

Other relevant key aspects of policy:

- We are maintaining a coursework floor of 55. The coursework floor is applied at the aggregated term level for only coursework (aggregated assignments) for each "Trimester" or "Quarter". It does not get applied on exams, on individual assignments, nor on the final year "YR" grades.
- We are maintaining the practice of implementing curves across all grades for summative assessments (end of trimester + major interim assessments).
- Scholars cannot be retained at DPPS more than one time at each grade band, whether or not their first retention was at DPPS.
- The total number of scholars retained at the secondary (MS + HS) level cannot exceed 20% across each school, including automatic retention and retention at the end of summer school. Schools should not see this number as a goal, but as an absolute cap and should consider how retained scholars will receive a different experience if retained and how scholar retention will impact their enrollment.

- Since there is no Tier 1 summer school this year it's imperative that we work with scholars throughout the school year to ensure that as many scholars as possible pass all of their core courses. This will help limit the size of summer school cohorts and ensure those cohorts get the attention they deserve. This is also important because if a scholar's Regents score brings their year end grade below 70 they will need to attend summer school. Schools should identify scholars who are on the cusp and provide additional coursework grades, as appropriate, before summer school.
- If scholars fail both their Algebra 1 and their Living Environment Regents in both June and August they should be retained.
 - PACE scholars receive automatic approval to pass with a 55 and work toward a local diploma
 - This only applies to scholars taking Algebra 1 and Living Environment, not Geometry and Living Environment or any other combination of courses
 - If a scholar fails both exams in both June and August but passes all of their courses we strongly recommend submitting a proposal for them to be promoted. This proposal should be addressed to the HS Managing Director and the Director of Secondary Academics and include an individualized schedule for that scholar.

For ELL scholars, previous policies outlined below will continue:

- HS: passing coursework threshold is 65%
- Schools must make decisions about SIFE or newcomer ELL promotion in consultation with the school ENL team and the CMO Special Services Team.

Modified Promotion Criteria Policy: ES & MS Scholars with IEPs & MLL Scholars

DPPS is committed to providing a rigorous education to all scholars, including scholars with disabilities. For some K-8 scholars with IEPs who struggle to demonstrate proficiency in content knowledge and conceptual understanding via standard assessment measures across a sustained period of time, we consider modified promotion criteria (MPC).

The rationale for modified promotion criteria for a scholar with an educational disability classification or who is a multilingual learner is to ensure that scholars with a disability or learning difference are not retained when repetition of that grade level will not result in a deeper understanding of the material as demonstrated through academic report card grades of 70+.

Qualifiers

The Deans of Special Services (DSS) will generate a wide-net list of scholars at each elementary and middle school campus based on the following indicators that flag scholars with IEPs or ELL scholars for consideration of MPC. The indicators are below. **All scholars considered must have a current IEP or have a formal ELL classification.**

- Scholar was enrolled in Summer Academy or was PID in at least 1 course in T3 of the previous school year

- Scholar is 2+ years overage for their enrolled grade
- Scholar is repeating their current grade
- Scholar had MPC last school year on their IEP/ELP or per internal DP policy

Please note: the fact that a scholar is 'flagged' does not mean they should automatically have MPC. But it does mean that they should be considered based on one or more of these indicators.

Parameters for Scholars with IEPs

While MPC determinations should be individualized for each scholar, there are some general parameters that will apply to all students.

- Modified promotion criteria for course grades cannot fall below 50%.
 - For scholars unable to demonstrate mastery of 50% of course content, a full IEP meeting should be held to discuss the scholar's cognitive abilities, and consider the appropriateness of classifying the scholar as one whose progress is measured by alternate assessment.
 - Scholars whose cognitive abilities demonstrate that they are appropriately measured by standard assessment should be held to a bar no lower than 50%. If scholars do not master 50% of course content, they are not set up for success in the subsequent grade.
- Modified promotion criteria should take into account the following metrics:
 - Psycho-educational testing results conducted in the last 3 years
 - MAP or other standardized assessment data
 - Intervention or benchmark data (i.e. trimester exams, Eureka and Into Reading module assessments, STAR assessments, iReady assessments, etc.)
 - SIS coursework and exam data; homework should not be a determining factor
 - Work samples
- Modified promotion criteria will be applied to the raw grade in the SIS at the end of each trimester. Floored grades will not be factored into MPC.

MPC will follow this general framework for scholars in grades 3-8. Scholar proficiency level will be assessed for math and ELA separately. Exceptions may apply to this framework on a case-by-case basis.

- If a scholar is performing at 1 grade level below their current grade, they will qualify for a 65% MPC.
- If a scholar is performing at 2 grade levels below their current grade, they will qualify for a 60% MPC.
- If a scholar is performing at 3 grade levels below their current grade, they will qualify for a 55% MPC.
- If a scholar is performing at 4+ grade levels below their current grade, they will qualify for a 50% MPC.

Promotion for scholars in grades K-2 will be determined with the teachers and leadership team at each elementary school in collaboration with the Special Services team. Mastery of ELA and math standards will be evaluated to determine if promotion is in the best interest of the scholar.

Parameters for ELL Scholars

While MPC determinations should be individualized for each scholar, there are some general parameters that will apply to all students.

- Modified promotion criteria for course grades cannot fall below 50%.
 - For scholars unable to demonstrate mastery of 50% of course content, a full LPT (Language Proficiency Team) meeting should be held to discuss the scholar's language acquisition, and consider the appropriateness of classifying the scholar as one whose progress is measured by alternate assessment. The LPT includes school leadership, ELL Coordinator, ELA/Math teacher, and the network MLL team.
 - Scholars whose language acquisition demonstrates that they are appropriately measured by standard assessment should be held to a bar no lower than 50%. If scholars do not master 50% of course content, they are not set up for success in the subsequent grade.
- Modified promotion criteria will be applied to the raw grade in the SIS at the end of each trimester. Floored grades will not be factored into MPC.

MPC will align with a scholar's NYS determined language proficiency level based on NYSITELL or NYSESLAT results. Exceptions may apply to this framework on a case-by-case basis.

- If a scholar is performing at Expanding level, they will qualify for a 65% MPC.
- If a scholar is performing at the Transitioning level, they will qualify for a 60% MPC.
- If a scholar is performing at the Emerging level they will qualify for a 55% MPC.
- If a scholar is performing at the Entering level, they will qualify for a 50% MPC.

*If an ELL scholar also has an IEP, both parameters for IEP scholars and ELL scholars will be applied; however, the scholar will not be given an MPC higher than their English proficiency level qualifies them.

Determinations review and approval

To ensure we are enacting determinations in accordance with the policy framework and acting consistently across regions, grades and schools, MPC determinations and rationale will be reviewed and given final approval by the Directors of Special Services.

Family communication

Schools will communicate MPC Determinations to families in writing using a network-generated and translated template letter by the appropriate regional deadline. Where translated letters are not available, schools should use interpreters via a telephonic language line or consult the Senior ELL Specialist for additional resources.

Application of MPC at EOY

School leaders will apply approved MPC during each trimester to determine PID for scholars and when making EOY promotion decisions. Scholar-specific MPC determinations will be entered into the ADMS once approved, and will be pulled into the Promotion Status System from the ADMS. School leaders will be responsible for ensuring that their final promotion decisions take scholars' MPC into account.

High School Graduation Requirements

All graduating seniors must meet the following requirements to earn graduation:

- Satisfactory transcript, earning a minimum of 70% in each class the senior is enrolled in
- Satisfactory compilation of credits in all content areas as outlined by NYS
- Passing grades on all required state exams
- Successful completion of the Senior Change the World Project

All scholars must earn the following course credit to earn graduation:

- 4 years of English
- 4 years of Math
- 3 years of Science
- 4 years of History (including completion of a Change the World Project)
- 3 years of a language (unless the scholar is a late transfer)
- 3 semesters of the Arts
- 1 semester of Health
- Physical Education each year of high school

Important Notes on the 2019 Accountability Cohort and Reported Data

It is important to note that the reported 2019 Total Cohort data and associated data points in this Accountability Plan Progress Report are reflective of June 2023 graduates, and are not inclusive of August 2023 graduates. August 2023 graduate data was not available nor included in any SIRS reports at the time of the compilation of this report.

It is also important to name the context in which the 2019 cohort experienced high school in order to do a robust analysis of the data reported for this cohort of students and to understand the larger picture in which to ground that analysis.

- Their freshman year in high school (19-20) saw the onset of the Covid-19 pandemic, and a sudden and drastic shift to all-virtual instruction for the last three and a half months of the school year. July and August 2020 Regents Exams were canceled, and scholars who passed a course culminating in a Regents exam were given an exemption.
 - Their sophomore year in high school (20-21), the 2019 cohort experienced a full year of virtual instruction. Limited Regents Exams were administered in June 2021, there was no August 2021 Regents Exam administration, and most scholars who passed a course usually culminating in a Regents exam were given Regents exemptions given the cancellations.
 - Their junior year in high school (21-22), the 2019 cohort experienced a return to full-time in-person instruction that was punctuated by school closures due to Covid-19 outbreaks and limited staff attendance due to illness, novel restrictions physically imposed on them such as social distancing, mask wearing, & desk dividers, and the onset of extreme social and emotional needs that followed the full year of remote learning at a level not previously experienced. January 2022 Regents were canceled, and the June 2022 US History Regents exam was also canceled, during the administration period that the vast majority of the cohort was slated to sit for the exam.
 - Their senior year in high school (22-23) was largely a return to “normal,” for the adults, but the 2019 cohort did not have any previous high school experience in a “normal” educational year. A normal year of full-time, in-person rigorous high school education was therefore much more difficult for this cohort of students than any other previous cohort, all of whom started their high school experience with a full year of “normal” education.
-

GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2022-23

| Cohort Designation | Number in Cohort during 2022-23 | Percent promoted |
|--------------------|---------------------------------|------------------|
| 2021 | 75 | 75 |
| 2022 | 77 | 81 |

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

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) |
|--------------------|-------------|------------------|---|
| 2019 | 2020-21 | 93 | 66 |
| 2020 | 2021-22 | 89 | 54 |
| 2021 | 2022-23 | 75 | 61 |

Graduation Goal Measures 3 & 4 - Absolute

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.

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

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2017 | 2020-21 | 76 | 42 | 55 |
| 2018 | 2021-22 | 75 | 55 | 73 |
| 2019 | 2022-23 | 71 | 56 | 79 |

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

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2016 | 2020-21 | 54 | 45 | 83 |
| 2017 | 2021-22 | 76 | 60 | 79 |
| 2018 | 2022-23 | 72 | 61 | 85 |

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

| Cohort Designation | School Year | Charter School | | | School District | |
|--------------------|-------------|------------------|----------------------|--------------------|---------------------------------|--------------------|
| | | Number in Cohort | Number who Graduated | Percent Graduating | Number in Cohort | Percent Graduating |
| 2017 | 2020-21 | 76 | 42 | 55 | 1016 | 87 |
| 2018 | 2021-22 | 75 | 55 | 73 | 970 | 88 |
| 2019 | 2022-23 | 71 | 56 | 79 | <i>TBD</i> | <i>TBD</i> |

Graduation Goal Measure 6 - 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.

¹ 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.

² 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

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There were no Democracy Prep Endurance scholars pursuing an alternative pathway to graduation in 22-23, nor any scholars exempted from or scholars who took a pathway examination in 22-23, nor is there previous data to report toward this metric.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overall, Democracy Prep Endurance did not meet its High School Graduation Goal, with the school meeting two of the five applicable measures of the goal.

| 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. | YES |
| Leading Indicator | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort. | NO |
| Absolute | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate. | YES |
| Absolute | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate. | NO |
| 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. | NO |
| Absolute | <i>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.</i> | N/A |

EVALUATION OF THE GRADUATION GOAL

Overall, Democracy Prep Endurance did not meet its High School Graduation Goal, with the school meeting two of the five applicable measures of the goal.

- Democracy Prep Endurance **met** the first leading indicator, with 75% of the 2021 cohort and 81% of the 2022 cohort promoted in 22-23, meeting and exceeding the goal of 75%, respectively.
- Democracy Prep Endurance **did not meet** the second leading indicator, with 61% of the 2021 cohort meeting this goal, falling short of the target of 75% by 14 percentage points. The school has demonstrated growth on this measure from the previous year - 54% of the 2020 cohort met this goal.
- Democracy Prep Endurance **met** the first absolute measure, with 79% of the 2019 cohort graduating in four years, exceeding the goal of 75% by 4 percentage points.

- Democracy Prep Endurance **did not meet** the second absolute measure, with 85% of the 2018 cohort graduating in five years, missing the target of 95% by 10 percentage points.
- Democracy Prep Endurance **did not meet** the comparative measure for the most recent year for which comparative data is available (21-22) with a graduation rate of 73% vs. the CSD graduation rate of 88% for the 2018 cohort, falling short of the CSD's graduation rate by 15 percentage points. The school is demonstrating growth in its graduation rate over time, increasing from 55% for the 2017 cohort to 73% for the 2018 cohort.

ADDITIONAL CONTEXT AND EVIDENCE

Democracy Prep Endurance continues to demonstrate positive progress in this goal over time, meeting more of the measures for the Graduation Goal in 22-23 (2 out of 5 applicable measures) than in 21-22 (none of 5 applicable measures). Democracy Prep Endurance will iterate on its action plan aligned to this goal to work toward meeting all five measures in 23-24.

ACTION PLAN

Democracy Prep Endurance has a specific focus in the 23-24 school year on implementing frequent, consistent and high quality coaching of teachers and school leaders as the most high leverage way to improve academic outcomes for students, which will directly support the school's growth in meeting graduation metrics. Coaching will focus on the network's 23-24 focus areas of data analysis, strong school culture, and lesson execution. Network leaders have developed a clear roadmap for providing targeted coaching to the Democracy Prep Endurance school leadership teams to ensure that school leaders are supported and equipped to run their schools with a focus on coaching and leading their instructional teams. The Democracy Prep Endurance principals worked collaboratively with the Democracy Prep Public Schools network-wide school leader team to develop their 23-24 instructional coaching priorities by doing analysis of their school's 22-23 data. In addition to targeted coaching throughout the year from their school leader on their specific instructional practices and goals, Democracy Prep Endurance teachers will also receive professional development in 23-24 from the DPPS CMO Academics team specific to their grade band and content area curriculum with a focus on lesson execution.

GOAL 2: COLLEGE PREPARATION

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

Democracy Prep Endurance Charter School has created a strong culture around college through the robust staffing of its high school college office with knowledgeable college counselors, by inculcating excitement about college through programming across all grade levels, and through the consistency of a strong CMO College Access and Success Team (CAST) with connections to and an understanding of the current and ever-shifting college landscape. Using an iterative process inspired by the experiences of Democracy Prep Public Schools alumni who transition to college each year and the lessons we learn by supporting them, CAST makes available a comprehensive two-year curriculum to cover the essential elements of being a successful college student that is offered to juniors and seniors. The first year is structured as a college-readiness full-class course; the second year provides both the opportunity to tackle the tasks associated with applying to and preparing for college during the school day, as well as for targeted, individualized support sessions during which seniors meet with their college counselor one-on-one. CAST members visit the school regularly and work alongside school-based teams on every aspect of the college process including financial aid counseling, help with matriculation decisions, and general transition counseling to provide individualized support to every potential graduate. Throughout this process, we hold critical conversations with students about how to navigate the challenges students typically encounter as they transition to college.

College Preparation Goal Measure 1 - Absolute

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.

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Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator³

| 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 | 56 | 38 | 68% |
| Passing an Advanced Placement ("AP") exam with a score of 3 or higher | 30 | 7 <i>1 is additional</i> | 13% |
| Achieving the college and career readiness benchmark on the SAT | 55 | 18 <i>2 are additional</i> | 32% |
| Overall | 56 | 41 | 73% |

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

³ Schools use any method listed above, 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.

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Matriculation Rate of Graduates by Year⁴

| Cohort | Graduation Year | Number of Graduates (a) | Number Enrolled in 2 or 4-year Program in Following Year (b) | Matriculation Rate = $[(b)/(a)]*100$ |
|--------|-----------------|-------------------------|--|---|
| 2017 | 2020-21 | 60 | 43 | 72 |
| 2018 | 2021-22 | 55 | 50 | 91 |
| 2019 | 2022-23 | 56 | TBD | TBD |

SUMMARY OF THE COLLEGE PREPARATION GOAL

Democracy Prep Endurance met one of the two applicable measures of the college preparation goal.

| Type | Measure | Outcome |
|--------------------|--|---------|
| Absolute | Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness. | NO |
| <i>Absolute</i> | <i>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.</i> | N/A |
| <i>Comparative</i> | <i>Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.</i> | N/A |
| Absolute | Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation. | YES |

EVALUATION OF THE COLLEGE PREPARATION GOAL

Democracy Prep Endurance is demonstrating progress toward meeting the College Preparation Goal, with the school meeting one of the two applicable measures of the goal.

- Democracy Prep Endurance **did not meet** the first absolute indicator, with 73% of graduating students demonstrating their preparation for college by one or more of the possible indicators of college readiness, just missing the target of 75% by 2 percentage points. The school has held steady in this metric, maintaining the 73% demonstration of college preparedness from 21-22.
- Democracy Prep Endurance **met** the second absolute indicator for the most recent year for which the data is available (21-22), with 91% of the 2018 cohort matriculating into a college or university in the year after graduation, exceeding the target of 75% by 16 percentage

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

points. The school also demonstrated substantial growth from the preceding year, growing 19 percentage points from 72% in 21-22.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2015 & 2016 cohorts, the matriculation rate surpassed the goal of 75% by significant margins with 89% & 83% of graduates matriculating to college in the year after graduating from high school, respectively. In the 2017 cohort, the school did not meet this goal, with a 72% matriculation rate in 21-22. The decrease in the school's matriculation percentage in the face of the Covid-19 pandemic speaks to the many-layered effect that the Covid-19 pandemic had on high school graduates' college-attendance plans, and we see the decrease trend reversing in the 2018 cohort, with the percentage rising to 91%.

ACTION PLAN

Support from the College Access and Success Team and the Democracy Prep Public Schools CMO is being provided to Democracy Prep Endurance Charter School's graduates, particularly in the form of robust communication regarding student wellness, college matriculation, and financial aid options. The network's microgrant program guidelines have been expanded to allow alumni to use funds to cover a wide variety of costs, and we proactively encourage students who appear to be struggling to apply for these funds to help cover their expenses.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

Over the last three years, the DPPS network schools have comprehensively updated our approach to literacy curriculum. 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 through the program HD Word 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.

Democracy Prep Endurance benefits from the CMO curriculum resources and Tier One curricular resources that the CMO Academics team has thoroughly analyzed. The CMO Academics Team focuses on analyzing curriculum at the network level. There is a dedicated Academics Team member partner for the school, who supports with classroom observations, data analysis, and professional development planning and execution. Teachers receive the benefit of the CMO-vetted lesson plans, and then adapt the lesson based on their students' needs, receive regular feedback from a coach, and implement the feedback in future lessons. Regularly, the Office of the Chief of Schools and Academics Team analyze academic data such as course pass rates and formative and summative literacy and math assessment data to help coach principals and coaches on high leverage areas when coaching teachers in their regular coaching sessions.

The ELA curriculum used at Democracy Prep Endurance Elementary School is Into Reading. Into Reading was selected by a working group of Democracy Prep stakeholders including teachers, administrators, members of the CMO, parents and scholars. The curriculum was selected because of its integrated programming allowing a one-stop shop for all ELA instruction. Stakeholders were also very excited about the paired SLA program, Arriba La Lectura.

The ELA curriculum used at Democracy Prep Endurance Middle School is KIPP Wheatley. This curriculum was created by the KIPP Foundation out of their work on Wit and Wisdom with Great Minds. It incorporates all of the wonderful features of Wit and Wisdom's curriculum with a greater focus on diverse representation in the curriculum.

The ELA curriculum used at Democracy Prep Endurance High School is StudySync. This curriculum allows scholars to read full book-length texts—both fiction and non-fiction throughout the year while

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engaging in aligned reading and writing skill lessons. The curriculum allows for scholars to both develop the necessary skills to master ELA standards and develop a true love of reading.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
|------------|--------------|------------|----------|----------|-------------|-------------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | |
| 3 | 26 | 0 | 0 | 0 | 0 | 0 | 1 | 27 |
| 4 | – | – | – | – | – | – | – | -- |
| 5 | – | – | – | – | – | – | – | -- |
| 6 | 40 | 1 | 0 | 0 | 0 | 0 | 1 | 42 |
| 7 | 47 | 0 | 1 | 2 | 0 | 0 | 1 | 49 |
| 8 | 68 | 2 | 1 | 2 | 0 | 0 | 1 | 72 |
| All | 181 | 3 | 2 | 4 | 0 | 0 | 4 | 190 |

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁵

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|------------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 26 | 15 | 58 | – | – | – |
| 4 | – | – | – | – | – | – |
| 5 | – | – | – | – | – | – |
| 6 | 40 | 18 | 45 | 3 | 0 | 0 |
| 7 | 47 | 11 | 23 | 40 | 9 | 23 |
| 8 | 68 | 32 | 47 | 52 | 24 | 46 |
| All | 181 | 65 | 36 | 95 | 33 | 35 |

ELA Measure 2 - Absolute

⁵ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|------------|---|------------------|-----------------------|-------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | -- | — | -- | -- |
| 4 | -- | — | -- | -- |
| 5 | -- | — | -- | -- |
| 6 | 0 | 3 | <i>TBD</i> | <i>TBD</i> |
| 7 | 23 | 40 | <i>TBD</i> | <i>TBD</i> |
| 8 | 46 | 52 | <i>TBD</i> | <i>TBD</i> |
| All | 35 | 95 | <i>TBD</i> | <i>TBD</i> |

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

⁶ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁷

2021-22 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 ⁸ | | Effect Size |
|------------|------------------------------------|--|-------------|--------------|
| | | Actual | Predicted | |
| 6 | 92.9 | 25.9 | 43.7 | -1.10 |
| 7 | 94.0 | 33.3 | 35.2 | -0.12 |
| 8 | 91.4 | 48.1 | 39.5 | 0.50 |
| All | 92.5 | 38.4 | 39.1 | -0.06 |

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA:

Curriculum-based module assessments in 3-5, and Trimester Final Exams in 6-12.

NWEA MAP Growth 2x per year in 2-8; curriculum-based module assessments in 3-5; and curriculum-based Trimester Final Exams in 6-12.

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁸ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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The school reviewed the data collected from its internal exams according to the data analysis cycles discussed in the 21-22 APPR action plan, and focused on implementing targeted unit and lesson plan adjustments based on the results of teachers' and leaders' assessment data analysis. NWEA MAP Assessment data is reported below. The school administered the NWEA Map Exam with a large enough sample size to report data for the Fall and Winter administrations - not Spring - and those results are displayed in the tables below.

NWEA MAP DATA

| 2022-23 NWEA MAP ELA Assessment End of Year Results* <i>Democracy Prep Endurance tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data</i> | | | | | |
|--|---|--------|--------|---------|------|
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | 152 | 45 | NO |
| Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | 89 | 48 | NO |
| Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ⁹ | 46 | 33 | 42 | NO |

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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| | | | | | |
|---|-------------|-----|----|----|----|
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁰ | 2+ students | 75% | 75 | 3% | NO |
|---|-------------|-----|----|----|----|

End of Year Performance* on 2022-23 NWEA MAP

ELA Assessment

By All Students and Students Enrolled in At Least Their Second Year

Democracy Prep Endurance tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

| Grades | All Students | | Enrolled in at least their Second Year | |
|------------|----------------------------------|---------------|--|---------------|
| | Percent Proficient ¹¹ | Number Tested | Percent Proficient | Number Tested |
| 3 | 41 | 27 | - | - |
| 4 | - | - | - | - |
| 5 | - | - | - | - |
| 6 | 6 | 34 | 0 | 1 |
| 7 | 0 | 41 | 0 | 36 |
| 8 | 2 | 50 | 3 | 38 |
| All | 9 | 152 | 3 | 75 |

¹⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹¹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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End of Year Growth* on 2022-23 NWEA MAP

ELA Assessment

By All Students

Democracy Prep Endurance tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

| Grades | Median Growth Percentile | Number Tested |
|------------|--------------------------|---------------|
| 3 | 61 | 27 |
| 4 | - | - |
| 5 | - | - |
| 6 | 48 | 34 |
| 7 | 35 | 41 |
| 8 | 50 | 50 |
| All | 45 | 152 |

SUMMARY OF THE ELA GOAL

Democracy Prep Endurance did not meet the ELA Goal, meeting none of the applicable measures of the goal. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

| Type | Measure | Outcome |
|-------------|--|---------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. | NO |
| Absolute | <i>Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.</i> | N/A |
| Comparative | <i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.</i> | TBD |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | NO |
| Growth | <i>Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.</i> | N/A |

EVALUATION OF ELA GOAL

Overall, Democracy Prep Endurance did not meet its 3-8 English Language Arts Goal.

- Democracy Prep Endurance **did not meet** the first absolute measure, with 35% of all tested students who are enrolled in at least their second year performing at proficiency on the 3-8 NYS ELA Exam, missing the target of 75% by 40 percentage points.
- Democracy Prep Endurance **did not meet** the second comparative measure for the most recent year for which comparative data is available (21-22).

ADDITIONAL CONTEXT AND EVIDENCE

We can supplement the NYS Exam data with NWEA MAP assessment data analysis, which show that among students enrolled in at least their second year, the percent proficient is at 3%, and the overall median growth percentile is 45. Please note that Democracy Prep Endurance utilized the NWEA MAP assessment during the fall and winter assessment windows in 22-23 (September 2022 and January 2023, respectively), but not during the spring assessment window. The growth data reported in the tables above is therefore the reportable growth from Fall to Winter. While the median growth percentile of 45 does not meet the target of 50, we would anticipate that had the assessment also been administered during the 22-23 Spring assessment window, we would have seen scores rise from Winter to Spring with the extra four months of instruction between January and May 2023. In 23-24 and beyond, Democracy Prep Endurance intends to administer the NWEA MAP assessment during the Spring administration window.

ELA ACTION PLAN

Democracy Prep Endurance has a specific focus in 23-24 on increasing the frequency of and the quality of ELA teacher observations by school leaders and coaches, and implementing higher quality ELA lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 ELA teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to ELA teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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.¹²

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹³

| 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) | Number Tested | Percent Scoring at Least Level 4 Out of Total Tested |
|--------|-------------|----------------------|---|-------------------------------------|--|---------------|--|
| 2017 | 2020-21 | 76 | 12 | 42 | 65 | 62 | 68 |
| 2018 | 2021-22 | 74 | 60 | 4 | 5 | 9 | 44 |
| 2019 | 2022-23 | 71 | 37 | 10 | 29 | 31 | 32 |

High School ELA Measure 2 - 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.

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.

¹² Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹³ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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) | Number Tested | Percent Scoring at Least Level 4 Out of Total Tested |
|--------------------|-------------|----------------------|---|-------------------------------------|--|---------------|--|
| 2017 | 2020-21 | 76 | 12 | 59 | 93 | 62 | 95 |
| 2018 | 2021-22 | 74 | 60 | 8 | 11 | 9 | 89 |
| 2019 | 2022-23 | 71 | 37 | 24 | 71 | 31 | 77 |

High School ELA Measure 3 - 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's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 7 - Growth

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.

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.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) | Number Tested of Group (a) | Percent Scoring at Least Level 4 Out of Total Tested |
|--------------------|-------------|--|---|-------------------------------------|--|----------------------------|--|
| 2017 | 2020-21 | 25 | 11 | 8 | 57 | – | – |
| 2018 | 2021-22 | 22 | 60 | 0 | 0 | 3 | 0 |
| 2019 | 2022-23 | 25 | 10 | 2 | 13 | 14 | 13 |

High School ELA Measure 8 - Growth

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.

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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) | Number Tested of Group (a) | Percent Scoring at Least Level 3 Out of Total Tested |
|--------------------|-------------|--|---|-------------------------------------|--|----------------------------|--|
| 2017 | 2020-21 | 25 | 11 | 15 | 100 | – | – |
| 2018 | 2021-22 | 22 | 60 | 2 | 9 | 3 | 67 |
| 2019 | 2022-23 | 25 | 10 | 8 | 53 | 14 | 62 |

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Democracy Prep Endurance did not meet the High School ELA goal, meeting none of the applicable measures of the goal. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

| Type | Measure | Outcome |
|-------------|---|---------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | NO |
| 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. | NO |
| Absolute | <i>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.</i> | N/A |
| Comparative | <i>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.</i> | TBD |
| Comparative | <i>Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.</i> | TBD |

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | |
|-------------|--|-----|
| Comparative | <i>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.</i> | 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. | NO |
| 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. | NO |

EVALUATION OF HIGH SCHOOL ELA GOAL

Democracy Prep Endurance did not meet the High School ELA goal, meeting none of the applicable measures of the goal. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

- Democracy Prep Endurance **did not meet** the first Absolute measure, with 29% of students in the 2019 Accountability cohort scoring at or above Performance Level 4 on the CC-aligned ELA Regents Exam, missing the target of 65% by 36 percentage points. The school demonstrated growth from the prior year on this measure, growing from the 2018 cohort's 5% in 21-22.
- Democracy Prep Endurance **did not meet** the second Absolute measure, with 71% of students in the 2019 Accountability cohort scoring at or above Performance Level 3 on the CC-aligned ELA Regents Exam, missing the target of 80% by 9 percentage points. However, it is worth noting that this number jumps to 77% when only students in the cohort who sat for the exam are considered. The school demonstrated growth from the prior year on this measure, growing from the 2018 cohort's 11% in 21-22.
- Democracy Prep Endurance **did not meet** the first Growth measure, with 13% of students in the 2019 Accountability cohort who did not score proficient on their 8th grade NYS ELA exam scoring at or above Performance Level 4 on the CC-aligned ELA Regents Exam, falling short of the target of 50% by 33 percentage points. This is demonstrated progress from the prior year, when 0% of the 2018 cohort who did not score proficient in 8th grade met the target.
- Democracy Prep Endurance **did not meet** the second Growth measure, with 53% of students in the 2019 Accountability cohort who did not score proficient on their 8th grade NYS ELA exam scoring at or above Performance Level 3 on the CC-aligned ELA Regents Exam, missing the target of 75% by 22 percentage points. However, it is worth noting that this number jumps to 62% when only students in the cohort who sat for the exam are considered. This is demonstrated

progress from the prior year, when 9% of the 2018 cohort who did not score proficient in 8th grade met the target.

ADDITIONAL CONTEXT AND EVIDENCE

Democracy Prep Endurance has demonstrated growth toward meeting this goal, increasing the percentage of students relevant to each measure from 21-22 to 22-23.

ACTION PLAN

Democracy Prep Endurance has a specific focus in 23-24 on increasing the frequency of and the quality of ELA teacher observations by school leaders and coaches, and implementing higher quality ELA lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 ELA teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to ELA teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 4: MATHEMATICS

Democracy Prep Endurance Charter School students will demonstrate proficiency in mathematics.

BACKGROUND

Democracy Prep Endurance benefits from the CMO curriculum resources and Tier One curricular resources that the CMO Academics team has thoroughly analyzed. The CMO Academics Team focuses on analyzing curriculum at the network level. There is a dedicated Academics Team member partner for each DPNY school site, who supports with classroom observations, data analysis, and professional development planning and execution. Teachers receive the benefit of the Tier One curricular resources that are then vetted by the CMO. They are then able to adapt the lessons based on their students' needs, receive regular feedback from a coach, and implement the feedback in future lessons. Regularly, the Office of the Chief of Schools and Academics Team analyze academic data such as course pass rates and formative and summative literacy and math assessment data to help coach principals and coaches on high leverage areas when coaching teachers in their regular coaching sessions.

The math curriculum used at Democracy Prep Endurance Elementary is Eureka Squared. Eureka Squared is the new and improved version of the Eureka curriculum, which DPNY has been implementing for years. This new and improved version will allow our scholars to continue to dive deep into true mathematical understanding and develop mastery of all standards.

The math curriculum used at Democracy Prep Endurance Middle and Democracy Prep Endurance High is Illustrative Math. This curriculum allows scholars to master both the content standards and the mathematical practice standards, truly engaging in deep thinking and discovery around mathematics. The curriculum takes scholars well beyond algorithms to deep, lifelong learning.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State Mathematics Exam Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | | Total Enrolled |
|------------|--------------|------------|----------|----------|-------------|-------------------|--------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents | |
| 3 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| 4 | – | – | – | – | – | – | – | – | – |
| 5 | – | – | – | – | – | – | – | – | – |
| 6 | 39 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 43 |
| 7 | 46 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 50 |
| 8* | 2 | 2 | 0 | 0 | 0 | 0 | 6 | 64 | 74 |
| All | 114 | 3 | 1 | 0 | 0 | 0 | 12 | 64 | 194 |

**In 22-23, Democracy Prep Endurance 8th graders took the Algebra Regents Exam and not the NYS 8th Grade Math exam, with the exception of the scholars enrolled in the Pathways special class program.*

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|------------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 27 | 13 | 48 | – | – | – |
| 4 | – | – | – | – | – | – |
| 5 | – | – | – | – | – | – |
| 6 | 39 | 14 | 36 | 3 | 0 | 0 |
| 7 | 46 | 13 | 28 | 40 | 11 | 28 |
| 8* | 2 | 0 | 0 | 2 | 0 | 0 |
| All | 114 | 40 | 35 | 45 | 11 | 28 |

**In 22-23, Democracy Prep Endurance 8th graders took the Algebra Regents Exam and not the NYS 8th Grade Math exam, with the exception of the scholars enrolled in the Pathways special class program.*

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|------------|---|------------------|-----------------------|-------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | – | – | – | – |
| 4 | – | – | – | – |
| 5 | – | – | – | – |
| 6 | 0 | 3 | <i>TBD</i> | <i>TBD</i> |
| 7 | 28 | 40 | <i>TBD</i> | <i>TBD</i> |
| 8 | 0 | 2 | <i>TBD</i> | <i>TBD</i> |
| All | 28 | 45 | <i>TBD</i> | <i>TBD</i> |

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| Grade | Percent Economically Disadvantaged | Percent of Students at Levels 3&4 | | Effect Size |
|------------|------------------------------------|-----------------------------------|-------------|--------------|
| | | Actual | Predicted | |
| 6 | 92.9 | 3.8 | 20.5 | -1.09 |
| 7 | 94.0 | 11.1 | 16.7 | -0.37 |
| 8 | – | – | – | – |
| All | 93.5 | 8.0 | 18.3 | -0.67 |

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics:

Curriculum-based module assessments in 3-5; curriculum-based Trimester Final Exam assessments in 6-12.

NWEA MAP Growth 2x per year in 2-8; curriculum-based module assessments in 3-5; and Trimester Final Exams in 6-12.

The school reviewed the data collected from its internal exams according to the data analysis cycles discussed in the 21-22 APPR action plan, and focused on implementing targeted unit and lesson plan adjustments based on the results of teachers' and leaders' assessment data analysis. NWEA MAP Assessment data is reported below. The school administered the NWEA Map Exam with a large enough sample size to report data for the Fall and Winter administrations - not Spring - and those results are displayed in the tables below.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 NWEA MAP

Mathematics Assessment End of Year Results*

Democracy Prep Endurance tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

| Measure | Subgroup | Target | Tested | Results | Met? |
|---|--|--------|--------|---------|------|
| Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | 166 | 43 | NO |
| Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | 83 | 43 | NO |
| Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ¹⁴ | 43 | 36 | 39 | NO |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁵ | 2+ students | 75% | 84 | 6% | NO |

¹⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance* on 2022-23 NWEA MAP

Mathematics Assessment

By All Students and Students Enrolled in At Least Their Second Year

Democracy Prep Endurance tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

| Grades | All Students | | Enrolled in at least their Second Year | |
|------------|----------------------------------|---------------|--|---------------|
| | Percent Proficient ¹⁶ | Number Tested | Percent Proficient | Number Tested |
| 3 | 22 | 27 | - | - |
| 4 | - | - | - | - |
| 5 | - | - | - | - |
| 6 | 12 | 41 | 0 | 2 |
| 7 | 7 | 43 | 8 | 38 |
| 8 | 5 | 58 | 5 | 44 |
| All | 10 | 169 | 6 | 84 |

End of Year Growth* on 2022-23 NWEA MAP

Math Assessment

By All Students

Democracy Prep Endurance tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

| Grades | Median Growth Percentile | Number Tested |
|------------|--------------------------|---------------|
| 3 | 63 | 27 |
| 4 | - | - |
| 5 | - | - |
| 6 | 52 | 41 |
| 7 | 46 | 43 |
| 8 | 35 | 58 |
| All | 43 | 169 |

SUMMARY OF THE MATHEMATICS GOAL

Overall, Democracy Prep Endurance did not meet the Math goal, but is demonstrating positive progress toward meeting this goal, performing 14 percentage points higher in the first absolute measure than last

¹⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

year. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

| Type | Measure | Outcome |
|-------------|--|---------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8. | NO |
| Absolute | <i>Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.</i> | N/A |
| Comparative | <i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.</i> | TBD |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | NO |
| Growth | <i>Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.</i> | N/A |

EVALUATION OF THE MATHEMATICS GOAL

Democracy Prep Endurance did not meet the Math goal, meeting none of the applicable measures.

- Democracy Prep Endurance **did not meet** the first absolute measure, with 28% of all tested students who are enrolled in at least their second year performing at proficiency on the 3-8 NYS Math Exam, missing the target of 75% by 47 percentage points. The school has demonstrated growth on this measure from the previous year - 14% of the tested second year students performed at proficiency in 21-22, demonstrating growth of 14 percentage points.
- Democracy Prep Endurance **did not meet** the second comparative measure for the most recent year for which comparative data is available (21-22).

ADDITIONAL CONTEXT AND EVIDENCE

We can supplement the NYS Exam data with NWEA MAP assessment data analysis, which show that among students enrolled in at least their second year, the percent proficient is at 6%, and the median growth percentile is 43, falling short of the target of 50 by 7. Please note that Democracy Prep Endurance utilized the NWEA MAP assessment during the fall and winter assessment windows in 22-23 (September 2022 and January 2023, respectively), but not during the spring assessment window. The growth data reported in the tables above is therefore the reportable growth from Fall to Winter. While the median growth percentile does not meet the target of 50, we would anticipate

that had the assessment also been administered during the 22-23 Spring assessment window, we would have seen scores rise from Winter to Spring with the extra four months of instruction between January and May 2023. In 23-24 and beyond, Democracy Prep Endurance intends to administer the NWEA MAP assessment during the Spring administration window.

MATHEMATICS ACTION PLAN

Democracy Prep Endurance has a specific focus in 23-24 on increasing the frequency of and the quality of math teacher observations by school leaders and coaches, and implementing higher quality math lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 math teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to math teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities. Additionally, in school year 23-24, Democracy Prep Endurance will operate a fully rolled-out new mathematics curriculum in K-10. We anticipate that the new curricula will help leaders and teachers address the identified gaps in our math proficiency data. This is being paired with the addition of a third secondary mathematics curriculum and instruction specialist at the CMO to support the implementation of the curriculum.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

| Cohort | Fourth Year | Number in Cohort (a) | Number exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) | Number Tested | Percent Scoring at Least Level 4 Out of Total Tested |
|--------|-------------|----------------------|---|-------------------------------------|--|---------------|--|
| 2017 | 2020-21 | 76 | 7 | 24 | 25 | 73 | 33 |
| 2018 | 2021-22 | 74 | 65 | 21 | 28 | 70 | 30 |
| 2019 | 2022-23 | 71 | 0 | 22 | 31 | 69 | 32 |

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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) | Number Tested | Percent Scoring at Least Level 3 Out of Total Tested |
|--------------------|-------------|----------------------|---|-------------------------------------|--|---------------|--|
| 2017 | 2020-21 | 76 | 7 | 64 | 90 | 73 | 88 |
| 2018 | 2021-22 | 74 | 65 | 57 | 77 | 70 | 81 |
| 2019 | 2022-23 | 71 | 0 | 46 | 65 | 69 | 67 |

High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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) | Number Tested of Group (a) | Percent Scoring at Least Level 4 Out of Total Tested |
|--------------------|-------------|--|---|-------------------------------------|--|----------------------------|--|
| 2017 | 2020-21 | 36 | 10 | 3 | 12 | – | – |
| 2018 | 2021-22 | 18 | 65 | 2 | 11 | 17 | 12 |
| 2019 | 2022-23 | 21 | 0 | 0 | 0 | 20 | 0 |

High School Math Measure 8 - Growth

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.

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 mathematics requirement for graduation.

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

| 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) | Number Tested of Group (a) | Percent Scoring at Least Level 3 Out of Total Tested |
|--------------------|-------------|--|---|-------------------------------------|--|----------------------------|--|
| 2017 | 2020-21 | 36 | 10 | 26 | 100 | – | – |
| 2018 | 2021-22 | 18 | 65 | 12 | 67 | 17 | 71 |
| 2019 | 2022-23 | 21 | 0 | 7 | 33 | 20 | 35 |

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Democracy Prep Endurance did not meet the high school math goal, meeting none of the applicable measures.

| 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 | NO |

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| | | |
|-------------|---|-----|
| | above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | |
| 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. | NO |
| Absolute | <i>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.</i> | N/A |
| Comparative | <i>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.</i> | N/A |
| Comparative | <i>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.</i> | N/A |
| Comparative | <i>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.</i> | 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. | NO |
| 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. | NO |

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Democracy Prep Endurance did not meet the High School Math Goal, meeting none of the applicable measures.

- Democracy Prep Endurance **did not meet** the first Absolute measure, with 31% of students in the 2019 Accountability cohort scoring at or above a Performance Level 4 on a Regents math exam, missing the target of 65% by 34 percentage points.
- Democracy Prep Endurance **did not meet** the second Absolute measure, with 65% of students in the 2019 Accountability cohort scoring at or above a Performance Level 3 on a Regents math exam, missing the target of 80% by 15 percentage points.
- Democracy Prep Endurance **did not meet** the first Growth measure, with 0% of students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade Math Exam

scoring at or above a Performance Level 4 on a Regents math exam, missing the target of 50% by 50 percentage points.

- Democracy Prep Endurance **did not meet** the second Growth measure, with 33% of students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade Math Exam scoring at or above a Performance Level 3 on a Regents math exam, missing the target of 75% by 42 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

Democracy Prep Endurance students, in line with the nationwide trend, have struggled to demonstrate math proficiency post-pandemic. Democracy Prep Endurance will iterate on its below-outlined action plan to tackle improving both math growth and math proficiency head-on.

ACTION PLAN

Democracy Prep Endurance has a specific focus in 23-34 on increasing the frequency of and the quality of math teacher observations by school leaders and coaches, and implementing higher quality math lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 math teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to math teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities. Additionally, in school year 23-24, Democracy Prep Endurance will operate a fully rolled-out new mathematics curriculum in K-10. We anticipate that the new curricula will help leaders and teachers address the identified gaps in our math proficiency data. This is being paired with the addition of a third secondary mathematics curriculum and instruction specialist at the CMO to support the implementation of the curriculum.

GOAL 5: SCIENCE

Democracy Prep Endurance Charter School students will demonstrate proficiency in science.

BACKGROUND

Democracy Prep Endurance uses an internally-developed, immersive, thorough, and experiment-driven science curriculum. Science units give scholars the practical knowledge and hands-on experience to critically investigate the world around them. Elementary school science is four days a week for approximately 40 minutes. At the K-5 level science and social studies alternate by unit. The Science curriculum is loosely based on Pearson Interactive Science units of study and enhanced to meet the demands of the Next Generation Science Standards. Our scope and sequence builds on the core standards outlined in the NGSS and fleshes them out to add additional content and investigative study to each grade. Scholars in each grade study life science, earth science, and physical science to master content that increases in complexity each year. Every unit includes at least one laboratory investigation and numerous opportunities for hands-on learning, in addition to non-fiction reading, live demonstrations, and web-based interactive learning.

Science courses require scholars to internalize scientific content and apply it to understand and explain the world around them. As scholars move through the courses they use science to explore and solve real world problems. These courses are largely inquiry-based and require scholars to grapple with different examples to build their own knowledge, within a structured framework. Conducting labs, analyzing data, building arguments and supporting those arguments with quantitative data are all essential parts of these courses. Middle school science courses meet for a single block every Monday through Thursday, and for a single block every other Friday. Network-provided course materials are aligned to Next Gen Science Standards and to internal DPPS standards. They are fully aligned to New York state standards. These course materials also incorporate many of the best practices from the NSTA, specifically around inquiry-based learning and writing in science class. Network-provided course materials directly build off of the skills scholars have learned in previous grades and are vertically aligned with the DP network high school science curriculum. Scholars are expected to demonstrate mastery of the major branches (Life, Biology, Astronomy, Physical, Health) of Science. Scholars are expected to pass our internal and external (grade 8 NYS State Science Exam) assessments to demonstrate mastery. ELA standards are integrated into science courses to ensure that deeper thinking and literacy integration are happening in each of our classes.

High school scholars take four years of science courses. Science instruction at the high school level focuses on imparting content knowledge while also having scholars practice “thinking like a scientist.” To that end, scholars routinely utilize critical thinking and analysis skills to better gain a deep, conceptual understanding of the content.

Literacy plays a significant role in any science class. More traditional uses of literacy include reading chapters from the textbook or lab instructions and guidelines. However, literacy also provides impactful opportunities for application when scholars can grapple with real-life scenarios. For example, scholars may read a New York Times article on genetic engineering. While reading, scholars would need to identify the exact connection between DNA and genetics, including what ways scientists can manipulate DNA, and evaluate the ethical concerns of such a practice. By engaging in high-level thinking, we ensure that scholars have a deep understanding of the content.

Science demonstrations and labs must play a key role in any science curriculum. As per the Regents requirements, all scholars must complete 900 minutes of lab work. In all Science classes, hands-on learning and labs are regularly integrated into the curriculum and scholars' learning.

High school science courses typically meet for a single block every Monday through Thursday, and for a single block every other Friday. Network-provided course materials are aligned to Next Gen Science Standards and to internal DPPS standards. They are fully aligned to state standards. These course materials also incorporate many of the best practices from the NSTA, specifically around inquiry-based learning and writing in science class. Network-provided course materials directly build off of the skills scholars have learned in previous grades and are directly aligned with what scholars will be asked to do in freshman science courses in college. Scholars generally take Biology in 9th grade, Chemistry in 10th grade, Physics in 11th grade, and an elective or Advanced Placement Science course in 12th grade. These courses require scholars to internalize scientific content and apply it to understand and explain the world around them. As scholars move through the courses they use science to explore and solve real world problems. These courses are largely inquiry-based with scholars grappling with different examples to build their own knowledge, within a structured framework. Conducting labs, analyzing data, building arguments and supporting those arguments with quantitative data are all essential parts of these courses.

Writing will also play a significant role in science education. Most commonly, scholars will routinely be asked to explain their answers, using specific science content to defend their thinking. The ability to explain one's understanding of science through the written word demonstrates higher-level thinking skills and mastery, specifically when scholars are prompted to critique, predict, and analyze.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 nd Year | | |
|---------|---|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient |
| 8 (All) | 66 | 22 | 33 |

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam Charter School and District Performance by Grade Level

| Grade | Charter School Students in at Least 2 nd Year | | | All District Students | | |
|---------|--|-------------------|--------------------|-----------------------|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 8 (All) | 51 | 6 | 12 | TBD | TBD | TBD |

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Democracy Prep Endurance did not meet the Elementary/Middle Science goal. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

| Type | Measure | Outcome |
|-------------|---|---------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination. | NO |
| Comparative | <i>Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.</i> | TBD |

EVALUATION OF THE SCIENCE GOAL

Democracy Prep Endurance did not meet the Elementary/Middle Science goal, with 33% of 8th graders scoring proficient on the NYS Science Exam, missing the target of 75% by 42 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report, but analysis of this data will be made more meaningful once district data comparison is made possible, to situate the school's scores in a broader context. Democracy Prep Endurance 8th graders do not take a science Regents exam in 8th grade.

ACTION PLAN

Democracy Prep Endurance has a specific focus in 23-24 on increasing the frequency of and the quality of science teacher observations by school leaders and coaches, and implementing higher quality science lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 science teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to science teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

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, & Physics**. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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) | Number Tested of Group (a) | Percent Scoring at Least Level 3 Out of Total Tested |
|--------------------|-------------|----------------------|---|---------------------------------------|---|----------------------------|--|
| 2017 | 2020-21 | 76 | 8 | 66 | 97 | 74 | 89 |
| 2018 | 2021-22 | 74 | 69 | 46 | 62 | 69 | 68 |
| 2019 | 2022-23 | 71 | 12 | 19 | 32 | 59 | 32 |

High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Democracy Prep Endurance did not meet the High School Science goal. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

| Type | Measure | Outcome |
|-------------|---|---------|
| Absolute | 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. | NO |
| Comparative | <i>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.</i> | TBD |

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Democracy Prep Endurance did not meet the High School Science goal, with 32% of the 2019 Accountability cohort scoring at least 65 on a Science Regents exam, missing the target by 43 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report, but analysis of this data will be made more meaningful once district data comparison is made possible, to situate the school's scores in a broader context.

ACTION PLAN

Democracy Prep Endurance has a specific focus in 23-24 on increasing the frequency of and the quality of science teacher observations by school leaders and coaches, and implementing higher quality science lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 science teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to science teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

Social Studies units at Democracy Prep Endurance provide scholars with essential content knowledge and promote the network's mission of civic engagement for all. Elementary school social studies happens four days a week for approximately 40 minutes. At the K-5 level science and social studies alternate by unit. The curriculum is based on the units of study set forth by the Alexandria Plan for history. All Social Studies units are paired to address the informational reading standards outlined by the Common Core. Units have been updated in each grade to infuse geography and civics. Each Social Studies unit asks an essential question that scholars will work to answer by developing enduring understandings about topics ranging from geography to history to government. Lessons engage scholars with authentic nonfiction texts, videos, simulations, and projects to build deep content knowledge about the world around them. Each grade focuses on an overarching question and uses examinations of specific time periods and moments in history to delve into answers.

Scholars study history four to five days per week from the standards derived and created internally by the network curriculum team. In grade 6, the scholars will take Global Literacy. This class, with a heavy emphasis on integrating literacy skills, emphasizes the study of ancient cultures (Ancient Greece, Ancient China, Ancient Rome, Ancient Egypt, and Ancient West African cultures). In grades 7 and 8, scholars take a two-part United States History Course that will prepare all scholars for high school history. The goal for students is to grow comfortable with making historical claims as well as practicing the skills of comparison, causation and basic sourcing. Scholars engage in a research writing project each year, with increasing complexity based on school year. Middle social studies courses meet one period Monday through Thursday with alternative Fridays. Network provided resources are skill-aligned in literacy to Common Core ELA standards and in historical thinking skills to College Board's History Disciplinary and Reasoning Skills.

Social studies courses at the high school level meet for a single block every Monday through Thursday and for a single block every other Friday. Network provided resources are skill-aligned in literacy to Common Core ELA standards and in historical thinking skills to College Board's History Disciplinary and Reasoning Skills. Students receive content instruction based on internal standards centered around College Board content standards for pre-AP and AP World and US History with some adjustments based on state assessment expectations.

Social studies instruction at the high school level focuses on both the facts and details of history, which form the basis of cultural literacy, and the development of historical thinking skills. Such historical thinking skills include, but are not limited to: using background information to identify

potential author bias; utilizing diction and author's word choice to ascertain tone or bias; and interpreting a graph, chart or other data to predict changes, determine trends, and form coherent hypotheses about causes and effects.

Literacy is a significant part of any social studies class, as scholars must routinely grapple with a variety of texts, including: textbooks; academic secondary sources, academic journal articles; and primary source documents. The rigor of such lessons is determined not by the complexity of the texts, but the level of questioning that is provided and the quality of answer expected from the scholar. Scholars in history class will regularly show what they know through writing samples: responding to a daily essential question with evidence, explaining how bias is conveyed in a primary source document, or predicting what could have happened if one historical variable was shifted. Scholars routinely practice writing long pieces, especially for the Regents, AP Level Document-Based Regents essays, and Regents-Level Thematic essays. Each essay cycle must involve a peer editing cycle that utilizes Regents anchor essays and a revision process.

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Passing with at Least a 65 (c) | Percent Passing Among Students with Valid Score (c)/(a-b) | Number Tested of Group (a) | Percent Scoring at Least Level 3 Out of Total Tested |
|--------------------|-------------|----------------------|---|---------------------------------------|---|----------------------------|--|
| 2017 | 2020-21 | 76 | 58 | 0 | 0 | 3 | 67 |
| 2018 | 2021-22 | 74 | 9 | 1 | 1 | 1 | 100 |
| 2019 | 2022-23 | 71 | 55 | 9 | 60 | 12 | 75 |

Social Studies Measure 2 - Comparative

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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) | Number Tested of Group (a) | Percent Scoring at Least Level 3 Out of Total Tested |
|--------------------|-------------|----------------------|---|---------------------------------------|---|----------------------------|--|
| 2017 | 2020-21 | 76 | 13 | 58 | 92 | 64 | 91 |
| 2018 | 2021-22 | 74 | 63 | 6 | 8 | 6 | 100 |
| 2019 | 2022-23 | 71 | 58 | 8 | 62 | 10 | 80 |

Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Overall, Democracy Prep Endurance did not meet the Social Studies goal, meeting none of the applicable measures. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

| Type | Measure | Outcome |
|-------------|---|---------|
| Absolute | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort. | NO |
| Comparative | Each year, the percent of students in the high school Total Cohort passing the U.S. History | TBD |

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| | | |
|-------------|--|-----|
| | <i>Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.</i> | |
| Absolute | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort. | NO |
| Comparative | <i>Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.</i> | TBD |

EVALUATION OF THE SOCIAL STUDIES GOAL

Democracy Prep Endurance did not meet the Social Studies goal, meeting none of the applicable measures. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

- Democracy Prep Endurance **did not meet** the first absolute measure, with 60% of students in the 2019 Accountability cohort scoring a 65 on the US History Regents Exam, missing the target of 75% by 15 percentage points. However, it is important to note that this number jumps to 75% - meeting the target - when only students who sat for the exam are considered, and that the June 2022 US History Regents exam administration was canceled, when most students in the 2019 cohort were scheduled to sit for this exam but instead earned an exemption.
- Democracy Prep Endurance **did not meet** the second absolute measure, with 62% of students in the 2019 Accountability cohort scoring a 65 on the Global History Regents exam, missing the target 75% by 13 percentage points. However, it is important to note that this number jumps to 80% - exceeding the target - when only students who sat for the exam are considered, and that the June 2021 Global Regents exam administration was canceled, when most students in the 2019 cohort would have been scheduled to sit for this exam but instead earned an exemption.

ADDITIONAL CONTEXT AND EVIDENCE

Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report, but analysis of this data will be made more meaningful once district data comparison is made possible, to situate the school's scores in a broader context, especially given the exemptions that this cohort population earned with regard to Regents exams.

ACTION PLAN

Democracy Prep Endurance has a specific focus in 23-34 on increasing the frequency of and the quality of social studies teacher observations by school leaders and coaches, and implementing

higher quality social studies lesson plan feedback to more quickly develop newer teachers, and better support the good-to-great growth of more veteran teachers. The 23-24 social studies teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to social studies teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

| Year | Status |
|---------|--|
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |
| 2022-23 | Local Support and Improvement (formerly Good Standing) |

ADDITIONAL CONTEXT AND EVIDENCE

The school's 22-23 ESSA status is *Local Support and Improvement*, the new nomenclature for *Good Standing*. The school's historical ESSA status has consistently been *Good Standing*, including all years of the current Accountability period. Accountability statuses have been static since 19-20. The school will continue to revise and implement action plans to work toward improving academic outcomes for scholars in 23-24 and beyond.

Democracy Prep New York Charter Schools

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2023 and 2022

Democracy Prep New York Charter Schools

Financial Statements and Uniform Guidance Schedules Together With Independent Auditors' Reports

June 30, 2023 and 2022

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Independent Auditors' Report

Board of Trustees
Democracy Prep New York Charter Schools

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Democracy Prep New York Charter Schools (a nonprofit organization), which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Democracy Prep New York Charter Schools as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Democracy Prep New York Charter Schools and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Policy

As discussed in Note 2 to the financial statements, Democracy Prep New York Charter Schools adopted Financial Accounting Standards Board ("FASB") *Topic 842, Leases*, which resulted in the recognition of right of use assets and related lease liabilities effective July 1, 2022. Our opinion is not modified with respect to that matter.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Democracy Prep New York Charter Schools' ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Democracy Prep New York Charter Schools' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Democracy Prep New York Charter Schools' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedules of activities and functional expenses by school for the year ended June 30, 2023 on pages 22 through 31 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 32, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2023, on our consideration of Democracy Prep New York Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Democracy Prep New York Charter Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Democracy Prep New York Charter Schools' internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 31, 2023

Democracy Prep New York Charter Schools

Statements of Financial Position

| | June 30, | |
|---|-----------------------|----------------------|
| | 2023 | 2022 |
| ASSETS | | |
| Current Assets | | |
| Cash | \$ 24,501,682 | \$ 28,497,090 |
| Investments | 15,395,399 | 15,828,461 |
| Grants and contracts receivable | 7,877,240 | 6,446,000 |
| Due from related parties, net | 923,189 | 1,358,444 |
| Prepaid expenses and other current assets | 434,898 | 535,984 |
| Total Current Assets | 49,132,408 | 52,665,979 |
| Prepaid expenses and other assets, less current portion | 1,500,000 | 1,800,000 |
| Property and equipment, net | 19,861,670 | 17,749,632 |
| Right of use assets - operating leases, net | 129,853,543 | - |
| Right of use assets - finance leases, net | 909,994 | - |
| Security deposits | 3,025,816 | 3,204,076 |
| Restricted cash | 225,842 | 225,295 |
| | <u>\$ 204,509,273</u> | <u>\$ 75,644,982</u> |
| LIABILITIES AND NET ASSETS | | |
| Current Liabilities | | |
| Accounts payable and accrued expenses | \$ 1,774,544 | \$ 3,112,573 |
| Accrued payroll and payroll taxes | 4,608,788 | 6,334,453 |
| Operating lease liabilities | 3,031,062 | - |
| Finance lease liabilities | 905,652 | - |
| Capital lease obligation | - | 838,591 |
| Refundable advances | 2,835,316 | 4,402,954 |
| Deferred rent | - | 259,895 |
| Total Current Liabilities | 13,155,362 | 14,948,466 |
| Deferred rent, less current portion | - | 1,654,823 |
| Operating lease liabilities, less current portion | 132,468,072 | - |
| Finance lease liabilities, less current portion | 210,286 | - |
| Capital lease obligation, less current portion | - | 985,157 |
| Total Liabilities | 145,833,720 | 17,588,446 |
| Net Assets | | |
| Without Donor Restrictions | | |
| Undesignated | 48,372,263 | 47,267,243 |
| Board designated | 989,123 | 989,123 |
| Total Without Donor Restrictions | 49,361,386 | 48,256,366 |
| With donor restrictions | 9,314,167 | 9,800,170 |
| Total Net Assets | 58,675,553 | 58,056,536 |
| | <u>\$ 204,509,273</u> | <u>\$ 75,644,982</u> |

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Activities Year Ended June 30, 2023

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---|-------------------------------|----------------------------|----------------------|
| OPERATING REVENUE | | | |
| State and Local Per Pupil Operating Revenue | | | |
| Regular student enrollment | \$ 66,401,821 | \$ - | \$ 66,401,821 |
| Students with disabilities | 9,103,089 | - | 9,103,089 |
| Facilities funding | 4,541,887 | - | 4,541,887 |
| Universal pre-kindergarten | 413,894 | - | 413,894 |
| Grants and Contracts | | | |
| Federal grants | 21,929,169 | - | 21,929,169 |
| Federal IDEA and E-Rate | 983,492 | - | 983,492 |
| State | 240,262 | - | 240,262 |
| Total Operating Revenue | <u>103,613,614</u> | <u>-</u> | <u>103,613,614</u> |
| EXPENSES | | | |
| Program Services | | | |
| Regular education | 74,195,541 | - | 74,195,541 |
| Special education | <u>18,778,510</u> | <u>-</u> | <u>18,778,510</u> |
| Total Program Services | 92,974,051 | - | 92,974,051 |
| Supporting Services | | | |
| Management and general | 11,391,391 | - | 11,391,391 |
| Fundraising | <u>665,367</u> | <u>-</u> | <u>665,367</u> |
| Total Expenses | <u>105,030,809</u> | <u>-</u> | <u>105,030,809</u> |
| (Deficit) from Operations | <u>(1,417,195)</u> | <u>-</u> | <u>(1,417,195)</u> |
| SUPPORT AND OTHER REVENUE | | | |
| Contributions | 785,460 | 50,769 | 836,229 |
| Rental income | 602,372 | - | 602,372 |
| Other income | 597,611 | - | 597,611 |
| Net assets released from restrictions | <u>50,769</u> | <u>(50,769)</u> | <u>-</u> |
| Total Support and Other Revenue | <u>2,036,212</u> | <u>-</u> | <u>2,036,212</u> |
| Result of Operations | 619,017 | - | 619,017 |
| Net assets released from restriction - amortization of interest in Friends' Building | <u>486,003</u> | <u>(486,003)</u> | <u>-</u> |
| Change in Net Assets | 1,105,020 | (486,003) | 619,017 |
| NET ASSETS | | | |
| Beginning of year | <u>48,256,366</u> | <u>9,800,170</u> | <u>58,056,536</u> |
| End of year | <u>\$ 49,361,386</u> | <u>\$ 9,314,167</u> | <u>\$ 58,675,553</u> |

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Activities Year Ended June 30, 2022

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---|-------------------------------|----------------------------|----------------------|
| OPERATING REVENUE | | | |
| State and Local Per Pupil Operating Revenue | | | |
| Regular student enrollment | \$ 67,604,690 | \$ - | \$ 67,604,690 |
| Students with disabilities | 7,626,419 | - | 7,626,419 |
| Facilities funding | 2,531,252 | - | 2,531,252 |
| Grants and Contracts | | | |
| Federal grants | 7,780,809 | - | 7,780,809 |
| Federal IDEA and E-Rate | 1,305,542 | - | 1,305,542 |
| State | 280,800 | - | 280,800 |
| Total Operating Revenue | <u>87,129,512</u> | <u>-</u> | <u>87,129,512</u> |
| EXPENSES | | | |
| Program Services | | | |
| Regular education | 57,955,408 | - | 57,955,408 |
| Special education | 14,764,208 | - | 14,764,208 |
| Total Program Services | 72,719,616 | - | 72,719,616 |
| Supporting Services | | | |
| Management and general | 11,424,969 | - | 11,424,969 |
| Fundraising | 495,572 | - | 495,572 |
| Total Expenses | 84,640,157 | - | 84,640,157 |
| Surplus from Operations | <u>2,489,355</u> | <u>-</u> | <u>2,489,355</u> |
| SUPPORT AND OTHER REVENUE | | | |
| Contributions | 42,858 | 52,201 | 95,059 |
| Rental income | 595,466 | - | 595,466 |
| Other income | 255,959 | - | 255,959 |
| Net assets released from restrictions | 52,201 | (52,201) | - |
| Total Support and Other Revenue | 946,484 | - | 946,484 |
| Result of Operations | 3,435,839 | - | 3,435,839 |
| Net assets released from restriction - amortization of interest in Friends' Building | 486,003 | (486,003) | - |
| Change in Net Assets | 3,921,842 | (486,003) | 3,435,839 |
| NET ASSETS | | | |
| Beginning of year | <u>44,334,524</u> | <u>10,286,173</u> | <u>54,620,697</u> |
| End of year | <u>\$ 48,256,366</u> | <u>\$ 9,800,170</u> | <u>\$ 58,056,536</u> |

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2023

| | No. of Positions | Program Services | | | Management and General | Fundraising | Total |
|---|------------------|----------------------|----------------------|----------------------|------------------------|-------------------|-----------------------|
| | | Regular Education | Special Education | Total | | | |
| Personnel Services Costs | | | | | | | |
| Administrative staff personnel | 164 | \$ 3,388,724 | \$ 778,987 | \$ 4,167,711 | \$ 5,356,676 | \$ - | \$ 9,524,387 |
| Instructional personnel | 401 | 30,011,687 | 6,656,653 | 36,668,340 | - | - | 36,668,340 |
| Non-instructional personnel | 31 | 1,989,744 | 852,748 | 2,842,492 | - | - | 2,842,492 |
| Total Personnel Services Costs | <u>596</u> | <u>35,390,155</u> | <u>8,288,388</u> | <u>43,678,543</u> | <u>5,356,676</u> | <u>-</u> | <u>49,035,219</u> |
| Fringe benefits and payroll taxes | | 5,711,329 | 1,336,812 | 7,048,141 | 830,635 | - | 7,878,776 |
| Retirement | | 759,294 | 178,245 | 937,539 | 115,645 | - | 1,053,184 |
| Management company fees | | 7,441,702 | 2,923,526 | 10,365,228 | 2,259,088 | 664,439 | 13,288,755 |
| Legal services | | - | - | - | 64,836 | - | 64,836 |
| Accounting/audit services | | - | - | - | 162,476 | - | 162,476 |
| Other purchased/professional/consulting services | | 462,093 | 115,648 | 577,741 | 199,008 | - | 776,749 |
| Occupancy | | 8,890,030 | 2,128,353 | 11,018,383 | 614,530 | - | 11,632,913 |
| Repair and maintenance | | 3,598,047 | 863,859 | 4,461,906 | 524,386 | - | 4,986,292 |
| Insurance | | 506,894 | 130,374 | 637,268 | - | - | 637,268 |
| Utilities | | 749,048 | 171,623 | 920,671 | 112,285 | - | 1,032,956 |
| Supplies/materials | | 1,869,220 | 493,039 | 2,362,259 | - | - | 2,362,259 |
| Equipment/furnishings | | 47,151 | 12,295 | 59,446 | - | - | 59,446 |
| Staff development | | 176,765 | 40,210 | 216,975 | 24,693 | - | 241,668 |
| Marketing/recruitment | | 62,564 | 16,913 | 79,477 | 1,191 | - | 80,668 |
| Technology | | 1,685,725 | 399,123 | 2,084,848 | 209,282 | - | 2,294,130 |
| Food services | | - | - | - | - | - | - |
| Student services | | 3,007,744 | 759,997 | 3,767,741 | - | - | 3,767,741 |
| Office expense | | 795,190 | 185,819 | 981,009 | 225,774 | - | 1,206,783 |
| Depreciation and amortization | | 2,388,362 | 575,513 | 2,963,875 | 348,316 | - | 3,312,191 |
| Travel | | - | - | - | - | - | - |
| Other | | 304,306 | 76,152 | 380,458 | 289,110 | 928 | 670,496 |
| Total Expenses Before Amortization of Interest in Friends' Building | | 73,845,619 | 18,695,889 | 92,541,508 | 11,337,931 | 665,367 | 104,544,806 |
| Amortization of interest in Friends' building | | <u>349,922</u> | <u>82,621</u> | <u>432,543</u> | <u>53,460</u> | <u>-</u> | <u>486,003</u> |
| Total Expenses | | <u>\$ 74,195,541</u> | <u>\$ 18,778,510</u> | <u>\$ 92,974,051</u> | <u>\$ 11,391,391</u> | <u>\$ 665,367</u> | <u>\$ 105,030,809</u> |

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Functional Expenses Year Ended June 30, 2022

| | | Program Services | | | Management and General | Fundraising | Total |
|---|------------------|----------------------|----------------------|----------------------|------------------------|-------------------|----------------------|
| | No. of Positions | Regular Education | Special Education | Total | | | |
| Personnel Services Costs | | | | | | | |
| Administrative staff personnel | 140 | \$ 3,466,096 | \$ 990,314 | \$ 4,456,410 | \$ 6,096,427 | \$ - | \$ 10,552,837 |
| Instructional personnel | 324 | 25,409,100 | 6,423,876 | 31,832,976 | - | - | 31,832,976 |
| Non-instructional personnel | 48 | 1,258,258 | 379,931 | 1,638,189 | - | - | 1,638,189 |
| Total Personnel Services Costs | <u>512</u> | <u>30,133,454</u> | <u>7,794,121</u> | <u>37,927,575</u> | <u>6,096,427</u> | <u>-</u> | <u>44,024,002</u> |
| Fringe benefits and payroll taxes | | 4,253,486 | 1,101,915 | 5,355,401 | 852,606 | - | 6,208,007 |
| Retirement | | 949,991 | 246,890 | 1,196,881 | 191,023 | - | 1,387,904 |
| Management company fees | | 6,442,459 | 1,486,721 | 7,929,180 | 1,486,721 | 495,572 | 9,911,473 |
| Legal services | | - | - | - | 11,044 | - | 11,044 |
| Accounting/audit services | | 5,423 | 1,329 | 6,752 | 41,566 | - | 48,318 |
| Other purchased/professional/consulting services | | 235,034 | 81,393 | 316,427 | 166,587 | - | 483,014 |
| Occupancy | | 3,798,406 | 1,000,310 | 4,798,716 | 809,326 | - | 5,608,042 |
| Repair and maintenance | | 2,156,895 | 533,214 | 2,690,109 | 446,652 | - | 3,136,761 |
| Insurance | | 542,028 | 142,711 | 684,739 | 107,343 | - | 792,082 |
| Utilities | | 571,276 | 127,426 | 698,702 | 123,571 | - | 822,273 |
| Supplies/materials | | 1,982,057 | 512,982 | 2,495,039 | 53,628 | - | 2,548,667 |
| Equipment/furnishings | | 149,442 | 37,992 | 187,434 | 29,029 | - | 216,463 |
| Staff development | | 316,758 | 80,545 | 397,303 | 65,500 | - | 462,803 |
| Marketing/recruitment | | 193,330 | 47,009 | 240,339 | 17,477 | - | 257,816 |
| Technology | | 1,397,192 | 369,583 | 1,766,775 | 274,176 | - | 2,040,951 |
| Food services | | 1,781 | 423 | 2,204 | - | - | 2,204 |
| Student services | | 1,954,501 | 498,540 | 2,453,041 | 41,033 | - | 2,494,074 |
| Office expense | | 526,332 | 136,403 | 662,735 | 101,051 | - | 763,786 |
| Depreciation and amortization | | 1,516,621 | 380,062 | 1,896,683 | 371,706 | - | 2,268,389 |
| Travel | | 1,567 | 381 | 1,948 | 330 | - | 2,278 |
| Other | | 450,760 | 113,775 | 564,535 | 99,268 | - | 663,803 |
| Total Expenses Before Amortization of Interest in Friends' Building | | 57,578,793 | 14,693,725 | 72,272,518 | 11,386,064 | 495,572 | 84,154,154 |
| Amortization of interest in Friends' building | | <u>376,615</u> | <u>70,483</u> | <u>447,098</u> | <u>38,905</u> | <u>-</u> | <u>486,003</u> |
| Total Expenses | | <u>\$ 57,955,408</u> | <u>\$ 14,764,208</u> | <u>\$ 72,719,616</u> | <u>\$ 11,424,969</u> | <u>\$ 495,572</u> | <u>\$ 84,640,157</u> |

See notes to financial statements

Democracy Prep New York Charter Schools

Statements of Cash Flows

| | Year Ended June 30, | |
|---|----------------------|----------------------|
| | 2023 | 2022 |
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Change in net assets | \$ 619,017 | \$ 3,435,839 |
| Adjustments to reconcile change in net assets to net cash from operating activities | | |
| Depreciation and amortization | 2,588,170 | 2,268,389 |
| Amortization of right of use asset - operating leases | 6,364,843 | - |
| Amortization of right of use asset - finance leases | 724,021 | - |
| Amortization of interest in Friends' building | 486,003 | 486,003 |
| Deferred rent | - | (12,918) |
| Changes in operating assets and liabilities | | |
| Grants and contracts receivable | (1,431,240) | (2,288,578) |
| Due from related parties, net | 435,255 | (1,113,290) |
| Prepaid expenses and other current assets | 401,086 | 1,427,908 |
| Security deposits | 178,260 | (1,122,720) |
| Accounts payable and accrued expenses | (1,338,029) | 553,560 |
| Accrued payroll and payroll taxes | (1,725,665) | 619,888 |
| Operating lease liabilities | (2,633,969) | - |
| Finance lease liabilities | (841,586) | - |
| Refundable advances | (1,567,638) | 4,143,006 |
| Net Cash from Operating Activities | <u>2,258,528</u> | <u>8,397,087</u> |
| CASH FLOWS FROM INVESTING ACTIVITIES | | |
| Purchases of property and equipment | (6,686,451) | (3,449,865) |
| Dividend and interest reinvested | (376,288) | (10,898) |
| Proceeds from sale of investments | 809,350 | - |
| Net Cash from Investing Activities | <u>(6,253,389)</u> | <u>(3,460,763)</u> |
| CASH FLOWS FROM FINANCING ACTIVITY | | |
| Principal payments on capital lease obligation | - | (621,436) |
| Net Change in Cash and Restricted Cash | (3,994,861) | 4,314,888 |
| CASH AND RESTRICTED CASH | | |
| Beginning of year | <u>28,722,385</u> | <u>24,407,497</u> |
| End of Year | <u>\$ 24,727,524</u> | <u>\$ 28,722,385</u> |
| SUPPLEMENTARY CASH FLOW INFORMATION | | |
| Cash paid during the year for interest | \$ 86,718 | \$ 133,530 |
| Computer and equipment acquired under a capital lease | - | 140,466 |
| Cash paid for amounts included in the measurement of lease liabilities | 7,791,858 | - |

See notes to financial statements

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

1. Organization and Tax Status

Democracy Prep New York Charter Schools (the “School”) is a New York State, not-for-profit educational corporation that was incorporated to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School is dedicated to providing a high quality college preparatory education to primarily disadvantaged students. The School provided education to approximately 3,750 students in grades kindergarten through twelfth during the 2022-2023 academic year.

The accompanying financial statements include the following charter schools collectively forming the School:

Bronx Preparatory Charter School (“BPCS”) – BPCS was granted a provisional charter on April 4, 2000 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (“Board of Regents”). The Board of Regents approved and issued several renewals to the School’s charter now expiring on June 30, 2025.

Democracy Preparatory Charter School (“DPCS”) – DPCS was granted a provisional charter on December 9, 2005 valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School’s charter now expiring on June 30, 2025.

Democracy Preparatory Harlem Charter School (“DPH”) – DPH was granted a provisional charter on February 9, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School’s charter now expiring on July 30, 2024.

Harlem Preparatory Charter School (“HPCS”) – HPCS was granted a provisional charter on May 14, 2001, valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School’s charter now expiring on July 31, 2026.

Democracy Preparatory Endurance Charter School (“DPE”) – DPE was granted a provisional charter on July 16, 2012, valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School’s charter now expiring on July 31, 2024.

Effective July 1, 2017, DPCS, DPH and HPCS merged into a single legal entity under BPCS. BPCS was renamed Democracy Prep New York Charter Schools also effective July 1, 2017. DPCS, DPH and HPCS were dissolved and ceased to exist as separate legal entities in conjunction with the merger. The plan of merger was approved by the New York State Board of Regents on April 4, 2017.

Effective July 1, 2019, DPE merged into the School. DPE ceased to exist as a separate legal entity in conjunction with the merger. The plan of merger was approved by the New York State Board of Regents.

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

1. Organization and Tax Status (*continued*)

Friends of Bronx Preparatory Charter School, Inc. ("Friends") was organized under the laws of the State of New York on June 29, 1999 as a not-for-profit corporation under subparagraph (a)(5) of Section 102 of the Not-For-Profit Corporation Law. Friends was established to create a plan for a charter school in New York City, drafting an application for such a charter and making contributions to such a school and other tax-exempt organizations. The by-laws of Friends was amended, restated, and approved by the board of directors. Under the amended by-laws, Friends ceased to be controlled by the School effective July 1, 2014. Upon the School and Friends' separation, a consolidation is no longer required and Friends' net assets, except for the School's interest in Friends' building (see Note 5), were transferred out from the School's financial statements. At July 1, 2014, \$1,792,958 of net assets was transferred to Friends from the separation of Friends from the School.

The New York City Department of Education ("NYCDOE") provides transportation directly to some of the School's students based on eligibility. In addition, the NYCDOE provides free lunch to all students. Such costs are not included in these financial statements.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly actual results could differ from those estimates.

Adoption of New Accounting Policies

Leases (Topic 842)

In February 2016, the Financial Accounting Standard Board issued Accounting Standards Update ("ASU") No. 2016-02, Leases (Topic 842), which requires schools that lease assets (lessees) to recognize the assets and related liabilities for the rights and obligations created by the leases on the statement of financial position for leases with terms exceeding 12 months. ASU No. 2016-02 defines a lease as a contract or part of a contract that conveys the right to control the use of identified assets for a period of time in exchange for consideration. The lessee in a lease will be required to initially measure the right-of-use asset and the lease liability at the present value of the remaining lease payments, as well as capitalize initial direct costs as part of the right-of-use asset.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies (*continued*)

Adoption of New Accounting Policies (continued)

Leases (Topic 842) (continued)

The School adopted the requirements of the new standard effective July 1, 2022, using the modified retrospective transition method, which applies the provisions of the standard at the effective date without any adjustment to the comparative periods presented. The School adopted the following practical expedients and elected the following accounting policies related to this standard: Carry forward of historical lease classifications and accounting treatment.

Accordingly, the School will recognize lease payments on a straight-line basis over the lease term and variable payments in the period when the corresponding obligation is incurred. As a result of the adoption of the new lease accounting guidance on July 1, 2022, the School recognized operating and finance lease liabilities of \$140,090,621 that represents the present value of the operating and finance lease payments of \$211,909,744, discounted with a risk-free interest rate using the treasury bond rate ranging from 2.79% to 6% depending on the lease term and a right of use ("ROU") asset of \$137,852,401. The standard did not materially impact operating results or liquidity.

Net Asset Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees. Board designated net assets of \$989,123 were established to provide a reserve for unforeseen facility, personnel and other issues.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

2. Summary of Significant Accounting Policies (*continued*)

Restricted Cash (continued)

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows at June 30:

| | 2023 | 2022 |
|-----------------|----------------------|----------------------|
| Cash | \$ 24,501,682 | \$ 28,497,090 |
| Restricted cash | 225,842 | 225,295 |
| | <u>\$ 24,727,524</u> | <u>\$ 28,722,385</u> |

Fair Value Measurements

The School follows U.S. GAAP guidance on fair value measurements which defines fair value and establishes a fair value hierarchy organized into three levels based upon the input assumptions used in pricing assets. Level 1 inputs have the highest reliability and are related to assets with unadjusted quoted prices in active markets. Level 2 inputs relate to assets with other than quoted prices in active markets which may include quoted prices for similar assets or liabilities or other inputs which can be corroborated by observable market data. Level 3 inputs are unobservable inputs and are used to the extent that observable inputs do not exist.

Investments Valuation and Income Recognition

Money market funds are stated at fair value. Certificates of deposit are valued at the amounts deposited plus accrued interest, which approximate fair value. Purchases and sales of securities are recorded on a trade-date basis. Interest income is recorded on the accrual basis and dividends are recorded on the ex-dividend date. Realized and unrealized gains and losses are included in the determination of the change in net assets.

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$5,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case such assets are expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

| | |
|-------------------------|---------------|
| Computers and equipment | 3 and 5 years |
| Furniture and fixtures | 7 years |

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

2. Summary of Significant Accounting Policies (*continued*)

Property and Equipment (continued)

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2023 and 2022.

Leases

The School accounts for leases under ASU No. 2016-02, Leases. The School determines if an arrangement is a lease at inception. Leases are included in ROU assets and lease liabilities in the statements of financial position. All leases are recorded on the statements of financial position.

Operating and finance lease ROU assets and lease liabilities are recognized at the lease commencement date based on the present value of the lease payments over the lease term. The School has made an accounting policy election to use a risk-free rate, determined using a period comparable with that of the lease term, to discount future lease payments. ROU assets also include adjustments related to lease payments made and lease incentives received at or before the commencement date. At lease commencement, lease liabilities are recognized based on the present value of the remaining lease payments and discounted using the School's risk-free rate. Operating and finance lease cost is recognized on a straight-line basis over the lease term within occupancy expense in the accompanying statements of functional expenses. Lease and non-lease components lease agreements are accounted for separately. Lease terms may include options to extend or terminate the lease. When it is reasonably certain that the School will exercise that option, such amounts are included in the ROU assets and lease liabilities.

Refundable Advances

The School records certain government grants and contracts as refundable advances until the related services are performed, at which time it is recognized as revenue. At June 30, 2023 and 2022, the refundable advances balance includes a \$2,735,927 deposit from the Internal Revenue Service that the School is investigating.

Revenue and Support

Revenue from state and local governments resulting from the School's charter status are based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency. Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies (*continued*)

Marketing and Recruiting Costs

The School uses marketing and recruitment specifically aimed at hiring staff and enrolling new students. Accordingly, all costs in marketing and recruiting were allocated to program and management and general expenditures and expensed as incurred. For the years ended June 30, 2023 and 2022, marketing and recruiting costs totaled \$80,667 and \$257,816.

Measure of Operations

The statements of activities report all changes in net assets, including changes in net assets from operating and non-operating activities. Operating activities consist of those items attributable to the School's ongoing services. Non-operating activities include revenue and support from non-governmental sources that include contributions revenue, return on investments and other activities considered to be of a non-recurring nature.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses such as personnel services costs, fringe benefits and payroll taxes, occupancy and repair and maintenance have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2020.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 31, 2023.

3. Investments

The School's investments at June 30, 2023 and 2022 consist of money market funds of \$1,571 and \$810,921, categorized as level 1 in fair value hierarchy and certificates of deposit totaling \$15,393,828 and \$15,017,540 held by a bank.

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

4. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance for doubtful accounts and has determined that such an allowance is not necessary.

5. Property and Equipment

Property and equipment consists of the following at June 30:

| | 2023 | 2022 |
|--|----------------------|---------------------|
| Computers and equipment | \$ 10,910,324 | \$13,132,532 |
| Furniture and fixtures | 3,742,615 | 3,023,714 |
| Leasehold improvements | 16,135,827 | 11,155,938 |
| Interest in Friends' Building (a) | <u>13,608,077</u> | <u>13,608,077</u> |
| | 44,396,843 | 40,920,261 |
| Accumulated depreciation and amortization | <u>(24,535,173)</u> | <u>(23,170,629)</u> |
| | <u>\$ 19,861,670</u> | <u>\$17,749,632</u> |

Due to the adoption of FASB Topic 842, Leases, the School reclassified leased equipment with a cost basis of \$3,209,869 and accumulated depreciation of \$1,709,626.

- (a) On July 1, 2014, the lease agreement between Friends' and BPCS, originally commenced in fiscal year 2007, was amended and restated. The amended and restated lease agreement expires on the earlier of: 1) the last day of the month of the 99th anniversary of the commencement date; 2) the termination for any reason of the management agreement between the School and Democracy Prep Public Schools ("DPPS", a related party) (see Note 7); or 3) revocation or nonrenewal of the BPCS charter.

The annual base rent equals an amount sufficient to pay Friends' reasonable and necessary actual, third party costs of owning the property (including, but not limited to, such costs arising from abatement or remediation of any hazardous or illegal condition not remedied by the School in accordance with and within the cure periods provided by this lease), plus Friends' reasonable and necessary operational and administrative expenses directly associated with the ownership of the property and compliance with this lease for such lease year. The base rent based on Friends' operating cost was \$190,296 and \$69,500 for the years ended June 30, 2023 and 2022.

Due to the estimated fair value rental over the estimated lease payment amount throughout the lease term being higher than the net book value of the building, the School recognizes its interest in Friends' building and amortizes its interest over the building's remaining useful life, which is approximately 28 years. The amortization expense for each of the years ended June 30, 2023 and 2022 was \$486,003. Interest in the School's building, net of accumulated amortization at June 30, 2023 and 2022 is \$9,261,096 and \$9,747,099 and is included in property and equipment in the accompanying statements of financial position.

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

6. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30:

| | 2023 | 2022 |
|--|----------------------|----------------------|
| Cash | \$ 24,501,682 | \$28,497,090 |
| Investments | 15,395,399 | 15,828,461 |
| Grants and contracts receivable | 7,877,240 | 6,446,000 |
| Due from related parties | 923,189 | 1,358,444 |
| Total Financial Assets | 48,697,510 | 52,129,995 |
| Less amounts unavailable for general expenditure: | | |
| Net assets with donor restrictions (net of \$9,261,096 and \$9,747,099 Interest in Friends' Building - see Note 5) | (53,071) | (45,358) |
| Board designated net assets | (989,123) | (989,123) |
| | <u>\$ 47,655,316</u> | <u>\$ 51,095,514</u> |

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use. The Board of Trustees has designated net assets without donor restrictions that could be drawn upon through board resolution and can be made available for current operations, unbudgeted expenses and unanticipated loss in funding. The School will continue to rely on funding received from New York City Department of Education to cover future operating costs. (see Note 9)

7. Related Party Transactions (not disclosed elsewhere)

The School is an affiliate of Democracy Prep Public Schools ("DPPS"), a New York State not-for-profit charter management organization, which provides management services to the School. DPPS provides similar management services to Democracy Prep Texas ("DPT"), a Texas not-for-profit organization, Democracy Prep Baton Rouge ("DPBR"), a Louisiana not-for-profit organization, and Democracy Prep Agassi Campus ("DPAC"), a Nevada not-for-profit organization.

The predecessors of the School (BPCS, DPCS, DPH, HPCS, DPE) entered into management agreements with DPPS to assume responsibility for their educational process, management and operations. As compensation to DPPS for these services rendered, the School pays DPPS an annual fee, originally equal to 12% to 15% of each predecessor's non-competitive public revenue, which percentage decreases by one-half percent (0.5%) in each renewal term until it reaches a minimum of 12% of non-competitive public revenue, which rate will remain in effect for all subsequent renewal terms. Following the initial term, the agreements (now consolidated into a single agreement with the School) automatically extended for successive one-year periods unless terminated by either party. For the year ended June 30, 2023, DPPS charged an annual management fee of 13% to the School. For the year ended June 30, 2022, DPPS charged an annual management fee of 12%.

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

7. Related Party Transactions (not disclosed elsewhere) (continued)

For the years ended June 30, 2023 and 2022, the School incurred \$13,288,755 and \$9,911,473 in management fees.

On September 20, 2016, HPCS and DPE entered into two operating leases with DPPS for additional office and instructional space expiring on August 30, 2047. During the year ended June 30, 2019, HPCS prepaid \$2,000,000 and DPE prepaid \$1,000,000 of base rent. The School is entitled to a monthly credit of \$25,000 starting July 1, 2019. This prepayment is included in the statements of financial position under current and long term prepaid expenses and other assets. On July 1, 2022, the School and DPPS signed a revised and amended sublease under new terms and conditions expiring on June 30, 2047 (see Note 11).

For operational efficiency and purchasing power, the School shares expenses with the related charter schools and DPPS. The balance of due (to) from related parties consists of the following at June 30:

| | 2023 | 2022 |
|----------|-------------------|---------------------|
| DPAC | \$ 347,142 | \$ 179,344 |
| DPPS | 278,918 | 1,129,293 |
| DPBR | 212,517 | 98,237 |
| DPT | 89,793 | 24,213 |
| Friends' | (5,181) | (72,643) |
| | <u>\$ 923,189</u> | <u>\$ 1,358,444</u> |

8. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents including certificates of deposits on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. Investment in money market funds are maintained at a broker, which insures up to \$500,000 with Securities Investor Protection Corporation Insurance ("SIPCI"). The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. At June 30, 2023 and 2022, approximately \$24,434,000 and \$43,230,000 of cash was maintained with two institutions in excess of FDIC and SIPCI limits.

9. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2023 and 2022, the School received approximately 77% and 88% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

10. Net Assets With Donor Restrictions

Net assets with donor restrictions consist of the following at June 30:

| | 2023 | 2022 |
|--|---------------------|---------------------|
| Korean dual language program | \$ 51,866 | \$ 51,866 |
| Field trips and classroom incentives | 1,205 | 1,205 |
| Interest in Friends' building (Note 5) | 9,261,096 | 9,747,099 |
| | <u>\$ 9,314,167</u> | <u>\$ 9,800,170</u> |

Net assets were released from donor restrictions by satisfying the purpose specified by the donors as follows for years ended June 30:

| | 2023 | 2022 |
|--|-------------------|-------------------|
| Korean dual language program | \$ 50,769 | \$ 52,201 |
| Interest in Friends' building (Note 5) | 486,003 | 486,003 |
| | <u>\$ 536,772</u> | <u>\$ 538,204</u> |

11. Commitments

Facility leases

On October 1, 2007, as amended in December 2015, DPCS entered into a triple-net sublease agreement with Civic Builders Property Holding Corp. ("Sub-landlord") for new facilities at St. Philips Church (207 West 133rd Street). DPCS also entered into license agreements for the use of the undercroft, the elevator and additional classroom space. On August 25, 2008, DPCS occupied the space. The sublease provides that DPCS pay a monthly base rent plus triple-net charges for DPCS' share of expenses related to the leased property. The term of the sublease is twenty two years from the commencement date.

Effective July 1, 2012, DPCS entered into a sub-sublease agreement with DPH for use of office and classroom facilities at St. Philips Church. The rent payments are based on a fraction, determined annually for each rent year and expressed as a percentage, the numerator of which is the number of students of DPH during the rent year, and the denominator of which is the aggregate number of students at both DPCS and DPH during the rent year. The number of students is determined by the New York City Department of Education as of the end of the rent year for purposes of reconciling school funding allocations. DPH is also responsible for utilities and other building costs. The term shall end on the earlier of December 31, 2029, or the date on which the sublease agreement is terminated. Rental income was \$602,372 and \$595,466 for the years ended June 30, 2023 and 2022. The School does not disclose the minimum future rent to be received due to the undetermined number of future students served, and merger of the two entities.

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

11. Commitments (*continued*)

Facility leases (continued)

On July 1, 2022, the School and DPPS signed a revised and amended sublease agreement under new terms and conditions expiring on June 30, 2047 (see Note 7). This sublease is for HPCS and DPE for additional classroom facilities at 230 East 123rd Street, New York, NY.

On December 17, 2020, the School entered into a sub-lease agreement with Friends for the space located at 1000 Westchester Avenue, Bronx, New York. The lease term is scheduled to start on July 1, 2024 and will expire on June 30, 2058. Total future minimum lease payments under this lease agreement is \$224,839,606.

On April 29, 2022, the School entered into a lease agreement with Neumont Management Corporation for the office space located at 101 & 115 West 116th Street, New York. The lease term started on May 1, 2022 and will expire on July 31, 2025.

Equipment leases

The School leases computers and equipment under non-cancelable lease agreements expiring at various dates through in November 2027.

ROU assets consist of the following at June 30, 2023:

| | |
|---|----------------------|
| ROU assets - operating leases | \$136,218,386 |
| ROU assets - finance leases | 1,634,015 |
| Accumulated amortization - operating leases | (6,364,843) |
| Accumulated amortization - finance leases | <u>(724,021)</u> |
| | <u>\$130,763,537</u> |

| | |
|--|-------------|
| Weighted average remaining lease term for finance leases | 1.52 years |
| Weighted average remaining lease term for operating leases | 23.10 years |
| Weighted average discount rate for finance leases | 5.78% |
| Weighted average discount rate for operating leases | 3.11% |

Democracy Prep New York Charter Schools

Notes to Financial Statements June 30, 2023 and 2022

11. Commitments (*continued*)

The future minimum lease payments under the facility and equipment leases are as follows for the years ending June 30:

| | |
|---|----------------------|
| 2024 | \$ 8,118,689 |
| 2025 | 6,449,493 |
| 2026 | 5,522,622 |
| 2027 | 5,687,657 |
| 2028 | 5,935,285 |
| Thereafter | <u>172,404,139</u> |
| Total minimum lease payments | 204,117,885 |
| Present value discount | <u>(67,502,813)</u> |
| Present value of lease liabilities | 136,615,072 |
| Current portion | <u>(3,936,714)</u> |
| Lease liabilities, less current portion | <u>\$132,678,358</u> |

ASC 842 Cost Components

| | |
|------------------------------|----------------------|
| Operating lease cost | \$ 10,594,434 |
| Finance lease cost | 221,509 |
| Interest cost- finance lease | <u>86,718</u> |
| | <u>\$ 10,902,661</u> |

Occupancy expense for the years ended June 30, 2023 and 2022 was \$11,632,913 and \$5,608,042.

For the years ended June 30, 2023 and 2022, interest expense was \$86,718 and \$133,530, and included in the other expenses in the accompanying statements of functional expenses.

12. Employee Benefit Plan

The School maintains a retirement plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 10% of the participant's annual compensation. Employer match for the years ended June 30, 2023 and 2022 amounted to \$1,053,204 and \$1,387,901.

13. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

* * * * *

Democracy Prep New York Charter Schools

Supplementary Information

June 30, 2023

Democracy Prep New York Charter Schools

Schedule of Activities Bronx Preparatory Charter School Year Ended June 30, 2023

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---|-------------------------------|----------------------------|----------------------|
| OPERATING REVENUE | | | |
| State and Local Per Pupil Operating Revenue | | | |
| Regular student enrollment | \$ 15,183,318 | \$ - | \$ 15,183,318 |
| Students with disabilities | 1,650,312 | - | 1,650,312 |
| Facilities funding | 331,212 | - | 331,212 |
| Grants and Contracts | | | |
| Federal grants | 5,438,553 | - | 5,438,553 |
| Federal IDEA | 178,054 | - | 178,054 |
| State | 40,471 | - | 40,471 |
| Total Operating Revenue | <u>22,821,920</u> | <u>-</u> | <u>22,821,920</u> |
| EXPENSES | | | |
| Program Services | | | |
| Regular education | 16,729,170 | - | 16,729,170 |
| Special education | 4,359,548 | - | 4,359,548 |
| Total Program Services | <u>21,088,718</u> | <u>-</u> | <u>21,088,718</u> |
| Supporting Services | | | |
| Management and general | 2,254,102 | - | 2,254,102 |
| Fundraising | 156,106 | - | 156,106 |
| Total Expenses | <u>23,498,926</u> | <u>-</u> | <u>23,498,926</u> |
| Deficit from Operations | <u>(677,006)</u> | <u>-</u> | <u>(677,006)</u> |
| SUPPORT AND OTHER REVENUE | | | |
| Contributions | 168,326 | 10,000 | 178,326 |
| Other income | 597,611 | - | 597,611 |
| Net assets released from restrictions | 10,000 | (10,000) | - |
| Total Support and Other Revenue | <u>775,937</u> | <u>-</u> | <u>775,937</u> |
| Result of Operations | 98,931 | - | 98,931 |
| Net assets released from restriction - amortization of interest in Friends' Building | <u>486,003</u> | <u>(486,003)</u> | <u>-</u> |
| Change in Net Assets | 584,934 | (486,003) | 98,931 |
| NET ASSETS | | | |
| Beginning of year | <u>2,396,971</u> | <u>9,744,557</u> | <u>12,141,528</u> |
| End of year | <u>\$ 2,981,905</u> | <u>\$ 9,258,554</u> | <u>\$ 12,240,459</u> |

Democracy Prep New York Charter Schools

Schedule of Activities Democracy Preparatory Charter School Year Ended June 30, 2023

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---|-------------------------------|----------------------------|----------------------|
| OPERATING REVENUE | | | |
| State and Local Per Pupil Operating Revenue | | | |
| Regular student enrollment | \$ 9,854,687 | \$ - | \$ 9,854,687 |
| Students with disabilities | 1,037,114 | - | 1,037,114 |
| Grants and Contracts | | | |
| Federal grants | 3,424,167 | - | 3,424,167 |
| Federal IDEA | 144,625 | - | 144,625 |
| State | 37,924 | - | 37,924 |
| Total Operating Revenue | <u>14,498,517</u> | <u>-</u> | <u>14,498,517</u> |
| EXPENSES | | | |
| Program Services | | | |
| Regular education | 9,873,283 | - | 9,873,283 |
| Special education | 1,976,395 | - | 1,976,395 |
| Total Program Services | <u>11,849,678</u> | <u>-</u> | <u>11,849,678</u> |
| Supporting Services | | | |
| Management and general | 2,139,427 | - | 2,139,427 |
| Fundraising | 98,351 | - | 98,351 |
| Total Expenses | <u>14,087,456</u> | <u>-</u> | <u>14,087,456</u> |
| Surplus from Operations | <u>411,061</u> | <u>-</u> | <u>411,061</u> |
| SUPPORT AND OTHER REVENUE | | | |
| Contributions | 175,921 | 14,769 | 190,690 |
| Rental income | 602,372 | - | 602,372 |
| Net assets released from restrictions | 14,769 | (14,769) | - |
| Total Support and Other Revenue | <u>793,062</u> | <u>-</u> | <u>793,062</u> |
| Change in Net Assets | 1,204,123 | - | 1,204,123 |
| NET ASSETS | | | |
| Beginning of year | <u>9,293,630</u> | <u>21,857</u> | <u>9,315,487</u> |
| End of year | <u>\$ 10,497,753</u> | <u>\$ 21,857</u> | <u>\$ 10,519,610</u> |

Democracy Prep New York Charter Schools

Schedule of Activities Democracy Preparatory Harlem Charter School Year Ended June 30, 2023

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---|-------------------------------|----------------------------|----------------------|
| OPERATING REVENUE | | | |
| State and Local Per Pupil Operating Revenue | | | |
| Regular student enrollment | \$ 17,374,447 | \$ - | \$ 17,374,447 |
| Students with disabilities | 3,422,523 | - | 3,422,523 |
| Grants and Contracts | | | |
| Federal grants | 5,310,307 | - | 5,310,307 |
| Federal IDEA | 298,212 | - | 298,212 |
| State | 66,911 | - | 66,911 |
| Total Operating Revenue | <u>26,472,400</u> | <u>-</u> | <u>26,472,400</u> |
| EXPENSES | | | |
| Program Services | | | |
| Regular education | 15,031,135 | - | 15,031,135 |
| Special education | 4,578,778 | - | 4,578,778 |
| Total Program Services | <u>19,609,913</u> | <u>-</u> | <u>19,609,913</u> |
| Supporting Services | | | |
| Management and general | 2,203,932 | - | 2,203,932 |
| Fundraising | 175,208 | - | 175,208 |
| Total Expenses | <u>21,989,053</u> | <u>-</u> | <u>21,989,053</u> |
| Surplus from Operations | <u>4,483,347</u> | <u>-</u> | <u>4,483,347</u> |
| SUPPORT AND OTHER REVENUE | | | |
| Contributions | 164,825 | 10,000 | 174,825 |
| Net assets released from restrictions | <u>10,000</u> | <u>(10,000)</u> | <u>-</u> |
| Total Support and Other Revenue | <u>174,825</u> | <u>-</u> | <u>174,825</u> |
| Change in Net Assets | 4,658,172 | - | 4,658,172 |
| NET ASSETS | | | |
| Beginning of year | <u>17,352,138</u> | <u>15,190</u> | <u>17,367,328</u> |
| End of year | <u>\$ 22,010,310</u> | <u>\$ 15,190</u> | <u>\$ 22,025,500</u> |

Democracy Prep New York Charter Schools

Schedule of Activities Harlem Preparatory Charter School Year Ended June 30, 2023

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---|-------------------------------|----------------------------|---------------------|
| OPERATING REVENUE | | | |
| State and Local Per Pupil Operating Revenue | | | |
| Regular student enrollment | \$ 13,180,815 | \$ - | \$ 13,180,815 |
| Students with disabilities | 1,662,413 | - | 1,662,413 |
| Facilities funding | 1,900,964 | - | 1,900,964 |
| Grants and Contracts | | | |
| Federal grants | 4,521,563 | - | 4,521,563 |
| Federal IDEA and E-Rate | 194,806 | - | 194,806 |
| State | 57,099 | - | 57,099 |
| Total Operating Revenue | <u>21,517,660</u> | <u>-</u> | <u>21,517,660</u> |
| EXPENSES | | | |
| Program Services | | | |
| Regular education | 17,947,684 | - | 17,947,684 |
| Special education | 4,518,144 | - | 4,518,144 |
| Total Program Services | <u>22,465,828</u> | <u>-</u> | <u>22,465,828</u> |
| Supporting Services | | | |
| Management and general | 2,850,431 | - | 2,850,431 |
| Fundraising | 131,256 | - | 131,256 |
| Total Expenses | <u>25,447,515</u> | <u>-</u> | <u>25,447,515</u> |
| Deficit from Operations | <u>(3,929,855)</u> | <u>-</u> | <u>(3,929,855)</u> |
| SUPPORT AND OTHER REVENUE | | | |
| Contributions | 134,513 | 10,000 | 144,513 |
| Net assets released from restrictions | <u>10,000</u> | <u>(10,000)</u> | <u>-</u> |
| Total Support and Other Revenue | <u>144,513</u> | <u>-</u> | <u>144,513</u> |
| Change in Net Assets | (3,785,342) | - | (3,785,342) |
| NET ASSETS | | | |
| Beginning of year | <u>11,554,937</u> | <u>7,500</u> | <u>11,562,437</u> |
| End of year | <u>\$ 7,769,595</u> | <u>\$ 7,500</u> | <u>\$ 7,777,095</u> |

Democracy Prep New York Charter Schools

Schedule of Activities Democracy Preparatory Endurance Charter School Year Ended June 30, 2023

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---|-------------------------------|----------------------------|---------------------|
| OPERATING REVENUE | | | |
| State and Local Per Pupil Operating Revenue | | | |
| Regular student enrollment | \$ 10,808,554 | \$ - | \$ 10,808,554 |
| Students with disabilities | 1,330,727 | - | 1,330,727 |
| Facilities funding | 2,309,711 | - | 2,309,711 |
| Universal pre-kindergarten | 413,894 | - | 413,894 |
| Grants and Contracts | | | |
| Federal grants | 3,234,579 | - | 3,234,579 |
| Federal IDEA | 167,795 | - | 167,795 |
| State | 37,857 | - | 37,857 |
| Total Operating Revenue | <u>18,303,117</u> | <u>-</u> | <u>18,303,117</u> |
| EXPENSES | | | |
| Program Services | | | |
| Regular education | 14,614,269 | - | 14,614,269 |
| Special education | 3,345,645 | - | 3,345,645 |
| Total Program Services | <u>17,959,914</u> | <u>-</u> | <u>17,959,914</u> |
| Supporting Services | | | |
| Management and general | 1,943,499 | - | 1,943,499 |
| Fundraising | 104,446 | - | 104,446 |
| Total Expenses | <u>20,007,859</u> | <u>-</u> | <u>20,007,859</u> |
| Deficit from Operations | <u>(1,704,742)</u> | <u>-</u> | <u>(1,704,742)</u> |
| SUPPORT AND OTHER REVENUE | | | |
| Contributions | 141,875 | 6,000 | 147,875 |
| Net assets released from restrictions | <u>6,000</u> | <u>(6,000)</u> | <u>-</u> |
| Total Support and Other Revenue | <u>147,875</u> | <u>-</u> | <u>147,875</u> |
| Change in Net Assets | (1,556,867) | - | (1,556,867) |
| NET ASSETS | | | |
| Beginning of year | <u>7,669,756</u> | <u>-</u> | <u>7,669,756</u> |
| End of year | <u>\$ 6,112,889</u> | <u>\$ -</u> | <u>\$ 6,112,889</u> |

Democracy Prep New York Charter Schools

Schedule of Functional Expenses
Bronx Preparatory Charter School
Year Ended June 30, 2023

| | | Program Services | | | Management and General | Fundraising | Total |
|---|------------------|----------------------|---------------------|----------------------|------------------------|-------------------|----------------------|
| | No. of Positions | Regular Education | Special Education | Total | | | |
| Personnel Services Costs | | | | | | | |
| Administrative staff personnel | 45 | \$ 1,354,211 | \$ 261,332 | \$ 1,615,543 | \$ 865,234 | \$ - | \$ 2,480,777 |
| Instructional personnel | 86 | 6,493,663 | 1,657,057 | 8,150,720 | - | - | 8,150,720 |
| Non-instructional personnel | 8 | 446,331 | 191,285 | 637,616 | - | - | 637,616 |
| Total Personnel Services Costs | <u>139</u> | <u>8,294,205</u> | <u>2,109,674</u> | <u>10,403,879</u> | <u>865,234</u> | <u>-</u> | <u>11,269,113</u> |
| Fringe benefits and payroll taxes | | 1,461,124 | 363,829 | 1,824,953 | 139,607 | - | 1,964,560 |
| Retirement | | 181,974 | 46,553 | 228,527 | 19,422 | - | 247,949 |
| Management company fees | | 1,737,992 | 682,783 | 2,420,775 | 527,605 | 155,178 | 3,103,558 |
| Legal services | | - | - | - | 15,098 | - | 15,098 |
| Accounting/audit services | | - | - | - | 31,084 | - | 31,084 |
| Other purchased/professional/consulting services | | 112,623 | 21,481 | 134,104 | 38,998 | - | 173,102 |
| Occupancy | | 576,683 | 109,993 | 686,676 | - | - | 686,676 |
| Repair and maintenance | | 1,089,281 | 278,665 | 1,367,946 | 116,257 | - | 1,484,203 |
| Insurance | | 110,754 | 21,125 | 131,879 | - | - | 131,879 |
| Utilities | | 430,648 | 110,171 | 540,819 | 45,962 | - | 586,781 |
| Supplies/materials | | 348,582 | 66,487 | 415,069 | - | - | 415,069 |
| Equipment/furnishings | | 4,161 | 794 | 4,955 | - | - | 4,955 |
| Staff development | | 48,611 | 12,152 | 60,763 | 4,723 | - | 65,486 |
| Marketing/recruitment | | 6,955 | 1,327 | 8,282 | - | - | 8,282 |
| Technology | | 416,782 | 101,305 | 518,087 | 35,762 | - | 553,849 |
| Student services | | 792,566 | 151,170 | 943,736 | - | - | 943,736 |
| Office expense | | 147,446 | 37,720 | 185,166 | 32,836 | - | 218,002 |
| Depreciation and amortization | | 558,331 | 149,732 | 708,063 | 43,476 | - | 751,539 |
| Other | | 60,530 | 11,966 | 72,496 | 284,578 | 928 | 358,002 |
| Total Expenses Before Amortization of Interest in Friends' Building | | <u>16,379,248</u> | <u>4,276,927</u> | <u>20,656,175</u> | <u>2,200,642</u> | <u>156,106</u> | <u>23,012,923</u> |
| Amortization of interest in Friends' building | | <u>349,922</u> | <u>82,621</u> | <u>432,543</u> | <u>53,460</u> | <u>-</u> | <u>486,003</u> |
| Total Expenses | | <u>\$ 16,729,170</u> | <u>\$ 4,359,548</u> | <u>\$ 21,088,718</u> | <u>\$ 2,254,102</u> | <u>\$ 156,106</u> | <u>\$ 23,498,926</u> |

See independent auditors' report

Democracy Prep New York Charter Schools

Schedule of Functional Expenses Democracy Preparatory Charter School Year Ended June 30, 2023

| | No. of Positions | Program Services | | | Management and General | Fundraising | Total |
|--|------------------|---------------------|---------------------|----------------------|------------------------|------------------|----------------------|
| | | Regular Education | Special Education | Total | | | |
| Personnel Services Costs | | | | | | | |
| Administrative staff personnel | 23 | \$ 446,548 | \$ 101,581 | \$ 548,129 | \$ 1,217,501 | \$ - | \$ 1,765,630 |
| Instructional personnel | 59 | 4,353,441 | 597,638 | 4,951,079 | - | - | 4,951,079 |
| Non-instructional personnel | 5 | 347,036 | 148,730 | 495,766 | - | - | 495,766 |
| Total Personnel Services Costs | <u>87</u> | <u>5,147,025</u> | <u>847,949</u> | <u>5,994,974</u> | <u>1,217,501</u> | <u>-</u> | <u>7,212,475</u> |
| Fringe benefits and payroll taxes | | 815,519 | 136,329 | 951,848 | 185,818 | - | 1,137,666 |
| Retirement | | 97,696 | 15,926 | 113,622 | 23,714 | - | 137,336 |
| Management company fees | | 1,101,528 | 432,743 | 1,534,271 | 334,392 | 98,351 | 1,967,014 |
| Legal services | | - | - | - | 921 | - | 921 |
| Accounting/audit services | | - | - | - | 27,218 | - | 27,218 |
| Other purchased/professional/consulting services | | 67,490 | 15,570 | 83,060 | 27,780 | - | 110,840 |
| Occupancy | | 621,852 | 141,500 | 763,352 | 7,033 | - | 770,385 |
| Repair and maintenance | | 366,300 | 59,712 | 426,012 | 88,912 | - | 514,924 |
| Insurance | | 79,401 | 18,318 | 97,719 | - | - | 97,719 |
| Utilities | | 170,194 | 27,745 | 197,939 | 41,312 | - | 239,251 |
| Supplies/materials | | 243,515 | 56,178 | 299,693 | - | - | 299,693 |
| Equipment/furnishings | | 5,613 | 1,295 | 6,908 | - | - | 6,908 |
| Staff development | | 53,856 | 9,151 | 63,007 | 11,741 | - | 74,748 |
| Marketing/recruitment | | 9,000 | 1,933 | 10,933 | 514 | - | 11,447 |
| Technology | | 260,968 | 46,268 | 307,236 | 49,985 | - | 357,221 |
| Student services | | 342,416 | 78,994 | 421,410 | - | - | 421,410 |
| Office expense | | 130,648 | 21,300 | 151,948 | 58,482 | - | 210,430 |
| Depreciation and amortization | | 260,140 | 42,408 | 302,548 | 63,146 | - | 365,694 |
| Other | | 100,122 | 23,076 | 123,198 | 958 | - | 124,156 |
| Total Expenses | | <u>\$ 9,873,283</u> | <u>\$ 1,976,395</u> | <u>\$ 11,849,678</u> | <u>\$ 2,139,427</u> | <u>\$ 98,351</u> | <u>\$ 14,087,456</u> |

Democracy Prep New York Charter Schools

Schedule of Functional Expenses Democracy Preparatory Harlem Charter School Year Ended June 30, 2023

| | No. of Positions | Program Services | | | Management and General | Fundraising | Total |
|--|------------------|----------------------|---------------------|----------------------|------------------------|-------------------|----------------------|
| | | Regular Education | Special Education | Total | | | |
| Personnel Services Costs | | | | | | | |
| Administrative staff personnel | 34 | \$ 363,693 | \$ 113,841 | \$ 477,534 | \$ 1,039,602 | \$ - | \$ 1,517,136 |
| Instructional personnel | 94 | 7,098,495 | 1,956,913 | 9,055,408 | - | - | 9,055,408 |
| Non-instructional personnel | 3 | 309,895 | 132,812 | 442,707 | - | - | 442,707 |
| Total Personnel Services Costs | <u>131</u> | <u>7,772,083</u> | <u>2,203,566</u> | <u>9,975,649</u> | <u>1,039,602</u> | <u>-</u> | <u>11,015,251</u> |
| Fringe benefits and payroll taxes | | 1,242,756 | 351,505 | 1,594,261 | 168,347 | - | 1,762,608 |
| Retirement | | 170,225 | 48,099 | 218,324 | 23,180 | - | 241,504 |
| Management company fees | | 1,962,326 | 770,914 | 2,733,240 | 595,706 | 175,208 | 3,504,154 |
| Legal services | | - | - | - | 16,518 | - | 16,518 |
| Accounting/audit services | | - | - | - | 42,028 | - | 42,028 |
| Other purchased/professional/consulting services | | 77,956 | 26,268 | 104,224 | 34,280 | - | 138,504 |
| Occupancy | | 470,500 | 158,539 | 629,039 | - | - | 629,039 |
| Repair and maintenance | | 839,458 | 238,421 | 1,077,879 | 111,247 | - | 1,189,126 |
| Insurance | | 118,989 | 40,094 | 159,083 | - | - | 159,083 |
| Supplies/materials | | 525,754 | 177,157 | 702,911 | - | - | 702,911 |
| Equipment/furnishings | | 8,300 | 2,797 | 11,097 | - | - | 11,097 |
| Staff development | | 21,887 | 6,584 | 28,471 | 1,979 | - | 30,450 |
| Marketing/recruitment | | 24,446 | 7,973 | 32,419 | 663 | - | 33,082 |
| Technology | | 348,835 | 101,478 | 450,313 | 40,215 | - | 490,528 |
| Student services | | 614,139 | 206,939 | 821,078 | - | - | 821,078 |
| Office expense | | 216,881 | 61,338 | 278,219 | 50,811 | - | 329,030 |
| Depreciation and amortization | | 561,502 | 158,658 | 720,160 | 76,461 | - | 796,621 |
| Other | | 55,098 | 18,448 | 73,546 | 2,895 | - | 76,441 |
| Total Expenses | | <u>\$ 15,031,135</u> | <u>\$ 4,578,778</u> | <u>\$ 19,609,913</u> | <u>\$ 2,203,932</u> | <u>\$ 175,208</u> | <u>\$ 21,989,053</u> |

Democracy Prep New York Charter Schools

Schedule of Functional Expenses
Harlem Preparatory Charter School
Year Ended June 30, 2023

| | No. of Positions | Program Services | | | Management and General | Fundraising | Total |
|--|------------------|----------------------|---------------------|----------------------|------------------------|-------------------|----------------------|
| | | Regular Education | Special Education | Total | | | |
| Personnel Services Costs | | | | | | | |
| Administrative staff personnel | 39 | \$ 691,302 | \$ 170,190 | \$ 861,492 | \$ 1,327,504 | \$ - | \$ 2,188,996 |
| Instructional personnel | 87 | 6,422,583 | 1,401,038 | 7,823,621 | - | - | 7,823,621 |
| Non-instructional personnel | 9 | 532,862 | 228,370 | 761,232 | - | - | 761,232 |
| Total Personnel Services Costs | <u>135</u> | <u>7,646,747</u> | <u>1,799,598</u> | <u>9,446,345</u> | <u>1,327,504</u> | <u>-</u> | <u>10,773,849</u> |
| Fringe benefits and payroll taxes | | 1,161,470 | 273,669 | 1,435,139 | 198,535 | - | 1,633,674 |
| Retirement | | 156,053 | 36,673 | 192,726 | 27,595 | - | 220,321 |
| Management company fees | | 1,470,062 | 577,524 | 2,047,586 | 446,269 | 131,256 | 2,625,111 |
| Legal services | | - | - | - | 15,898 | - | 15,898 |
| Accounting/audit services | | - | - | - | 35,617 | - | 35,617 |
| Other purchased/professional/consulting services | | 124,555 | 31,589 | 156,144 | 66,355 | - | 222,499 |
| Occupancy | | 4,053,298 | 988,609 | 5,041,907 | 373,952 | - | 5,415,859 |
| Repair and maintenance | | 714,889 | 168,192 | 883,081 | 124,615 | - | 1,007,696 |
| Insurance | | 104,736 | 26,562 | 131,298 | - | - | 131,298 |
| Utilities | | 114,112 | 26,816 | 140,928 | 20,179 | - | 161,107 |
| Supplies/materials | | 390,373 | 99,004 | 489,377 | - | - | 489,377 |
| Equipment/furnishings | | 24,302 | 6,163 | 30,465 | - | - | 30,465 |
| Staff development | | 33,155 | 7,904 | 41,059 | 4,789 | - | 45,848 |
| Marketing/recruitment | | 13,967 | 3,541 | 17,508 | 14 | - | 17,522 |
| Technology | | 358,118 | 85,632 | 443,750 | 49,321 | - | 493,071 |
| Student services | | 757,624 | 192,143 | 949,767 | - | - | 949,767 |
| Office expense | | 142,277 | 33,427 | 175,704 | 46,912 | - | 222,616 |
| Depreciation and amortization | | 635,647 | 149,378 | 785,025 | 112,404 | - | 897,429 |
| Other | | 46,299 | 11,720 | 58,019 | 472 | - | 58,491 |
| Total Expenses | | <u>\$ 17,947,684</u> | <u>\$ 4,518,144</u> | <u>\$ 22,465,828</u> | <u>\$ 2,850,431</u> | <u>\$ 131,256</u> | <u>\$ 25,447,515</u> |

Democracy Prep New York Charter Schools

Schedule of Functional Expenses Democracy Preparatory Endurance Charter School Year Ended June 30, 2023

| | No. of Positions | Program Services | | | Management and General | Fundraising | Total |
|--|------------------|----------------------|---------------------|----------------------|------------------------|-------------------|----------------------|
| | | Regular Education | Special Education | Total | | | |
| Personnel Services Costs | | | | | | | |
| Administrative staff personnel | 23 | \$ 532,970 | \$ 132,043 | \$ 665,013 | \$ 906,835 | \$ - | \$ 1,571,848 |
| Instructional personnel | 75 | 5,643,505 | 1,044,007 | 6,687,512 | - | - | 6,687,512 |
| Non-instructional personnel | 6 | 353,620 | 151,551 | 505,171 | - | - | 505,171 |
| Total Personnel Services Costs | <u>104</u> | <u>6,530,095</u> | <u>1,327,601</u> | <u>7,857,696</u> | <u>906,835</u> | <u>-</u> | <u>8,764,531</u> |
| Fringe benefits and payroll taxes | | 1,030,460 | 211,480 | 1,241,940 | 138,328 | - | 1,380,268 |
| Retirement | | 153,346 | 30,994 | 184,340 | 21,734 | - | 206,074 |
| Management company fees | | 1,169,794 | 459,562 | 1,629,356 | 355,116 | 104,446 | 2,088,918 |
| Legal services | | - | - | - | 16,401 | - | 16,401 |
| Accounting/audit services | | - | - | - | 26,529 | - | 26,529 |
| Other purchased/professional/consulting services | | 79,469 | 20,740 | 100,209 | 31,595 | - | 131,804 |
| Occupancy | | 3,167,697 | 729,712 | 3,897,409 | 233,545 | - | 4,130,954 |
| Repair and maintenance | | 588,119 | 118,869 | 706,988 | 83,355 | - | 790,343 |
| Insurance | | 93,014 | 24,275 | 117,289 | - | - | 117,289 |
| Utilities | | 34,094 | 6,891 | 40,985 | 4,832 | - | 45,817 |
| Supplies/materials | | 360,996 | 94,213 | 455,209 | - | - | 455,209 |
| Equipment/furnishings | | 4,775 | 1,246 | 6,021 | - | - | 6,021 |
| Staff development | | 19,256 | 4,419 | 23,675 | 1,461 | - | 25,136 |
| Marketing/recruitment | | 8,196 | 2,139 | 10,335 | - | - | 10,335 |
| Technology | | 301,022 | 64,440 | 365,462 | 33,999 | - | 399,461 |
| Student services | | 500,999 | 130,751 | 631,750 | - | - | 631,750 |
| Office expense | | 157,938 | 32,034 | 189,972 | 36,733 | - | 226,705 |
| Depreciation and amortization | | 372,742 | 75,337 | 448,079 | 52,829 | - | 500,908 |
| Other | | 42,257 | 10,942 | 53,199 | 207 | - | 53,406 |
| Total Expenses | | <u>\$ 14,614,269</u> | <u>\$ 3,345,645</u> | <u>\$ 17,959,914</u> | <u>\$ 1,943,499</u> | <u>\$ 104,446</u> | <u>\$ 20,007,859</u> |

Democracy Prep New York Charter Schools

Uniform Guidance
Schedules and Reports

June 30, 2023

Democracy Prep New York Charter Schools

Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

| Federal Grantor/Pass-Through Grantor/ Program or Cluster Title | Federal Assistance Listing Number | Pass-Through Entity Identifying Number | Provided to Subrecipients | Total Federal Expenditures |
|--|---|--|------------------------------|----------------------------------|
| U.S. Department of Education | | | | |
| Pass-Through New York State Education Department: | | | | |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-22-4002 | \$ - | \$ 52,360 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-22-4125 | - | 101,663 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-22-4349 | - | 61,312 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-22-4685 | - | 74,669 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-22-4220 | - | 97,425 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-23-4002 | - | 277,895 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-23-4125 | - | 459,089 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-23-4349 | - | 268,523 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-23-4685 | - | 395,236 |
| Title I Grants to Local Educational Agencies | 84.010 | 0021-23-4220 | - | 359,525 |
| | | | - | <u>2,147,697</u> |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-22-4685 | - | 6,946 |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-22-4220 | - | 13,103 |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-22-4349 | - | 15,522 |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-22-4125 | - | 8,812 |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-22-4002 | - | 10,762 |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-23-4685 | - | 76,908 |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-23-4220 | - | 118,755 |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-23-4349 | - | 66,321 |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-23-4125 | - | 105,889 |
| Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants) | 84.367 | 0147-23-4002 | - | 94,927 |
| | | | - | <u>517,945</u> |
| Student Support and Academic Enrichment Program | 84.424 | 0204-22-4685 | - | 3,765 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-22-4220 | - | 6,900 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-22-4349 | - | 5,691 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-22-4125 | - | 6,259 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-22-4002 | - | 2,579 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-23-4685 | - | 21,260 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-23-4220 | - | 35,679 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-23-4349 | - | 22,049 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-23-4125 | - | 36,985 |
| Student Support and Academic Enrichment Program | 84.424 | 0204-23-4002 | - | 34,327 |
| | | | - | <u>175,494</u> |

See independent auditors' report and notes to schedule of expenditures of federal awards

Democracy Prep New York Charter Schools

Schedule of Expenditures of Federal Awards *(continued)* Year Ended June 30, 2023

| Federal Grantor/Pass-Through Grantor/ Program or Cluster Title | Federal Assistance Listing Number | Pass-Through Entity Identifying Number | Provided to Subrecipients | Total Federal Expenditures |
|--|---|--|------------------------------|----------------------------------|
| U.S. Department of Education <i>(continued)</i> | | | | |
| English Language Acquisition State Grants | 84.365 | 0293-23-4685 | \$ - | \$ 13,377 |
| English Language Acquisition State Grants | 84.365 | 0293-23-4220 | - | 16,348 |
| English Language Acquisition State Grants | 84.365 | 0293-23-4349 | - | 11,912 |
| English Language Acquisition State Grants | 84.365 | 0293-23-4125 | - | 19,668 |
| English Language Acquisition State Grants | 84.365 | 0293-23-4002 | - | 15,489 |
| | | | - | 76,794 |
| | | | | |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II | 84.425D | 5891-21-4685 | - | 543,117 |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II | 84.425D | 5891-21-4220 | - | 643,992 |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II | 84.425D | 5891-21-4349 | - | 497,193 |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II | 84.425D | 5891-21-4125 | - | 915,505 |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II | 84.425D | 5891-21-4002 | - | 507,180 |
| | | | - | 3,106,987 |
| | | | | |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP | 84.425U | 5880-21-4685 | - | 2,257,185 |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP | 84.425U | 5880-21-4220 | - | 4,053,755 |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP | 84.425U | 5880-21-4349 | - | 2,489,838 |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP | 84.425U | 5880-21-4125 | - | 3,752,944 |
| COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP | 84.425U | 5880-21-4002 | - | 3,409,918 |
| | | | - | 15,963,640 |
| | | | | |
| Total U.S. Department of Education | | | - | 21,988,557 |
| | | | | |
| Total Expenditures of Federal Awards | | | \$ - | \$ 21,988,557 |

See independent auditors' report and notes to schedule of expenditures of federal awards

Democracy Prep New York Charter Schools

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Democracy Prep New York Charter Schools (the "School"), under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

**Report on Internal Control Over Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in Accordance With *Government
Auditing Standards***

Independent Auditors' Report

**Board of Trustees
Democracy Prep New York Charter Schools**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Democracy Prep New York Charter Schools (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 31, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose

PKF O'Connor Davies, LLP

Harrison, New York
October 31, 2023

**Report on Compliance for Each Major Federal Program and Report on Internal Control
Over Compliance Required by the Uniform Guidance**

Independent Auditors' Report

**Board of Trustees
Democracy Prep New York Charter Schools**

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Democracy Prep New York Charter Schools' (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
October 31, 2023

Democracy Prep New York Charter Schools

Schedule of Findings and Questioned Costs Year Ended June 30, 2023

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Noncompliance material to the financial statements noted?

_____ yes X no

Federal Awards

Internal control over major federal programs:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Type of auditors' report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

_____ yes X no

Identification of major federal programs:

Federal Assistance Listing Number(s)

Name of Federal Program or Cluster

84.010

Title I Grants to Local Educational Agencies

84.425D

COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II

84.425U

COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

X yes _____ no

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2023.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no material instance of noncompliance and none of the costs tested which were reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Year Findings

There were no findings in the prior year.

Board of Trustees
Democracy Prep New York Charter Schools

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Democracy Prep New York Charter Schools (the "School") as of and for the year ended June 30, 2023, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

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

PKF O'Connor Davies, LLP

Harrison, New York
October 31, 2023

SUNY Charter Schools Institute
Budget Narrative

Education Corporation Name:

Fiscal Contact:

Date:

Name:

Email:

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Douglas Snyder

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

vice-chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|---|------------------------------|---|---|---|
| | | | | |

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

On file with charter school.

Business Address:

On file with charter school.

E-mail Address:

douglas.snyder@gmail.com

Home Telephone:

one file with charter school

Home Address:

On file with charter school.

DocuSigned by:

C...

6/27/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Alastair wood

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|---|------------------------------|---|---|---|
| | | | | |

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
[REDACTED]
2E6A3DC4F83C491...

7/20/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Brittany Buffaloe

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Community and Family Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|---|------------------------------|---|---|---|
| | | | | |

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This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

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7/17/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Drew Gannon Singh

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Governance committee member, academic committee member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|---|------------------------------|---|---|---|
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Business Telephone:

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Business Address:

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E-mail Address:

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Home Telephone:

[REDACTED]

Home Address:

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6/28/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Brian Berger

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

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6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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Home Telephone:

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6/27/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Farida Ilboudo

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

N/A

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

Niece and cousins and no benefit from my participation on the board that is any different than the other students enrolled.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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Business Telephone:

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Business Address:

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E-mail Address:

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Home Telephone:

3 [REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
[REDACTED]
[REDACTED]

7/17/2023

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Jake Foley

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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Business Telephone:

NA

Business Address:

NA

E-mail Address:

[REDACTED]

Home Telephone:

NA

Home Address:

NA

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[REDACTED]
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7/25/2023

Signature

Date

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- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Greg Weston

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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Business Telephone:

2 [REDACTED]

Business Address:

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E-mail Address:

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Home Telephone:

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Home Address:

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7/20/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Josh Pristaw

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

vice chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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Business Telephone:

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Home Telephone:

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Home Address:

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7/17/2023

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

KENNETH WEILLER

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
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7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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Business Telephone:

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Home Telephone:

2 [REDACTED] 2

Home Address:

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6/27/2023

Signature

Date

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- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Ross Frommer

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member of the Board

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

| Date(s) | Nature of financial interest / transaction | Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) | Name of person holding interest or engaging in transaction and relationship to you |
|---------|--|--|--|
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7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|---|------------------------------|---|---|---|
| | | | | |

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
[REDACTED]
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6/27/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Roger Berg

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary; member of the Executive Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☒ Yes ☐ No

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

I am a former partner of Nixon Peabody LLP and former Senior Counsel of Pillsbury Winthrop Shaw Pittman LLP. Both of these law firms have in the past provided pro bono legal services to the education corporation.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
|---|------------------------------|---|---|---|
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Business Telephone:

[REDACTED]

Business Address:

(none)

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

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[REDACTED]
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7/17/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Khary Barnes

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

vice chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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|---------|--|--|--|
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-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

| Organization conducting business with the school(s) | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps taken to avoid conflict of interest |
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[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
[REDACTED]
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7/20/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Dr. Robert North

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

chair person

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ **None**

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|---------|--|--|--|
| NONE | NONE | NONE | NONE |

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

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| NONE | | | | |

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Business Telephone:

6 [REDACTED]

Business Address:

NA

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]
[REDACTED]

DocuSigned by:
[REDACTED]
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6/27/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Sean windsor

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member of the Finance Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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☐ **Yes** ☒ **No**

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

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

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[REDACTED]

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[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

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[REDACTED]
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7/3/2023

Signature

Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

last revised 04/2022

CALENDAR BUILDER

Use the table below to setup the year's calendar. Add the name of an event (or series of events, like "Winter Vacation") and the corresponding dates into each field below.



Calendar Prefix

Calendar Color

Banana

Year:

2023-2024

School/Region:

NY

Weekly PD Day: [1]

Friday

Calendar Name & Color:

NY Regional Calendar

Last Published: 28/06/2023

PA T1 T2 T3 Year Total

| | | | | | |
|--------------------------------|---|----|----|----|-----|
| Instructional Days | 5 | 57 | 62 | 62 | 181 |
| Full | 0 | 46 | 50 | 50 | 146 |
| Shortened | 0 | 11 | 12 | 12 | 35 |
| Professional Development, Full | 0 | 0 | 2 | 1 | 20 |
| PD, Partial | 0 | 11 | 12 | 12 | 35 |

LEGEND

| | |
|-------------------------|----|
| Full Day PD | 18 |
| Holiday/Vacation | 33 |
| Term Start/End | 5 |
| Other Non-instructional | 41 |

| Event | Category | Inst? | Start | End [2] | Start Time | End Time | Location | Note |
|---|------------------|-------|----------|----------|------------|----------|----------|------|
| Summer School | Other | No | 7/10/23 | 8/4/23 | | | | |
| School Leader PD | Full Day PD | No | 8/1/23 | 8/2/23 | | | | |
| New Teacher Summer Professional Development | Full Day PD | No | 8/7/23 | 8/9/23 | | | | |
| Full Staff Summer PD | Full Day PD | No | 8/10/23 | 8/25/23 | | | | |
| August Regents | Other | No | 8/16/23 | 8/17/23 | | | | |
| Prep Academy | Other | No | 8/28/23 | 9/1/23 | | | | |
| Labor Day: No School for Staff or Scholars | Holiday/Vacation | No | 9/4/23 | | | | | |
| First Day of School | Term Start/End | Yes | 9/5/23 | | | | | |
| 9/11 National Day of Service Window | Other | Yes | 9/7/23 | 9/12/23 | | | | |
| GOTV HS Voter Registration Window | Other | Yes | 9/18/23 | 9/29/23 | | | | |
| National Voter Registration Day | Other | Yes | 9/19/23 | | | | | |
| Yom Kippur | Holiday/Vacation | No | 9/25/23 | | | | | |
| Doctor Day 1 | Other | Yes | 10/6/23 | | | | | |
| Indigenous People's Day | Holiday/Vacation | No | 10/9/23 | | | | | |
| Latinx History Month Culminating Event | Other | Yes | 10/13/23 | | | | | |
| Student Council Election Window | Other | Yes | 10/16/23 | 11/03/23 | | | | |
| HS Midterms (Half day for HS scholars) | Other | Yes | 10/19/23 | 10/20/23 | | | | |
| Network Town Hall One | Other | Yes | 10/27/23 | | | | | |
| Halloween (Half Day) | Other | Yes | 10/31/23 | | | | | |
| Network PD | Other | Yes | 11/3/23 | | | | | |
| Election Day | Holiday/Vacation | No | 11/7/23 | | | | | |
| Veteran's Day Observed | Holiday/Vacation | No | 11/10/23 | | | | | |
| Thanksgiving Break | Holiday/Vacation | No | 11/22/23 | 11/24/23 | | | | |
| T1 Exam Window | Other | Yes | 11/29/23 | 12/1/23 | | | | |
| Course Gradebooks Lock | Other | Yes | 11/29/23 | | | | | |
| Last Day of T1 | Term Start/End | Yes | 12/1/23 | | | | | |
| First Day of T2 | Term Start/End | Yes | 12/4/23 | | | | | |
| Exam Gradebooks Lock | Other | Yes | 12/6/23 | | | | | |
| Data Day T1 | Full Day PD | No | 12/8/23 | | | | | |
| Family Conference Window | Other | Yes | 12/11/23 | 12/15/23 | | | | |
| Network PD | Other | Yes | 12/15/23 | | | | | |
| Early Release for Staff | Other | Yes | 12/22/23 | | | | | |
| Winter Break | Holiday/Vacation | No | 12/25/23 | 1/1/24 | | | | |
| January PD Day | Full Day PD | No | 1/2/24 | | | | | |
| Network Town Hall | Other | Yes | 1/5/24 | | | | | |
| Network PD | Other | Yes | 1/12/24 | | | | | |
| MLK Day | Holiday/Vacation | Yes | 1/15/24 | | | | | |
| January Regents | Other | Yes | 1/23/24 | 1/26/24 | | | | |
| T2 HS Midterms (Half day for HS scholars) | Other | Yes | 1/24/24 | 1/26/24 | | | | |
| Start of Mid-Year HS Courses | Other | Yes | 1/29/24 | | | | | |
| Network PD | Other | Yes | 2/2/24 | | | | | |
| Doctor Day 2 | Other | Yes | 2/16/24 | | | | | |
| February Break | Holiday/Vacation | No | 2/19/24 | 2/23/24 | | | | |
| Black History Month Culminating Event | Other | Yes | 3/1/24 | | | | | |
| NYSAA Window | Other | Yes | 3/11/24 | 6/7/24 | | | | |
| T2 Course Gradebooks Lock | Other | Yes | 3/13/24 | | | | | |
| T2 Exam Window | Other | Yes | 3/13/24 | 3/15/24 | | | | |
| Last Day of T2 | Term Start/End | Yes | 3/15/24 | | | | | |
| First Day of T3 | Term Start/End | Yes | 3/18/24 | | | | | |
| T2 Exam Gradebooks Lock | Other | Yes | 3/20/24 | | | | | |
| Data Day T2 | Full Day PD | No | 3/22/24 | | | | | |
| T2 Family Conference Window | Other | Yes | 3/25/24 | 3/28/24 | | | | |
| Good Friday | Holiday/Vacation | No | 3/29/24 | | | | | |

JULY

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

AUGUST

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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

SEPTEMBER

| S | M | T | W | H | F | S |
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| 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 |

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 |
|----|----|----|----|----|----|----|
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| 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 |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

JANUARY

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| 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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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

MARCH

| S | M | T | W | H | F | S |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
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APRIL

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MAY

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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

JUNE

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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

JULY

| S | M | T | W | H | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | |
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

CALENDAR BUILDER

Use the table below to setup the year's calendar. Add the name of an event (or series of events, like "Winter Vacation") and the corresponding dates into each field below.



Calendar Prefix

Calendar Color

Banana

Year:

2023-2024

School/Region:

NY

Weekly PD Day: [1]

Friday

Calendar Name & Color:

NY Regional Calendar

Last Published: 28/06/2023

28/06/2023

| | PA | T1 | T2 | T3 | Year Total | LEGEND |
|--------------------------------|----|----|----|----|------------|----------------------------|
| Instructional Days | 5 | 57 | 62 | 62 | 181 | Full Day PD 18 |
| Full | 0 | 46 | 50 | 50 | 146 | Holiday/Vacation 33 |
| Shortened | 0 | 11 | 12 | 12 | 35 | Term Start/End 5 |
| Professional Development, Full | 0 | 0 | 2 | 1 | 20 | Other Non-Instructional 41 |
| PD, Partial | 0 | 11 | 12 | 12 | 35 | |

[illegible]

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

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

Calendar NY 2023-2024

CALENDAR DAYS, 2023-2024 YEAR

CALENDAR BUILDER

Use the table below to setup the year's calendar. Add the name of an event (or series of events, like 'Winter Vacation') and the corresponding dates into each field below.

MORE

Calendar Prefix

Calendar Color

Banana

Year:

2023-2024

School/Region:

NY

Weekly PD Day: [1]

Friday

Calendar Name & Color:

NY Regional Calendar

Last Published:

24/10/2023

PA

T1

T2

T3

Year Total

Instructional Days

Full

Shortened

Professional Development, Full

PD, Partial

5

57

61

61

179

144

35

20

35

Full/Half Day PD

Holiday/Vacation

Term Start/End

Half Day

Other Non-instructional

Blackout Date

20

33

5

0

45

32

| Event | Category | Inst? | Start | End [2] | Start Time | End Time | Location | Note |
|---|------------------|-------|----------|----------|------------|----------|----------|------|
| Summer School | Other | No | 7/10/23 | 8/4/23 | | | | |
| School Leader PD | Full Day PD | No | 8/1/23 | 8/2/23 | | | | |
| New Teacher Summer Professional Development | Full Day PD | No | 8/7/23 | 8/9/23 | | | | |
| Full Staff Summer PD | Full Day PD | No | 8/10/23 | 8/25/23 | | | | |
| DPPS Family Ice Cream Social | Other | No | 8/11/23 | 8/11/23 | | | | |
| August Regents | Other | No | 8/16/23 | 8/17/23 | | | | |
| Network Summer Block Party | Other | No | 8/26/23 | 8/26/23 | | | | |
| Prep Academy | Other | No | 8/28/23 | 9/1/23 | | | | |
| Labor Day: No School for Staff or Scholars | Holiday/Vacation | No | 9/4/23 | | | | | |
| ES Benchmark Window One | Other | Yes | 9/4/23 | 9/15/23 | | | | |
| Summer PD | Other | Yes | 9/5/23 | | | | | |
| Day after Labor Day (Blackout Date) | Other | Yes | 9/5/23 | | | | | |
| First Day of School | Term Start/End | Yes | 9/5/23 | | | | | |
| 9/11 National Day of Service Window | Other | Yes | 9/7/23 | 9/12/23 | | | | |
| GOTV HS Voter Registration Window | Other | Yes | 9/18/23 | 9/29/23 | | | | |
| Fall MAP BOY Window (ES and MS) | Other | Yes | 9/18/23 | 9/22/23 | | | | |
| National Voter Registration Day | Other | Yes | 9/19/23 | | | | | |
| Day before Yom Kippur (Blackout Date) | Other | Yes | 9/22/23 | | | | | |
| Yom Kippur (No School) | Holiday/Vacation | No | 9/25/23 | | | | | |
| Day after Yom Kippur (Blackout Date) | Other | Yes | 9/26/23 | | | | | |
| New York Application Lottery Opening | Other | Yes | 10/2/23 | | | | | |
| Day before Indigenous People's Day (Blackout Date) | Other | Yes | 10/6/23 | | | | | |
| Doctor Day 1 | Other | Yes | 10/6/23 | | | | | |
| Indigenous People's Day (No School) | Holiday/Vacation | No | 10/9/23 | | | | | |
| Day after Indigenous People's Day (Blackout Date) | Other | Yes | 10/10/23 | | | | | |
| School Leader PD | Other | Yes | 10/13/23 | | | | | |
| Latinx History Month Culminating Event | Other | Yes | 10/13/23 | | | | | |
| Charter Renewal Hearing | Other | Yes | 10/16/23 | | | | | |
| Student Council Election Window | Other | Yes | 10/16/23 | 11/3/23 | | | | |
| Title I Regional Family Meeting | Other | Yes | 10/18/23 | | | | | |
| HS Only Midterms Exams | Other | Yes | 10/18/23 | 10/20/23 | | | | |
| HS Midterms (Half day for HS scholars) | Other | Yes | 10/19/23 | 10/20/23 | | | | |
| Sin Jim Korean Celebration Concert @ DPHH (4:00 - 5:00) | Other | Yes | 10/24/23 | | | | | |
| Network Town Hall One @ DPHE Auditorium (2:30-4:00) | Other | Yes | 10/27/23 | | | | | |
| DPPS Civics Empowerment Event @The Africa Center (5:30 - 700) | Other | Yes | 10/27/23 | | | | | |
| Halloween (Half Day) | Other | Yes | 10/31/23 | | | | | |
| Network PD | Other | Yes | 11/3/23 | | | | | |
| School Leader PD | Other | Yes | 11/3/23 | | | | | |
| Day before Election Day (Blackout Date) | Other | Yes | 11/6/23 | | | | | |
| Election Day (No School) | Holiday/Vacation | No | 11/7/23 | | | | | |
| Day after Election Day (Blackout Date) | Other | Yes | 11/8/23 | | | | | |
| Before Veterans Day (Blackout Date) | Other | Yes | 11/9/23 | | | | | |
| Veteran's Day Observed (No School) | Holiday/Vacation | No | 11/10/23 | | | | | |
| After Veterans Day (Blackout Date) | Other | Yes | 11/13/23 | | | | | |
| Days before Thanksgiving Break (Blackout Date) | Other | Yes | 11/20/23 | 11/21/23 | | | | |
| Thanksgiving Break (No School) | Holiday/Vacation | No | 11/22/23 | 11/24/23 | | | | |
| Day after Thanksgiving Break (Blackout Date) | Other | Yes | 11/27/23 | | | | | |
| ES Benchmark Window Two | Other | Yes | 11/27/23 | 12/8/23 | | | | |
| ES State Exam Practice Test One | Other | Yes | 11/27/23 | 12/1/23 | | | | |
| Course Gradebooks Lock | Other | Yes | 11/29/23 | | | | | |
| T1 Exam Window | Other | Yes | 11/29/23 | 12/1/23 | | | | |
| School Leader PD | Other | Yes | 12/1/23 | | | | | |

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Calendar NY 2023-2024

CALENDAR DAYS, 2023-2024 YEAR

CALENDAR BUILDER

Use the table below to setup the year's calendar. Add the name of an event (or series of events, like 'Winter Vacation') and the corresponding dates into each field below.

MORE

TIME

Calendar Prefix

Calendar Color

Banana

Year: 2023-2024

School/Region: NY

Weekly PD Day: [1] Friday

Calendar Name & Color: NY Regional Calendar

Last Published: 24/10/2023

| PA | T1 | T2 | T3 | Year Total |
|--------------------------------|----|----|----|------------|
| Instructional Days | 5 | 57 | 61 | 61 |
| Full | 0 | 46 | 49 | 49 |
| Shortened | 0 | 11 | 12 | 12 |
| Professional Development, Full | 0 | 0 | 2 | 1 |
| PD, Partial | 0 | 11 | 12 | 12 |

179

144

35

20

35

LEGEND

Full/Half Day PD 20

Holiday/Vacation 33

Term Start/End 5

Half Day 0

Other Non-instructional 45

Blackout Date 32

| Event | Category | Inst? | Start | End [2] | Start Time | End Time | Location | Note |
|---|------------------|-------|----------|----------|------------|----------|----------|------|
| Last Day of T1 | Term Start/End | Yes | 12/1/23 | | | | | |
| First Day of T2 | Term Start/End | Yes | 12/4/23 | | | | | |
| Exam Gradebooks Lock | Other | Yes | 12/6/23 | | | | | |
| Data Day T1 | Full Day PD | No | 12/8/23 | | | | | |
| Family Conference Window | Other | Yes | 12/11/23 | 12/15/23 | | | | |
| T1 Family Conference Window | Other | Yes | 12/11/23 | 12/16/23 | | | | |
| Network PD | Other | Yes | 12/15/23 | | | | | |
| Early Release for Staff | Other | Yes | 12/22/23 | | | | | |
| Before December Holiday Break (Blackout Date) | Other | Yes | 12/22/23 | | | | | |
| Winter Break (No School) | Holiday/Vacation | No | 12/25/23 | 1/1/24 | | | | |
| January PD Day (Blackout Date) | Full Day PD | No | 1/2/24 | 1/2/24 | | | | |
| Network Town Hall | Other | Yes | 1/5/24 | | | | | |
| Winter MAP MOY Window (ES and MS) | Other | Yes | 1/8/24 | 1/12/24 | | | | |
| Global Citizens HS School Chaperone Training (2: 30 - 4:00) | Other | Yes | 1/12/24 | | | | | |
| Day before MLK Day (Blackout Date) | Other | Yes | 1/12/24 | | | | | |
| Network PD | Other | Yes | 1/12/24 | | | | | |
| MLK Day (No School). | Holiday/Vacation | No | 1/15/24 | | | | | |
| Day after MLK Day (Blackout Date) | Other | Yes | 1/16/24 | | | | | |
| School Leader PD | Other | Yes | 1/19/24 | | | | | |
| January Regents | Other | Yes | 1/23/24 | 1/26/24 | | | | |
| T2 HS Midterms (Half day for HS scholars) | Other | Yes | 1/24/24 | 1/26/24 | | | | |
| HS Only Mid Term Exams | Other | Yes | 1/24/24 | 1/26/24 | | | | |
| Start of Mid-Year HS Courses | Other | Yes | 1/29/24 | | | | | |
| Network PD | Other | Yes | 2/2/24 | | | | | |
| School Leader PD | Other | Yes | 2/2/24 | | | | | |
| ES State Exam Practice Test Two | Other | Yes | 2/5/24 | 2/9/24 | | | | |
| Doctor Day 2 | Other | Yes | 2/16/24 | | | | | |
| Day before Mid-Winter Break (Blackout Date) | Other | Yes | 2/16/24 | | | | | |
| February Break (No School) | Holiday/Vacation | No | 2/19/24 | 2/23/24 | | | | |
| Day after Mid-Winter Break (Blackout Date) | Other | Yes | 2/26/24 | | | | | |
| ES Benchmark Window Three | Other | Yes | 2/26/24 | 3/8/24 | | | | |
| Black History Month Culminating Event | Other | Yes | 3/1/24 | | | | | |
| NYSAA Window | Other | Yes | 3/11/24 | 6/7/24 | | | | |
| T2 Course Gradebooks Lock | Other | Yes | 3/13/24 | | | | | |
| T2 Exam Window | Other | Yes | 3/13/24 | 3/15/24 | | | | |
| Last Day of T2 | Term Start/End | Yes | 3/15/24 | | | | | |
| School Leader PD | Other | Yes | 3/15/24 | | | | | |
| First Day of T3 | Term Start/End | Yes | 3/18/24 | | | | | |
| T2 Exam Gradebooks Lock | Other | Yes | 3/20/24 | | | | | |
| Data Day T2 | Full Day PD | No | 3/22/24 | | | | | |
| T2 Family Conference Window | Other | Yes | 3/25/24 | 3/28/24 | | | | |
| Day before Good Friday (Blackout Date) | Other | Yes | 3/28/24 | | | | | |
| Good Friday (No School) | Holiday/Vacation | No | 3/29/24 | | | | | |
| Easter Monday (No School) | Holiday/Vacation | No | 4/1/24 | | | | | |
| DPNY Lottery Deadline @ 5:00 PM | Other | No | 4/1/24 | | | | | |
| Day after Easter Sunday (Blackout Date) | Other | Yes | 4/2/24 | | | | | |
| DPNY Lottery @ 5:00 PM | Other | Yes | 4/3/24 | | | | | |
| Grade 3-8 Math, ELA and Science CBT Window | Other | Yes | 4/8/24 | 5/17/24 | | | | |
| 8th Grade Science CBT Window | Other | Yes | 4/8/24 | 4/12/24 | | | | |
| Eid (No School) | Holiday/Vacation | No | 4/10/24 | | | | | |
| Day of Service Window | Other | Yes | 4/12/24 | 5/17/24 | | | | |
| ELA CBT Window Grades 3-8 | Other | Yes | 4/15/24 | 4/19/24 | | | | |
| NYS ELAT Speaking | Other | Yes | 4/15/24 | 5/24/24 | | | | |

| | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 28 | 29 | 30 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | | | | | | | | 30 | | | | | | |

JULY

| S | M | T | W | H | F | S |
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| 28 | 29 | 30 | 31 | | | |

Calendar NY 2023-2024

[illegible]



Certificate of Occupancy

CO Number: 2044075-0000003

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: 4070 | Full Building Certificate Type: Temporary Date Issued: 07/28/2023 |
| | Address: 1529 WILLIAMSBRIDGE ROAD | Lot Number(s): 166 | |
| | Building Identification Number(BIN): 2044075 | Additional Lot Number(s): | |
| | Application Type: Alteration CO | | |
| This building is subject to this Building Code: 1968 | | | |
| This Certificate of Occupancy is associated with job# X00531439-I1 | | | |
| B. | Construction Classification: I-D 1-Hour Protected (Non-Combustible) | | |
| | Building Occupancy Group classification: E-Educational | | |
| | Multiple Dwelling Law Classification: Not Applicable | | |
| | No. of stories: 2 | Height in feet: 23 | No. of dwelling units: 0 |
| C. | Fire Protection Equipment: Fire Alarm System, Sprinkler System | | |
| D. | Parking Spaces and Loading Berths: | | |
| | Open Parking Spaces: 19 | | |
| | Enclosed Parking Spaces: 0 | | |
| | Total Loading Berths: Not available | | |
| E. | This Certificate is issued with the following legal limitations: | | |
| | Restrictive Declaration: None Zoning Exhibit: None | | |
| | BSA Calendar Number(s): None CPC Calendar Number(s): None | | |
| Borough Comments: 90 Day TCO Only | | | |

Borough Commissioner

Commissioner

Permissible Use and Occupancy

| FLOOR | Occ Group | Max. Persons Permitted | Live Loads (lbs per sq ft) | Zoning Use Group | Dwelling or Rooming Units | Job Reference | Certificate of Occupancy Type | CO Expiration Date |
|---|-----------|------------------------|----------------------------|------------------|---------------------------|---------------|-------------------------------|--------------------|
| Cellar | E | 0 | OG | 3B | 0 | X00531439 | Temporary | 10/26/2023 |
| Description of Use: Academies and schools ACCESORY STORAGE | | | | | | Exceptions: | | |
| Floor 1 | E | 102 | OG | 3A | 0 | X00531439 | Temporary | 10/26/2023 |
| Description of Use: Academies and schools School for 90 students and 12 staff | | | | | | Exceptions: | | |
| Floor 2 | E | 99 | 100 | 3A | 0 | X00531439 | Temporary | 10/26/2023 |
| Description of Use: Academies and schools School for 90 students and 9 staff NOTE: PARKING FOR 19 AUTOS ON OPEN PORTION OF LOT (ATTENDED PARKING) | | | | | | Exceptions: | | |

CofO Comments:

Borough Commissioner

Commissioner

Certificate of Occupancy

CO Number: 2119501-0000002

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.*

| | | |
|--|--|--|
| <p>A. Borough: BRONX Address: 1535 WILLIAMSBRIDGE ROAD Building Identification Number(BIN): 2119501</p> | <p>Block Number: 4070 Lot Number(s): 162 Additional Lot Number(s): Application Type: Alteration CO</p> | <p>Full Building Certificate Type: Temporary Date Issued: 07/28/2023</p> |
| <p>This building is subject to this Building Code: 1968</p> | | |
| <p>This Certificate of Occupancy is associated with job# X00531440-I1</p> | | |
| <p>B. Construction Classification: I-D 1-Hour Protected (Non-Combustible) Building Occupancy Group classification: E-Educational Multiple Dwelling Law Classification: Not Applicable</p> | | |
| <p>No. of stories: 2</p> | <p>Height in feet: 25</p> | <p>No. of dwelling units: 0</p> |
| <p>C. Fire Protection Equipment: Fire Alarm System, Sprinkler System</p> | | |
| <p>D. Parking Spaces and Loading Berths: Open Parking Spaces: 33 Enclosed Parking Spaces: 33 Total Loading Berths: Not available</p> | | |
| <p>E. This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: None BSA Calendar Number(s): None CPC Calendar Number(s): None</p> | | |
| <p>Borough Comments: One time 90-day TCO only, Fire guards to be provided during building occupancy and provide Letter of Defect with engineer's affidavit of Fire Alarm modification in operation prior to next CoFO request</p> | | |

Borough Commissioner

Commissioner

Permissible Use and Occupancy

| FLOOR | Occ Group | Max. Persons Permitted | Live Loads (lbs per sq ft) | Zoning Use Group | Dwelling or Rooming Units | Job Reference | Certificate of Occupancy Type | CO Expiration Date |
|--|-----------|------------------------|----------------------------|------------------|---------------------------|---------------|-------------------------------|--------------------|
| Cellar | E | 193 | OG | 3A | 0 | X00531440 | Temporary | 10/26/2023 |
| Description of Use: Academies and schools School for 180 students and 13 staff | | | | | | Exceptions: | | |
| Open Space | E | N/A | OG | 3B | | X00531440 | Temporary | 10/26/2023 |
| Description of Use: Academies and schools PARKING FOR 33 AUTOS ON OPEN PORTION ATTENDED | | | | | | Exceptions: | | |
| Floor 1 | E | 265 | 100 | 3A | 0 | X00531440 | Temporary | 10/26/2023 |
| Description of Use: Academies and schools School for 240 students and 25 staff | | | | | | Exceptions: | | |

CofO Comments:

Borough Commissioner

Commissioner





