

I. EXECUTIVE SUMMARY

Mission Statement

The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Key Elements

All Democracy Prep schools are “no excuses” schools, and thus Democracy Prep III will have in common with all DPPS schools five core elements: 1) Rigorous college-prep academics, 2) More time to learn, 3) Smart use of data, 4) Safe and supportive school culture, and 5) exemplary talent.

- 1) *Rigorous college-prep academics.* Democracy Prep III will be an academically rigorous, college preparatory middle school. The Democracy Prep III curriculum will be based on an accelerated introduction to the 28 New York State Learning Standards, and will utilize primarily direct instruction. It is designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school. Our rigorous core academic program provides dramatically more time, allowing for three hours of guided reading and writing, two hours of math, an hour of social studies/study skills, and an hour of science for all middle school students each day. This academic rigor requires all students to receive Regents level high school algebra, earth science, English, or Social Studies in eighth grade.
- 2) *More time to learn.* Democracy Prep III will serve students Monday through Thursday from 7:45 am to at least 4:15 pm, until at least 1:30 pm on Fridays, and up to three Saturdays per month. The school year will be a minimum of 190 days, and students in need of additional individual support or required remediation attend school on additional Saturdays and during some vacations. Students who have not yet mastered the grade’s content expectations attend a mandatory Summer Academy for a total of up to 33 additional “Opportunity Days” throughout the year. All together, this adds up to more than 70% more instructional time than the average traditional public school.
- 3) *Smart use of data.* DPPS will use a variety of assessment systems to measure student progress and inform instruction. These include absolute measures (the NY State ELA and Math tests, Regents exams, etc...), value-added measures (such as the Measure of Academic Progress), and internally-developed, externally-validated trimester and comprehensive exams.
- 4) *Safe and supportive school culture.* Democracy Prep III school culture will be based on Discipline, Respect, Enthusiasm, Accountability, and Maturity, or DREAM. Students earn or forfeit “DREAM Dollars” based on their adherence to these values and these DREAM Dollars may be linked to college scholarship accounts and a percentage used by students to “buy” privileges and benefits such as end of trimester trips and end of year adventures including Civic and College Expeditions.
- 5) *Exemplary talent.* Democracy Prep Public Schools has an extremely selective staff application process. At DPPS schools, fewer than the top 1% of applicants are hired. At Democracy Prep III, like at all Democracy Prep schools, teachers will be paid a base salary that exceeds the Department of Education scale and they are eligible for excellent benefits and performance bonuses. We work with our teachers on Professional Development in the summer for three weeks prior to student arrival as well as three hours every Friday.

In addition to these core elements of “no excuses” schools, Democracy Prep is committed to 1) special education and ELL and 2) civic education.

- 1) *Special education and ELL.* Democracy Prep III will utilize a full inclusion, collaborative team-teaching (CTT) model for its special education students, and a structured immersion program for

English Language Learners. A more in depth discussion of Democracy Prep III’s commitment to these students is discussed in Section III: School Design.

- 2) *Civic education.* DPPS believes that public schools have a primary responsibility both to educate students for college and to improve the democratic infrastructure of our community.¹ Our goal is to ensure that all graduates are able to participate and take leadership roles in civic institutions. Through required service learning, summer experiences, internships, debate, and other civic activities during in and out-of-school time, our students will apply the knowledge, skills, and character they have developed in the academic program to help change the world. Our graduates must be poised public speakers, respectful debaters, skilled negotiators of conflicting information, engaged community members, critical thinkers, and confident leaders. The measurement of these goals includes standardized testing (NAEP Civics), community service data, interscholastic competition results, and metrics of school behavior and citizenship such as “DREAM Dollars.”

Capacity of Management

Democracy Prep Public Schools (DPPS) is a non-profit charter management organization (CMO) that operates high-performing public charter schools in Central Harlem, New York and Central Falls, Rhode Island. Its mission is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Its flagship school, Democracy Prep Charter School, opened in 2006, and is now the highest-performing middle school in Harlem and eighth-best in New York City over the past two years. Democracy Prep Blackstone Valley, its first Rhode Island school, opened in 2009 to serve 76 kindergartners, and already has some of the highest early literacy results in the nation on nationally-normed assessments. DPPS has successfully navigated the challenges of starting up, at the same time, two schools hundreds of miles apart. Democracy Prep Blackstone Valley Middle and Democracy Prep Harlem will open this fall in Rhode Island and New York, respectively.

Seth Andrew is Founder and Superintendent of DPPS. Prior to founding DPPS, Mr. Andrew founded Democracy Prep Charter School in Central Harlem. A Building Excellent Schools fellow, Mr. Andrew was previously a leader in residence at Amistad Academy and a special education administrator. He has degrees from Harvard’s Graduate School of Education and Brown University.

In Year 1, William Cooke—currently a Campus Director at Democracy Prep Charter School, and formally Dean of Students and Math Instructor—will serve as Campus Director of Democracy Prep III. Democracy Prep III will also operate with a standard cohort of teachers (6 full-time instructional staff, including 1 dedicated SPED teacher), and 1 office manager. DPPS will share SPED administrative services, social work services, and all back-office support with other DPPS schools. As the school grows, it will retain 1 full-time social worker and 1 full-time SPED administrator.

The Board of Democracy Prep III, as Democracy Prep Public Schools’ third middle school in New York City, will overlap with other Democracy Prep Boards. DPPS is currently applying to the State Education Department for a waiver to the 40% overlap restriction, following the effective practice of other high-performing charter schools. If this waiver is granted, the Board of Democracy Prep III will be the Democracy Prep Charter School Board of Trustees, as it is constituted at the time of waiver approval. This Board has 6 members, with expertise in financial management, real estate, community affairs, and law.

¹ Our approach to building democratic infrastructure is similar to that outlined by Robert Putnam in “Bowling Alone.” We have identified Social and Civic capital as two quantifiable and demonstrable ways to measure the effect we have on our community.

II. STUDENT POPULATION

A. Student Enrollment

Anticipated Enrollment Table

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1st					
2nd					
3rd					
4th					
5th					
6th	125	125	125	125	125
7th	110	110	110	110	110
8th	104	104	104	104	104
9th					
10th					
11th					
12th					
Ungraded					

B. Target Population

DPPS is committed to explicit and intentional recruitment of special education, English language learners, and hard to reach students. DPPS expects that Democracy Prep III’s student population will be very similar to its other middle schools in Harlem: ~100% Black and Latino, ~80% FRPL, ~15% SPED.

At Democracy Prep Charter School, more than 80% are eligible for free or reduced lunch and 100% are African-American or Latino.² At least 5% of all DPCS scholars are registered in the NYC homeless system, the highest of any charter in NYC.³ Because of DPCS’ unique focus on special education, at least 23% enter the school with identified special needs each year and 12% enter as English Language learners (ELL), levels that exceed the sending district every year.⁴

Academic achievement of entering students matches challenges these students face. When students enter DPCS in 6th grade they are on average at a 3rd grade level in ELA and math⁵. New DPCS students test below the average for 6th graders in CSD5.⁶ Fully 91% of Democracy Prep’s sixth graders entered below grade level as assessed by the Stanford 10.⁷

Approach to Special Education

Democracy Prep will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential and prepares all of them for success in the college of their choice and active citizenship. Our approach and design emulate high-performing urban schools

² As reported by NYC-DOE’s ATS & ARIS system.

³ As reported by NYC-DOE’s ARIS system.

⁴ As reported by NYC-DOE’s ATS & ARIS system.

⁵ As reported by NYC-DOE’s ATS & ARIS system.

⁶ District Performance Reports on State ELA/Math. Accessible: <http://schools.nyc.gov/Accountability/default.htm>

⁷ The Stanford 10 (SAT10) is a nationally-normed assessment intended to inform classroom instruction by helping teachers to know a students’ level of achievement.

servicing similar students with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure.

The guiding philosophy at Democracy Prep is to minimize the impact of a student’s disability while maximizing his or her access to support services and the college-preparatory general curriculum. We embrace the approach of Dr. Thomas Hehir with respect to “Universal Design” and “Eliminating Ableism in Education.”⁸ Dr. Hehir is an Advisor to Democracy Prep, director of the School Leadership Program at the Harvard Graduate School of Education and a former special education teacher and administrator and director of the Office of Special Education Programs (OSEP) at the Department of Education. Democracy Prep believes that students with disabilities fall along a wide continuum of difference in learners, but they are not a discrete category when it comes to instructional methodology. This means that adjustments will occur for all students, not just those with disabilities.

Systems to Ensure that All Students Meet Academic Performance Standards

We anticipate that 23% of our students will have Individualized Education Plans (IEPs), 6% of our students will be classified English Language Learners (ELL), and that our students will be, on average, two-grade levels behind when they enter sixth grade.⁹ Therefore, the entire school incorporates supports for students struggling academically, not just those with disabilities. The educational program at Democracy Prep will avoid remediation “pull-out” from core courses whenever possible, limiting its use to connections courses and extracurricular activities from 3:00-5:15 pm each day. We will use a curriculum that meets each student where he or she is and, using extra time and supports, accelerate students academically to master the 28 New York State Learning Standards at a faster rate than in traditional schools.¹⁰

Students will have more than three hours of Literacy each day Monday through Thursday, two hours each on Friday, as well as additional time on Saturdays. Our Literacy program focuses on phonics from the start, providing services for students who struggle with decoding or fluency with a program such as Wilson Reading. Blocks of time will be set aside for tutoring or for provision of special education services without requiring pull-outs from core subjects.

In order to ensure that all students meet academic performance goals as outlined in their IEPs, Democracy Prep makes a clear distinction between modifications to curricular content and accommodations available to students that do not lower academic expectations. We will seek to *modify* curriculum as *infrequently* as possible, yet we will provide *accommodations* as *frequently* as necessary to help students progress as guided by students’ IEPs and their individual needs.¹¹

Universal Design

Democracy Prep believes that a universally designed curriculum is the most efficient and effective way to provide access for a broad range of diverse student disabilities and needs.¹² This approach guides the full inclusion of students with disabilities, from the facilities, to the differentiated curriculum,

⁸ Hehir, Thomas. “Eliminating Ableism in Education” Harvard Educational Review. Volume 72. Number 1 Spring 2002. Ableism refers to discrimination based on disability.

⁹ This assumption is based on the averages for CSD 5 and will serve as a baseline. Our intent is to serve at least the same or greater numbers of ELL and special education students than the district as a whole and our outreach will reflect this goal.

¹⁰ Material culled from <http://www.cast.org/udl/index.cfm?i=7> on October 2nd, 2004.

¹¹ Hehir, Tom. “Implementing Inclusive Education.” Harvard Graduate School of Education. Spring 2002.

¹² Orkwis, Raymond. “Curriculum Access and Universal Design for Learning.” ERIC Clearinghouse on Disabilities and Gifted Education. ERIC/OSEP Digest #E586. The Council for Exceptional Children. December 1999.

to the routines and rituals of daily life. This approach is proven to help students with disabilities and their non-disabled peers to achieve greater academic success.¹³ Specifically, this approach will include a design of materials and activities that are attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand, organize, engage, and remember. We will implement the three universal design principles for learning as formulated by the Center for Applied Special Technology:¹⁴

- The curriculum provides multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or auditory information, or for those who need differing levels of complexity.
- The curriculum provides multiple means of expression to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.
- The curriculum provides multiple means of engagement. Students' interests in learning are matched with the mode of presentation and their preferred means of expression. Students are more motivated when they are engaged with what they are learning.

Service Provision and Staffing

In order to provide all IEP and Section 504 (Rehabilitation Act) services, we have designed a model that is flexible and fully compliant with applicable laws. In Year One, Democracy Prep III will have a full-time Special Education Coordinator. We will also have at least one full time teacher certified in special education for students with mild and moderate special needs. These individuals will be responsible for implementing classroom-based IEP services and ensuring access to the general curriculum for all students on IEPs.¹⁵ The certified special education teacher will focus on providing classroom-based inclusion services and pull-out services when required by an IEP. The administrator certified in Special Education will work directly with the Committee on Special Education and also serve as the Section 504 Officer. If, through the lottery process, a student is admitted who has profound or severe disabilities, Democracy Prep will ensure that the student has the appropriately certified aides and teachers working with him or her to provide necessary services.

Democracy Prep plans to contract with the District or a qualified outside service provider, such as Interactive Therapies Group, to provide on-site pull-out special education services including Occupational Therapy (OT), Physical Therapy (PT), Speech Therapy (ST), Counseling, Social Work and any other services specifically indicated in our students' IEPs that are not able to be managed by our in-house staff.¹⁶ All special education services will be provided by appropriately trained, certified, and licensed providers accountable to the Campus Director.

When a student arrives at Democracy Prep with either an IEP or a 504 plan, the special education coordinator will be immediately responsible for ensuring that the services indicated in the plan will be available. For certain services, this may entail the scheduling of an outside provider such as the InterActive Therapies group. All of the student's general education teachers will be provided with the relevant sections of the IEP (accommodations, modifications, goals, etc.) and they will work with the

¹³ Hehir, Tom. *Seminar with Building Excellent Schools Fellows*. 9/28/04. Boston, Massachusetts.

¹⁴ Information gathered from <http://www.cast.org/udl/> on October 2, 2004.

¹⁵ Whenever possible, Democracy Prep will seek to hire excellent teachers who hold dual certification in a subject as well as in special education.

¹⁶ ITG has come highly recommended by successful charter school leaders. For example, Kristin Kearns Jordan, Director of Bronx Prep, believes that ITG provides legally compliant, high quality services, which fit with her school culture and high academic standards for all students.

special education teacher to ensure appropriate compliance with the plan. Training and professional development will be provided by the Special Education Coordinator as well as outside consultants when necessary to support full implementation of the IEP or 504 and to help ensure academic success, college preparation and civic engagement of all students.

Re-Evaluation and Revision of existing IEPs

Each student with an IEP or 504 plan will be monitored by a special education teacher to ensure compliance with their IEP. A second monitoring feature of the Democracy Prep model is that an Advisor will check in regularly with the students' classroom teachers to ensure that they are making effective progress in all subjects, and if not, why not. As students progress at Democracy Prep we will review their Plan annually and if there is a need for a change to the IEP, the Special Education Coordinator will contact the CSE to re-evaluate the student and consider revising the IEP as needed. We will also work closely with the CSE to ensure that Democracy Prep staff members are present at all annual review meetings and that all three-year re-evaluations are completed in a timely manner.

Identification of Students with Disabilities and Child Find Provisions of IDEA

The robust evaluation and assessment system at Democracy Prep III will ensure that all students who enter the school will be routinely monitored to ensure that they are making effective academic progress. This tracking of student performance will begin prior to the first day of Preparation Academy in the summer before sixth grade. Students admitted through the lottery process will be required to take a nationally-normed standardized test such as the MAP as well as a battery of internally designed criterion-referenced comprehensive exams for each of the core subjects. The results of these exams will be used to determine which students are in immediate need of remediation during the summer school program. Students with particularly low scores will be monitored closely by their Advisors and be provided with support and accommodations as needed.

Beginning in the first weeks of the summer school program, those students who are not demonstrating effective academic progress given their abilities will be brought to the attention of the grade level team. The first step in this Pre-Referral involves a process called a Teacher Assistance Team (TAT) and is focused on the teacher and his or her methods. The grade level team, principal, and lead teachers will provide the teacher with a specific set of approaches and strategies that may help the student make more significant academic gains. These strategies will have a one-to-two week time frame before the teacher will be asked to report back on the student's progress. If the TAT methods have been successful, the special education Coordinator will continue to monitor the teacher's use of the new approaches.

If a student continues to demonstrate a lack of effective progress or he or she is suspected of having an undiagnosed disability after the TAT recommendations have been appropriately implemented, the teacher will again bring the student's case to the weekly grade-level team meeting. At this second step in the pre-referral process, the Child Study Team (CST) will convene. The family will be involved and the classroom teachers will be asked to implement specific accommodations (without curricular modifications) that may help the student better access the curriculum. These may include further adapted materials, assistive technology, graphic organizers, or other accommodations that have not yet been made available to the student. If, after two additional weeks, these accommodations have proven successful, they will be provided until it is determined by the grade level team that they are no longer needed.

If, after two weeks, the TAT recommendations and the specific CST accommodations have been implemented without an improvement in the student's academic progress, the family will be called in to school to further discuss the situation and the next steps. If no further immediate classroom accommodations are generated at that meeting, with parental consent and procedural safeguards in

place, the special education administrator will issue a request in writing to the chairperson of the district CSE to begin the process for an initial evaluation to determine if the student is eligible to receive special education and/or related services. A copy of this request along with the procedural safeguards notice described in 34 CFR 300.504 (Parents Rights Brochure) will be sent to the student’s family. This request will:

- 1) Provide the reasons for the referral including any applicable test results, reports, or records.
- 2) Outline the interventions taken prior to referral as a result of the TAT and the CST.
- 3) Describe the family participation throughout the pre-referral process.
- 4) Provide relevant documentation generated during the pre-referral process.

Under IDEA and the implementing federal regulations, 34 CFR § 300, coupled with § 2853(4)(a) and § 2856(1) of the Education Law, Democracy Prep will continue to provide appropriate accommodations to the student while they continue through the CSE initial evaluation process.¹⁷ When the CSE convenes an IEP team to review the findings of their psychological, educational, and other testing, the Democracy Prep Special Education Coordinator and/or the special education teacher will attend the meeting as well as a general educator from the school.

Confidentiality of Student Records and Professional Development

Democracy Prep will comply with the Family Educational Records Privacy Act regarding confidential student records. Our procedures will maintain confidentiality of records with restricted access to authorized personnel who have a specific “need to know.” An access log will be maintained to track the movement and use of confidential records. Staff will be trained in policies and procedures in special education service provision as well as records maintenance, family rights, and disciplinary expectations for students with disabilities.

Assessment and Reporting of Special Education Information

All students with IEPs at Democracy Prep will take the same city, state, and internal assessments as their non-disabled peers. Students with IEPs or 504s will receive the appropriate accommodations as identified in their plans and parents will receive reports on their student’s progress at least as often as non-disabled students.¹⁸ Parents will receive three IEP progress reports each year in addition to report cards, progress reports, citizen-cash paychecks and personal contact from Advisors.

As required by 34 CFR 300.750, Democracy Prep will provide an annual report to the State Department of Education including:

- The number of students with IEPs and 504 plans
- The specific nature of each student’s disability
- Each student’s placement and educational setting¹⁹

In further compliance with this section, Democracy Prep will submit the following reports:

		On or about:
PD-1C	<i>Counts of Students with Disabilities</i>	Dec. 1
PD-4C	<i>Students in School-Based Program and Separate Settings</i>	Feb. 1
PD-5C	<i>Students Exiting Special Education</i>	mid-Jul
PD-6	<i>Special Education Personnel</i>	Feb. 1
PD-8	<i>Students with Disabilities Suspended for Disciplinary Reasons</i>	mid-Jul

¹⁷ <http://www.ideapractices.org/law/index.php>. October 2, 2004

¹⁸ <http://www.ideapractices.org/law/index.php>. October 2, 2004

¹⁹ <http://www.ideapractices.org/law/index.php>. October 2, 2004

SEDCAR-1 *ASEP Request for IDEA Sub-Allocation (if also required)*²⁰

Furthermore, we will comply with 8 NYCRR 119.3 which outlines requirements for the “Charter School Report Card” including information pertaining to students with disabilities. Please see Attachment 5 for Additional Special Education Assurances and the Systems Flowchart.

Compliance with Federal Law

Democracy Prep is committed to providing a free and appropriate education (FAPE) to all students in the least restrictive environment (LRE) such that they can access the general curriculum. In so doing, we will comply with federal laws and regulations pertaining to students who have been identified as having a disability as well as those suspected of having a disability.²¹ This includes, but is not limited to:

- Section 504 of the Vocational Rehabilitation Act of 1973, 29 U.S. Code §794
- The Education for All Handicapped Children Act of 1975, PL 92-142
- The Americans with Disabilities Act of 1990 (ADA), 42 U.S. Code §12101. et seq.
- The Family Educational Rights Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA) 20 US Code., §1400, et seq. and the 1997 IDEA Amendments (§614(d)(3)) PL 105-17 including:
 - Child Find Provision - CFR 34 § 300.220
 - Referral & Prior notice - 34 CFR § 300.504
 - Informed Consent - 34 CFR § 300.500
 - Evaluation - 34 CFR § 300.532
 - Least Restrictive Environment PL 94-142²²

Approach to English Language Learners

Democracy Prep’s mission is to prepare all students to graduate with the essential knowledge, skills, and character to succeed in college and citizenship. A prerequisite to achieving this mission is that every Democracy Prep student must become a literate and fluent reader, writer, and speaker of Standard English as quickly as possible. As such, it is one of our chief aims to work with identified ELL students in an inclusive structured English immersion (SEI) program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. This SEI model does not segregate ELLs from their English speaking peers and SEI students have “consistently scored higher than those enrolled in traditional bilingual programs” in large scale studies in California, Arizona, and Massachusetts.²³ SEI has demonstrated success at Democracy Prep Charter School, and at other New York high-performing charter schools like KIPP Infinity and Bronx Prep.

At Democracy Prep III, all students will have equal access to all programs and services including: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including music, art, vocational, and technology programs; and all after school programs including athletics. Students will maintain and enhance their native language skills through enrichment

²⁰ <http://www.ideapractices.org/law/index.php>. October 2, 2004

²¹ Osgood Smith, Judith and Robert J. Colon. “Legal Responsibilities Toward Students with Disabilities: What every Administrator Should Know.” Bulletin. January 1998.

²² <http://www.ideapractices.org/law/index.php>. October 2, 2004.

²³ Arizona Department of Education, July 2004. “The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison” found at http://www.public.asu.edu/~macswan/ade/ade_document.pdf.

and World Language class. During Drop Everything And Read (DEAR) time, ELL students will have access to a computer-based English Language acquisition program such as *Rosetta Stone*.

ELL Identification

Democracy Prep III will identify students as ELL using the *Home Language Questionnaire* (HLQ). We will provide the HLQ to the parent or guardian in a language and format the parent or guardian best understands. After the lottery, families will be asked questions including:

- What language(s) is/are spoken in the student’s home or residence?
- What language(s) is/are spoken most of the time to the student, in the home or in the residence?
- What language(s) does the student understand?
- What language(s) does the student speak?
- What language(s) does the student read?
- What language(s) does the student write?
- In your opinion, how well does the student understand, speak, read, and write English?

If the answers to any of these questions are other than English, as appropriate, an oral interview will take place to provide sufficient feedback to make a reasonable assessment of the student’s oral proficiency in English. Once the preliminary screening is complete, if the results show that the student speaks a language other than English and speaks little to no English, we will conduct a thorough assessment of the student’s English proficiency using the Language Assessment Battery-Revised (LAB-R). The LAB-R exam battery will be administered to screen students for ELL status eligibility based on whether their score is low enough to qualify students for the appropriate SEI services. ELL students will also be assessed in reading and math in his or her native language to help identify their academic level, separate from their ELL status.

Frequent communication with families is an integral part of Democracy Prep through both faculty members and Advisors. For families whose English proficiency is limited, Democracy Prep III will make all reasonable attempts to provide written notices in their native language and/or an interpreter to help foster honest and effective communication with the families of our ELL students.

The ELL Program Model

Our SEI program will comply with all applicable laws and legal precedents specifically related to ELLs including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and *Castaneda v. Pickard* (1981).²⁴ ELLs will be included in every aspect of the educational program at Democracy Prep and valued as members of our community. ELLs will never be provided with curriculum materials of a lower standard, or denied access to curricular or extracurricular activities because of their lack of English proficiency.

Professional Development

In order to ensure that our ELL students master English as quickly as possible, we will provide trained staff, specialized curricular materials, extra time, tutoring, and in-class services for students in need of supplementary support. All teachers at Democracy Prep will receive professional development training and practice in communicating with ELL students, understanding cultural heritage, and applying instructional methodology appropriate for learners of a second language. They will be provided with

²⁴ Rosalie P. Porter. “Accountability Is Overdue: Testing the Achievement of LEP Students.” *Applied Measurement in Education*, 404.

tools to help detect and remedy specific English language deficiencies as well as the ability to identify students in need of additional support. Teachers will be trained in the use of graphic organizers, scaffolding, and backwards planning for all students with a particular emphasis on those who are designated as ELL. We also anticipate having an English as a Second Language certified teacher available for consultation and at least one Spanish speaking teacher as a member of the staff to help communicate with students and their families.²⁵

Evaluation of the ELL program

The body of research over the past ten years around the effectiveness of Structured English Immersion has grown increasingly clear that it is the most effective strategy for educating English Language Learners, especially compared to traditional bilingual education.²⁶ The SEI program at Democracy Prep will be evaluated using a wide variety of value-added, longitudinal, criterion-referenced, norm-referenced, and authentic tests of ELLs individually and in the aggregate. Some of the specific methods used to determine the effectiveness of the program will be those in our goals section above as well as additional measures unique to ELLs. Each year ELL students will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine the new level of English Proficiency and whether they should exit the SEI program. We will evaluate how long it takes the average student to transfer out of ELL status, how fast they progress through electronic evaluations (e.g. Rosetta Stone), and how well they do academically while in the SEI program. Using these indicators, the ELL program of Structured English Immersion at Democracy Prep will be evaluated annually and modified accordingly.

Additional Assurances

Democracy Prep Public Schools also assures that:

- ELL students will not be excluded from curricular and extracurricular activities based on their inability to speak, read, or write English.
- ELL services are completely distinct from Special Education services and no child will be assigned to Special Education simply because of their ELL status.
- Students who qualify for both ELL and Special Education will receive the full benefit of both individually tailored programs.
- Families whose English proficiency is limited will be provided with notices, phone contact, and other information from the school in their native language.

Frequent evaluations will ensure that teachers and families know exactly where each student stands in relation to our rigorous standards and what each student needs to do to make progress. They ensure that group instruction, lesson planning, and student support can be adjusted in direct response to their results. The Democracy Prep III faculty will work together for three weeks, prior to the opening of the

²⁵ Sources including, *Teaching of Language Arts to Limited English Proficient/ English Language Learners: A Resource Guide for all Teachers, Guidelines for Programs for Limited English Proficient Students: Bilingual Education/English as a Second Language* Commissioner’s Regulations (NYCRR Part 117 and Part 154); *Regents Strategy for Raising Standards for Students with Limited English Proficiency*; *Twelve Action Steps to Assist LEP Students To Meet the English Language Arts Standards*; and *Seven Essential Elements for Effective Programs for LEP Students* will be used to create & evaluate our SEI program for English Language Learners.

²⁶Arizona Department of Education, July 2004 “The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison” found at http://www.public.asu.edu/~macswan/ade/ade_document.pdf

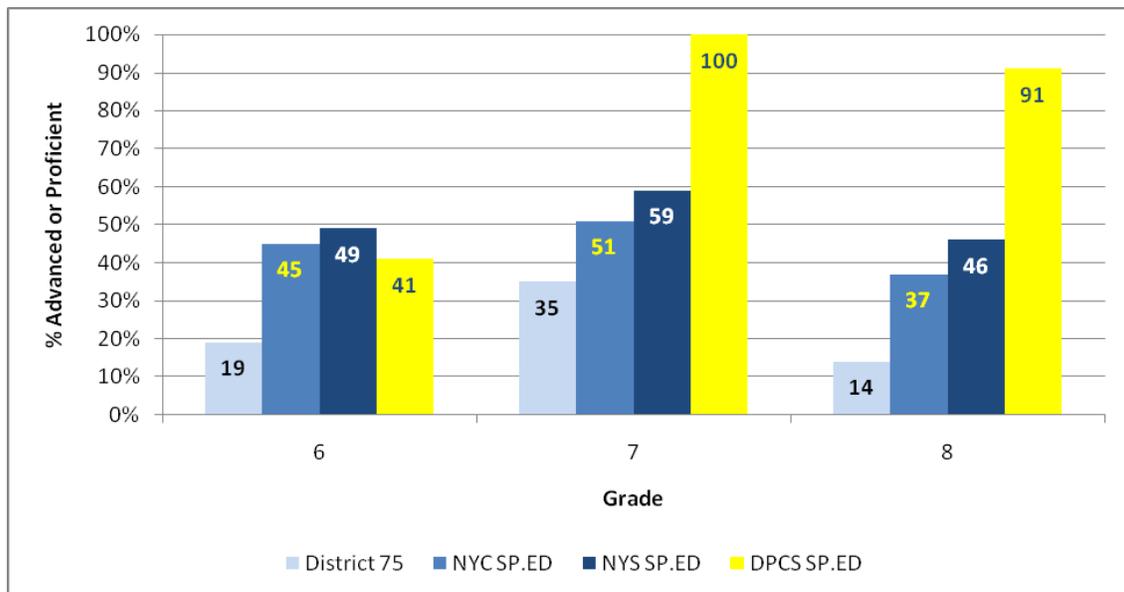
summer Preparation Academy, to revise and practice lesson plans, modify curriculum for ELL and Special Education students, and design a fully integrated assessment system. English Language Learners will have multiple supports, and students with special education services will have all necessary accommodations and modifications of curriculum to ensure their ability to meet the high expectations of all students at Democracy Prep.

Past Success of the Immersion Program for SPED Students

Despite these challenges, Democracy Prep’s special education students do exceptionally well on state assessments.

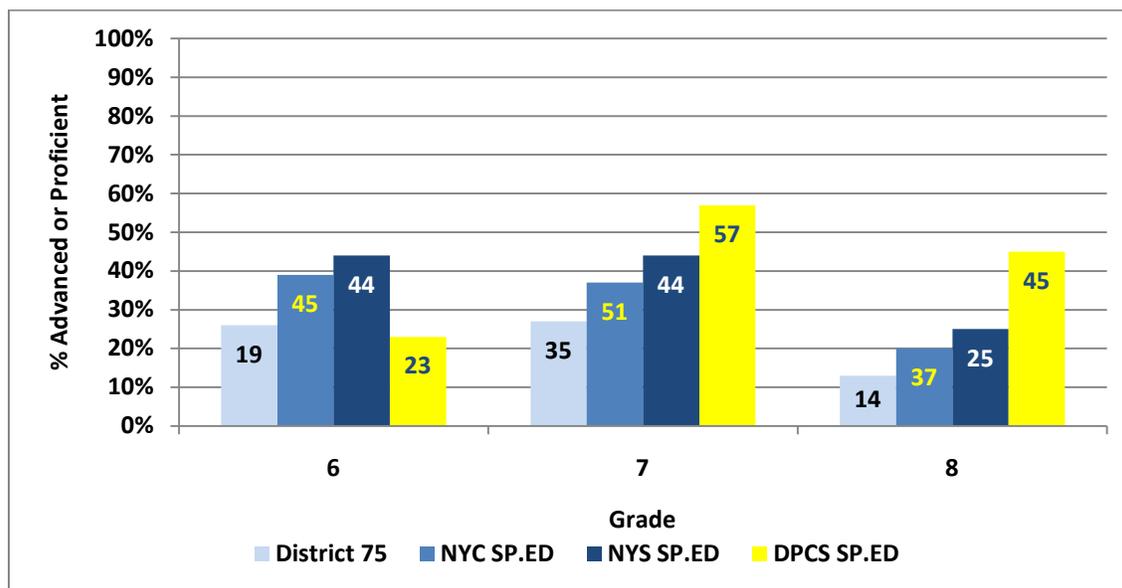
In 2006, when DPCS opened, only 13% of CSD 5 students had special education classification. In 2009, that percentage has risen considerably, to 23%. DPCS stayed ahead of the city average on this measurement, and in its 2006 cohort, 21% of students had special education status. DPCS continues to enroll 23-25% special education students yearly, and they have performed exceptionally well. As Figures 1 and 2 indicate, they not only outperform special education students citywide and in District 75, but they have some of the city’s highest ELA and math scores generally. Though they score below the city average for special education students in Year 1, they outscore that average by more than 50% in math and 25% in ELA by 8th grade. Given that CSD 5 has an increasingly large SPED population, these numbers are especially significant, as they indicate that DPPS would be able to serve those students particularly well. It is because of this outstanding performance that DPCS’ schoolwide average for special education students is about 15%—many that enrolled with IEPs no longer need them after a year or two at a DPPS school.

Figure 1: 2009 State Math Exam Grades 6-8: Special Education Students²⁷



²⁷ NYC-DOE State ELA and Math Test Results. Accessible: <http://schools.nyc.gov/Accountability/resources/testing/default.htm>

Figure 2: 2009 State ELA Exam Grades 6-8: Special Education Students²⁸



Recruitment and Enrollment Plan

Democracy Prep III will open with the *intent* of recruiting and serving an equal or higher proportion of students with disabilities than the surrounding district. We will make a specific effort to recruit into the lottery applicant pool approximately 23% of students who have disabilities. However, due to the random nature of the lottery-based admission process, we do not know exactly how many students will require special education services. Moreover, we do not know the exact types of accommodations and modifications under their IEPs or 504 plans that we will need to provide. We will serve all students qualified to attend public school in New York State admitted through the lottery process including those with disabilities, regardless of the type or severity of their disability.

The district’s CSE will be responsible for initial evaluations, reevaluations, and exit determination and they will design, review, and revise all IEPs with participation on the IEP Team from Democracy Prep faculty members and the Student Support Coordinator. Our special education service provision will require close collaboration with the CSE to ensure that all students’ IEP needs are met within the Democracy Prep program.

Students will be extensively recruited from throughout Upper Manhattan. DPPS will mail applications to every 5th grade family in both districts, recruit through elementary guidance counselors and SPED administrators and present at all community board meetings, tenant meetings, and education forums. This strategy has been instrumental in recruiting the large population of challenging students that attend DPCS.

Furthermore, in its extensive publicity surrounding its yearly admissions lotteries, DPPS highlights its special education services. DPPS’ NY 2010 Lottery Celebration (for spots at Democracy Prep Charter School and Democracy Prep Harlem) was covered by several news channels including CNN where we emphasized our commitment to serving special education students. As it builds and grows Democracy Prep III, DPPS will continue to aggressively publicize its lotteries and school openings.

²⁸ NYC-DOE State ELA and Math Test Results. Accessible: <http://schools.nyc.gov/Accountability/resources/testing/default.htm>

Democracy Prep III will give admissions preference—as indicated by law—to students living within its Community School District, and to siblings of students in other Democracy Prep schools.

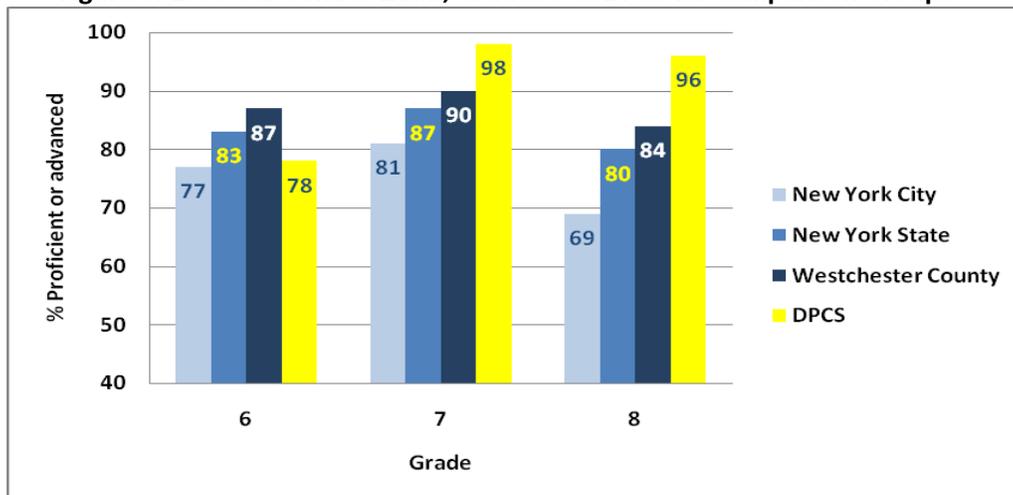
III. SCHOOL DESIGN

The design of Democracy Prep III, as discussed above, will follow the same core model of all DPPS schools, and will most closely mirror Democracy Prep Charter School, DPPS’ fully grown middle school, ranked the highest in Harlem on the NYC Chancellor’s Progress Report in 2009. DPPS here presents historical evidence about DPCS to show that the proposed design of Democracy Prep III has led to the desired outcomes.

A. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics;

DPCS students significantly outperform the standard achievement effect²⁹ for New York City charters, estimated by economist Caroline Hoxby, literally reversing the “Harlem-Scarsdale Achievement Gap” in math and nearly closing it in ELA.³⁰ Figures 3 and 4 show how DPCS students improve at a greater rate relative to their wealthier counterparts across the city and state.

Figure 3: 2009 State Math Exam, Grades 6-8: DPCS vs. Comparison Groups³¹



²⁹ Hoxby estimated the effect of the *average* New York City charter school to be 0.09 standard deviations in math and 0.06 standard deviations in ELA per year. These effects were statistically significant at the 1% level (p-value < .01) making us 99% certain they are greater than zero. Hoxby et al, “How New York City’s Charter Schools Affect Student Achievement.” September, 2009. Accessible: http://www.nber.org/~schools/charterschoolseval/how_NYC_charter_schools_affect_achievement_sept200.pdf

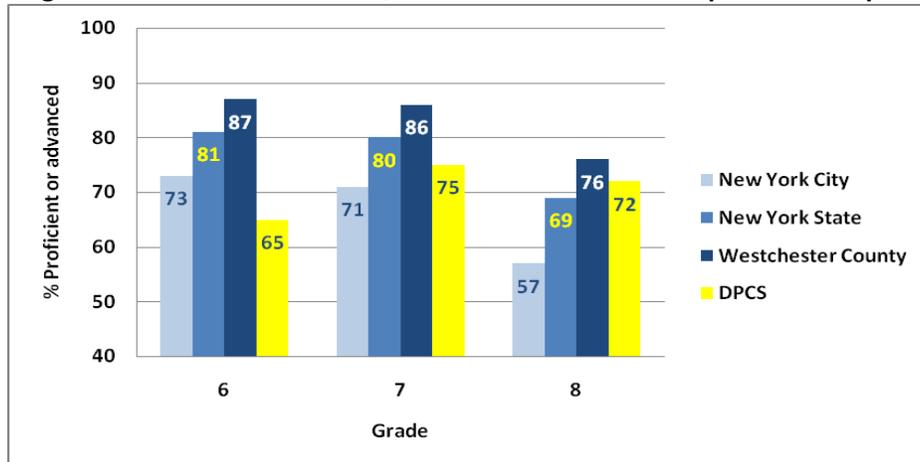
³⁰ Hoxby et al, 2009.

³¹ NYC-DOE State ELA and Math Test Results. Accessible: <http://schools.nyc.gov/Accountability/resources/testing/default.htm>

While Hoxby found that NYC charters would close most of the “Harlem-Scarsdale” gap over eight years, after just one year at DPCS, 7th graders outscore their counterparts in Westchester County by almost 10% on the NYS Math Exam.³² They also outscore New York City and State averages by wide margins.

In ELA, DPCS students close the gap with every comparison group, eventually surpassing the state average and limiting the differential with wealthy white Westchester County to four points. The trends are also clear that DPCS students are improving over time, while city, state, and even Westchester students lose ground every year they remain in traditional public schools.

Figure 4: 2009 State ELA Exam, Grades 6-8: DPCS vs. Comparison Groups³³

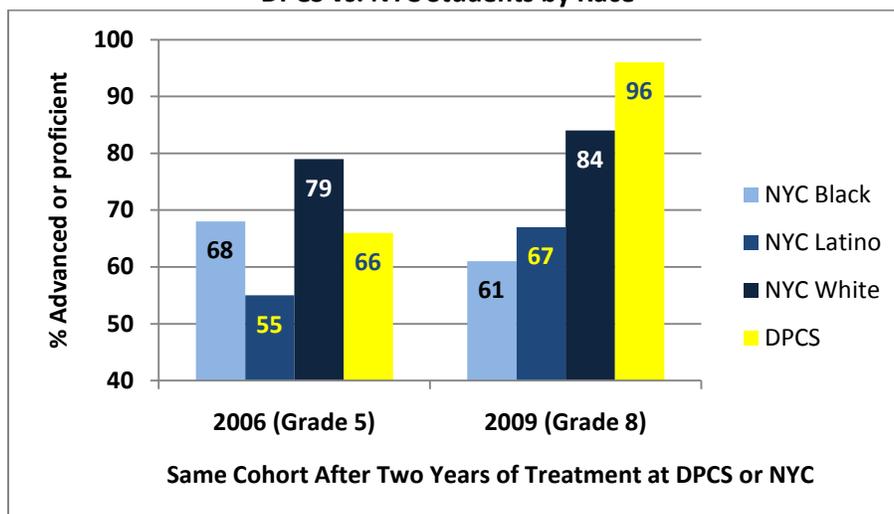


DPCS has also reversed the racial achievement gap in math. Figure 5 compares DPCS students (who are 100% black and Latino) to black, Latino and white students citywide.

³² 98% of DPCS students were proficient compared to 90% of Westchester County. NYC-DOE State ELA and Math Test Results.

³³ NYC-DOE State ELA and Math Test Results. Accessible: <http://schools.nyc.gov/Accountability/resources/testing/default.htm>

**Figure 5: 2006 and 2009 State Math Exam: Same Cohort Analysis
DPCS vs. NYC Students by Race³⁴**



Prior to enrolling at DPCS, these fifth graders scored 2% below the city-wide average for black students.³⁵ By eighth grade, the same cohort of black and Latino students, after just three years at DPCS, outperforms the citywide average for black students by 35%, the citywide average for Latino students by 29%, and the citywide average for white students by 12%.³⁶ A study by Dr. Roland Fryer of Harvard University’s Education Innovation Laboratory found similar results within DPCS, concluding “The effect of attending DPCS does not appear to systematically vary by gender or ethnicity, but students with lower fifth grade tests scores do seem to gain slightly more in both math and ELA than students with higher fifth grade test scores.”³⁷ Again, this demonstrates that the DPCS model is effective for all sub-groups, and most effective for those students furthest behind.

B. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level);

DPPS plans for Democracy Prep III to serve middle school students from grades 6 through 8. Students that complete the 8th grade at Democracy Prep middle schools may be offered seats at a Democracy Prep High School, such as Democracy Prep Charter School.

C. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable);

³⁴ NYC DOE State ELA and Math Test Results. Accessible: <http://schools.nyc.gov/Accountability/resources/testing/default.htm>

³⁵ 68% of Black students citywide were proficient or advanced compared to 66% of DPCS students who were advanced or proficient. NYC-DOE State ELA and Math Test Results. Accessible: <http://schools.nyc.gov/Accountability/resources/testing/default.htm>

³⁶ 96% of DPCS students were proficient compared to 61% of Black students and 84% of white students. NYC-DOE State ELA and Math Test Results.

³⁷ Roland Fryer and Will Dobbie, “A Quasi-Experimental Evaluation of Democracy Prep Charter School,” April 2010.

By improving achievement of students from up to several grades behind 6th grade level to at or beyond grade level by grade 8, Democracy Prep III will be preparing its students to graduate high school and succeed in college. Our college-prep middle school program provides for three hours of literacy, two hours of math, an hour of social studies/global literacy, an hour of science, and an hour of Art, Physical Education, Music or Theater for all middle school students each day. Additionally, all students will receive a full year of high school algebra, earth science, English, and social studies in the eighth grade.

Democracy Prep’s mission seeks to leverage academic excellence in our middle schools to accomplish two specific goals for all students in our Upper School: 1) preparation for success in college and 2) active democratic citizenship.³⁸

- 1) *Preparation for college success.* DPPS will measure our progress based on academic metrics, earned visits to colleges, and a College Preparation Portfolio (CPP) required for promotion to the 8th grade. The CPP³⁹ may include a transcript, a complete college application with essays, interviews, extra-curricular activities, recommendations, and an academic honors thesis, as well as demonstration of mastery in all areas of the Democracy Prep curriculum.
- 2) *Preparation for civic success.* Through required public service, summer internships, and other civic activities, our students will apply the knowledge, skills and character they have developed to help change the world. Our students will be poised public speakers, dynamic debaters, skilled negotiators of conflicting information, engaged community members, critical thinkers, and confident leaders. The measurement of civic goals includes 100% participation in community service and interscholastic speech and debate.

D. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;

We will employ a robust assessment system that does not rely on any one measure in isolation; instead, we will rely on four types of measures in concert: *criterion-referenced*, such as the NY State, Regents, SATII, and AP exams; *value-added and norm-referenced*, such as the Measure of Academic Progress (MAP); and *internally developed/externally validated*, such as measures such as weekly quizzes, biweekly tests, six week assessments, and comps that are aligned to state assessments. Each measure is essential to the effectiveness of our overall system to help determine student curricular mastery, areas for extra support, progress of cohorts over time, and effectiveness of individual teachers.

E. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness;

DPPS believes that real time student data is essential to informing instruction to reach every student. Teachers at Democracy Prep III will utilize the exit ticket, a short series of questions about the subsequent lesson that students must answer in order to transition to their next class, to assess, at the end of each lesson, what is working and what is not on the individual student level. DPPS staff is currently engaged in digitizing the exit ticket system to enable teachers to enter this data on their smart phones and allow them as well as instructional leaders to access and adjust instruction based on this data on a faster turnaround than was ever possible before.

³⁸ Both mission related goals are long-term and ambitious in nature. We will evaluate them by keeping close contact with our alumni.

³⁹ The term “College Preparation Portfolio” was coined by Scott McCue, founder of Boston Prep Charter School.

F. Partner with low-performing, local public schools to share best practices;

To design Democracy Prep III, we have borrowed successful practices from schools around the country to guide our design process in all areas including academic curriculum, instruction, culture, routines, hiring, physical space, civic education, and character education among others. We believe strongly in the importance of school visits, and have built at least four school visits to successful urban schools into the annual professional development schedule for all Democracy Prep staff members.

It is for this reason that DPPS has an open door policy and invites everyone, including representatives from traditional public schools down the hall or across the street, to visit and tour the school to learn about the best practices we implement every day. DPPS is participating in the study entitled “A Vaccine for Public Education” by Dr. Roland Fryer at Harvard University’s EdLabs, which aims to be a qualitative as well as quantitative follow up to the landmark Hoxby study and discover the exact practices that lead to the success found at many public charter schools across the city to inform implementation of those practices at traditional public schools.

G. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques;

DPPS is supported by a highly-qualified team of operations specialists with extensive experience in building new organizations, strategic planning, and instructional leadership. Together, DPPS CMO staff has several decades of instructional and organizational experience in the charter sector and beyond. Key CMO staff currently includes, but is not limited to: Seth Andrew, Founder and Superintendent; Katie Duffy, Chief of Staff; Jaime White, Director of Curriculum and Instruction; Andrew Epstein, Director of Finance; Gabriel Nadel, Director of Data and Technology; Jonathan Howard, Director of Recruitment; Linda Easton, Director of Human Resources, and Chiv Heng, Director of Rhode Island Operations. Additional support staff will provide administrative assistance to the directors either individually or as a whole. Members of the team have successfully overcome start-up challenges for the three new DPPS schools that have been opened over the past year spanning two states.

DPPS also expects to continue to receive additional start-up funds from external sources. Start-up funds are available from the Federal Charter Schools Program, the Walton Family Foundation, and the Charles Hayden Foundation (see attached letters of support). DPPS will also actively pursue matching fund prospects through the Charter School Growth Fund, New Profit, and New Schools Venture Fund.

H. Demonstrate the support of the school district and the intent to establish an ongoing relationship with such district; and

DPPS has an ongoing relationship with the New York City Department of Education (NYC-DOE), which has up to this point authorized both DPPS schools in New York State: Democracy Prep Charter School and Democracy Prep Harlem. NYC-DOE will be formally submitting this prospectus on our behalf.

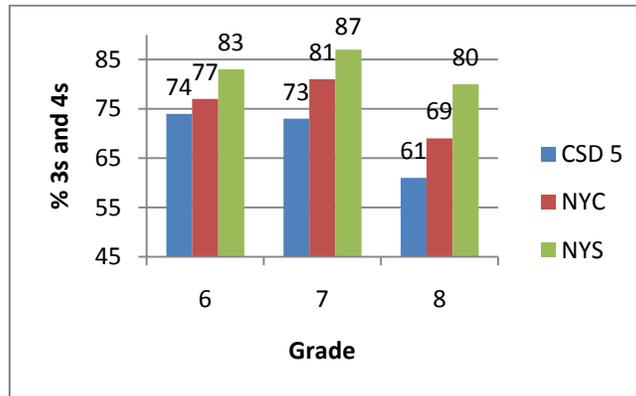
I. Provide access to viable education alternatives to students in regions where there are a lack of alternatives.

Harlem is one of the most diverse and culturally rich communities in the world. Composed of extraordinary artistic, architectural, historic, and cultural resources, Harlem is a wonderful place to live. Unfortunately, most of the schools in our community are not wonderful places to learn.

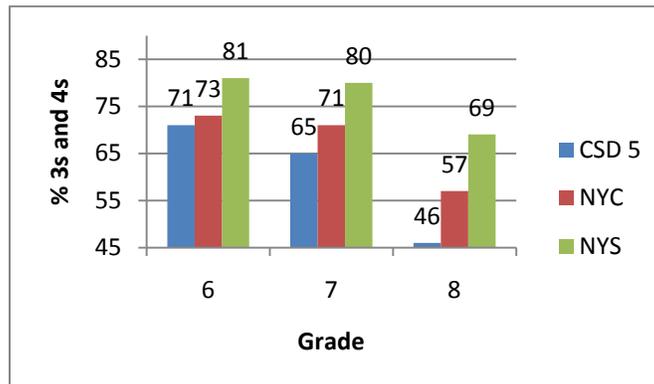
Community School District Five (CSD 5), part of Region 10 in Upper Manhattan, is comprised of 21 traditional public schools. CSD 5 is the lowest performing in Manhattan and one of the lowest

performing districts in the entire City of New York. Of the 6,560 students in grades 3 through 8 who took the 2009 City and State English language arts tests, 3,877 (59%) *were not proficient and not on grade level*.⁴⁰

Figures 6: 2009 NYS Math Exam: CSD 5 vs. Comparison Groups



Figures 7: 2009 NYS ELA Exam: CSD 5 vs. Comparison Groups



Students attending these traditional public schools are predominantly African American and Latino. In 2009, 60% of students tested were identified as Black, 37% Hispanic, and 3% White, Asian, American Indian, and other.⁴¹ Of students tested, 23% were identified as receiving special education services. Another 11% were identified as English Language Learners (ELL), and the predominant home language other than English is Spanish. The district overwhelmingly serves poor students; in 2008-09, 89% of students in grades 3-8 were identified as low-income based on free and reduced lunch applications.⁴²

The underperformance of traditional CSD 5 schools is even more profound than demonstrated by

⁴⁰ 2009 State Results are available in ELA and Math

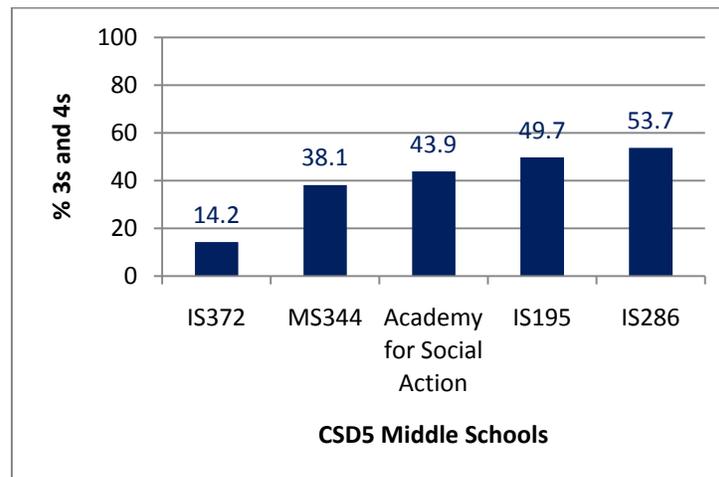
⁴¹ Racial categories were those reported by District Performance Reports on State ELA/Math <<http://schools.nyc.gov/Accountability/default.htm>>

⁴² District Performance Reports on State ELA/Math <<http://schools.nyc.gov/Accountability/default.htm>>

the graphs above. For a special education student or an ELL in CSD 5, cumulative English Language Arts (ELA) proficiency rates are just 31.8% and 32.6% respectively. Longitudinal analysis from grade 3 to grade 8 indicates that each year fewer students are proficient the longer they remain in CSD 5.⁴³ Local high schools offer similarly disappointing results, with 4-year graduation rates less than 50% of students who enter 9th grade.

The four traditional middle schools are the area of greatest need in CSD 5. In 2009 fewer than 55% of students were proficient in ELA, and fewer than 60% were proficient in math.⁴⁴ And on the Chancellor’s Progress Report, Figure 8 shows that middle schools in CSD 5 scored significantly below the city average. Research has shown that almost half of high school drop outs can be identified by the end of sixth grade based on just four variables: low attendance, poor behavior, failing math, and failing English grades.⁴⁵

Figure 8: 2009 State ELA Exam: CSD 5 Middle School Performance



Two of five middle schools are Schools Under Registration Review (SURR). Even when compared to public middle schools with nearly identical demographic profiles, CSD 5 schools fall “far below average.”⁴⁶ The painful reality is that in our traditional middle schools *far too many children are being left behind*. For the majority of Harlem students who do not place into selective public school programs, *Democracy Prep III, and other high-performing charter schools, are the only alternative*.

⁴³ District Performance Reports on State ELA/Math <<http://schools.nyc.gov/Accountability/default.htm>>

⁴⁴ District Performance Reports on State ELA/Math <<http://schools.nyc.gov/Accountability/default.htm>>

⁴⁵ Research by the nonprofit Philadelphia Education Fund in conjunction with Johns Hopkins University was discussed in the June 6th, 2005 *Washington Post* http://www.washingtonpost.com/wp-dyn/content/article/2005/06/06/AR2005060601488_2.html

⁴⁶ Analysis of similar school data is from the New York Department of Education’s office of Assessment and Accountability and is based on the 2003 New York City and State ELA and Math exams. Schools are rated as far below average when their scores are more than one standard deviation from the mean compared to schools citywide with similar demographics. Raw data is at, <http://www.nycenet.edu/daa/RRR/index.html>.

Phase III: Full Application

Democracy Prep Public Schools (DPPS) is a non-profit charter management organization (CMO) that operates 5 high-performing public charter schools in Central Harlem, New York and Central Falls, Rhode Island. Its mission is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Its flagship school, Democracy Prep Charter School, opened in 2006, and is now ranked #1 in the City of New York by the Chancellor of the New York City Department of Education. Democracy Prep's second charter school in New York, Democracy Prep Harlem, opened this fall. Democracy Prep Public Schools is applying to open its third middle school in New York, Democracy Prep III, in Upper Manhattan, in either Community School District 4, 5 or 6.

All Democracy Prep schools are “no excuses” schools, and thus Democracy Prep III will have in common with all DPPS schools five core elements: 1) *Rigorous college-prep academics*, 2) *More time to learn*, 3) *Smart use of data*, 4) *Safe and supportive school culture*, and 5) *exemplary talent*. In addition to these core elements of “no excuses” schools, Democracy Prep is committed to 1) *special education and ELL* and 2) *civic education*.

- 1) *Rigorous college-prep academics*. Democracy Prep III will be an academically rigorous, college preparatory middle school. The Democracy Prep III curriculum will be based on an accelerated introduction to the 28 New York State Learning Standards, and will utilize primarily direct instruction. It is designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school. Our rigorous core academic program provides dramatically more time, allowing for three hours of guided reading and writing, two hours of math, an hour of social studies/study skills, and an hour of science for all middle school students each day. This academic rigor requires all students to receive Regents level high school algebra, earth science, English, or Social Studies in eighth grade.
- 2) *More time to learn*. Democracy Prep III will serve students Monday through Thursday from 7:45 am to at least 4:15 pm, until at least 1:30 pm on Fridays, and up to three Saturdays per month. The school year will be a minimum of 190 days, and students in need of additional individual support or required remediation attend school on additional Saturdays and during some vacations. Students who have not yet mastered the grade's content expectations attend a mandatory Summer Academy for a total of up to 33 additional “Opportunity Days” throughout the year. All together, this adds up to more than 70% more instructional time than the average traditional public school.
- 3) *Smart use of data*. DPPS will use a variety of assessment systems to measure student progress and inform instruction. These include absolute measures (the NY State ELA and Math tests, Regents exams, etc...), value-added measures (such as the Measure of Academic Progress), and internally-developed, externally-validated trimester and comprehensive exams.
- 4) *Safe and supportive school culture*. Democracy Prep III school culture will be based on Discipline, Respect, Enthusiasm, Accountability, and Maturity, or DREAM. Students earn or forfeit “DREAM Dollars” based on their adherence to these values and these DREAM

Dollars may be linked to college scholarship accounts and a percentage used by students to “buy” privileges and benefits such as end of trimester trips and end of year adventures including Civic and College Expeditions.

- 5) *Exemplary talent.* Democracy Prep Public Schools has an extremely selective staff application process. At DPPS schools, fewer than the top 1% of applicants is hired. At Democracy Prep III, like at all Democracy Prep schools, teachers will be paid a base salary that exceeds the Department of Education scale and they are eligible for excellent benefits and performance bonuses. We work with our teachers on Professional Development in the summer for three weeks prior to student arrival as well as three hours every Friday.

In addition to these core elements of “no excuses” schools, Democracy Prep is committed to 1) special education and ELL and 2) civic education.

- 1) *Special education and ELL.* Democracy Prep III will utilize a full inclusion, collaborative team-teaching (CTT) model for its special education students, and a structured immersion program for English Language Learners.
- 2) *Civic education.* DPPS believes that public schools have a primary responsibility both to educate students for college and to improve the democratic infrastructure of our community.¹ Our goal is to ensure that all graduates are able to participate and take leadership roles in civic institutions. Through required service learning, summer experiences, internships, debate, and other civic activities during in and out-of-school time, our students will apply the knowledge, skills, and character they have developed in the academic program to help change the world. Our graduates must be poised public speakers, respectful debaters, skilled negotiators of conflicting information, engaged community members, critical thinkers, and confident leaders. The measurement of these goals includes standardized testing (NAEP Civics), community service data, interscholastic competition results, and metrics of school behavior and citizenship such as “DREAM Dollars.”

The prospectus of this application, which was submitted on August 16, 2010, is incorporated into this application. There have been no substantive changes, except for a correction to an error on the projected enrollment table. The table included in Section I. C. of this document reflects this correction.

I. EDUCATION PLAN

A. Curriculum and Instruction

The intellectual foundation for Democracy Prep III’s education plan comes from a decade of research and practice in urban education. High-performing, “no excuses” schools such as the original Democracy Prep Charter School, Frederick Douglass Academy, KIPP, Uncommon Schools, and Achievement First demonstrate that *demographics do not determine destiny*. Urban students *do* succeed on standardized tests and *are* prepared for college if provided with rigorous

¹ Our approach to building democratic infrastructure is similar to that outlined by Robert Putnam in “Bowling Alone.” We have identified Social and Civic capital as two quantifiable and demonstrable ways to measure the effect we have on our community.

academics, discipline, enrichment, and support. Our community urgently needs more schools that build on the academic success of this group while adding a robust component of civic education, character building, democratic responsibility, and civic leadership.

The best evidence that the Democracy Prep III model will work with students at risk for academic failure is the success of our flagship school, Democracy Prep Charter School. Located in a neighborhood like Harlem’s District 5, DP III will serve demographically and academically the exact same students as Democracy Prep Charter school, which currently serves 500 students in grades 6-10. Democracy Prep III’s academic program and school culture will replicate the DPCS model almost exactly (for academic performance data from Democracy Prep Charter School, see attachment 10).

Democracy Prep III’s Curriculum

Our “hard work” philosophy drives the design of Democracy Prep curriculum, which is aligned to the 28 New York State Learning Standards and is based on our mission of having all students achieve college-preparatory academic success and informed civic involvement. The curriculum is divided into three sections: 1) Core Courses, 2) Co-Curricular Courses, and 3) Enrichment Courses.

1) Core Courses:

Guided Reading, English Literature & Readers Workshop (8-10 hrs per week)

Students develop and master literacy skills including phonemic awareness, decoding, fluency, oral reading, comprehension and vocabulary. Students take part in thoughtful literary analysis of short stories, poems, and novels expressed through class discussions, standardized tests, and essays based on a Democracy Prep Public School curriculum that has yielded tremendous results at DPCS.

Guided Writing, Grammar, & Writers Workshop (4 hrs per week)

Students develop and master writing and editing skills including proper spelling, syntax, grammar, punctuation, and style. Students will write prose, poetry, fiction, and non-fiction of varied length using a curriculum based on a Democracy Prep Public School curriculum that has yielded tremendous results at DPCS.

Mathematical Skills (4.5 hrs per week)

Students develop and master numeracy in the core operations, fractions, decimals, and positive/negative numbers leading to algebra for all eighth grade students using a curriculum based on *Saxon Math* and a Democracy Prep Public School curriculum that has yielded tremendous results.

Mathematical Problem Solving (4.5 hrs per week)

Students apply mathematical skills in problem solving exercises, investigations, complex word problems, and mathematical experiments using a curriculum based on a Democracy Prep Public School curriculum that has yielded tremendous results at DPCS and supplemented by a programs such as the *Connected Mathematics Program (CMP)*.

Geography, Non-Fiction Studies & US History (4.5 hrs per week)

Students develop and master the ability to critically examine social and historical problems,

studying alternatives at key turning points. Students focus on world and American societies using the lenses of culture and time. Civic and economic simulations and study skills such as note taking, organization, and outlining are incorporated throughout the course using texts such as *History of Us*, *History Alive!*, and *We The People*.

Science

(5.5 hrs per week)

Students will develop and master scientific knowledge and skills through the study of multiple scientific fields (earth, physical, environmental, biological, and social), apply the scientific method, conduct experiments of their own design, and present their findings professionally. DP IIDP III Science will be based on a Democracy Prep Public School curriculum that has yielded tremendous results at DPCS and supplemented by a programs such as *FOSS/DELTA Science*. All students will receive Regents Living Environment Science in eighth grade.

2) Co-Curricular Courses:

One required course each trimester:

(~5hrs per week)

- *Theatre*
- *Fine Art*
- *Dance*
- *Vocal Music*
- *Jazz Band*
- *Health & Physical Education (mandatory for at least one trimester)*

3) Sample Enrichment Courses:

These courses are available to students who display appropriate behavior:

(2.5hrs per week)

- *Public Speaking*
- *African Drumming*
- *Banking, Investing, & Entrepreneurship (NFTE)*
- *Chess Team*
- *Homework Club & FOCUS Class*
- *History of Hip Hop*
- *Step/Dance Workshop*

Democracy Prep students will spend out-of-school time developing academic and civic skills. Approximately two hours of quality homework every night will be linked to classroom instruction and checked by teachers the following morning.² A half-hour of independent reading each night of the week is expected of all students and monitored by teachers in an independent reading log summarizing what was read. It should be noted here that Exit Standards and promotion requirements are discussed in the Assessment Section, I. D.

Approach to Special Education

Democracy Prep will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential and prepares all of them for success in the college of their choice and active citizenship. Our approach and design emulate high-performing urban schools serving similar students with disabilities, language proficiency

² This homework expectation is already standard practice DPCS and high performing schools across the country.

barriers, and/or special circumstances that put them at risk for academic failure.

The guiding philosophy at Democracy Prep is to minimize the impact of a student's disability while maximizing his or her access to support services and the college-preparatory general curriculum. We embrace the approach of Dr. Thomas Hehir with respect to "Universal Design" and "Eliminating Ableism in Education."³ Dr. Hehir is an Advisor to Democracy Prep, director of the School Leadership Program at the Harvard Graduate School of Education and a former special education teacher and administrator and director of the Office of Special Education Programs (OSEP) at the Department of Education. Democracy Prep believes that students with disabilities fall along a wide continuum of difference in learners, but they are not a discrete category when it comes to instructional methodology. This means that adjustments will occur for all students, not just those with disabilities.

Systems to Ensure that All Students Meet Academic Performance Standards

We anticipate that 23% of our students will have Individualized Education Plans (IEPs), 6% of our students will be classified English Language Learners (ELL), and that our students will be, on average, two-grade levels behind when they enter sixth grade.⁴ Therefore, the entire school incorporates supports for students struggling academically, not just those with disabilities. The educational program at Democracy Prep will avoid remediation "pull-out" from core courses whenever possible, limiting its use to connections courses and extracurricular activities from 3:00-5:15 pm each day. We will use a curriculum that meets each student where he or she is and, using extra time and supports, accelerate students academically to master the 28 New York State Learning Standards at a faster rate than in traditional schools.⁵

Students will have more than three hours of Literacy each day Monday through Thursday, two hours each on Friday, as well as additional time on Saturdays. Our Literacy program focuses on phonics from the start, providing services for students who struggle with decoding or fluency with a program such as Wilson Reading. Blocks of time will be set aside for tutoring or for provision of special education services without requiring pull-outs from core subjects.

In order to ensure that all students meet academic performance goals as outlined in their IEPs, Democracy Prep makes a clear distinction between modifications to curricular content and accommodations available to students that do not lower academic expectations. We will seek to *modify* curriculum as *infrequently* as possible, yet we will provide *accommodations* as *frequently* as necessary to help students progress as guided by students' IEPs and their individual needs.⁶

Universal Design

Democracy Prep believes that a universally designed curriculum is the most efficient and effective way to provide access for a broad range of diverse student disabilities and needs.⁷ This approach guides the full inclusion of students with disabilities, from the facilities, to the

³ Hehir, Thomas. "Eliminating Ableism in Education" Harvard Educational Review. Volume 72. Number 1 Spring 2002. Ableism refers to discrimination based on disability.

⁴ This assumption is based on the averages for CSD 5 and will serve as a baseline. Our intent is to serve at least the same or greater numbers of ELL and special education students than the district as a whole and our outreach will reflect this goal.

⁵ Material culled from <http://www.cast.org/udl/index.cfm?i=7> on October 2nd, 2004.

⁶ Hehir, Tom. "Implementing Inclusive Education." Harvard Graduate School of Education. Spring 2002.

⁷ Orkwis, Raymond. "Curriculum Access and Universal Design for Learning." ERIC Clearinghouse on Disabilities and Gifted Education. ERIC/OSEP Digest #E586. The Council for Exceptional Children. December 1999.

differentiated curriculum, to the routines and rituals of daily life. This approach is proven to help students with disabilities and their non-disabled peers to achieve greater academic success.⁸ Specifically, this approach will include a design of materials and activities that are attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand, organize, engage, and remember. We will implement the three universal design principles for learning as formulated by the Center for Applied Special Technology:⁹

- The curriculum provides multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or auditory information, or for those who need differing levels of complexity.
- The curriculum provides multiple means of expression to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.
- The curriculum provides multiple means of engagement. Students' interests in learning are matched with the mode of presentation and their preferred means of expression. Students are more motivated when they are engaged with what they are learning.

Professional Development and Support

Democracy Prep teachers must do whatever it takes for our students to succeed in college and to engage in their communities as active democratic citizens. This ambitious goal can only be attained through exemplary teaching by every member of the faculty. The leadership team will also model best-practices and stay connected with the classroom through visits to every classroom in the school daily as well regular teaching.

Teachers at Democracy Prep will be treated as professionals, provided with all necessary technology (computer, phone, voicemail, email, etc.), appropriate classroom supplies, a personal professional development budget, and essential support at all times. Teachers will receive a minimum of three hours of preparation time daily, Monday through Thursday, dedicated exclusively to grading and lesson planning. Teachers have a preparation block twice a week at the same time as grade level colleagues and twice a week with subject area colleagues to ensure the opportunity to collaborate, discuss pertinent student issues, and to be used for peer observation. This will total ≈ 12 hours of weekly built-in preparation time for core teachers. Most importantly, our teachers will work closely with colleagues who get great results with our students and are committed to the same mission.

Every summer, prior to the first day of school, teachers will receive three weeks of uninterrupted professional development. During the school year, teachers are given additional professional development for at least three hours every Friday. We believe strongly in the importance of school visits, and have built at least four school visits to other successful urban schools into the annual professional development schedule for all Democracy Prep Public Schools' staff members.

Instruction at Democracy Prep III

One of the most frustrating experiences for a teacher is to work hard to establish norms in a classroom only to have them undermined in a room down the hall. At Democracy Prep III, there

⁸ Hehir, Tom. *Seminar with Building Excellent Schools Fellows*. 9/28/04. Boston, Massachusetts.

⁹ Information gathered from <http://www.cast.org/udl/> on October 2, 2004.

will be consistent instructional practices in every classroom. While there is not one correct way to teach content, students must have consistent routines, blackboard configuration, grading practices, and behavioral expectations in every class. For example, Democracy Prep students will enter classrooms by lining up outside the room silently and receiving a firm handshake from the teacher. Students will enter and begin a silent “Do Now” assignment at their desks. After five minutes, students will greet their teacher, complete a do now review, chant, song, or other warm-up activity designed by teachers and practiced in Advisory. Following the do now, students will look at the common board configuration,¹⁰ review the lesson’s aim, agenda, homework, and begin a period of direct instruction of new material before breaking into teacher-designed activities in groups, pairs, or as individual practice. Each class ends with a review of the aim and a “ticket to leave” that emphasizes comprehension of the class’s specific and measurable aims with at least four questions that evaluate the student mastery. Exit ticket data is gathered regularly and evaluated by teachers to identify individual and group deficiencies.

B. School Calendar and Daily Schedule

The Democracy Prep Public Schools schedule and calendar are both significantly longer than the traditional New York Public Schools and the statutory minimum of 180 days. We expect students to attend school for a minimum of 190 days each year. Please see Attachments 1 and 2 for our Sample Daily Schedule and a DPPS Annual Calendar for both students and staff.

C. Target Population

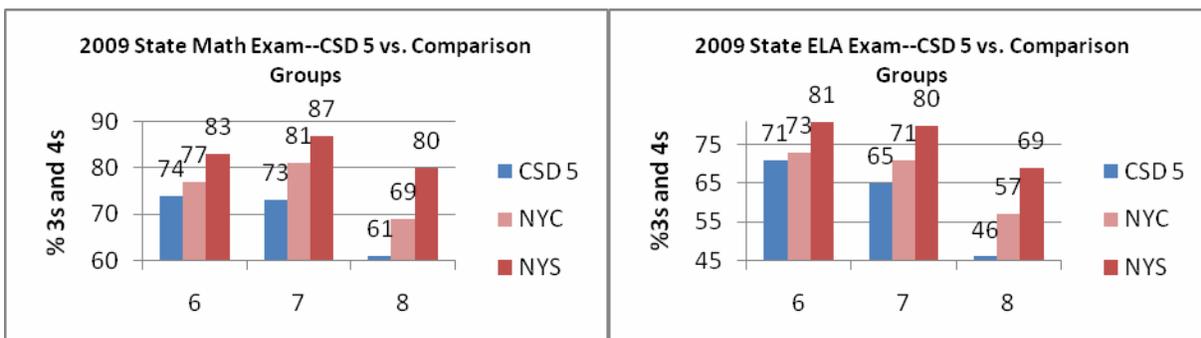
Upper Manhattan is one of the most diverse and culturally rich communities in the world. Composed of extraordinary artistic, architectural, historic, and cultural resources, neighborhoods like Harlem and Washington Heights are wonderful places to live. Unfortunately, most of the zoned schools in our community are not yet wonderful places to learn.

Consider the case of Harlem. Community School District Five (CSD 5) in Upper Manhattan, is comprised of 21 traditional public schools. CSD 5 is the lowest performing in Manhattan and one of the lowest performing districts in the entire City of New York. *Of all the students in grades 3 through 8 who took the 2009 City and State English language arts tests, 41% were not proficient and not on grade level.*¹¹

¹⁰ This blackboard configuration is inspired by Dr. Lorraine Monroe and her work in schools such as Frederick Douglass Academy.

¹¹ 2009 State Results are available in ELA and Math from www.schools.nyc.gov

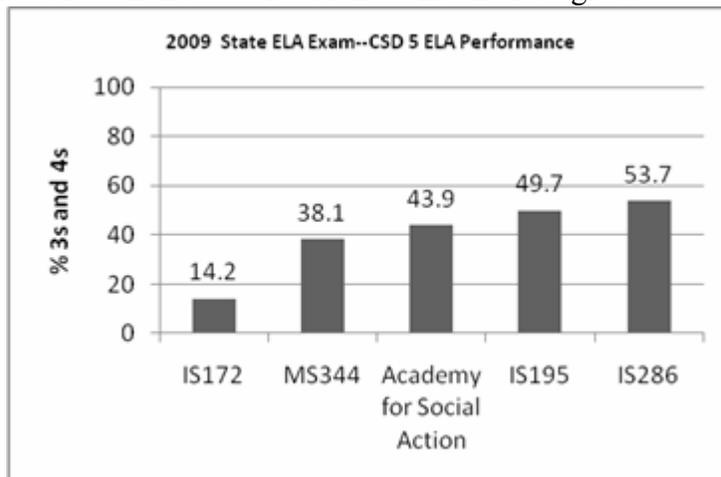
Local CSD 5 Performance on Grade 6-8 English and Math Exams



Students attending these CSD 5 traditional public schools are predominantly African American and Latino. In 2009, 60% of students tested were identified as Black, 37% Hispanic, and 3% White, Asian, American Indian, and other.¹² Of students tested, 23% were identified as receiving special education services. Another 11% were identified as English Language Learners (ELL), and the predominant home language other than English is Spanish. The district overwhelmingly serves poor students; in 2008-09, 89% of students in grades 3-8 were identified as low-income based on free and reduced lunch applications.¹³

The underperformance of traditional CSD 5 middle schools is even more profound than demonstrated by the graphs above. For a special education student or an ELL in CSD 5, cumulative English Language Arts (ELA) proficiency rates are just 31.8% and 32.6% respectively. Longitudinal analysis from grade three to grade eight indicates that each year fewer students are proficient the longer they remain in CSD 5.¹⁴ Local high schools offer similarly disappointing results, with 4-year graduation rates less than 50% of students who enter 9th grade.

The five traditional middle schools are the area of greatest need in CSD 5. In 2009 fewer than 55% of students were proficient in ELA, and fewer than 60% were proficient in math.¹⁵ On the Chancellor’s Progress Report middle schools in CSD 5 scored significantly below the city average. Research has shown that almost half of high school drop outs can be identified by the end of sixth grade based on just four variables: low attendance, poor behavior, failing math, and failing English grades.¹⁶



Even when compared to public middle

¹² Racial categories reported by District Performance Reports on State ELA/Math <http://schools.nyc.gov/Accountability/default.htm>

¹³ District Performance Reports on State ELA/Math Exams < <http://schools.nyc.gov/Accountability/default.htm>>

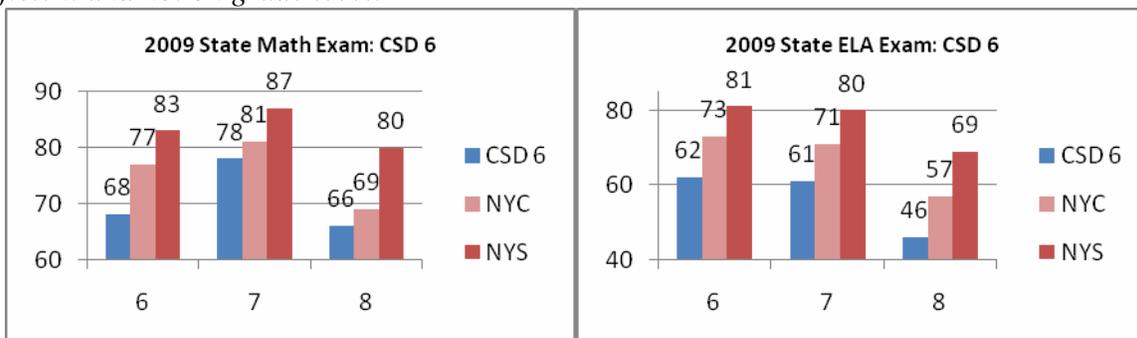
¹⁴ District Performance Reports on State ELA/Math < <http://schools.nyc.gov/Accountability/default.htm>>

¹⁵ District Performance Reports on State ELA/Math < <http://schools.nyc.gov/Accountability/default.htm>>

¹⁶ Research by the nonprofit Philadelphia Education Fund in conjunction with Johns Hopkins University was discussed in the June 6th, 2005 *Washington Post* http://www.washingtonpost.com/wp-dyn/content/article/2005/06/06/AR2005060601488_2.html

schools with nearly identical demographic profiles, District Five middle schools fall far below average.

Unfortunately, academic performance is similarly low in Community School District 6. It also remains one of the lowest-performing districts in New York City. *Of all the students in grades 3 through 8 who took the 2009 City and State English language arts tests, 41% were not proficient and not on grade level.*¹⁷



As in CSD 5, students’ proficiency rates decline over time as they continue to attend school in CSD 6. High schools in CSD 6 have graduation rates near 50%, and all schools score significantly below average on the Chancellor’s Progress Report.

The painful reality is that in our traditional middle schools *far too many children are being left behind*. Thankfully, parents have become aware of options like Democracy Prep III. See Section E for a discussion of the overwhelming unmet demand for school choice in Upper Manhattan.

Democracy Prep Public Schools has been putting the most challenging children on the path to college success since 2006. DPSS is committed to explicit and intentional recruitment of special education, English language learners, and hard to reach students. DPSS expects that Democracy Prep III’s student population will be very similar to its other two middle schools in Harlem: ~100% Black and Latino, ~80% FRPL, ~15% SPED.

At Democracy Prep Charter School, more than 80% are eligible for free or reduced lunch and 100% are African-American or Latino.¹⁸ At least 5% of all DPCS scholars are registered in the NYC homeless system, the highest of any charter in NYC.¹⁹ Because of DPCS’ unique focus on special education, at least 23% enter the school with identified special needs each year and 12% enter as English Language learners (ELL), levels that exceed the sending district every year.²⁰ Democracy Prep Charter School’s success at educating these populations is evidenced by its #1 ranking on the 2010 NYC Chancellor’s Progress Report and by the additional data included as attachment 10.

Student Enrollment Plan

Democracy Prep III’s enrollment plan is based upon the lessons learned from Democracy Prep Charter School and other no excuses schools. The three non-DPPS schools on which we have

¹⁷ 2009 State Results are available in ELA and Math from www.schools.nyc.gov

¹⁸ As reported by NYC-DOE’s ATS & ARIS system.

¹⁹ As reported by NYC-DOE’s ARIS system.

²⁰ As reported by NYC-DOE’s ATS & ARIS system.

modeled our enrollment plan have mobility rates of approximately 5% per year.²¹ Community School Districts 5 and 6 have student mobility rates of more than 20%. This figure includes 14% of students who were discharged after October and does not include student retention (which refers to a student who is retained in the same grade due to a lack of academic proficiency). Thus, based on best practices from our model schools, we anticipate a 5% annual attrition rate due to the likelihood of student transience and families who choose transferring instead of retention based on academic deficits.

In our inaugural year we will welcome 112 students to account for an anticipated additional early attrition rate of 5%.²² From our second year forward we will enroll 104 sixth graders with a similar enrollment plan, while leaving the option open to enroll up to 108 total students each year by accepting students from the wait-list. In our conservative budget model, however, we assume 104 students for each grade.

An important aspect of enrollment planning is our decision to have sixth grade as the primary entry point for new students to Democracy Prep III. Because our expectations will be fundamentally different from that of traditional schools, it will be increasingly difficult for new students to assimilate without the benefit of starting with their classmates at Preparation Academy and learning the habits of success from an early age. Regardless of the grade at which a student enters Democracy Prep, *all* new students must participate in the Summer Preparation Academy. This decision is based on the experience of highly successful schools that have enrolled older students only to have them transfer out shortly thereafter.

Anticipated Enrollment Table

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
1st					
2nd					
3rd					
4th					
5th					
6th	104	104	104	104	104
7th		104	104	104	104
8th			104	104	104
9th					
10th					
11th					
12th					
Ungraded					

D. Assessment

²¹ North Star, Boston Collegiate, and Academy of the Pacific Rim all began with higher attrition and leveled of at about 5% per year.

²² This enrollment model was suggested by Scott McCue, Founder of Boston Prep, based on the Academy of the Pacific Rim.

Teacher Accountability for Student Results

A hallmark of Democracy Prep’s academic program is the belief that instructional staff should be evaluated—and partially compensated—based on the academic performance of their students. The core evaluation mechanism is the *Balanced Scorecard* coupled with rigorous evaluation of student performance on a range of assessments. Campus Directors complete a full evaluation of every instructional staff member once per trimester, which includes a complete review of student academic performance. Based on this evaluation (and, more directly, on students’ performance on trimester exams), instructional staff receive a performance bonus of up to 10% of their annual salary.

Use of Assessment Data to Drive Instructional Program

Democracy Prep Public Schools is committed to demonstrating objectively that students are learning a rigorous curriculum and preparing for success in college. In order to accomplish this goal, we will measure academic progress extensively and precisely using a wide variety of ongoing assessment tools. In addition to city, state, and privately developed assessments, we will ensure that pre-test and post-test assessments developed by the school are frequent, relevant, and aligned with state standards. In addition, our College Preparation Portfolios and other school-designed assessments are rigorously vetted, scored, and externally validated by organizations such as The Achievement Network, based in Boston.

In order to measure what students at Democracy Prep III know and are able to do, we will employ a robust assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on three types of measures in concert. Each one of these measures is essential to the effectiveness of our system to determine if students have mastered the curriculum, if extra support is needed for individual students, if cohorts have progressed over time, if individual teachers have demonstrated effectiveness, and if we are accomplishing our overall mission. Furthermore, our assessment system is aligned to district, city, and state assessment methods so as to ensure appropriate comparison with traditional public and other charter schools.

All of our assessment data will be scrupulously analyzed using sophisticated statistical methods including multivariate regression analysis, scatter plot analysis, and test item analysis. Teachers will be trained in these techniques during August professional development sessions and then meet each Friday afternoon to review specific assessment data in faculty working groups. In addition to helping understand the needs of individual students, the results of our internal and external assessments will help us to develop and modify our curriculum and our instructional methods. Baseline data prior to students’ entrance to Democracy Prep will help determine the materials need to be taught to incoming sixth grade students. Assessment data will also help us to allocate resources in terms of classroom materials, professional development, and outside consultants. We will regularly present our data in an easily accessible, widely disseminated, jargon free, and critical manner. Our Board of Trustees, families, community members, students, and the state authorizer will receive regular updates on the most current data available. Our annual report will be published shortly after the end of the fiscal year, once city and state test data from the previous year have been reported and analyzed and the annual audit conducted. Additionally, each class ends with a review of the aim and a “ticket to leave” that emphasizes comprehension of the class’s specific and measurable aims with at least four questions that evaluate the student mastery. Exit ticket data is gathered regularly and evaluated by teachers to identify and treat individual and group deficiencies.

Specific assessment measures and goals employed by Democracy Prep are described in greater depth in our *Balanced Scorecard*. Baseline data will be collected in all three types of assessment measures as follows:

- **Absolute Measures:**

Absolute measures are those that are based on a specific set of pre-determined content knowledge and skills. These measures are also called criterion-referenced, standards-based because they measure against criteria rather than other students or students over time. Their goal is to measure academic proficiency against a standard of knowledge and skill that does not change. Proficiency on these exams is an indicator of a student's likely ability to pass the Regents examinations in high school and succeed in college.

Examples of this type of test are the New York City and State exams, Regents exams, and the Advanced Placement exams for our Upper School Students. Under NCLB it is our goal to make Adequate Yearly Progress or Safe Harbor on the state tests in ELA and Math for all sub-groups of students in the school as disaggregated by race, income, special education status, and English proficiency. Moreover, we will have a participation rate of more than 95% as we work towards the goal of 100% proficiency for all students.

- **Value-Added Outcome Measures:**

Due to the low achievement levels of local elementary schools, we anticipate that most of our students will enter Democracy Prep not proficient in Literacy or Math. As a result, one of the most important indicators of our success in early grades will be the amount of value we add to our students' scores. Value added scores will measure both the progress of individual students over time as well as cohorts of the same students over time. Because this measure compares students to their own data, it controls for demographic factors that may influence performance.

We will measure added value on a nationally-normed test such as the Measure of Academic Progress (MAP). This test will allow us to compare our student performance to similar age students across the nation. Progress of students will be expressed in Normal Curve Equivalent (NCE) scores and converted into percentile rank or Grade Level Equivalent for dissemination. The increase in percentile rank will demonstrate progress being made by Democracy Prep students compared to that expected of the national sample. While rapid value-added improvement alone is not enough to ensure proficiency on the Regents or other criterion referenced exams, it does demonstrate progress towards that goal.

Value added measurements will also be conducted for our criterion-referenced tests like the city, state, and Regents exams. These results will be expressed in scale scores, which represent a specific level of skill and knowledge. Students will be expected to demonstrate an improvement on their scale score in each successive grade at a rate that will ensure that they eliminate the gap between current performance and proficiency prior to the 11th grade.

Additionally, we will use a number of additional norm-referenced exams to determine the value added for our students. All students in the upper school will be expected to take the PSATs, SATs, and ACT. These nationally-normed exams will help to evidence a student's readiness to enter and succeed in the college of their choice.

- **Comparative Outcome Measures:**

In addition to examining academic goals in terms of absolute student achievement and the value that Democracy Prep has added to cohorts and individual students, we also compare our

performance to students in District Five (and if located in District Six, we will compare with those schools), demographically similar schools, charter schools, the city, and the state. The reason for this comparative measure is to erase the myth that students in Harlem cannot compete academically with those in the rest of New York State.

Internally Developed and Externally Validated Measures:

In addition to the external standardized assessments that are an essential part of preparing our students to enter in college, we believe that other indicators and assessments are even more important to prepare them to *succeed* in college. We do not believe it is valuable to “teach-to-the-test” but that it is important to prepare every student to succeed on any form of assessment, be it designed by the school or standardized.

At the beginning of each year, teachers of the six core subjects will design and administer pre-test Comprehensive Examinations based on state standards that have been planned backwards from the point of college preparation at the end of grade 11. Passing the comprehensive exam at the end of each subject is required to be promoted to the next grade, but it is not a one-time high stakes exam. Students will have a great deal of preparation for the exam through six week assessments, weekly assessments, and other tests and quizzes. Those students who earn a grade of less than 70% on the Comprehensive Exam will have at least one additional opportunity to take and pass the exam and be promoted in Summer Academy.

The most frequent formative tests take place weekly in every core class. These teacher-designed tests are scored based on objective and externally validated rubrics. A second assessment is a system of six-week assessments pioneered by other “no excuses” high performing charter schools. These systems test cumulative knowledge and provide robust assessment data on a routine basis in advance of the year-end exams.

Another essential internally designed and externally validated assessment is the College Preparation Portfolios that include a completed college application as well as oral exhibitions to a panel of outsiders at the end of 8th grade. The CPPs will help to focus students on college as early as the sixth grade and are a requirement for promotion into the next Academy.

Chart Describing Assessment Structure

The chart below represents a selection of the academic metrics used to measure student performance. Please see Attachment 8 for the full list of assessments.

Academic Metrics	Administered When	Audited or Validated By	Outcome Data	Grades Used	Description & Rationale
New York City & State Exams	May	New York City & State Education Departments	Percent of students proficient in spring of next year	6-8	Provide absolute measure of content and comparison with different schools as well as longitudinal student & cohort progress using scale scores.
New York State Regents Exams	January, June, & August	New York State Education Department	Percent of students passing with a score of 65% or better	8	Provide comparison with statewide schools as well as longitudinal student and cohort progress.

Democracy Prep Comprehensive Post-Test Exams	Pre-test-August Post-test-June	Democracy Prep leadership team and outside experts	June Comprehensive Post-Test Exam	6-8	Internally created exams are aligned to state standards and broken into six-week assessments that guide the scope and sequence of the DP curriculum and mimic college final exams.
MAP Complete Battery	August-Pre-test grade 6 only June- grades 6-12	NWEA—MAP Assessment	June scores compared to national peers	6-8	National normed and validated tests allow us to measure value added over time and to compare students to their national and charter peers.
Language Assessment Battery Revised	September	Democracy Prep	Students eligible for ELL services	6-8	The LAB-R test identifies students who are entitled to our Structured English Immersion program for English Language Learners.
NYSESLAT	May	New York State Education Department	End of year scores	6-8	Used for all students who have been designated ELL to determine progress and exit criteria.
New York State Alternate Assessment	Oct-Feb	New York State Education Department	End of year scores	6-8	Used for any students who have IEPS recommending Alternate Assessments to assess progress towards IEP goals.

Rationale for Selection of Assessments

The assessment plan described above is built on the best-practices of Democracy Prep Charter School. In addition to New York City and State Assessments, DPPS has built an internal assessment program that is aligned to an accelerated introduction to the state learning standards, and with DPPS course scope and sequence plans. DPPS also uses the MAP because it is computer-adaptive and nationally-normed, which allows for nationwide comparison between DPPS and other high-performing charter networks.

Promotion Requirements for Each Grade

Democracy Prep promotion requirements require that every student at Democracy Prep must receive a final grade of 70%, pass an end-of-year comprehensive examination, and meet behavioral and character expectations in *each of his or her six core classes* in order to be automatically promoted to the next grade.²³ Additionally, promotion from grade 8 represents a milestone at Democracy Prep. In order to be promoted, students must complete and submit a College Preparation Portfolio (CPP) which includes a full college application. The portfolio is

²³ Our promotion system is most similar to the Academy of the Pacific Rim and Boston Collegiate (formerly SBHA).

reviewed by the teachers and each student will receive an admission letter, a denial letter, or be wait-listed for admission into the Democracy Prep Charter School High School.²⁴

Students and families will sign and pledge an “oath of office” which indicates that they understand and agree to this strict promotion policy and that exceptions will not be made and excuses not accepted for failure to meet the required criteria. Moreover, students will not be promoted to the next grade if they are *absent from school more than 10 days* without a bona fide health concern that prevented attendance at school or *if they fail any three courses*.

If a student fails any one core course, they will be required to participate in the Summer Academy during which they will have the opportunity to be promoted so long as they meet the same content expectations as the course maintained during the academic year. Students not on track academically during the school year to meet the promotion requirements will have up to 33 “Opportunity Days” on Saturdays, vacations, and during the summer, to improve their content mastery. Opportunity days are optional for all students, and required for those currently failing any core course with a grade below 70%. English Language Learners will have multiple learning supports and students with IEPs will have all accommodations and modifications of curriculum as indicated in their plans to ensure both groups’ ability to meet our high expectations of all students.

E. School Climate and Discipline

A Respectful School Culture with a Disciplined Environment

Democracy Prep Public Schools is founded on the belief that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students.²⁵ We adhere to a “broken windows”²⁶ approach to school discipline and a “tipping point”²⁷ approach to school culture. Democracy Prep III will focus relentlessly on appropriate consequences for small issues in order to ensure that more significant negative behaviors are unlikely to occur.

- **Teach Appropriate School Behavior**

We believe that like academic skills, proper school behavior is not innate, but must be taught clearly and explicitly. Because our students come from diverse schools and backgrounds, all entering students begin their experience with the Preparation Academy, a week-long session in August at which students are taught the behaviors, routines, rituals, and rules of DP III.²⁸

- **Preparation Academy**

²⁴ We’ve asked that we be allowed to give absolute preference to any Democracy Prep Middle School student who wishes to attend Democracy Prep High School.

²⁵ This approach to discipline is employed by DPCS and other “no excuses” schools across the country.

²⁶ The “Broken Windows” thesis, developed by James Q. Wilson and George Kelling, indicates that as environmental characteristics (accumulated trash, broken windows, minor crimes, deteriorating buildings, etc.) remain unaddressed, people feel more vulnerable and withdraw. They become less willing to intervene to maintain public order or to address physical signs of deterioration.

http://www.cityofseattle.net/police/prevention/Tips/broken_window.htm

²⁷ The thesis was popularized in “Tipping Point: How Little Things Can Make a Big Difference” by Malcolm Gladwell who proposed that social behaviors reach a point at which their growth changes from linear to exponential. When a group of committed people behave differently in small ways, their behavior ripples outward until it reaches a “tipping point” which can change the world.

²⁸ Preparation Academy is based on successful programs such as “KIPPnotization,” “Amistadization,” and high achieving schools.

In Preparation Academy, we administer assessments to establish baseline scores in each subject. In addition, students are taught how to learn at Democracy Prep. Preparation Academy includes direct instruction in academic and organizational skills including how to: organize binders, come to class prepared with necessary materials, take notes, put a proper heading on papers, raise hands in class, submit homework assignments, study for a test, ask respectful questions, etc. The Academy also includes social lessons as basic as how to walk in silent lines in the halls, hold the door for a classmate, say please and thank you, give a firm handshake, make eye contact, apologize for mistakes, make proper introductions, correctly wear the school uniform, properly use meal manners, and leave a place cleaner than one found it.

- **DREAM Rubrics and DREAM Dollars:**

Our school culture and discipline framework are based on Discipline, Respect, Enthusiasm, Accountability and Maturity, or DREAM.²⁹ Reports distributed weekly to students and parents come in the form of a DREAM “paycheck” which can total up to \$100 in DREAM Dollars with \$20 earned for every on-time school day a student attends.³⁰ Students may accumulate a college scholarship fund based on 10% of their Citizen-Cash balance redeemable at high school graduation with interest for the hard work DREAMing for their personal best. Eighty percent a student’s citizen cash can be applied towards Field Trips and End-of-Year Field Lessons. The remaining 10% of a student’s DREAM Dollar balance can purchase school supplies and certain privileges and benefits at school auctions. Students who maintain high DREAM dollar averages will also receive other rewards and special recognition. Every teacher monitors DREAM, recognizes students for exemplary behavior, and deducts DREAM Dollar for infractions such as calling out (Respect), putting a head down on a desk (Enthusiasm), sloppy work (Discipline), leaving a mess (Maturity), or neglecting homework (Accountability).

- **STAR Posture**

Students will demonstrate that they are ready to learn by sitting in STAR posture, an acronym for Sit up, Track the speaker, Ask and answer questions, and Raise your hand. Classes are also evaluated and encouraged to work as a team by focusing on having *all students*: 1) completely prepared; 2) use words and actions that demonstrate DREAM; 3) learn in STAR posture; 4) complete homework and class work on time; and 5) leave the classroom neat, orderly and cleaner than it was found. Classes that work well as a team earn special dress-down privileges, lunches, trips, and other opportunities.

- **Community Gatherings**

Other essential elements in building a respectful and disciplined school community are Morning Advisory and weekly sessions of the Town Hall. These community gatherings are times for students and teachers to come together for spirit building activities, rituals, reflection, recognition, awards, performances, and other community messages. Town Hall will begin as a place for awards and exhibition of exemplary student work and over time will provide time to thoughtfully deliberate current events and issues of importance to the school, community, city, state, nation, and world in a formal setting. Eventually students will strategize and implement

²⁹ DREAM was designed and successfully implemented at Democracy Prep.

³⁰ The Paycheck system is based on the KIPP and Amistad Academy paychecks, but modified to encourage long-term savings.

methods for helping to *change the world* through their direct actions and advocacy.³¹

- **Ambassadorial Behavior**

When students enter the Preparation Academy, they arrive in white t-shirts, during which they must earn their Democracy Prep uniform (gray slacks, white logo uniform short).³² The uniform serves to build school pride, equalize students, and teach the importance of college ready appearance. Students are taught that wearing the Democracy Prep logo and uniform makes them ambassadors for the school and that they must act accordingly if they want to continue to wear their uniform and represent the school to the world. This means students must embody the DREAM values both inside and outside of the school facility; they must own the values not only as extrinsic motivators, but as intrinsic ways of life. Students unable to maintain ambassadorial behavior lose privileges. Students able to consistently demonstrate good citizenship, as evidenced by a DREAM Dollar average of \$70 or greater, will be invited on Saturday Expeditions and end-of-year field lessons to Washington DC, Boston, Canada, and in High School, foreign countries³³ to acknowledge their success.

- **Silence is Golden**

Hallway chaos is a sign of deeper troubles in a school's culture that leads to violence, vandalism, and other problems.³⁴ Democracy Prep believes school must be an oasis from the cacophony that students face in their daily lives. Silence reinforces good study habits, provides time during the day for "Drop Everything And Read," emphasizes the importance of order in the hallways, and helps students focus on the academic tasks by beginning every class with a silent "Do Now" assignment. The school day may be lightly punctuated with music from Harlem jazz legends to enhance students' musical and cultural literacy as they enter the building, during break, over lunch, and at dismissal.³⁵

- **Accountability for Decisions**

Students must learn that their behaviors, both good and bad, have consequences. The staff will use a fair, firm, and consistent approach to accountability that is purposeful, transparent, and equitably applied. Students at Democracy Prep will be asked to take an "oath of office" at a "swearing in ceremony" every year and sign the student handbook to ensure that they know, understand, and will abide by school rules and to acknowledge that they fully comprehend the accountability procedures. This process will ensure that students are acutely aware of the school rules and know what will happen if they are not followed. In addition, positive behaviors will earn special recognition, rewards, and privileges. Posters, quotes, and rubrics will be posted throughout the building to constantly reinforce these messages.

³¹ The Town Hall will be based on experiences of the US Page School, in Washington DC and Town Meeting at Amistad Academy, as well as the successful forensics, speech, and debate programs at schools such as Bronx Science, Stuyvesant, and others.

³² The use of "earned" uniform components is successful at DPCS, Amistad, KIPP, and other excellent schools.

³³ Our college and civic expeditions are based on those at DPCS, Frederick Douglass Academy, North Star, KIPP, and Amistad.

³⁴ Visit to IS 172, Powell Middle School for Law and Justice, April 15th, 2005. Comments by Principal and other staff.

³⁵ Based on the use of calming music during transitions and meals at Village Academy Charter School and KIPP STAR.

- **Advisory and Advisors**

Within each Academy, 12-15 students will be assigned to an Advisor within a homeroom named for a college or university. Each Advisor, also a staff member at Democracy Prep, will be the primary contact with the student's family and will talk with them at least once every two weeks. In Advisory students receive explicit instruction in DREAM character and citizenship and benefit from a small group of students with whom to share meaningful experiences.

- **College and Civic Expeditions, Field Trips, and End of Year Field Lessons**

Democracy Prep Public Schools has pledged to raise funds to support supplemental enrichment activities that enhance our core academic program. These activities are designed to broaden the horizons of our students to give them a better sense of their role as a citizen of their community, city, nation, and world. Each month, we have scheduled a Civic Expedition or College Expedition. Held on Saturdays, these incentives are earned by students who have maintained a weekly DREAM Dollar average of \$70 or above for the previous month. College Expeditions include lessons on a college campus or college fair about specific aspects of college life such as arts, dorm life, laboratory science, sports, cultural organizations, and others. Civic expeditions include visits to historic sites, museums, art exhibits, and cultural or political events with assignments linked to relevant curricular material. An annual ski and snowboard trip will be held at the end of the first trimester and Summer Academy for students who have a certain DREAM Dollar balance in their account. The grand finale of each academic year is an earned three-to-seven day Field Lesson out-of-state. Sixth grade students will visit civic sites and colleges in Washington DC, seventh grade students will visit Ivy League colleges and historic sites in Providence, RI, New Haven, CT, and Boston, MA. Eighth grade students will take an extended trip to Canada.

Code of Conduct and Disciplinary Policies

Democracy Prep places a great deal of emphasis on our strict Code of Conduct and ensures that there is a consequence for every disciplinary infraction, from the routine to the most serious. Our policies are based on the most successful schools in the country and included due process procedures for all students. Students with disabilities have additional rights as outlined in federal law.

Over the course of its four years in operation, Democracy Prep Public Schools has developed a highly effective Student Handbook that outlines all school policies and expectations, particularly around discipline and behavior. The policies laid out in the handbook apply to all students including Special Education and ELL students and includes provisions for implementing alternative instruction options for suspended students of compulsory education age.

Family Involvement

Family communication and involvement at Democracy Prep is incredibly important to building our school culture and achieving our ambitious mission. The tone for open and frequent communication with families is set immediately after our public lottery. A staff member may conduct a home visit to admitted students to introduce Democracy Prep's rigorous expectations for academic performance and family involvement.

Families will be asked to sign and agree to the Democracy Prep Family Pledge in which they will agree to participate actively in the academic life of their student. This participation

includes ensuring that their child is rested, dressed in uniform, and prepared for school on-time every day. It also includes an agreement to volunteer at school activities, chaperoning, and other events at which they can be helpful to the school community. Families will agree to pick up their child's three report cards in person at school and meet with the necessary teachers in school at least three times each year.

Contact with families will be frequent and primarily positive. Each student will have an Advisor who will serve as the primary point of contact for 12-13 families. The Advisor will speak with each family at least once every two weeks and report areas of growth as well as areas in need of improvement. Families will also receive a DREAM Dollar paycheck each week indicating exactly how well or poorly a student did during the previous week in terms of citizenship and scholarship. The paychecks indicate weekly accumulation and aggregate citizen cash account balances which include a college scholarship account, a field trip account, an end-of-year field lesson account, and an account for each student to use on designated DREAM Dollar Auction items. Weekly newsletters for families about upcoming events and important dates are included with the Paychecks which need to be "endorsed" and returned for them to be deposited into a student's account.

Families will have access to the home and school phone number of the student's Advisor; they will also have access to each teacher's school-provided phone numbers in order to contact them at any time from 7:00 am-9:00 pm about an issue of importance to the family. This can be a problem with a specific homework assignment or a question about the Saturday civic expedition the next day. Lines of communication will be open at all times in order to both reduce confusion and eliminate "I didn't know" excuses from families and students. Democracy Prep will make every effort to reach out to families and to be receptive to their needs, however, if a family makes communication difficult, the school will work directly with the student to ensure their success without relying on family involvement or blaming its absence for poor student performance.

The Family Leadership Council is the formal body by which family members will engage in discussions about how to improve and support Democracy Prep. All families will be invited to sit in on Board meetings, and encouraged to participate in monthly meetings with the School Leader to share both concerns and triumphs. The Family Leadership Council will meet regularly with the Leadership team to offer their feedback on administrative and policy matters; however the Board of Trustees will maintain ultimate responsibility for the policies in place at Democracy Prep. While no seat on the Board of Trustees is reserved specifically for a Democracy Prep family member or any specific constituency, families will have access to all public meetings of the Board and will be welcome to participate in such meetings and to contribute to committee work as appropriate.

II. ORGANIZATIONAL PLAN

A. Governing Body

The Democracy Prep III Board of Trustees shall serve as the governing authority of the charter school, ultimately accountable to the authorizer for meeting the terms it sets forth. The primary responsibility of the Board of Trustees will be to govern Democracy Prep III so that it meets its three paramount goals of academic excellence, mission advancement, and organizational strength. The five standing committees of the Board of Trustees will be Finance, Development, Academic Accountability, Community & Families, and Governance. Other ad-hoc committees will be formed as necessary to support the mission. The board will not manage the school, but will ensure academic, mission, and financial accountability as well as plan for the strategic growth of the school. The Trustees first task will be to evaluate and hire the proposed School Leader, William Cooke. If a complaint is brought to the board under section 2855(4) of the New York State Education Law, it shall serve as the arbiter of the case with appeals going to the Chancellor and eventually the State Board of Regents.

At the time of this submission, two trustees have been identified: Board Chair, Khary Barnes, and Secretary, Katie Duffy.

Board Development and Training

We intend to continue our consulting relationship with Building Excellent Schools, which will help to build an ongoing PD program for our Board. An annual retreat will continue to serve as a time for the entire Board to reflect on the success and challenges of the past year and make strategic plans. We will implement anonymous self-evaluation tools throughout the year and will occasionally engage an outside evaluator to provide feedback on our Board operations. Additional board training will be provided by the New York City Charter School Center and Democracy Prep Public Schools.

The Board as a whole will evaluate itself primarily on the success of the entire school, based on the *Balanced Scorecard* document. If the school does not meet expectations based on that document's quantitative indicators, then the Trustees will need to determine what can be done to improve the situation ranging from changes in administration, policies, Board, fundraising, or other needed areas.

Founding Board Governance

Our Founding Board has contributed to and supported the creation and development of the charter application and will transition and grow into a Board of Trustees that will hold the charter and govern the school. It will also immediately formally contract with Democracy Prep Public Schools to provide shared services. The Founding Board is dedicated, diverse, passionate, and entrepreneurial. Its members represent a vast set of knowledge, skills, and experience.

After a member of the Board is approved by a two-thirds vote of the current Board, they may be provided with orientation materials including minutes from previous meetings, by-laws, application documents, the Charter School Guide for Trustees, our ethical standards, and other documents. The Board will have four officers, Chair, Vice-Chair, Treasurer, and Secretary and five standing committees, Governance, Academic Accountability, Family & Community, Finance, and Development.

Board Member Qualifications and Responsibilities

Democracy Prep III will be founded, governed, and managed by a diverse team of New York City's educational, civic, and business leaders. Board members come together around a shared belief that all students are entitled to their choice of a high quality public school. The Board is committed to the mission of preparing all students for success in college and citizenship. Specifically, members must strongly believe all students deserve: 1) The rigorous academic standards and frequent assessment found in excellent charter schools; 2) an engaging curriculum, taught by excellent teachers, focused on preparation for college; 3) civic, character, and leadership education as an essential part of public schooling; and 4) a highly structured, disciplined, and supportive academic environment.

In order to recruit and select Board members, we use a rigorous and extensive process which has included diverse professional and personal networks, on-line resources such as BoardNet and board training programs. Upon receiving a charter, our Founding Board is prepared to transition and grow into a Board of Trustees that will hire the School Leader, set policy, govern, and ensure that the school meets or exceeds the terms of the charter.

By-Laws and Code of Ethics

The Firm of Shulte Roth & Zabel LLP, our pro-bono legal service provider, helped to draft and review the Board's Bylaws and Code of Ethics Policy, which can be found as attachments 3 and 4.

B. Founding Group Composition

Democracy Prep III's founding group will consist of the full staff of Democracy Prep Public Schools, the charter management organization with which Democracy Prep III will contract, as well as Khary Barnes, a founding board chair and proposed chairman, and William Cooke, the proposed school leader. Together, DPPS CMO staff has several decades of instructional and organizational experience in the charter sector and beyond. Key CMO staff currently includes, but is not limited to: Seth Andrew, Founder and Superintendent; Katie Duffy, Chief of Staff; Jaime White, Director of Curriculum and Instruction; Andrew Epstein, Director of Finance; Gabriel Nadel, Director of Data and Technology; Jonathan Howard, Director of Recruitment; Linda Easton, Director of Human Resources, and Will Packer, Special Assistant to the Superintendent.

Founding Group's Experience and Capacity

- **Seth Andrew, Founder and Superintendent.** Mr. Andrew is a teacher, school administrator, consultant, and graduate of the New York City public school system who was born and raised in Upper Manhattan. In 2005, Seth founded and served as Head of School of Democracy Prep Charter School, which is now the #1-ranked school in the City of New York. As Superintendent he brings a background in and passion for special education and civics, both of which are unique aspects to Democracy Prep's rigorous college preparatory focus. Mr. Andrew studied high-performing schools across the country as a Fellow at Building Excellent Schools, where he trained under the best school leaders in the country to open Democracy Prep. Mr. Andrew holds a bachelor's degree in Education and Public Policy & American Institutions from Brown University. He has completed coursework at the

Harvard Business School and earned a Masters Degree in School Leadership & School Development from the Harvard Graduate School of Education.

- **Katie Duffy, Chief of Staff.** Ms. Duffy comes from a long line of educators and joined the Democracy Prep Charter School team in its inaugural year. Ms. Duffy began her career at the New York Region Leadership Academy, a program of Prep for Prep, where she taught Ethics. Prior to working at Democracy Prep, Ms. Duffy was the Director of Student Affairs at Harlem Day Charter School, where she managed the after-school and outplacement programs. Ms. Duffy is a graduate of Mount Holyoke College and earned her Masters in Educational Leadership from George Washington University.
- **Jaime White, Director for Curriculum and Instruction.** Jaime White came to Democracy Prep with over fifteen years of experience in urban education. She holds a bachelors degree from the University of Massachusetts in Anthropology and African American Studies, a master's in education from the University of Pennsylvania and is current working on her doctoral degree in education at Columbia Teachers College. In addition, Ms. White is Nationally Board Certified in adolescent education. One of Ms. White's most crowning achievements was her work a founding staff member of Roxbury Prep Charter School, one of the highest performing schools in the country serving predominately low-income students of color. She has helped write numerous charters and worked with various start-up charter schools hoping to replicate the success of Roxbury Prep.
- **Andrew Epstein, Director of Finance.** Mr. Epstein is a proud graduate of the University of Michigan and earned his MBA from Columbia Business School. Mr. Epstein began his career as a Teach For America Core Member, teaching science first in the South Bronx, then the Lower East Side and finally at KIPP Academy in the Bronx. Mr. Epstein was a counselor at Ramapo-Anchorage Camp and was a founding staff member at Camp Starfish, both programs for children with special needs. Most recently, Mr. Epstein spent the last eight years working at Universal Music Group, in a variety of Finance and Operations roles, four of which at Island Def Jam.
- **Gabriel Nadel, Director of Data and Technology.** Mr. Nadel has worked in the NYC Charter Movement for the past eight years, most recently as the Director of Finance and Operations at Girls Prep. Prior to that, he consulted for Democracy Prep, the NYC Charter Center and worked on the planning and start-up of The Williamsburg Charter High School. Gabriel received a Degree in Economics from University of Michigan, with additional focus in accounting, English and Philosophy. As a graduate student he received his MBA from NYU's Stern School of Business, focusing on Data, Decisions and Models and also studying abroad at the Hong Kong University of Science and Technology.
- **Linda Jones Easton, Director of Operations and Human Resources.** Ms. Easton is a Manhattan resident whose career includes positions with the Montclair, New Jersey Board of Education, Harlem Dowling Children's Services and Sheltering Arms Children's Service, where she served for over 20 years. She has years of experience in facilities management and human resources and benefits. She has been a member of the Board of Directors of the Immaculate Conception Elementary School in Montclair, Manhattan's Creative Arts Workshop for Children, Upward, Inc., the Brooklyn Charter School, BELL New York and the District Council 1707, Local 215 Health and Benefit Fund. She is also a founding Board member of Harlem Day Charter School.
- **Jonathan Howard, Director of Talent Acquisition.** Jonathan Howard joined Democracy Prep in its second year after serving as a teacher and Teach For America Corps

Member, where he taught students with special needs in Harlem. Mr. Howard also serves the Harlem community through his work as a member of the Board of Trustees of St. HOPE Leadership Academy Charter School. An Arizona native, Mr. Howard is a proud alumnus of Arizona State University where he earned a degree in Management in 2006. He has since earned a Master's degree in Teaching from Pace University in New York City.

- **Will Packer, Special Assistant to the Superintendent.** Upon graduation from Brown University with a degree in Political Science and Public Policy, Will Packer had already worked on both state and national political campaigns and in both the legislative and executive branches of federal government. He took time off from college to be a field organizer for a successful presidential campaign in Columbus, Ohio. Most recently, he served as Intern for Planning, Evaluation and Policy Development at the U.S. Department of Education. Will was born and raised in Manhattan and believes the inequity of our education system is the greatest injustice standing in the way of equal opportunity.
- **William Cooke, Democracy Prep III School Leader, and current Democracy Prep Charter School Campus Director, 8th Grade.** William Cooke was born and raised in Northern New Jersey. He attended and graduated college at the University of Massachusetts. After college, he moved to Boston, MA to pursue a teaching career. He had been teaching math at City on a Hill Charter School in Boston for the past 4 years. While at City on a Hill, he developed and ran an athletic program that consisted of boys/girls basketball, track/field, cheerleading, and a baseball/softball team. William also coached the girls' basketball team to the Massachusetts Charter League Championship in 2006.
- **Khary Barnes, Founding Board Chair, Democracy Prep III.** Khary P. Barnes joined American Express in 2009 as a Manager in the Corporate Development/M&A group. In his current role, he executes all types of M&A activities, including acquisitions, investments, joint ventures and divestitures globally across the Company. He has completed a number of strategic transactions including the recent sale of certain assets of the Consumer Travel Network, the start-up development of intellectual property commercialization strategies and reviewed potential investments in innovation. Prior to joining American Express, Khary worked for four years as an investment banking analyst and associate at Lehman Brothers, and then as a summer associate in private equity at Landmark Partners. Khary graduated from Cornell University and has an MBA from Harvard Business School. Khary lives in New York, NY and serves on the National Board of the Urban League and the National Advisory Committee of A Better Chance.

C. Management and Operation

Democracy Prep Organizational Structure

An organizational chart that shows the relationship between Democracy Prep III's Board of Trustees, Democracy Prep Public Schools, Democracy Prep III's Leader and Staff, is included as attachment 6.

Democracy Prep Mission & Charter

The Democracy Prep III's mission and charter shall serve as the ultimate authority and guiding document of the school. The Board of Trustees, the staff, families, and students of Democracy Prep will take an Oath of Office to support and advance the goals set forth in the charter.

DP III Board of Trustees

As stated above, the board will not manage the school, but will ensure academic, mission, and financial accountability as well as plan for the strategic growth of the school.

Democracy Prep Public Schools

Democracy Prep Public Schools will serve as the charter management organization for Democracy Prep III. Working closely with the School Leader, DPPS will provide comprehensive back-office support, particularly in the areas of accountability, fundraising, operations management, strategic planning, community outreach, and all other administrative tasks needed to ensure the success of the school. DPPS' academic team will also oversee administration of the Democracy Prep academic model at Democracy Prep III, and so will provide consistent advice and counsel to the School Leader and staff.

Key Positions at Democracy Prep III

Attachment 7 describes the key positions at Democracy Prep III. The "heavy on instruction, light on administration" staffing plan illustrated by the organizational chart and the Key Positions attachment (as well as in Section II.D) has been implemented at Democracy Prep's other 5 schools to lead to the outstanding academic outcomes that are found in Attachment 10.

C.1. Charter Management Organizations*

Democracy Prep Public Schools (DPPS) is a non-profit charter management organization (CMO) that operates high-performing public charter schools in Central Harlem, New York and Central Falls, Rhode Island. Its mission is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Background information on DPPS, a contact list of DPPS schools, academic performance data of those schools, and a summary of the CMO's fiscal performance for the past three years are included as Attachments 8-11, respectively.

Services Provided

DPPS provides institutional support to its schools under a management agreement signed between the board of trustees at each school and Democracy Builders, the predecessor organizational name to Democracy Prep Public Schools. Future management agreements will be signed using the same template between individual school boards of trustees and DPPS.³⁶ These management agreements are legal documents that clearly define the roles and responsibilities of both DPPS and the school to be managed by DPPS.

The role of DPPS will be to assume responsibility for the Democracy Prep III's educational process, and the management and operation of the Democracy Prep III, all under the supervision of the Board. DPPS will devote the necessary time and effort, and will retain and allocate sufficient personnel, to meet the educational goals outlined in the charter and in the Management Agreement. Specifically, DPPS will support its schools in ten distinct areas:

³⁶ See the attached management agreement between Democracy Prep Public Schools and Democracy Prep Charter School for the template for all DPPS schools



Each school’s Board of Trustees will be responsible for overseeing and monitoring the Management Agreement with DPPS and interim metrics of success as well as hiring and firing the school leader, with the CMO’s advice and counsel. The school’s Boards will promulgate DPPS recommended school policies, maintain the charter and tax status, control the funds of the school, employ the school based staff, maintain school records, and ensure adequate facilities.

Democracy Prep Public Schools reserves the right to terminate its relationship with any of its schools at any time, preventing the charter school from using any intellectual property owned by DPPS, including the trademarked items such as the motto or “Democracy Prep.”

The Template Management Agreement, included as Attachment 12, which is to be executed between Democracy Prep Public Schools and Democracy Prep III (and has been executed by DPPS’ other schools), clearly delineates the roles and responsibilities of the Board, management and the CMO.

Reason for CMO Contract

The founding group of Democracy Prep Public Schools is applying for Democracy Prep III as its third middle school in New York. Democracy Prep Public Schools and Democracy Prep III share the same mission: To educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. The relationship as defined by the Template Management Agreement was created to be able to replicate and expand Democracy Prep Public Schools’ track record of leading schools to academic success (Attachment 10). It is for these reasons that Democracy Prep III will contract with Democracy Prep Public Schools.

D. Staffing and Human Resources

Talent Recruitment Plan

Democracy Prep III teachers will be experienced urban educators and veterans of programs such as Teach for America and recruited from public, private, and parochial schools around the world. We seek to receive a minimum of 100 applications for every position available to demonstrate that our teachers are literally the top 1%. This is accomplished by extensive outreach to the appropriate channels, directed by Jonathan Howard, Director of Talent Acquisition at Democracy Prep Public Schools. Job ads are posted to social media websites, job websites such as Idealist.org, Teach for America magazine, and other sources. In addition, Democracy Prep Public Schools already has a pool of over 60 teachers in New York City alone, who are eligible for a recruitment bonus if someone they referred is hired at another Democracy Prep school.

In addition, Democracy Prep III will be attractive to prospective teachers and staff because it will provide excellent compensation along with an unrivaled professional environment. We intend for teacher salaries at Democracy Prep to begin at least 10% higher than the New York City system with raises for school-wide academic performance and stipends

for summer and Saturday teaching. Additionally, merit-based financial bonuses will be awarded by the school leader to teachers whose students demonstrate objective academic improvement above and beyond the school-wide statistical norm. Teachers will receive a competitive benefits package that improves over time as an incentive to promote longevity and reduce turnover.

See Section I.A. for General Professional Development and Support as well as Section I.D. for using data and assessments to drive instruction.

School Staffing Plan

In Year 1, William Cooke—currently a Campus Director at Democracy Prep Charter School, and formally Dean of Students and Math Instructor—will serve as Campus Director of Democracy Prep III. In its first year, Democracy Prep III will operate with a standard cohort of teachers (9 full-time instructional staff, including 1 dedicated SPED teacher), and 1 office manager or administrative assistant. DPPS may share SPED administrative services, social work services, janitorial services and all back-office support with other DPPS schools. In its second year, Democracy Prep III may retain 1 operations manager, 1 additional administrative assistant, 1 full-time social worker, 1 SPED administrator and grow its instructional staff in proportion to student enrollment by 9 teachers. In its third year, Democracy Prep III may retain another SPED teacher, librarian or reading coordinator and grow its instructional staff in proportion to student enrollment 9 teachers. This staffing plan is reflected in Budget and Cash Flow document attached as Form 5.

E. Student Recruitment, Enrollment, and Evidence of Demand³⁷

Democracy Prep III shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure 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. Annually new students will be admitted each year to Democracy Prep through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability.

Recruitment Plan and Lottery Preferences

Formal recruitment of incoming students for the opening year will begin after Democracy Prep III is authorized. During or before January of the opening year, Democracy Prep will advertise open registration and families, if they choose, will meet with staff and review the expectations of the school. Interested families will submit applications between January 15th and March 31st of the opening year. At that time, a formal, public lottery will be conducted and observed by a third party. Students will not be admitted prior to the lottery.

In its first year of operation, the School will accept applications for admission to the 6th grade only, for which approximately 104 students will be accepted. In subsequent years, Democracy Prep will add additional classes each year of approximately 104 students in 6th grade

³⁷ As directed by the 2010 Revisions to the Charter Schools Act, the Department and the Board for Regents will prepare guidance and draft Admissions Policies and Procedures (Enrollment Policy) as well as lottery guidance for schools. These policies, protocols and procedures will be adopted by schools during the planning year, or pre-opening period.

and a second pool of students for any seats the School Leader determines available once the waitlist has been exhausted.

Admission preference shall be granted to applicants in the following manner:

- After the first year, first preference will be given to returning students, who will automatically be assigned a space within the school, or for 9th grade, to Democracy Prep Charter School's High School.
- Second preference will be given to siblings of students already enrolled in a Democracy Prep Public School. For definition purposes, "siblings" are two or more children that are related either by birth by means of the same father or mother or by legal adoption or legal guardian.
- Third preference for admission for students who reside within Community District 5.
- Fourth preference for admission is students enrolled at or scheduled to attend a persistently low performing school or other such schools as designated by the Chancellor of the New York City Public Schools as in need of turnaround, phase-out or closure.
- Fifth preference for admission for students who reside in New York City.
- Any remaining slots shall be available to applicants residing outside New York City.

Once all seats have been filled through the lottery process, names will continue to be drawn after all available spaces have been filled in order to form a waiting list for each preference category and grade level. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to Democracy Prep, pending acceptance for the subsequent school year, or in rare cases, when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Outreach Plan

Democracy Prep Public Schools and Democracy Prep III will undertake the measures below, among others, to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation:

- Contact all 3500 currently on Democracy Prep Charter School and Democracy Prep Harlem's waitlist.
- Visit, with permission, local elementary schools, after-school programs, and youth centers;
- Organize numerous open houses at Democracy Prep Charter School's St. Phillip's campus;
- Attend all school enrollment fairs;
- Visit local organizations in Northern Manhattan to speak with staff and students;
- Canvass neighborhoods door-to-door to further reach interested families and leave materials;
- Mail applications to every family of a 5th grader in Upper Manhattan;
- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes; and
- Conduct extensive outreach to elementary school guidance counselors and PTAs.

Community Demand for Democracy Prep III

The strongest indicator of community support for Democracy Prep is the preexisting, unmet demand for Democracy Prep Charter School and Democracy Prep Harlem in Upper Manhattan. In DPPS' New York lottery for 2010-2011, 1500 families applied for 200 available seats in

Democracy Prep's 6th grade class. While some of these students certainly matriculated to other charter schools, all other charter middle schools in CSDs 5 and 6 begin in 5th grade, meaning that the 1583 applicants to DPCS had already missed their best opportunity to attend a local charter. And at the 6th grade level more generally, there are only ~750 total seats in CSDs 5 and 6 charters in 6th grade, indicating that a significant percentage of family demand for better public school options is bound to be left unmet. In its three years of operation, this unmet demand has grown into a waitlist for Democracy Prep of over 3,000 families in just three years.

Voluntary Withdrawal

Democracy Prep III will be a public school of choice, both for application and withdrawal. Circumstances may arise where parent or guardian may wish to transfer his or her child to a different school. With parent or guardian permission, students may withdraw from Democracy Prep III at any time. School personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from the School, as well as to seek solutions to any problems that arise from these discussions.

If the parents or guardians still wish to transfer their child to another school, the staff at Democracy Prep Charter School will make every reasonable effort to help the student find a school that better serves the student's needs. Democracy Prep Charter School will ensure the timely transfer of any necessary school records to the student's new school.

F. Community Involvement

Support for Democracy Prep in Upper Manhattan has been overwhelming. Parents, community leaders, local community based organizations, and local institutions have demonstrated enthusiastic endorsement of Democracy Prep. At this year's lottery, for example over 800 families signed postcards asking for the replication of high-performing charter schools in CSD 5, and many elected officials in Harlem and nationally have publicly voiced their support for Democracy Prep's replication, including Congressman Charles Rangel; Assemblymembers Catherine Nolan, Daniel O'Donnell, Adam Clayton Powell IV, and Keith L.T. Wright; City Council Member Inez E. Dickens, and many others.

Democracy Prep Public Schools works hard to be active participants in and advocates for its Central Harlem scholars. Democracy Prep scholars spend significant time in the community, for Get Out the Vote drives, community service work, and public advocacy. Scholars from Democracy Prep Charter School has also visited all Community Boards in Upper Manhattan (9, 10, 11, and 12) and met with their education committees.

Like our students, Democracy Prep III will strive to be an active participant in the civic life of our community. Members of our staff, Board of Trustees, and our community will help to foster this involvement and form strong relationships with local organizations and institutions.

III. FINANCIAL PLAN

A. Budget

Democracy Prep III will demonstrate superior civic and college-preparatory academic performance with approximately the same financial resources as traditional New York City public schools. Our budget model and financial plan ensure that our core educational program will operate exclusively with public funds.³⁸ We anticipate financial stability in our operating budget using our per-pupil allocation, start-up grants, and federal entitlement grants. Our cautious budget model assumes high attrition, conservative revenues, and zero fundraising, yet allows us to balance our budget and focus resources in the classroom. Please see Form 5 for our Budget and Cash Flow.

Pre-Opening Period

The school will not incur expenses prior to July 1, 2011. Democracy Prep Public Schools, the CMO, has covered the writing and compliance with the charter up to that point, and the Pre-Opening Plan, Section III.G, does not require any expenses until July 1, 2011. Thus, the pre-operating budget and cash flow tabs of Form 5 are left blank.

Key Budget Assumptions

Revenue

- Number of students per grade: 104
- Number of Special Education students with 20-60% Intensity: 8
- Number of Special Education students with Greater than 60% Intensity: 8
- General Education Per Pupil Allocation: \$13,527
- Special Ed 20-60% Per Pupil Allocation: \$10,390
- Special Ed 60%+ Allocation: \$19,049
- Start-up funding from the Walton Family Foundation: \$85,000
- Continued support from Walton Family Foundation: \$50,000 per year

Expenses

- Number of full time teachers or SPED coordinators: 9
- Avg. Salary for core teachers: \$62,529
- Number of other staff: 3
- See budget for salaries of other staff
- Payroll taxes: 8.45% of salaries
- Employment benefits: 24% of salaries
- Retirement fund (403b) match: 5% of salaries

³⁸ The Chancellor has pledged to provide all new charters with public school space. Our ideal facility arrangement would allow for a minimum of shared common space and be discrete from an existing school similar to the DoE space provided to KIPP STAR.

Debt

Since Democracy Prep III, if granted a charter, will be given public space by the New York City Department of Education, we do not anticipate incur any debt.

B. Financial Management

We have a steadfast commitment to prudent fiscal management of both our public and private resources. To avoid the pitfalls of some unsuccessful charters, our budget calls for a surplus in each of the first five years, with carryover funds being reserved for facility upgrades and a capital reserve fund. We will hire an independent auditing firm to conduct annual reviews of cash flow, retrospective budget, and financial controls. The CMO may, in consultation with the Democracy Prep III Board, produce an annual financial report. Moreover, we have a 2% contingency fund of total revenues and a bonus fund to provide incentives for recruitment and achievement.

Democracy Prep Public Schools—through its Directors of Finance, Technology, Data, Accountability, and CEO—will provide financial management assistance to Democracy Prep III as well. Director of Finance, Andrew Epstein, will be responsible for student and financial records (Biography included in Section II.B and resume included in Attachment 5). He is assisted by two CMO staff—Student Registrar, and NY Operations Manager—underneath him in the Finance Department. DPPS has smoothly managed enrollment and eligibility at its 5 schools this year and for its schools for four years prior to that. In addition, to manage the increased data and records needs at this size, it has implemented a new Student Information System (SIS), eSchoolsPlus, to securely and efficiently manage all enrollment, special education classification, eligibility for free and reduced price lunch, and other demographic information for all students.

C. Facility

The Chancellor of the New York City Department of Education (NYCDOE) has pledged to provide all new charters with public school space. Democracy Prep Public Schools will work with NYCDOE to find suitable public space for all Democracy Prep III students. As a best possible facilities solution, NYCDOE should secure suitable space for Democracy Prep Charter School's high school, which is currently located on Democracy Prep's St. Philips' campus (private school space). At that time, DP III could move into the St Philips' space while NYCDOE finds appropriate public school space for DP III, no later than August 2011.

In the event that DOE is able to provide a suitable facility, such as the Bread and Roses high school currently on the Persistently Failing list, we will move in there, and can use the St. Philip's space for DP III while DOE finds a suitable DOE space for DP3, no later than august 2012.

Our ideal facility arrangement would allow for a minimum of shared common space and be discrete from an existing school. As such, we expect the school will have its own food service facilities, including kitchen and cafeteria accommodations that will be shared by all programs within the school. If the sharing arrangement is not satisfactory to the Head of School, he or she may choose to provide food services to students directly in the classroom or in other suitable common areas. Food Service is discussed in detail in Section III. E.

D. Transportation

Democracy Prep's students shall receive transportation services for which they are statutorily eligible under §2853(4)(b) and § 3635 of the Education Law. Specifically, the New York City Department of Education will provide or assign eligible students MetroCards based on how far they live from the school.³⁹

At this point Democracy Prep does not intend to provide additional transportation for students enrolled in the school who are not eligible for transportation from his or her residence, with the exception of transportation for required field trips. We anticipate that the majority of students attending Democracy Prep will reside in Region 10 and will either walk to school or utilize standard MTA transportation. The parents or guardians of those students ineligible for transportation will be responsible to make provisions for any additional transportation they desire for their children.

Because Democracy Prep will be in session on days when New York City Public Schools are not, Democracy Prep shall seek arrangements with the District and MTA to provide transportation on those days pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Democracy Builders has pledged to support transportation services for the Saturday and summer program in particular.

In accordance with standard regulations, Democracy Prep will document the manner in which students will be transported to and from the School. Parents enrolling their children in Democracy Prep will be asked to notify the school district annually of any need for transportation to the school for the following school year, in advance of April 1 deadlines.

Democracy Prep will comply with the transportation items by all necessary deadlines listed

³⁹ Transportation text informed by, The New York Charter School Resource Center, 2005 Guidebook

below:⁴⁰

Compliance Item (and regulating body)	Timeline and/or Deadline	Required documentation and forms or action steps Needed for completion	Additional Information & Contact Information
<input type="checkbox"/> If in non-DOE space, obtain Certificate of Occupancy (C of O) from Department of Buildings (DOB)	Must be completed before school can receive transportation from DOE or occupy its building.	Contact DOB See Facilities section of guidebook for more information	DOB website: http://www.nyc.gov/html/dob Facilities section of guidebook
<input type="checkbox"/> Complete Transportation Request Form, available from Office of Pupil Transportation (OPT)	Should be completed well before April 1 (deadline for parents to claim transportation for their students)	Complete and submit Transportation Request Form Provide OPT with information about students (through ATS or NIPSIS)	OPT website (FAQ, ATS Transportation Manual, etc.): http://www.opt-osfns.org/opt/
<input type="checkbox"/> Enter student information in ATS or NIPSIS (if ATS access not available)	By mid-July		OPT website (FAQ, ATS Transportation Manual, etc.): http://www.opt-osfns.org/opt/
<input type="checkbox"/> Inform parents of type of transportation the DOE will provide their children	Complete after receiving transportation but before school opens, the sooner the better	DOE will assign students to stops and/or issue Metrocards. This information and these cards should be distributed to the parents.	
<input type="checkbox"/> Conduct Safety Drills (at least 3)	1) During first week of fall term 2) Between Nov. 1 and Dec. 31 3) Between Mar. 1 and Apr. 30	Complete Safety Drill Completion Form Keep Certificates of Compliance on file at school	Safety Drill Completion Form: http://www.opt-osfns.org/opt/forms/safety_drill_form.asp

E. Food Service

Democracy Prep shall make available to students breakfast, lunch, and often a morning and/or afternoon snack. When school begins after 7:59 am or ends before 12:30 pm, Democracy Prep reserves the right to determine which meals and/or snacks to serve in compliance with federal guidelines.

Participation in Subsidized Meal Programs

Democracy Prep will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

Contracting

Democracy Prep intends to contract with a vendor for the provision of food services, beginning with the New York City Department of Education’s office of Nutrition and Food Safety. The

⁴⁰ Transportation Compliance Chart from “New York City Charter School Operations Guidebook,” v.1 Prepared by: The New York City Center for Charter School Excellence, July 2005. Found at http://www.nycchartercenter.org/operations_guidebook.pdf

school will explore arrangements with private companies providing food services to existing schools.

F. Insurance

Democracy Prep Public Schools and its schools have obtained the necessary liability insurance for all of its schools. In the interest of space, we have not included documentation of insurance policies for other Democracy Prep schools in this application. We welcome requests for additional information in this regard. The timeline for obtaining liability insurance is included in the pre-opening plan in Section III. G.

G. Pre-Opening Plan

The Pre-Opening Plan for Democracy Prep III is included below. Note that there are no expenses at the school level associated with any Key Task that takes place before July 1st. This is in alignment with Form 5, Budget and Cash Flow. The Pre-Opening plan will be executed by various members of the Founding Group from Democracy Prep Public Schools (DPPS-CMO), William Cooke, the proposed School Leader of Democracy Prep III, the Board of Trustees, and the New York City Department of Education.

<i>Key Task</i>	<i>Initiation Time</i>	<i>Completion Time</i>	<i>Responsibility</i>
Identify facility in public space	December 1, 2010	July 1, 2011	DPPS-CMO: Seth Andrew and Linda Easton NYC-DOE
Recruit applications for and hire Office Manager and Operations Manager	October 1, 2010	July 1, 2011	DPPS-CMO: Jonathan Howard and William Cooke (DPIII School Leader),
Recruit applications and hire for instructional staff	October 1, 2010	May 1, 2011	DPPS-CMO: Jonathan Howard and William Cooke (DPIII School Leader),
Collect lottery applications	October 15, 2010	April, 2011	DPPS-CMO: Andrew Epstein and Finance staff
DPPS-NY Public Lottery Prep and Event	February, 2011	April, 2011	ALL DPPS CMO and some DPPS-NY instructional staff
Collect Enrollment Acceptances and call off waitlist to full enrollment	June, 2011	August, 2011	DPPS CMO: Andrew Epstein and Finance staff
Board of Trustees holds first meeting and hires	June 1, 2010	July 1, 2011	DPIII Board of Trustees, William Cooke

school leader			
Office Manager and Operations Manager put on payroll	July 1, 2011	August 1, 2011	DPPS-CMO: Linda Jones Easton, Andrew Epstein
Purchase Classroom Furniture and Materials	July 1, 2011	July 15, 2011	DPPS-CMO: Linda Jones Easton, Andrew Epstein
Set-Up Classrooms	July 1, 2011	August 1, 2011	DPPS-CMO, William Cooke and administrative staff
Instructional staff put on payroll and enroll in benefits	August 8, 2011	August 30, 2011	DPPS-CMO: Linda Jones Easton, Andrew Epstein
Summer DPPS-NY Professional Development for All Schools	August 8, 2011	August 26, 2011	William Cooke, DPIII Staff, ALL DPPS-NY Leaders and staff, ALL DPPS-CMO staff
Summer Prep Academy at Democracy Prep III	Mid-late August, 2011	Mid-late August, 2011	DPIII School Leader, DPIII Staff

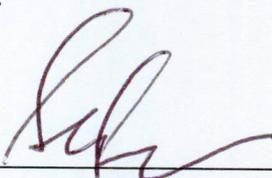
V. REQUIRED FORMS

Form 1: Certification Statement

Proposed Charter School Name Democracy Prep III

Proposed School Location (District) Community School District 4, 5 or 6

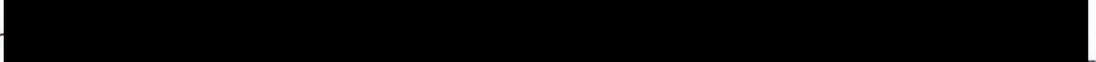
I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person  Date 9/22/10

(Please label the copy that has original signatures.)

Print/Type Name Seth Andrew

Address 

Daytime PH 

Form 2: Roster of Key Contacts

Democracy Prep Public Schools	
Seth Andrew, Superintendent	212-281-1248
Katie Duffy, Chief of Staff	212-281-1248, kduffy@democracyprep.org
Jaime White, Director of Curriculum and Instruction	212-281-1248
Andrew Epstein, Director of Finance	212-281-1248
Gabriel Nadel, Director of Data and Technology	212-281-1248
Linda Jones Easton, Director of Operations and Human Resources	212-281-1248
Jonathan Howard, Director of Talent Acquisition	212-281-1248
Will Packer, Special Assistant to the Superintendent	c. 917-881-1635, o. 212-281-1248 ext. 332 wpacker@democracyprep.org
Democracy Prep III	
William Cooke, Prospective School Leader (Current Campus Director at Democracy Prep Charter School)	212-281-1248
Khary Barnes, Founding Board Chair	917-715-1733

MONDAY-THURSDAY SCHOOL SCHEDULE

Eighth Grade College Class of 2018

Advisory: 7:45-8:03	UMASS	UPENN	Williams	Loyola	Not Teaching	Admin on call
Period 1 8:03-8:53	Science Ms. Daly Loyola	Math A Mr. Reidy UPENN	Elective Mr. Wolfe Gym	Lit Studies Ms. Shea UMASS	Mr. Chapman Ms. Ellis Mrs. Nunez	Ms. Woods
Period 2 8:56-9:46	Math B Ms. Woods Ms. Benko UPENN	Writing Ms. Ellis Williams	Science Ms. Daly Loyola	Lit Studies Ms. Shea UMASS	Mr. Chapman Mrs. Nunez	Mr. Reidy
Period 3 9:49-10:39	Writing Ms. Ellis UMASS	History Mr. Chapman Loyola	Guided Reading Mrs. Nunez Williams	Math A Mr. Reidy UPENN	Mrs. Shea Ms. Woods	Ms. Daly
Period 4 10:42-11:32	History Mr. Chapman Loyola	Lit Studies Ms. Shea UMASS	Math B Ms. Woods UPENN	Elective Mr. Wolfe Gym	Ms. Daly Ms. Ellis Mr. Reidy	Mrs. Nunez
Lunch: 11:35- 12:05						
Period 5 12:08-12:58	Math A Mr. Reidy Ms. Benko UPENN	Elective Mr. Wolfe Gym	Lit Studies Ms. Shea UMASS	Science Ms. Daly Loyola	Ms. Woods Ms. Ellis Mrs. Nunez	Mr. Chapman
Period 6 1:01-1:51	Elective Mr. Wolfe Gym	Science Ms. Daly Loyola	Writing Ms. Ellis UMASS	Math B Ms. Woods UPENN	Mr. Chapman Mr. Reidy Mrs. Shea	Mrs. Nunez
DEAR 1:54-2:15						
Period 7 2:15-3:05	Lit Studies Ms. Shea Ms. Benko UMASS	Guided Reading Mrs. Nunez Williams	Math A Mr. Reidy UPENN	History Mr. Chapman Loyola	Ms. Daly Ms. Woods	Ms. Ellis
Period 8 3:08-3:58	Guided Reading Mrs. Nunez Ms. Benko Williams	Math B Ms. Woods UPENN	History Mr. Chapman Loyola	Writing Ms. Ellis UMASS	Ms. Daly Mr. Reidy	Mrs. Shea
Period 9 4:01-4:51	Book Club, FOCUS, tutoring	Book Club, FOCUS, tutoring	Book Club, FOCUS, tutoring	Book Club, FOCUS, tutoring		
Advisory 4:54-5:15 pm	Advisory					



BY-LAWS

OF

DEMOCRACY PREP CHARTER SCHOOL III

(an Education Corporation)

ARTICLE I

Name, Office and Purpose

Section 1.01. Name. The name of the education corporation is Democracy Prep Charter School III ("Democracy Prep ").

Section 1.02. Office. The principal office of Democracy Prep shall be located at 207 West 133rd Street, New York, New York 10030. Democracy Prep may have offices at other places within the State of New York as the Board of Trustees may select by resolution or amendment of the bylaws.

Section 1.03. Purpose. Democracy Prep's purpose is to educate students by providing them with a demanding academic program that prepares them for success in college and citizenship.

Section 1.04. Non-Discriminatory Policy. Democracy Prep seeks diversity in its student/parent body, faculty, staff and administration. Democracy Prep does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation or affectional preference, or any other category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II

Board of Trustees

Section 2.01. General Powers and Duties. The Board of Trustees shall have control of and manage the operations and affairs of Democracy Prep, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of Democracy Prep and shall oversee that such policies



and procedures are carried out by the School Leader and such other staff of Democracy Prep as the Board of Trustees may employ or authorize the School Leader to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that Democracy Prep is provided with the financial and other resources which the Board of Trustees deems appropriate for its proper operation.

Section 2.02. Number of Trustees. The Board of Trustees shall fix the number of trustees of Democracy Prep Charter School, which shall not be less than five (5) or more than fifteen (15). The balance of the trustees shall be elected ("Elected Trustees") pursuant to the provisions of Section 2.04 of these Bylaws.

Section 2.03. Term of Office. Unless otherwise provided by the Board of Trustees at the time a trustee is chosen, the term of office of each Elected Trustee shall be a period of two (2) calendar years commencing with the Regular Meeting following his or her election and continuing until a successor shall have been elected. No Elected Trustee shall serve more than three (3) consecutive, two-year terms, unless the Board of Trustees designates otherwise. The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms of office. This will help to balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-half (1/2) of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

Section 2.04. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (b) and (c).

(a) Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the term of office, death, resignation, removal or an increase in the number of Elected Trustees, the Governance Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate.



No employee of Democracy Prep Charter School shall be eligible to be nominated or serve as an Elected

Trustee.

(b) Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall Vote on the candidates nominated by the Governance Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the vote of a majority of the whole Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Clerk and confirmed by the Chair or any Vice Chair of the Board of Trustees.

(c) Board Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Governance Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces.

Upon recommendation by the Governance Committee, the Board of Trustees may create positions for additional Elected Trustees for such term, not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees.

Upon a two-thirds (2/3) vote, the Board of Trustees acting upon the recommendation of the Governance Committee may abolish a vacant Elected Trustee seat; provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the Board of Regents of the New York State Education Department.

(d) A trustee may vote in person or by proxy for any election of trustees at the Annual



Election of Trustees under subsection (b) and for any other election of trustees under subsection (c).

Each proxy shall be executed in writing by the trustee and delivered to the Chair or any Vice Chair of the Board of Trustees in advance of the meeting to elect trustees.

Section 2.05. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below. Notice of all Board meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meeting Law.

- (a) Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.
- (b) Regular Meeting. The Board of Trustees may provide for the holding of "Regular Meetings" and may fix the time and place of such meetings. Regular Meetings shall be held at least nine (9) times per year.
- (c) Special Meetings. "Special Meetings" of the Board of Trustees shall be called by the Chair or a Vice Chair of the Board of Trustees, at such time and place as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Chair or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees. There shall be two classes of Special Meetings of the Board of Trustees:
 - (1) Special Meetings, to be held in executive session, to consider matters with respect to employees (e.g., to evaluate the performance or to set the salary of the School Leader) which shall not be attended by the School Leader as a trustee unless requested to attend by a majority of the whole Board of Trustees.
 - (2) Special Meetings to consider any other matter.
- (d) Notice. Notice of the time and place of an Annual or Regular Meeting shall be given to each trustee either by messenger, regular mail, e-mail or facsimile at least fifteen (15) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, e-mail or facsimile not less than five (5) days



before the meeting. Notices by messenger, regular mail, e-mail or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required by statute, notice of any meeting need not be given to any trustee who executes (either before or after the holding of such meeting) a waiver of notice of such meeting. Any such waiver shall be filed with the minutes of the meeting. Unless otherwise required by statute, notice of any adjourned meeting need not be given.

Section 2.06. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of Democracy Prep Charter School has an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of Democracy Prep Charter School. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of Democracy Prep Charter School. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones, and gifts and favors. The Board of Trustees shall, in its discretion, adopt a policy on conflicts of interest to address these areas of potential conflict.

Section 2.07. Quorum and Manner of Acting. At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one



trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 2.08. Action by Consent. Any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee as provided in Article III, may be taken without a meeting, if written consents are signed by each trustee of the Board of Trustees or each member of such committee, as the case may be. Action taken by the Board, or any committee thereof, without a meeting will be done so to the extent permitted by the Open Meetings Law. Action without a meeting will rarely be permitted by the Open Meetings Law. Such written consents shall be filed with the minutes of the proceedings of the Board of Trustees or a committee, as the case may be.

Section 2.09. Meetings Held Other Than in Person. Trustees of the Board of Trustees or members of any committee may participate in a meeting of the Board of Trustees or committee, as the case may be, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Such participation shall, however, not constitute presence in person at the meeting. Trustees who participate in a meeting of the Board of Trustees in such manner may not be counted for purposes of having a quorum and may not vote.

Section 2.10. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Chair of the Board of Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled as provided in Section 2.04.

Section 2.11. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days notice of the proposed removal and a copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from



office, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee.

Section 2.12. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees. Nothing in these Bylaws shall be construed to preclude any trustee or officer from serving Democracy Prep in any other capacity and receiving reimbursement of a Trustee's actual and necessary expenses while conducting corporation business, as approved by the Board of Trustees.

Section 2.13. Evaluations. Evaluations of the Head of School shall be conducted by the Governance Committee on an annual basis. Evaluations of the Board of Trustees shall be coordinated by the Governance Committee on at least a bi-annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of Trustees, preferably in the middle of the school year. On-going informal assessments of the Head of School and the Board of Trustees shall be conducted on an as-needed basis as determined by the Governance Committee.

ARTICLE III

Committees

Section 3.01. Standing Committees. The Board of Trustees shall establish and maintain the following "Standing Committees": Executive Committee, Governance Committee, Finance Committee, Development Committee, Community and Family Communications Committee and Academic Accountability Committee.

Section 3.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more "Ad Hoc Committees" with such names, powers and functions as may be determined from time to time by the Board of Trustees.

Section 3.03. Committee Members; Chair. Members of committees shall be appointed annually by the Chair of the Board of Trustees, subject to ratification by the Board of Trustees at the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Chair of the Board of Trustees after consulting with the Chair, if any, of such committee. Unless otherwise provided in these



Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, with a minimum of three trustees for each committee. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Chair of each committee shall be chosen by the Chair of the Board of Trustees from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters to come before the Board of Trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee's powers are advisory to the Board of Trustees.

Section 3.05. Committee Reports and Agenda. Each Standing Committee shall make periodic reports to the Board of Trustees. Whenever possible, a written report of any committee meeting or a summary thereof shall be made available in advance of the Board of Trustees' meeting at which the report is to be presented. Whenever possible, each committee shall submit to each trustee a copy of the agenda for future meetings of the committee.

Section 3.06. Executive Committee. The Executive Committee shall consist of no less than five (5) members, including the Chair and the Vice Chair of the Board of Trustees and such other trustees as may be designated by the Board of Trustees. The Chair of the Board of Trustees shall be the Chair of the Executive Committee. The Executive Committee shall set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could be authorized by a vote of a majority of the trustees in attendance at a meeting at which a quorum was present. The Executive Committee shall not have the power to take any action that requires at least a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. Any action taken by the Executive Committee may be subject to ratification by



the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the minutes to the Clerk and the Clerk shall distribute the minutes of such meetings to the full Board of Trustees.

Section 3.07. Governance Committee. The Governance Committee shall be composed of at least three (3) persons recommended by the Chair of the Board of Trustees and elected by a majority of the Board of Trustees. The Governance Committee shall be responsible for evaluating and making recommendations about the role, responsibilities and expectations of the present and future Heads of School; developing, as necessary, a process for leadership succession; evaluating and making recommendations about the role and responsibilities of the Board of Trustees; reviewing governance policy and practice; and evaluating and making recommendations about the Board of Trustees' composition, organization and committee structure. The Governance Committee shall evaluate the ability of the Board of Trustees and its members in terms of specific skills, interests, and diversity. The Committee shall also canvass the community at large for potential candidates for vacancies on the Board of Trustees. It shall interview potential candidates, guide them through the application process, and make recommendations to the Board of Trustees with respect to various candidates and, in appropriate circumstances, the creation of additional positions for Elected Trustees. The Governance Committee shall be responsible for presenting a slate of candidates for election as officers of the Board of Trustees and the orientation of newly chosen trustees.

Section 3.08. Finance Committee. The Treasurer or an Assistant Treasurer shall be the Chair of the Finance Committee. The Finance Committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of Democracy Prep's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee shall review investment policies, objectives, and performance. It shall work closely with Democracy Prep's Director of Operations and business manager, if any, and the School Leader and assist the School Leader in overseeing the performance of the Operations staff.



Section 3.09. Development Committee. The Development Committee shall be responsible for the development and implementation of fundraising goals and programs. Its responsibilities may include setting annual fundraising goals, developing periodic capital campaigns and providing for appropriate parent and alumni communications and developing programs to facilitate continuing cultivation of support for Democracy Prep. The Development Committee shall also be responsible for strengthening communication and outreach programs for parents and developing programs to better communicate with and maintain the support of Democracy Prep's broader community of alumni, neighborhood residents, education and business communities and others.

Section 3.10. Academic Accountability Committee. The Academic Accountability Committee shall be responsible for evaluating whether Democracy Prep is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in college and active citizenship. It will examine the results from city, state, national and internally developed assessments which are both criterion and norm-referenced. In addition, the Academic Accountability Committee will meet will meet with staff to analyze assessment data. Based on the assessment data, the Academic Accountability Committee will make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants.

Section 3.11. Community and Family Communications Committee. The Community and Family Communications Committee shall be responsible for ensuring the community and families are satisfied with the school, as well as to serve the committee to ensure that staff are satisfied with school through semi-annual surveys. The Community and Family Communications Committee shall serve as the primary contact for parents and community members.

ARTICLE IV

Officers

Section 4.01. Titles. The officers of the Board of Trustees shall be a Chair, one or more Vice Chairs, a Clerk, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 4.02. Election, Term of Office and Qualifications. The Board of Trustees shall elect



the Chair, one or more Vice Chairs, a Clerk, a Treasurer and any other officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur. A trustee may hold any number of offices, except that neither the Clerk nor the Treasurer may serve concurrently as the Chair. Each officer serves at the pleasure of the Board of Trustees, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 4.03. Subordinate Officers and Agents. The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers), to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to prescribe their respective terms of office, authorities and duties.

Section 4.04. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 4.05. Removal or Suspension. Any officer elected or appointed by the Board of Trustees or by any officer of Democracy Prep may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without being provided with at least seven (7) days notice of the proposed removal and a copy of the complaint.

Section 4.06. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in section 4.02.

Section 4.07. The Chair. The Chair shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Chair shall preside at all meetings of the Board of Trustees and the Executive Committee, if he or she is present. The Chair shall, when directed by the Board of Trustees, sign on behalf of Democracy Prep all contracts, securities and other obligations of



Democracy Prep, the authority to sign which is not otherwise delegated by the Board of Trustees or by these Bylaws.

Section 4.08. Vice Chairs. The Vice Chair shall have such power and perform such duties as may be assigned by the Chair or the Board of Trustees. The Vice Chair (or if there shall be more than one, the Vice Chair designated by the Chair or the Board of Trustees) shall in the absence or disability of the Chair or at the Chair's request, perform the duties and exercise the powers of the Chair.

Section 4.09. The Clerk. The Clerk shall keep the minute books of Democracy Prep, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Clerk and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.10. The Treasurer. The Treasurer shall have general custody of all money and securities of Democracy Prep and from time to time shall render to the Board of Trustees, and to the Chair upon request, a statement of the financial condition of Democracy Prep and of all of his or her transactions as Treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.11. Salaries. The School Leader shall be paid such salary as shall be fixed on an annual basis time to time by the Board of Trustees.

Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers. All singular agreements, contracts, checks, and other instruments of Democracy Prep requiring an expenditure or imposing an obligation of more than \$50,000 shall be executed by any two officers of Democracy Prep or by one officer and such other person or persons as may be designated by the Board of Trustees. All singular agreements, contracts, checks and other instruments of Democracy Prep requiring an expenditure or imposing an obligation of less than \$50,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

ARTICLE V



Miscellaneous Matters

Section 5.01 Corporate Seal. The corporate seal of Democracy Prep shall be circular in form and shall bear the name of Democracy Prep and the words and figures denoting its organization under the laws of the State of New York and otherwise shall be in such form as shall be approved by the Board of Trustees.

Section 5.02. Fiscal Year. The fiscal year of Democracy Prep shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 5.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and the Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in Democracy Prep's Charter, the Charter shall control.

Section 5.04. Indemnification.

(a) To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, Democracy Prep shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a trustee or an officer of Democracy Prep acting within the scope of his/her normal duties, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. Democracy Prep, however, will not indemnify a trustee or an officer against any costs incurred in any action, suit, or proceeding if there is a judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action so adjudicated, or from which the person personally gained financial profit or other advantage to which he or she was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustees, or otherwise.



(b) Democracy Prep may maintain insurance, at its expense, to protect itself and any person described in subsection (a) against any expense, liability or loss, whether or not Democracy Prep would have the power to indemnify such person against such expense, liability or loss under applicable law.

Section 5.05. Amendments. These Bylaws may be altered, repealed or amended and new Bylaws may be made by the affirmative vote of a majority of the Board of Trustees. Any proposed alteration, repeal, amendment or new Bylaws shall be provided to the Board of Trustees at least thirty (30) days in advance of the meeting at which such changes in the Bylaws will be voted on. Any amendments are subject to approval by the charter entity, the Chancellor of the city school district of the City of New York, and the New York Board of Regents.

Section 5.06. Notices. Unless otherwise required by law or these Bylaws, notices required by these Bylaws may be given in writing, by messenger, regular mail, email or facsimile.



Democracy Prep Charter School III Conflict of Interest Policy

Preamble

The Board of Trustees, Officers and staff members of Democracy Preparatory Charter School III ("Democracy Prep") owe a duty of loyalty and trust to Democracy Prep, which requires that in their positions, they act in the interest of Democracy Prep and not in their personal interests. Trustees, Officers and staff members may not use their positions or information they have about Democracy Prep or Democracy Prep's property or information obtained through their positions in a manner that allows them to secure an economic benefit, either directly or indirectly, for themselves or their relatives or associates.

Trustees and Officers of Democracy Prep are fiduciaries to the institution as a whole, collectively responsible for overseeing the welfare of the school and the pursuit of its mission. Although Trustees and Officers may have other relationships with Democracy Prep, Trustees and Officers must put aside these personal relationships and concern themselves solely with what is the best current and long-term interest of the institution as a whole. Fiduciary responsibilities require each of them to approach every decision from the perspective of Democracy Prep's overall best interest, putting aside consideration of how specific decisions may affect, favorably or unfavorably, themselves and family or friends.

The fiduciary duty also requires that Trustees and Officers avoid conflicts of interest and even the appearance of such conflicts, by refraining from participation in any deliberation or decision by the Board of Trustees that might affect them uniquely as an individual. To avoid a conflict of interest, trustees, officers or employees of any single organization shall hold no more than forty percent (40%) of the total seats comprising the Board of Trustees. In sum, it is the policy of Democracy Prep that no transaction between it and its Trustees, Officers or staff members be tainted with an actual or perceived conflict of interest.

Disclosure

(a) Prior to election to the Board of Trustees or appointment as a Trustee or an Officer, and annually thereafter, all Trustees and Officers shall disclose in writing, to the best of their knowledge, any Interest (as defined below) in any corporation or other organization which provides goods or professional or other services to Democracy Prep for a fee or other compensation. Under no circumstances shall any trustee, officer, individual, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with Democracy Prep involving the provision of educational management services to Democracy

Prep for a fee or other compensation serve as a voting member of the Board of Trustees. A copy of each disclosure statement shall be available to any Trustee of Democracy Prep on request.

(b) If at any time during his or her term of service, a Trustee or an Officer has any Interest which may pose a conflict of interest at any time during that Trustee's or Officer's service, he or she shall promptly disclose the material facts of that Interest in writing to the Chair of the Board of Trustees and the Chair of the Governance committee of the Board of Trustees.

(c) When any matter in which a Trustee or an Officer has an Interest comes before the Board of Trustees or any committee of the Board of Trustees for decision or approval, that Interest shall be immediately disclosed to the Board of Trustees or the committee by that Trustee or Officer, and the Trustee or Officer shall recuse himself/herself from any discussion and/or vote relating thereto.

Definition of "Interest"

Whether a Trustee or an Officer has an Interest in a matter shall be determined by whether that Trustee or Officer or a relative (or a company with which such persons are associated) would have an economic interest, either directly or indirectly, in a decision on the matter by the Board of Trustees or committee. A "relative" is an immediate family member, which is a mother, father, brother, sister, spouse, child, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandfather, grandmother, grandson, granddaughter, legal dependent or other relative(s) (including step relatives) who resides in the home. A person is associated with a company if he or she has a 5% or greater ownership interest in the company or is a director, officer, employee or partner of the company. An Interest is not intended to include fundraising and advocacy efforts.

Staff

The Head of School is directed to apply to the faculty and staff of Democracy Prep rules and procedures consistent with the rules and procedures outlined above for Trustees and Officers. For purposes of this Policy, the term Officer shall include the Head of School, deans, the heads of academic and administrative departments and certain other designated personnel.

S e t h A n d r e w



Objective:

To found and lead innovative public schools which prepare all students for success in college and citizenship.

Education:

Harvard Graduate School of Education- Ed.M in School Leadership & School Development

Harvard Business School- Coursework in Entrepreneurship & Effective Leadership of Social Enterprise

Brown University- B.A. in Educational Studies and Public Policy & American Institutions

The Bronx High School of Science- Regents Diploma with Honors

United States House of Representatives Page School- Junior Diploma, National Honor Society

Educational Experience:

Democracy Preparatory Public Schools, Harlem, NY & Valley Falls, RI

9/05-Present

- **Founder & Superintendent-** Responsible for all aspects of founding public charter schools on four campuses in Central Harlem and Rhode Island serving students in grades K-12 with a rigorous college-prep academic program. Manage \$10 million annual budget with 75 administrative and teaching staff functioning as both principal and superintendent. Oversaw construction of \$5.5 million new facility for Democracy Prep Middle School while leading a substantial capital campaign which garnered funding from the Walton Foundation, Robin Hood Foundation, and numerous other competitive funding sources. Balanced rapid expansion of all academic and financial aspects of the school, while running substantial surpluses each year, earning clean independent audits, and building a strong foundation for future success and growth.
- **Head of School-** In the school's first four years Democracy Prep immediately became one of the few straight "A" schools in New York City, ranking #1 in Harlem and #8 in NYC for academic excellence, student achievement growth, safety, and overall quality. While 100% of Democracy Prep's scholars are students of color, 91% enter dramatically below grade level, 85% qualify for Title I lunch, 20% have special needs, 12% are incoming English Language Learners, in their first year at DPCS, students average more than 3 grade levels of growth. After just two years, 100% become college bound public citizens who debate competitively, participate in civic activities, and are Working Hard, Going to College, and Changing the World!

Building Excellent Schools, Boston, MA

9/04-8/05

- **Fellow-** BES is a national non-profit program that provides research-based hands-on training to an elite group of aspiring school leaders who approach urban education with a focus on high academic standards and a "no excuses" approach to school culture. The fellowship focuses on drafting the charter application, recruiting the founding Board of Trustees, building community support prior to school opening while completing a school residency at a high-performing school.

Amistad Academy Charter School, New Haven, CT

9/04-8/05

- **Administrative Fellow & Special Education Teaching Consultant-** Work closely with Head of School, Dacia Toll to design and implement strategies for students far below grade level in reading and math. Coach special education coordinator and teachers using feedback, model lessons, curricular design, and working 1-on-1 with most “challenging” students.

Coelho Middle School, Attleboro, MA

9/03-8/04

- **Inclusion Specialist-** Designed and implemented curriculum and support for students with Special Needs, administered the Inclusion Program, maintained a large Special Education caseload, and lead faculty workshops. Taught four blocks each day of seventh grade inclusionary English and math. More than 90% of special needs students passed the high stakes MCAS.

Cambridge Rindge and Latin High School, Cambridge, MA

9/02-8/03

- **Inclusion Specialist & Teacher-** Administrator of the School Four inclusion program, maintained IEP caseload, led four Special Education teachers, held best-practice seminars, and ensured compliance with relevant special education law. Taught a full load of history, literature, and academic strategies courses to a remarkably diverse group of students. 92% of our small school inclusion program and 100% of personal high school pupils passed the MCAS exam on their first attempt.

Fenway Pilot High School, Boston, MA

9/01-6/02

- **Leadership Intern; Project Coordinator-** Worked with Principal Larry Myatt to research, design, implement, teach and evaluate a Social Action Curriculum for high school students including group work, field trips, and follow-up assignments.

Dong-Seung Middle School & OHA Language Academy Chonan, South Korea

1/01-8/01

- **English Teacher-** Taught English grammar, pronunciation, vocabulary, and civics to 350 Korean students with class sizes of 45. Coached the English speech team, re-wrote the English curriculum, and introduced American pedagogy.
- **Seminar Leader-** Taught English as a Second Language to four classes of college students.

Teaching Certifications: Political Science, Social Studies, & Moderate Disabilities
NY, MA, & RI

Seth Andrew Continued

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Professional Experience:

Democracy Builders, New York, NY

10/05-Present

- **Founder & CEO-** Democracy Builders supports urban public schools committed to civic education and college preparation in their pedagogy, curriculum, and governance. Starting in 2005, Democracy Builders sponsored Democracy Prep Charter School, the highest ranked school in Harlem to serve students in a disciplined, high-standards, and college-preparatory environment.

U.S. Department of Education, Office of the Deputy Secretary, Washington, DC

5/00-9/00

- **Policy and Management Analyst-** Wrote “Key Indicators for Hispanic Student Achievement,” and helped to create and manage \$20 million grant program supporting Dual Language Education programs across the nation. Edited and evaluated reports on Charter Schools, teacher training, merit pay, and paraprofessionals under Title I.

Mayor's Council on Drug and Alcohol Abuse, Providence, RI
9/97-5/98, 10/98-12/00

- **Chief Grant Writer & Consultant-** Applied for grants, assisted in financial management, and worked on-site for school-based prevention programs totaling \$1.6 million. Managed the Youth Positive Providence (YPP) working group to provide a continuum of services Providence high school students while implementing substance-abuse prevention curriculum.

University of Pretoria, Pretoria, South Africa
Summer, 1999

- **Guest Lecturer & Research Fellow-** Lectured on the American Education System in a comparative education course for South African undergraduate and graduate students; Served as a research fellow; wrote grants & a strategic plan for a merger between the Faculty of Education and a historically black teacher's college.

SAGA Consulting, Providence, RI; Cambridge, MA; & Chonan, South Korea
11/98-8/04

- **CEO-** SAGA is an educational consulting group providing services to candidates and social sector organizations. SAGA worked with a wide variety of clients around the world, primarily in the areas of Strategic-planning, Assessment, Grant-writing, and Administration including a select group of businesses, non-profit organizations, public schools, and government agencies.
- **Political Consultant-** Consulted and managed campaigns for David Cicilline for State Representative 2000, Uzoma Ukamadu for Democratic District Committee & Jessica Robertson for Democratic State Committee 1998. All victorious candidates.

Seth Andrew for State Representative, Providence, RI
5/98-9/98

- **Candidate-** Registered 1000+ new voters, managed staff of seven, lost by 79 votes to six-year incumbent.

Rhode Island Secretary of State James Langevin, Providence, RI
6/97-2/98

- **Policy Analyst-** Formulated, researched, and co-authored a major study entitled "*ACCESS DENIED: Chaos, Confusion, and Closed Doors*" which detailed the RI General Assembly's abuse of the Open Meetings Law throughout the 1997 session.

Selected Leadership, Awards, & Achievements:

Harry S. Truman Scholarship for Public Service- For excellence in academics, leadership, and public service

Brookings Institution, Center for Public Policy Education- Selected for Summer Institute Program

Common Cause Good Government Award- For "*Access to Public Records: Audit of RI Cities and Towns*"

Society of Professional Journalists Public Service Award- For "*Access to Public Records*" & "*Access Denied*"

Massachusetts Teaching Bonus Program- One 50 recipients chosen statewide for New Teachers Project award.

President of the Board- Polaris Project 501(c)3; Work with Executive director on financial and program development

Key Note Speaker- Graduation ceremony, Booker T. Washington- Junior High School 54 (alma mater)

Media Features & Appearances: NPR, NBC, ABC, FOX, CNN, CBS, extensive print coverage, etc.

Selected Public Testimony & Selected Writings:

2009 National Public Charter School Conference- "Choice and Voice: Student Advocacy & Civic Engagement"

2008 Dean's Leadership Conference, Harvard Graduate School of Education- "Charter school leadership"

2007 Education Seminar, Vassar College- "No Excuses: Urban schools that defy the odds"

2004 Rhode Island Senate Committee on Education- "Charter Schools *Are* Public Schools"

2004 Rhode Island House Committee on Finance- "District Oversight Will Hurt Public Charter Schools"

2003 Rhode Island Commission on Civic Education- "The Need for Democracy Prep"

2002 "Civic Malpractice" & "The Need for Democracy Schools" Research for Prof. Dana Villa & Prof. Ted Sizer

1999 "Key Indicators for Hispanic Student Achievement" With Heidi Rameriez, U.S. Department of Education

1998 "Access Denied: Chaos Confusion and Closed Doors" With Hon. Jim Langevin & Prof. Ross Cheit

Interests & Skills

Travel- Visited 57 countries on 6 continents and 36 US states

Architecture- Particularly, colonial American urban architecture, preservation, and urban revitalization

Athletics- Avid small craft sailor, cyclist, rollerblader, and skier

Leadership- Masters level work in instructional leadership, finance, governance, and school management

Development- Grant-writing and fundraising skills for curricular and extracurricular activities

Technology- Word processing, Powerpoint, Excel, video, Access, Stata, Lexis-Nexis, Adobe, etc.

References and educational leadership portfolios available upon request

EDUCATION

George Washington University, June 2008

M.A. in Educational Leadership

Mount Holyoke College, May 2002

B.A. in Philosophy, Religion

WORK HISTORY

Democracy Prep Public Schools

Chief of Staff (July 2010-present)

Responsible for all internal and external communication, setting organization priorities, implementation of Founder's vision; Oversee all external affairs, including press, marketing, communications, philanthropy, recruitment and civic initiatives; leads all new schools development, including charter, review, board recruitment, and serve as the primary point of contact for authorizers.

Democracy Prep Charter School

Director of External Affairs (2008-2010)

Responsible for all fundraising, including foundation, corporation and individual philanthropy; grant and relationship management and special events; design and implement robust and data-driven development plan; ensure school's legal compliance, interfacing with federal, state and local officials; serve as the primary liaison with the Board of Trustees; manage and design all marketing materials and publications; serve as the spokesperson for the school with members of the press

Director of Development (2007-2008)

Responsible for the design and management of development effort, including marketing, solicitations, acknowledgements; sole grant writer; webmaster; responsible for monthly Board meetings and Board development; serve as a member of the School Leadership Committee; Lead advisor for cohort of 30 students; plan and manage all special events

Harlem Day Charter School

Director of Student Affairs (2006-2007)

Responsible for the design and management of the afterschool and summer programs, including planning, staffing and supervision of the programs; managed the placement efforts for our outgoing 5th graders, including assisting families and maintaining relationships with contacts at appropriate 6th grade programs; helped to set school tone through the organization of schoolwide events and the assembly program, as well as enforcing the Code of Conduct on a daily basis; responsible for the oversight and management of the school assistants; worked as a member of the administrative team, as well as serving as a member of the Student Support Team

Program Coordinator (May 2004 – May 2006)

Managed and coordinated Extended Day Program, including outside organization involvement, staffing, and accountability; Managed and coordinated all special events; managed and coordinated daily lunch and recess schedule; served as the primary contact between outsourced Accounting and Benefit Administration; worked as a member of the senior administrative team (including Head of School, Administrator, and Director of Business and Development) to manage disciplinary concerns, budgetary and future planning; Managed and coordinated the Summer Session

The Women's City Club of New York

Administrative Coordinator (2003 – 2004)

Primary contact for correspondence with public officials, press, and vendors; Managed database for development and membership; Coordinated all aspects of internal and public meetings; Produced newsletter and all other distributed material; Managed office technology, including maintaining website; Served as acting senior staff person

The New York Metro Region Leadership Academy

Ethics Teacher (Summer 2002)

Designed and taught a seven-week "Ethical Leadership," which focused on the meaning and role of an ethical leader, including issues such as affirmative action, bioethics, and the present and future of education; writing and speaking intensive, with position papers and weekly debates

Administrative Assistant (2002 – 2003)

Organized and facilitated IQ Testing for 300 potential students; interviewed prospective candidates; proctored entrance testing; was primary contact for all correspondence; managed all office matters; managed full talent search, preparatory, and post-preparatory database; collaborated with Development Office in data collection and analysis; organized and facilitated transportation of all students in the Summer and School-year Terms; Served as a dorm leader for a 7 week residential program; planned extracurricular programs; regularly acted as a substitute teacher for all subject areas; coached and advised after-school activities

Prep for Prep

Special Assistant for the Summer Session (Summers 1999-2001)

Was responsible for continuing a working relationships for service providers for 15 students daily, which included budgetary & geographical concerns; was one of the key facilitators of a four day trip to a Connecticut boarding school for over 150 students, including scheduling and rooming issues; worked closely with Executive Staff, including the Executive Director and Founder; worked one on one with children who were having difficulties, from academic concerns to time management issues

MEMBERSHIPS AND SKILLS

Women's City Club of New York, Democracy Builders (Board Chair), Young Alumni Network (George Washington University), Women in Development (New York Chapter), Young Alumnae of New York (Mount Holyoke College), Latin (Fluent), French (Intermediate), HTML, Quark Xpress, In Design, Blackbaud Suite, Photography

Jaime N. White

EDUCATION

Teachers College, Columbia University, New York, NY
Doctor of Education Coursework, Education Leadership, Sept. 2005-Jan. 2008
G.P.A 3.7, Completed all but Dissertation

Boston College, Boston, MA
Doctorate of Education Coursework, Curriculum and Instruction
G.P.A 3.8, transferred to Teachers College, Sept – June 2004

University of Pennsylvania, Philadelphia, PA
Master of Science in Education, Secondary Education Certification
G.P.A. 3.8, graduated with Distinction, August 1994

University of Massachusetts, Amherst, MA
Bachelor of Arts in Anthropology, minor in African American Studies
G.P.A. 3.5, graduated Cum Laude, June 1993

CERTIFICATIONS/ HONORS
National Board Certification in Middle School English Language Arts
Massachusetts Secondary Education Certification in Social Studies
Nominated for Massachusetts Teacher of the Year 2005

EDUCATIONAL EXPERIENCE

- 06/09 – Present **Senior Director of Curriculum & Instruction**
Democracy Prep Charter School
Create, coordinate, and lead professional development for Campus Directors and teachers, assist Campus Directors in setting data-driven goals, action plans and implementation of said goals, create and manage curricular systems across the schools, create and align curriculum and interim assessments across the schools, create, train staff, and manage systems for data review, analyze data and work with Campus Directors to ensure high achievement on internal and external high stakes exams, support Campus Directors in managing and evaluating teachers, create and coordinate school calendars and school schedules, manage instructional budget.
- 08/07 – 06/09 **Middle School Co-Director**
Democracy Prep Charter School
Hire, train, coach and evaluate instructional staff, analyze data towards greater student achievement, researched and wrote standards for each academic subject, train and provide feedback on curricular development, plan and lead professional development, wrote and implement school handbook including behavioral polices and expectations, design and supervise implementation of cultural initiatives, reinforce high standard of student behavior, engage and coordinate the families toward student academic success, design and coordinate school schedule and calendar, manage instructional budget.
- 06/07 – 08/07 **Director of Educational Programs**
Urban Education Exchange, New York, NY
Direct curricular development, professional development and new site development for Urban Education Exchange an organization focused on supporting elementary and

middle school teachers with the resources needed for teaching reading comprehension to low income and minority students. UEE provides an online reading comprehension curriculum, intensive teacher training, and student assessments within a forum for exchanging best practices.

12/04 – 06/07

Literacy Specialist

Say Yes To Education, Teachers College, New York, NY

Strategically develop and implement the comprehensive literacy program for Say Yes students in conjunction with school administrators and teachers, collaborate with the Program Manager to identify academic and social needs of the SYTE, supervise and/or deliver the diagnosis of all Say Yes children for instructional and program evaluation purposes, supervise and evaluate the teaching responsibilities of the Say Yes literacy instructors and teaching assistants, hire, train and supervise the literacy instruction tutors provided by other Say Yes partnerships in out-of-school classroom settings during school, after school, and during summer programs, develop and critique curriculum and instruction designs to assess the quality and delivery of the Say Yes literacy programs, responsible for the Say Yes literacy initiative budgets for the Say Yes children at the school, provide professional development in reading to teachers.

10/04 – 01/08

Educational Consultant

Democracy Prep, Harlem, New York

Develop aligned academic standards, curricula, assessments, professional development systems, discipline code, and structures for student and staff culture for the Charter application resulting in its acceptance, perform teacher recruitment, train staff in school-wide curricular systems and various literacy techniques, provide feedback, coaching and support to teachers and the principal.

06/04 – 11/04

Director of Curriculum & Instruction

East Harlem Village Academy, Harlem, New York

Hire, train, coach. and evaluate instructional staff, analyze data towards greater student achievement, researched and wrote standards for each academic subject, train and provide feedback on curricular development, plan and lead professional development, wrote and implement school handbook including behavioral polices and expectations, design and supervise implementation of cultural initiatives, reinforce high standard of student behavior across the school, engage and coordinate the families toward student academic success, design and coordinate school schedule and calendar, manage instructional budget.

8/99 – 7/04

Literacy Coordinator/Coach

Founding English Teacher/Reading Teacher

Roxbury Preparatory Charter School, Roxbury, MA

Teach sixth grade English classes grammar and writing skills, teach sixth grade reading including guided reading, phonics bases instruction and fluency skills in a balanced literacy program, and in conjunction with the Co-Director for curriculum and instruction, support all aspects of the school-wide literacy program including: development of academic standards, curricula, and assessments for reading and English classes; literacy staff recruitment, hiring, supervision, and evaluation; training entire staff in school-wide literacy program; facilitating literacy team inquiry group; chairing literacy team meetings and developing on going professional development for the entire Roxbury Preparatory staff.

- 8/03 – 10/04 **Educational Consultant**
East Harlem Village Academy, Harlem, New York
Developed academic standards, curricula and diagnostic tests for reading and English courses, performed teacher recruitment, trained staff in school-wide literacy program, trained literacy teachers in various literacy techniques, developed on-going staff development, performed monthly data analysis to improve instruction, trained teachers to perform data analysis, observed classes, read lesson plans and provided weekly feedback, coaching and support to teachers.
- 6/99 – 6/04 **Educational Consultant**
Project for School Innovation, Dorchester, MA
Developed and lead literacy inquiry groups for teachers across the city, researched and wrote introductions to For Teachers By Teachers series including the math issue developed by Roxbury Prep teachers, coached literacy teams in effective inquiry practices.
- 8/98 – 6/99 **Social Studies Teacher**
City On A Hill Charter School, Boston, MA
Taught 9th grade social studies classes; developed and implemented history curricula and assessments aligned with the Massachusetts curriculum framework in history; chaired faculty committee responsible for creating the Transitional Program; served as a member of staff committees responsible for creating policies on school culture; participated in a two week summer curriculum development initiative funded by the Annenberg Foundation and staffed by teachers from City On A Hill and the Jeremiah E. Burke High School.
- 9/97 - 7/98 **Lead Teacher Language Arts/Community Service Learning Director**
The Little House Alternative Middle School, Dorchester, MA
Designed and implemented literacy course for truant youth of Boston Public Schools; emphasized interdisciplinary and theme-based team teaching; implemented alternative assessment and project-based learning; focused on behavior modification, anger management, and problem solving skills. Collaborated with the Massachusetts Prevention Center to design, implement and coordinate training on various teen health issues for alternative school students; emphasized building confidence and self esteem in teen students; trained and facilitated students leading their own workshops in various Boston Public Schools.
- 9/94 - 6/97 **Social Studies & Lead 5/6 Teacher, Dr. Martin Luther King Jr. Open School**,
Cambridge, MA
Worked as part of a team to design, plan, and execute all aspects of the curriculum for a multi-grade classroom in an inner city school with a diverse population; designed interdisciplinary units centered upon social studies and concerned with issues of social justice and community; Designed and implemented social studies curriculum for middle school students; taught World Cultures & Geography to 7th grade students and American History to 8th grade students; founded and coordinated Learning Centers; and directed the King/King Open Talent Show.

References Available Upon Request

Andrew J. Epstein

EXPERIENCE

Director of Finance, Democracy Prep Charter School, November 2009 – Present, New York, NY
Manage and direct all financial operations and activities for Democracy Prep Charter School, a high performing public charter school in Harlem. Responsibilities include all accounts payable and receivable functions, payroll processing for staff of 65, short and long term budgeting both for school as well as projects and initiatives, negotiating contracts with key vendors, managing general ledger including all accounting entries, and managing audit process including 990 filing.

Director of Operations, Promotion, Island Def Jam Music Group, October 2005 – November 2009, New York, NY
Manage and direct all financial and operational aspects of Island Def Jam Promotion Department, a subsidiary of Universal Music Group. Strategize, develop and oversee budgets for music promotion at multiple radio formats. Liaise with Finance Department on budgeting processes, and with Human Resources and Information Technology groups to assist with all systems use for members of team. Manage all non-radio airplay aspects of department. Serve as department compliance officer to ensure observance of Radio Promotion Policies.

Manager of Financial Services, Universal Music Group, June 2004 – October 2005, New York, NY
In addition to responsibilities of corporate card specialist: Managed and grew purchasing card program. Administered additional aspects of T&E processing including expense processing software, liaised with members of IT group to manage complex interfaces between expense software, financial systems, and HR systems and oversaw relationship with outsourced A/P vendor, including Help Desk, audit and controls, technical issues.

Corporate Card Specialist, February 2002 – May 2004
Managed corporate credit card program for travel and entertainment (T&E) use, consisting of over 2000 cards. Created and distributed reports using reporting software. Communicated across all levels of both Universal Music Group and corporate card vendor to meet cardholders' needs. Earned first ever annual rebate from corporate card vendor for successfully managing spend and delinquency across corporate card program.

Science Teacher, K.I.P.P. Academy, September 2000 – June 2001, Bronx, New York
Educated 5th and 7th grade students in a nationally recognized charter school. Designed and led after-school/weekend program for twenty students in conjunction with New York City Outward Bound to support under-achieving students.

Program Director/Recruitment Coordinator, Camp Starfish, January – August, 2000, Boston, Massachusetts
Recruited and hired staff for the inaugural summer of Camp Starfish, a summer program serving special needs children. Designed and implemented multi-faceted educational, athletic and developmental program.

Assistant Head Counselor, Camp Ramapo-Anchorage, Summer 1999, Rhinebeck, New York

Managed equipment, schedule and eight person staff for Challenge Program at summer camp for emotionally disturbed children. Program included high and low ropes courses, 50' climbing wall.

Science Teacher, New York Settlement School, September 1998 – June 1999, New York, New York

Created and led instructional program for students at an innovative middle school located on the Lower East Side. Chairman of School Leadership Team, responsible for creating a Comprehensive Educational Plan and communicating with parents and District officials. Wrote and was awarded a 2k grant to upgrade science equipment.

Corps Member, Teach for America, June 1996 – June 1998, Bronx, New York

Created and executed daily lesson plans for 7th and 8th grade students in an under-resourced urban public school. Initiated and led extra-curricular activities: Chess Club and Student Government.

EDUCATION

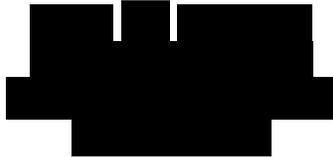
Columbia University, Graduate School of Business, New York, NY
MBA, May 2007

University of Michigan, Ann Arbor, Michigan
Bachelor of Arts in Psychology, May, 1996

Tel-Aviv University, Tel-Aviv, Israel
Overseas Student Program, January-June, 1995

References available upon request.

Gabriel L. Nadel



Academic Experience

- New York University, Stern School of Business** New York, NY
Masters of Business Administration, December 2008
- Selected for *Beta Gamma Sigma Honor Society*
 - Focus in *Data, Decisions and Models* and *Finance*
 - Semester abroad: Hong Kong University of Science and Technology, Fall 2008
- Columbia University, Teachers College** New York, NY
Graduate course work in Education and Economics of Education, 2005
- University of Michigan, College of Literature, Science, and the Arts** Ann Arbor, MI
Bachelor of Economics, April 2000
- Additional focus in Accounting, English and Philosophy

Professional Experience

- Democracy Prep Charter School** New York, NY
Sr. Director, Data and Accountability 2009
- Manage selection and implementation of Student Information Systems
 - Manage development of novel web-based student behavior tracking system
 - Oversee all data collection and analysis functions
 - Manage all Information Technologies staff
- Scholastic Inc.** New York, NY
Sr. Manager, Technology Marketing Operations 2009
- Product manager for Scholastic Achievement Manager (SAM), student data software
 - Managed technology marketing for Scholastic's suite of educational programs installed in over 10,000 schools and districts
 - Streamlined operations surrounding the launch of Scholastic Hosting Services
- Girls Preparatory Charter School** New York, NY
Director of Finance and Operations, Founding Staff Member 2005-2008
- Grew a high achieving elementary charter school from 12 to 50 staff while continuously improving quality for all stakeholders
 - Designed and implemented all operational systems such as purchasing, payroll, HR, IT, data analysis and communications to facilitate exceptional teaching and learning
 - Successfully monitored a growing annual budget of \$3million
 - Managed annual fiscal audit in 2006, 2007 and 2008
 - Managed reporting for government and private grants totaling over \$1million
 - Created and implemented novel tools for analyzing student achievement data
 - Oversaw all day-to-day non-academic operations of City's first all-girls charter school
 - Created and utilized an array of financial reports to best leverage school resources
 - Managed reporting to state and city agencies, board of trustees and foundations
 - Recruited and marketed school to potential faculty and parents

New York City Center for Charter School Excellence

New York, NY

Consultant

2005

- Conducted extensive analysis of school performance using original methods
- Researched and outlined first operations guidebook for NYC charter schools

The Williamsburg Charter High School

Brooklyn, NY

Coordinator of Development and Special Projects, Founding Staff Member

2003-2005

- Coordinated start-up of the first charter high school in New York City
- Wrote and managed private and government grants in excess of \$600,000
- Managed recruitment and selection of founding school staff
- Managed many diverse projects including but not limited to: outreach, website design, field trips, fundraisers and technology implementation
- Coached boys soccer team, assistant taught Math-B class and was advisor to 12 students
- Managed project to create a school run community garden in McCarren Pool Area

St. Nicholas Neighborhood Preservation Corporation

Brooklyn, NY

Coordinator of Education Initiatives

2002-2004

- Researched and co-authored charter application for the Williamsburg Charter School
- Communicated heavily with Department of Education and charter supporters
- Researched and co-authored charter application for Masters Charter School

knoWear Inc. / Graphic Faction

Ann Arbor, MI

Owner

2000-2001

- Organized, registered and incorporated start-up clothing/graphic design company
- Initiated and maintained retail, wholesale and special event accounts
- Handled all legal, financial and tax issues for knoWear
- Attained profitable performance within first year

Computer Skills

QuickBooks, Excel, Photoshop, Illustrator, Flash, HTML, Freehand, Actionscript, Dreamweaver, Giftworks, Gif Animator, FTP, Minitab, Weka, Powerpoint, Act, Rediker, Administrators' Plus, GradeQuick, Word, MAC and PC

Additional Skills and Interests

Conversational Spanish, beginning Mandarin, international travel, skiing, music and community gardening.

Linda Jones Easton



Results-oriented, experienced executive/administrator responsible for internal operations, human resources, facilities and special projects. Works well independently and as part of a team. Committed to excellence and achieving goals. An effective negotiator and facilitator who relates well to a wide variety of people and diverse situations.

PROFESSIONAL EXPERIENCE:

DEMOCRACY PREP CHARTER SCHOOL, New York, NY 8/2007 to present
Director of Operations and Human Resources

- Project manager for renovation projects and moves
- Facilities Management
- Oversight of all Human Resources areas
- E-Rate funding coordinator
- Contract negotiator with external vendors
- School Safety Council representative

Relocation Management Solutions, Inc. 10/2006 to 2007
Human Resources Consultant & Recruiter

SHELTERING ARMS CHILDREN'S SERVICE, New York, NY 1986 to 2006
Assistant Executive Director, Operations and Human Resources

Responsible for day-to-day administrative operations, human resources, facilities and special projects. Responsible for introduction and implementation of new policies, negotiating contracts, and administration of one of New York City's oldest child care and early childhood education agencies.

- Project manager for several build-out and renovation projects
- Developed and implemented a procurement process that cut costs 40%
- Negotiated union contracts advancing management rights and health insurance cost containment
- Developed and implemented a employee recognition program
- Member of four person team that successfully started Harlem Day Charter School and member of Board of Directors of school
- Developed human resources workshops
- Provided human resources services for two charter schools

Positions Held:

Assistant Executive Director
Director of Operations

Assistant to the Executive Director

HARLEM DOWLING CHILDREN'S SERVICE
Assistant to the Executive Director

1983-1986

EDUCATION:

Bachelor of Science; Business Administration and Certificate in Pre Law
Caldwell College, New Jersey

Memberships:

Founding Member, Harlem Day Charter School Board of Trustees (2001 to present)

Brooklyn Charter School (2002 to 2006)

Trustee, 1707 Health and Benefit Fund (2001 to 2006)

Trustee, Immaculate Conception Elementary School (1985 to 1990)

Member, Society for Human Resource Management (2001 to present)

Member, International Foundation (2001 to 2007)

Jonathan C. Howard

Work Experience

Democracy Prep Charter School, Senior Recruitment Manager **2008-Present**

New York, New York

- Recruit and hire highly qualified educators to teach at highest performing charter school in Harlem
- Recruited founding team for Democracy Prep Blackstone Valley in Rhode Island
- Manage entire recruitment process for 2000+ applicants per year
- Develop marketing campaign aimed at attracting top teachers: create and place ads, plan professional development opportunities, conduct information sessions, attend education events, host visitors to Democracy Prep
- Observe and provide feedback on sample lessons taught by teacher applicants
- Improve and systematize recruitment processes including applicant questionnaire, interview question template, and new hire on boarding procedures

Teach For America, Special Education Teacher **2006-2008**

New York, New York

- Selected as one of 2,500 teachers from approximately 18,000 applicants to join a national teaching corps
- Committed two years to close the achievement gap in New York City schools by teaching in one of the lowest performing districts in the city
- Participated in a 6-week intensive training program to develop the skills and knowledge needed to achieve significant gains in student achievement; instructed in a summer school program run by TFA for students in New York City public schools under the supervision of a faculty of experienced teachers

Democracy Prep Charter School, 6th Grade Special Education Teacher **2007-2008**

New York, New York

- Co-created Academic Collaboration Team to best serve the needs of special education students with Individualized Education Plans and students needing extra support in reading and math
- Co-taught Reading and Math classes and taught multiple small groups of up to 8 students
- Authored Individualized Education Plans for all 6th grade special needs students and kept extensive data to track students' progress toward annual goals
- 15 of 18 students increased overall reading level by 1.5 grade levels; 5 of 18 increased overall reading level by 2 grade levels or more
- 12 of 18 students with at least a 70% overall average in reading and math classes
- 17 of 18 students with 80% homework completion average for academic year

Choir Academy of Harlem, Middle School Special Education Teacher **2006-2007**

New York, New York

- Special Education teacher for middle school special needs students; provided academic support in English, Social Studies, Math, and Science Classes
- Authored Individualized Education Plans for all middle school special needs students and kept extensive data to track students' progress toward annual goals
- 4 of 11 students increased overall reading level by 1.5 years
- 5 of 11 students reached 80% mastery of grade level math objectives

Education

Pace University
2008

New York, New York

Master of Science for Teachers: Childhood Education: Students with Disabilities

Arizona State University
2006

Tempe, Arizona

Bachelor of Science in Management

Community

Teach For America, Phone Interviewer
2009-Present

New York, New York

- Conduct phone interviews with 2010 Teach For America Candidates
- Score candidates on a rigorous, research-based rubric to determine whether each individual would be invited to a final interview

iMentor, Mentor
2009-Present

New York, New York

- Mentor to a high school senior from Bronx, NY
- Provide guidance and coaching on college application process; correspond through monthly meetings and weekly email communication

St. HOPE Leadership Academy, Founding Board Member
2007-Present

New York, New York

- Currently serving as board member for 2nd year charter school in Harlem.
- Sit on Executive, Nominating (Chair), and Partnership Committees.
- Attend monthly board meetings and vote on action items which dictate school and board policy

St. HOPE Academy, Intern
2003-2004

Sacramento, California

- Project Manager of Sacramento High School of Business: assisted principal with organized partnerships to benefit students with community organizations such as Sacramento Food Bank and Tungland Corporation
- Assisted principal with startup of St. HOPE's elementary school P.S. 7: provided support with teacher recruitment, research and purchasing school uniforms, ordering school furniture and school supplies
- Generated articles, took photographs, designed layout, and distributed St. HOPE's weekly newsletter, the *ST. HOPE Pipeline*, to over three thousand recipients
- Participant in St. HOPE Leadership Institute reviewing case studies of non-profit organizations' business plans and pivotal business decisions

Activities

Democracy Prep Charter School Basketball Coach
2007-Present

New York, New York

- Organize and facilitate daily practices
- 2nd Place in New York City Charter School League for 2007-2008 and 2008-2009 seasons

Arizona State University Varsity Basketball
2000-2002

Tempe, Arizona

- Arizona State University Full Athletic Scholarship (2000-2002)
- Maroon and Gold Scholar Athlete (2001-2002)



EXPERIENCE

Democracy Prep Charter School

Director of Grades 7 & 8, Dean of Students

- Hired, trained, coached, and evaluated instructional staff
- Analyzed data and created action plan to yield greater student achievement
- Provided feedback on curriculum and materials
- Planned and led professional development
- Designed and implemented cultural events to build student buy in to collegiate culture
- Coordinated and ran effective consequence based discipline system
- Engaged and coordinated families towards students' academic success
- Served as Physical Education teacher and Athletic Coordinator from July 07-August 08

Harlem, NY

July 2007-Present

City on a Hill Charter School

Math Teacher, Athletic Director

- Developed curricula for Algebra, Geometry, and Algebra II
- Aligned materials with MCAS and SAT exams,
- 92% passing Math MCAS from '04-'06
- 100% passing Math MCAS in '07
- Founded Athletic Program which grew to include Men's & Women's Basketball, Baseball, Softball, and Soccer
- Led fundraising efforts to sustain athletic program

Boston, MA

August 2003-June 2007

Holden School

Math and History Teacher

- Developed curricula for Algebra and Geometry
- Implemented daily individualized behavior modification plans
- Participated in weekly IEP meetings

Charlestown, MA

August 2001-June 2003

Blue Sox Baseball Camp

Director

- Designed a 7 week baseball camp focusing on skills and sportsmanship
- Coordinated family activities for Lexington Recreation Department
- Supervised 250 children aged 7-13 for duration of camp

Lexington, MA

May 2001-June 2007

Northern Valley High School

Head Junior Varsity Baseball Coach

Demarest, NJ

March 2000-June 2001

EDUCATION

Simmons College

•Graduate Coursework Includes:

Teaching Strategies for the Inclusive Classroom

Issues in Teaching Middle and High School

Boston, MA

2006-2007

University of Massachusetts

• Bachelor of Arts in History

• Starting Pitcher, Varsity Baseball Team

All-time career leader in school history in wins and innings pitched

Amherst, MA

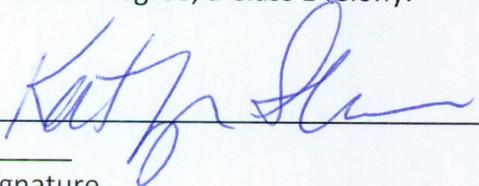
1995-1999

KHARY P. BARNES

- experience**
- 2009 - Current **AMERICAN EXPRESS COMPANY.** **NEW YORK, NY**
Manager, Mergers & Acquisitions, Corporate Business Development
Utilize experience in strategy development, strategic and financial analysis, and M&A deal process to evaluate strategic investments globally.
- Develop acquisition and investment recommendations to present to the CEO and Senior Executives.
 - Manage the day to day execution of joint ventures, divestitures, new business start-ups, mergers and acquisitions. Responsibilities include *strategy analysis, financial modeling, competitive analysis, due diligence, regulatory and legal analysis, and business integration planning.*
 - *Divesture:* Completed a sale of certain Consumer Travel Network national retail locations resulting in material re-engineering benefits.
 - *Direct Investment:* Developed business case and executed start-up of an external Intellectual Property Exchange platform.
 - *Joint Venture:* (Dead) \$2.5bn cross-border JV transaction through diligence and contract negotiations.
- Winter 2008 - **BAD BOY WORLDWIDE ENTERTAINMENT GROUP.** **NEW YORK, NY**
2009 **Consultant, Business Development & Strategy**
Originated and executed on revenue growth opportunities, marketing partnerships and joint-ventures focused on the media, entertainment and consumer & retail sectors for *Sean Combs.*
- *Direct Investment:* Passed on a \$2.0 million Series A equity investment in online pop music/video sharing platform (500k+ uniques/mo). Completed valuation, due diligence, bid and prepared the investment thesis.
- Summer 2007 **LANDMARK PARTNERS.** **SIMSBURY, CT**
Summer Associate, Private Equity Group (offer received)
Identified and evaluated opportunities, participated in domestic and global sector company research, conducted due diligence processes and invested in direct and secondary transactions for a \$1.2 billion private equity fund.
- *MessageLabs:* Completed a \$17.5 million equity investment in the market leading messaging and web security firm. Participated in management meetings, prepared the internal investment memorandum and presented the transaction in investment committee.
- 2002 – 2006 **LEHMAN BROTHERS INC.** **NEW YORK, NY**
2004 – 2006 **Associate, Investment Banking - Structured Finance Group**
Led the execution of leveraged financings through asset-backed lending and securitization transactions - monetizing statistically predictable cash flows of asset classes including operating businesses, intellectual property, royalties and accounts receivable for Project Financings, Recapitalizations, Mergers & Acquisitions and LBOs.
- Created complex transactions and performed quantitative valuation analyses including *Discount Cash Flow, Leverage Buyout, Comparable Company, Comparable Transaction, Bond Structuring, and Breakup Analysis.*
 - Managed day-to-day client communication and due diligence processes. Negotiated legal documents (e.g., Sale and Purchase Agreements, Total Return Swaps, Non-Disclosure Agreements) and financing term sheets, coordinated rating agency presentations and built financial models to finance \$4.0+ billion of assets.
 - Conducted financial, regulatory and marketing analysis for new business origination, deal structuring and transaction execution related to new and developing asset classes.
 - *Wirefree Partners III, LLC:* Sole Structuring Advisor on Sprint's \$135 million Lease-Backed Notes and the interim bridge capital to acquire 16 PCS spectrum licenses from the FCC's Auction.
- 2002 – 2004 **Analyst, Investment Banking - Structured Finance Group**
- Performed corporate finance valuations; executing secured financings for sell-side and buy-side transactions.
 - *TRW Automotive:* Co-Lead Arranger on \$600 million A/R receivables facility for the Blackstone Group, provided LBO financing for their \$4.7 billion leveraged buyout of TRW Automotive Inc.
- Summer 2002 **UNITED STATES SENATE** **NEW YORK, NY**
Office of Senator Hillary Rodham Clinton – Policy & Economic Development
- Summer 2001 **SALOMON SMITH BARNEY.** **NEW YORK, NY**
Summer Analyst, Investment Banking – Media and Telecommunications Group
- education**
- 2006 – 2008 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**
Master in Business Administration. Elected *Class President* of the Student Association (elected from a 1,800 member student-body). Robert A. Toigo Foundation Fellow. Member of the Venture Capital & Private Equity Club, Entertainment and Media Club and Harvard Business School Rugby Football Club.
- 1998 – 2002 **CORNELL UNIVERSITY** **ITHACA, NY**
Bachelor of Science in Industrial and Labor Relations. Awarded *Dean's List.* Elected to *Cornell University Board of Trustees* for two-year term. Selected *Class President* of Alumni Class of 2002.
- personal**
- Media, traveling, philanthropy (A Better Chance), art enthusiast and runner (Completed NYC Marathon 2009).

Form 3: Statement of Assurances

I, Kathryn Stanton (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



Signature

9/21/10

Date

Form 3: Statement of Assurances

I, Khary P. Barnes (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Khary Paul Barnes
Signature

9-22-10
Date

Form 4: Request for Information from Prospective Charter School Board Members

Name: Kathryn Stanton
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: _____

Business Address: 207 West 133rd Street New York, NY 10030

Business E-Mail/Fax: kduffy@democracyprep.org

Charter School Name: Democracy Prep III Charter School

Charter School Address: c/o DPPS 207 West 133rd Street, NY, NY 10030

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Secretary

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I first became aware of the charter school as a member of the planning team as part of the Democracy Prep Public Schools staff.

4. Please explain why you wish to serve on the board.

I would like to serve as a member of the Board to add value as an educator with experience in the charter sector on the programmatic and management experience.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

I currently serve on the Boards of Democracy Prep Public Schools, the charter management organization, and Democracy Prep Harlem Charter School, a charter school that opened in 2010 in Central Harlem. My almost ten years in the charter sector will add experience to this founding Board.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I know Khary Barnes as a member of the applicant team, and from his past involvement with Democracy Prep.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

I know William Cooke, the proposed Campus Director, from our time on staff together at Democracy Prep.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

I am the Chief of Staff for Democracy Prep Public Schools, the proposed management company for Democracy Prep III, in addition to serving as a board member. That said, I would recuse myself from any action that could be construed as a conflict of interest.

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes:

I am the Chief of Staff for Democracy Prep Public Schools, the proposed management company for Democracy Prep III, in addition to serving as a board member. That said, I would recuse myself from any action that could be construed as a conflict of interest.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest

indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes:

I am the Chief of Staff for Democracy Prep Public Schools, the proposed management company for Democracy Prep III, in addition to serving as a board member. That said, I would recuse myself from any action that could be construed as a conflict of interest.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes:

I am the Chief of Staff for Democracy Prep Public Schools, the proposed management company for Democracy Prep III, in addition to serving as a board member. That said, I would recuse myself from any action that could be construed as a conflict of interest.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes:

I am the Chief of Staff for Democracy Prep Public Schools, the proposed management company for Democracy Prep III, in addition to serving as a board member. That said, I would recuse myself from any action that could be construed as a conflict of interest.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes:

I am the Chief of Staff for Democracy Prep Public Schools, the proposed management company for Democracy Prep III, in addition to serving as a board member. That said, I would recuse myself from any action that could be construed as a conflict of interest.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If I thought a member of the board was not acting in the sole interest of the school, I would notify the board chair immediately. I would take whatever steps necessary to protect the interest of the school.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. Democracy Prep is a no excuses college preparatory middle school with the explicit mission of preparing students for success in college and citizenship.

18. Please explain your understanding of the educational program of the charter school. DP applies accelerated state standard aligned program, with targeted and individualized instruction. Through a focus on data, teachers are able to push scholars to excel.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe that the Board's role is to ensure the charter school has proper oversight of management of operations, finance and academics, which requires predictable reporting on all areas of the school, and active involvement in the school community.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

A public charter school board member should serve to offer advice, counsel and oversight to the school leader. A member of the Board should have a connection to the community in which the school operates and abiding commitment to the mission of the school.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I have read and understand the application, the by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

Form 4: Request for Information from Prospective Charter School Board Members

Name: _____ Khary P. Barnes _____
(Include preferred honorific.)

Daytime Telephone: _____

Business Address: _____ 200 Vesey Street | 42nd Floor | New York, NY 10285

Business E-Mail/Fax: _____

Charter School Name: _____ DP III _____

Charter School Address: _____

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):

Board Chair _____

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

After attending the annual fundraiser, I spent the rest of the year getting to know the Democracy Prep teachers, administrators, and interacting with some of the scholars. During this time the Democracy Prep community began learning more about me, my professional background and personal interest in education and I was eventually asked to chair the board of DP III.

4. Please explain why you wish to serve on the board.

As a country we are facing significant issues with academic youth development. There is an urgent need for access to quality education. As a member of the board, I hope to assist students in District 5 to realize their full potential by increasing the access to a quality educational experience.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

I serve on the National Advisory Council, which is the National A Better Chance Board of Directors' committee providing program and financial support. The A Better Chance is a national nonprofit organization that identifies, recruits, and places academically talented students of color in some of the nation's finest college preparatory schools since 1963 and has over 11,000 alumni.

I am also a member of the National Urban League Board of Trustees.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s)

was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

I am currently involved with Nicole Motley, Manager of External Affairs

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes:

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes:

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes:

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes:

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes:

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

1. Recognize the conflict
2. Report the conflict
3. Investigate the conflict (Board Level, or to Principal if at School Level)
4. Escalate findings and discuss matter (Board Level and CMO Administration)
5. Decide on Plan of Action
6. Execute Plan of Action
7. Review results and share findings (Board Level, School Level and CMO Administration, all were applicable)

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Democracy Prep to educate responsible citizen-scholars for success in the college of their choice and live a life of active citizenship encourages the progress I believe we need to instill. Increasing the number of well-educated young people who are capable of assuming positions of responsibility and leadership in American society will not only lead to increases economic growth but also build strong families and communities through responsible life choices.

18. Please explain your understanding of the educational program of the charter school.

The educational program of the charter school will comprise of an academic rigorous curriculum that is based on an accelerated application of the New York State Standards as well as internally-developed standards. The standards are developed by frequent assessments utilizing course-specific data, progress reports, and comprehensive exams. The culture is built on longer school days, an extended school year and discipline all guided by exemplary teachers that nurture the socialization and training of students as they master their academic work and become better citizens.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The characteristics of a successful Charter School is one where the best practices are scalable solutions that produce better individuals not just better students with high test scores. The mission should be focused on motivating talent and nurturing the desire to achieve more.

The Board will need to ensure the following to remain successful:

1. Codify and refine Best Practices across schools and teachers
2. Recruit passionate and talented professionals to educate and administer education
3. Assess educational programs and institutional values to shareholders; always pruning
4. Provide examples and incorporate “life” into education; not teaching in a vacuum but to use hope/tangible experiences to inspire innovation, motivation and cultivation.
5. Put the children first in the decision making process not politics

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.

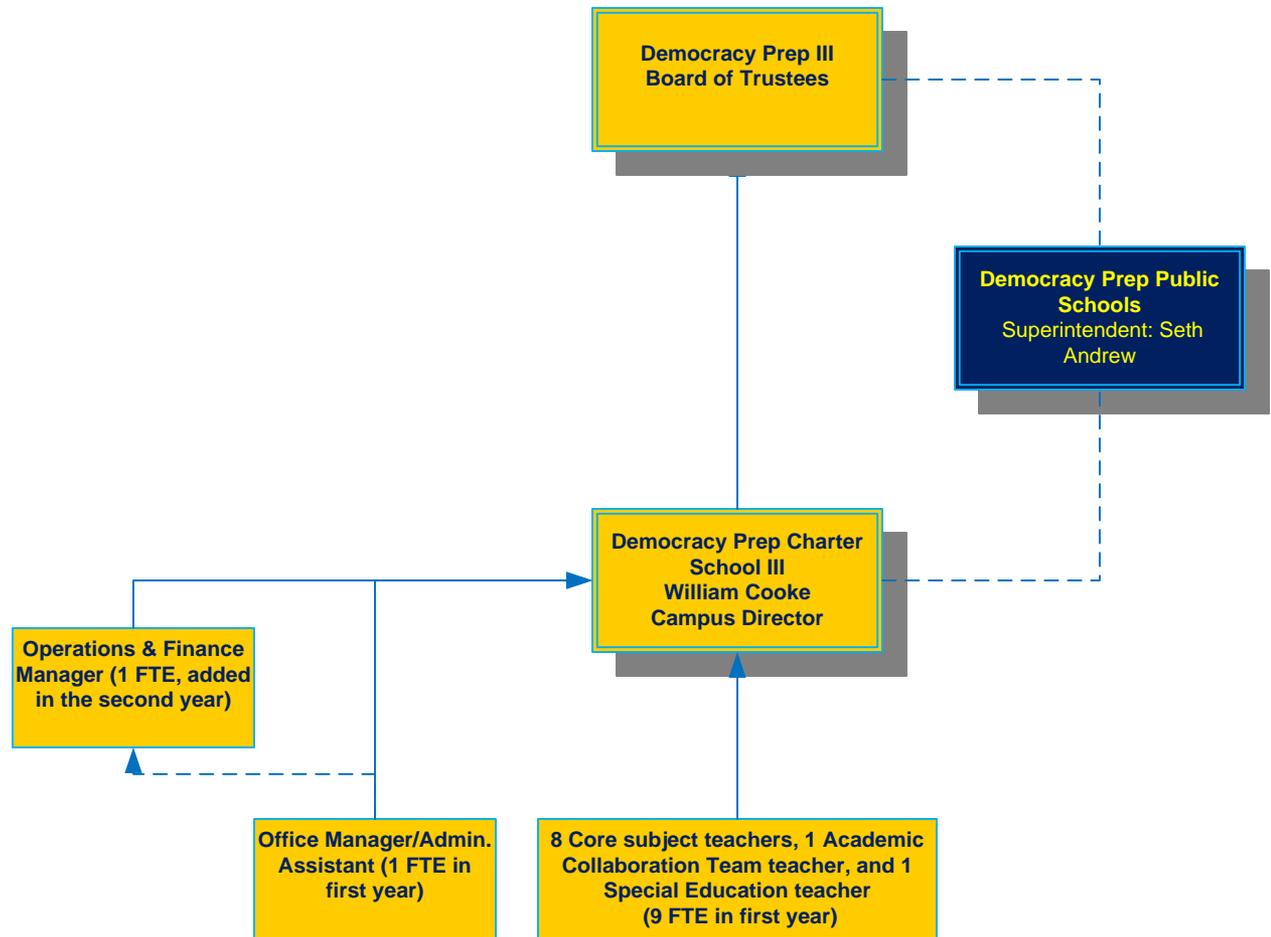
The role of a public charter school board member is one where an individual is charged with the responsibility to govern the charter school and remain accountable to the stakeholders - the students, the parents, the community, and the country in which they serve. Shareholders should be ensured that there will be a) continuity in the organization, b) quality administration and leadership in place, c) proper broad policies and objectives are set and adhered to, and d) sufficient resources are in place for the Charter School's operations and success.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes

22. Please provide any other information that you feel is pertinent to the Department's review.

Thank you for the opportunity to serve the community.



Attachment 7: Key Position Descriptions

Note: All employees of Democracy Prep III and all Democracy Prep Public Schools will be subject to background checks and child abuse registry searches in accordance with the law.

School Leader/Campus Director

The School Leader of Democracy Prep III shall serve as the instructional leader appointed by and directly accountable to the Board of Trustees. He or she is responsible for the management of the school to ensure that the terms of the charter are met. The School Leader will be responsible for all hiring, with guidance from his/her team and with the support of Democracy Prep Public Schools. He or she shall evaluate the performance based on the success in meeting their goals set forth in the accountability plan. The School Leader will have a significant support system from Democracy Prep Public Schools. William Cooke has been identified as the School Leader.

Operations & Finance Manager

The Operations & Finance Manager shall serve as administrative officer of Democracy Prep III, appointed by and directly accountable to the School Leader. This person shall be responsible for accomplishing the organizational strength goals as established by the charter, the accountability plan, and the school leader. The Operations & Finance Manager's portfolio will include reporting, school-level human resources, technology, facilities, transportation, finance, purchasing, food provision, and enrollment. At full growth, the operations staff will include other contracted services. The Operations and Finance Manager will have significant support from the Operations Team at Democracy Prep Public Schools in all areas of the portfolio.

Core Academic Faculty (English, Math, Science, and Social Studies)

The core academic faculty members at Democracy Prep are responsible for teaching math, science, English and Social Studies. The core academic faculty reports to the school leader and will be held accountable for the academic improvement of their students. In year two, 4 faculty members will be appointed subject area coordinators responsible for the integration of their subject area curricula.

Co-Curricular Faculty (All Other Subjects and Special Education)

The Co-curricular faculty members at Democracy Prep are responsible for teaching a wide range of academic and extracurricular subjects. The co-curricular faculty will include part-time instructors and full-time staff in the areas of special education, arts, technology, foreign language, health, social work, teaching fellows, electives, tutoring, physical education, and extracurricular activities. They will be responsible for ensuring that consistent and high quality of instruction and classroom management is upheld in the non-core courses across the school. Certified special education teachers will provide small group, one on one, targeted instruction for special needs students.

Office Manager/Administrative Assistant

Office managers and administrative assistants at Democracy Prep are responsible for student records, parent communication, office management, and general smooth functioning of day to day school operation. In addition to the many responsibilities listed below, the Office Manager is the first person visitors encounter upon entering the school.

Attachment 8: CMO Background Information

“Democracy Prep Public Schools” (currently: “Democracy Builders,” name change pending IRS approval. Referred from here on as “Democracy Prep Public Schools” or “DPPS”) is a non-profit charter management organization (CMO), founded in 2005 by Seth Andrew, that operates high-performing public charter schools in Central Harlem, New York and Central Falls, Rhode Island. It was formally launched as a CMO in July 2010, but its staff had been managing multiple schools since September 2009 and Democracy Prep Charter School since 2006.

Its flagship school, Democracy Prep Charter School, opened in 2006, and is now ranked #1 in the City of New York by the Chancellor of the New York City Department of Education. Democracy Prep Blackstone Valley, its first Rhode Island school, opened in 2009 to serve 76 kindergartners, and already has some of the highest early literacy results in the nation on nationally-normed assessments. Last year, DPPS successfully navigated the challenges of starting up, at the same time, two schools hundreds of miles apart. This fall, DPPS is doing this again with Democracy Prep Blackstone Valley Middle and Democracy Prep Harlem, which just opened this month in Rhode Island and New York, respectively.

More performance data can be found in Attachment 10.

Attachment 9 – Schools Managed by CMO

Democracy Prep Charter School – Middle (Founded 2006)

- Grades served [Currently, At capacity]: 6-8, 6-8.
- Addresses:
 - 8th Grade: 207 W 133rd Street, New York, NY 10030
 - 6th and 7th Grades: 2230 Fifth Avenue, New York, NY 10037
- Contact information:
 - Phone: 212-281-1248
 - Fax: 212-283-4202

Democracy Prep Charter School – High (Opened 2009)

- Grades served [Currently, At capacity]: 9-10, 9-12.
- Address: 207 W 133rd Street, New York, NY 10030
- Contact information:
 - Phone: 212-281-1248
 - Fax: 212-283-4202

Democracy Prep Harlem – Middle (Founded 2010)

- Grades served [Currently, At capacity]: 6, 6-8.
- Address: 222 W 134th Street, New York, NY 10030
- Contact information:
 - Phone: 212-281-3061
 - Fax: 212-281-3064

Rhode Island Schools, included for your consideration:

Democracy Prep Blackstone Valley – Elementary (Founded 2009)

- Grades served [Currently, At capacity]: K-1, K-4.
- Address: 291 Broad Street, Valley Falls, RI 02864
- Contact information:
 - Phone: 401-335-3133
 - Fax: 401-305-3185

Democracy Prep Blackstone Valley – Middle (Founded 2010)

- Grades served [Currently, At capacity]: 5, 5-8.
- Address: 7 Fatima Drive, Cumberland, RI 02864
- Contact information:
 - Phone: 401-335-3133
 - Fax: 401-305-3185)

Attachment 10 – Academic Performance Data from Schools Managed by CMO

Democracy Prep Public Schools currently operates 5 schools in New York and Rhode Island. Three of those schools are old enough to have academic data which is discussed in turn: 1) Democracy Prep Charter School – Middle (2006), 2) Democracy Prep Blackstone Valley – Elementary (2009), and 3) Democracy Prep Charter School – High (2009).

Democracy Prep Charter School – Middle (DPCS)¹

DPCS students are at high risk for academic failure. More than 80% are eligible for free or reduced lunch and 100% are African-American or Latino.² Because of DPCS' unique focus on special education, at least 23% enter the school with identified special needs each year and 12% enter as English Language learners (ELL), levels that exceed the sending district every year.³ When students enter DPCS in 6th grade they are on average at a 3rd grade level in ELA and math⁴. New DPCS students test below the average for 6th graders in CSD5.⁵ Fully 91% of Democracy Prep's sixth graders entered below grade level as assessed by the Stanford 10.⁶

Despite these challenges, DPCS has been a top performing school since its founding. Each year, with few exceptions, it has seen increases in test scores in both subjects for all students and has outperformed the sending district every year. After just two years it was ranked #1 in Central Harlem, after three, it was ranked #1 in all of Harlem, and is now ranked #1 in all of New York City by the Chancellor of the City of New York. DPCS's Chancellor's Progress Report is included at the end of this discussion.

As you know, NYSED recently raised the bar for students to be deemed “proficient” across the state. As a school we applaud NYSED for taking this bold move to create college-prep standards for all NYS students.

NYSED did this by raising the number grade a student has to get—often referred to as a “cut score” in order to obtain a grade of 3 or 4, which are labeled proficient and advanced, respectively. The following figures illustrate how this change has impacted DPCS' “proficiency” levels over time.

Figure 1 shows what DPCS' proficiency levels would have been if there was no change in cut score. Figure 2 shows what DPCS' “proficiency” levels are, given the change to the 2010 cut score.

¹ For all Figures and Tables in this section, unless otherwise noted, the data was obtained through NYSED's New York State Testing and Accountability Reporting Tool. Accessible: www.nySTART.gov

² As reported by NYC-DOE's ATS & ARIS system.

³ As reported by NYC-DOE's ATS & ARIS system.

⁴ As reported by NYC-DOE's ATS & ARIS system.

⁵ District Performance Reports on State ELA/Math. Accessible:

<http://schools.nyc.gov/Accountability/default.htm>

⁶ The Stanford 10 (SAT10) is a nationally-normed assessment intended to inform classroom instruction by helping teachers to know a students' level of achievement.

Figure 1: DPCS, 2008-10: % Proficient Based on Pre-2010 Standard, All Grades

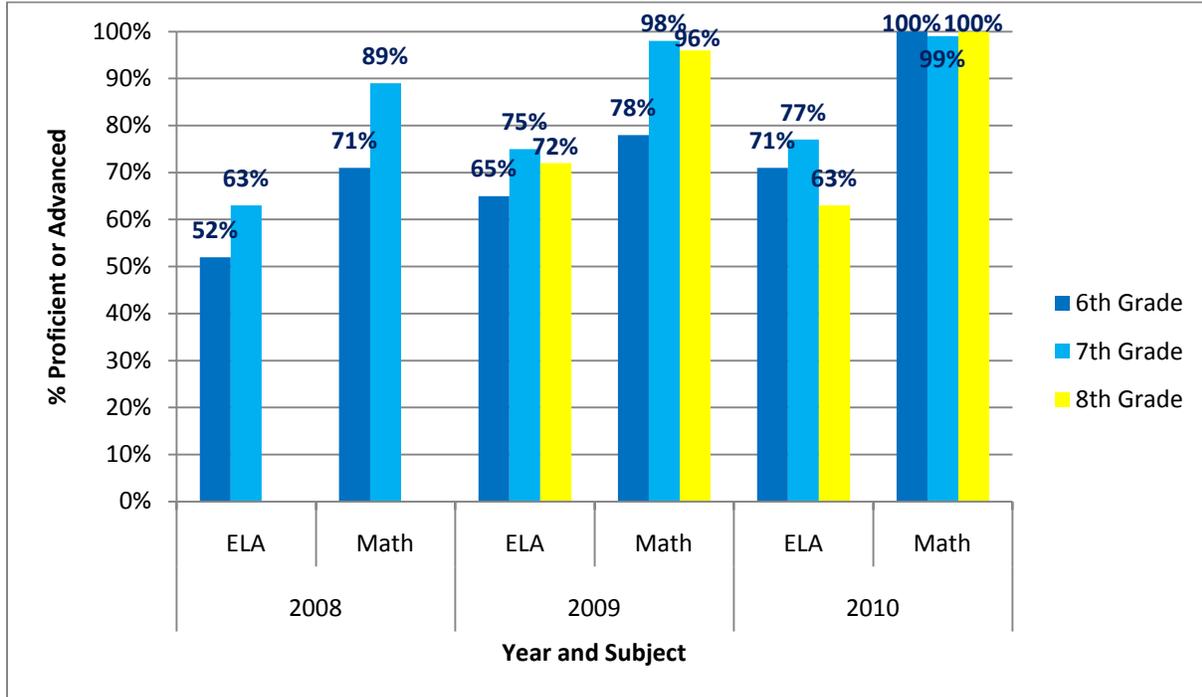
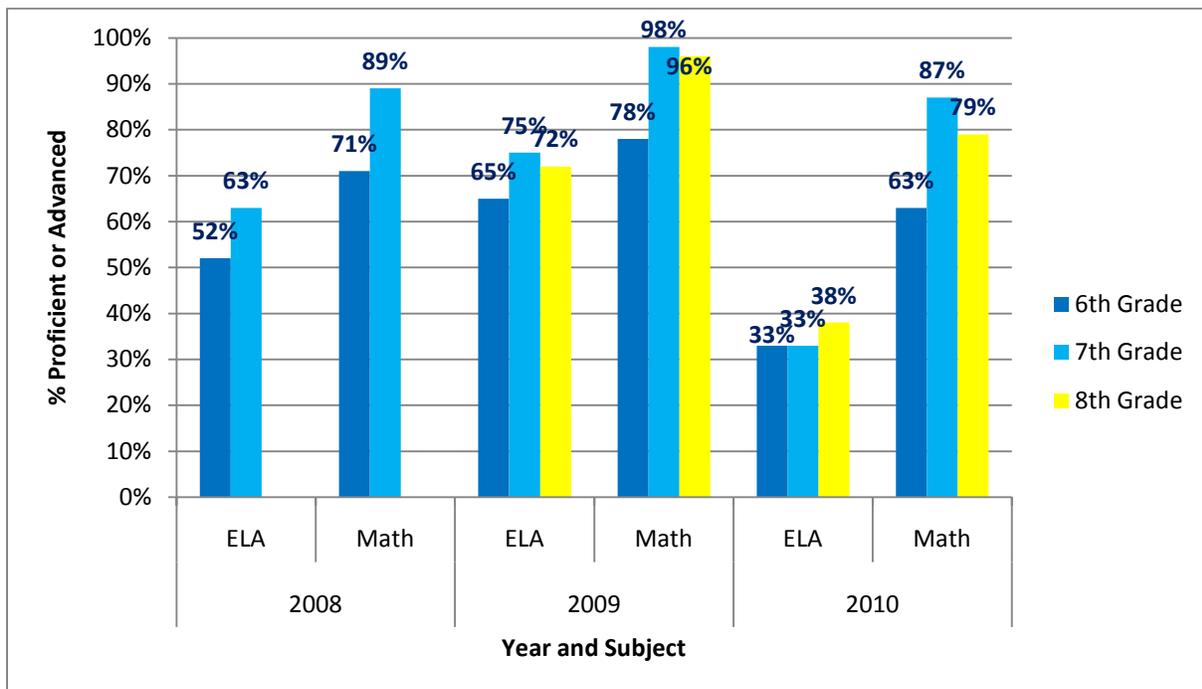


Figure 2: DPCS, 2008-10: % Proficient based on New 2010 Standard, All Grades



The following table shows how the new standard has impacted proficiency levels in 2010 alone:

Table 1: 2010 NYS Test Results: Democracy Prep Charter School

Old standard of proficiency

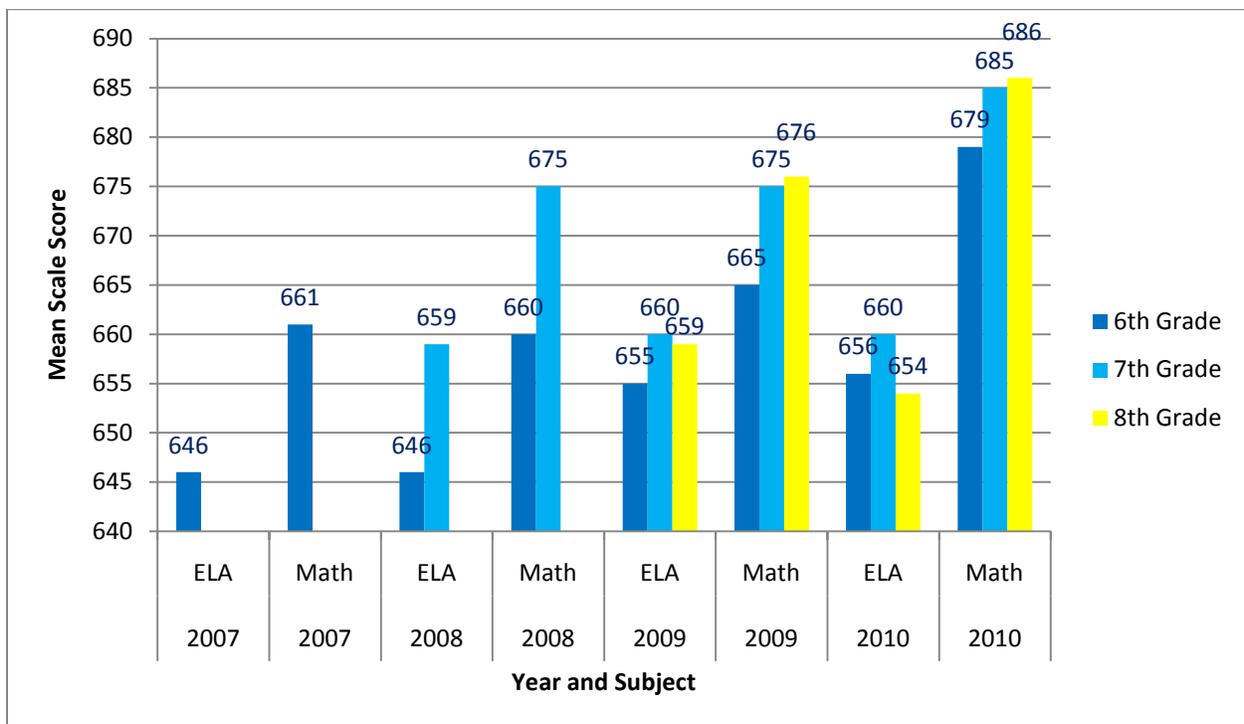
2010	ELA	71%	77%	63%
	Math	100%	99%	100%

New standard of proficiency

2010	ELA	33%	33%	38%
	Math	63%	87%	79%

Because of the change it is difficult to compare proficiency levels over time. However since the absolute scoring system has not changed, one can compare mean absolute (or scale) scores over time. Figure 3 shows just that:

Figure 3: DPCS, 2007-10: Mean Scale Scores, All Grades



These three figures all send the same message. Democracy Prep continues to excel in math and has shown increases in math scores each year. ELA performance remains a challenge area for Democracy Prep, and the data shows scores staying roughly the same on average from 2009 to 2010, with improvements in two grades and a slight slip in the 8th grade. Regardless of this, Democracy Prep continues to outperform its sending district in both subjects, even by 2010's higher standards. This can be seen in Figures 4 and 5.

Figure 4: 2010 NYS Math Exam: DPCS v. Community School District 5

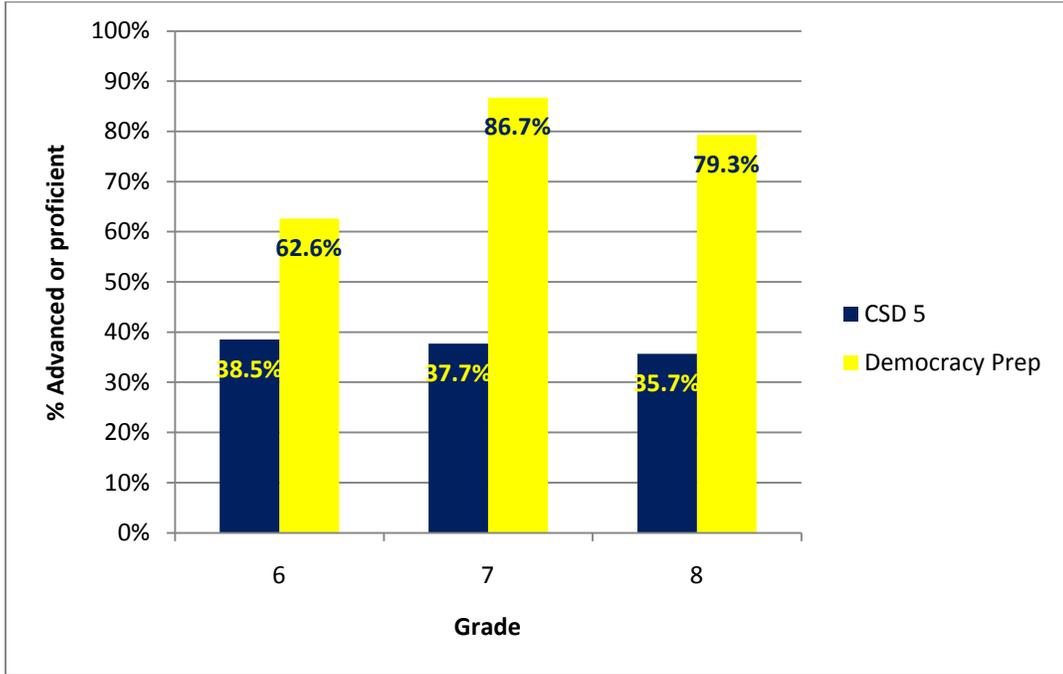
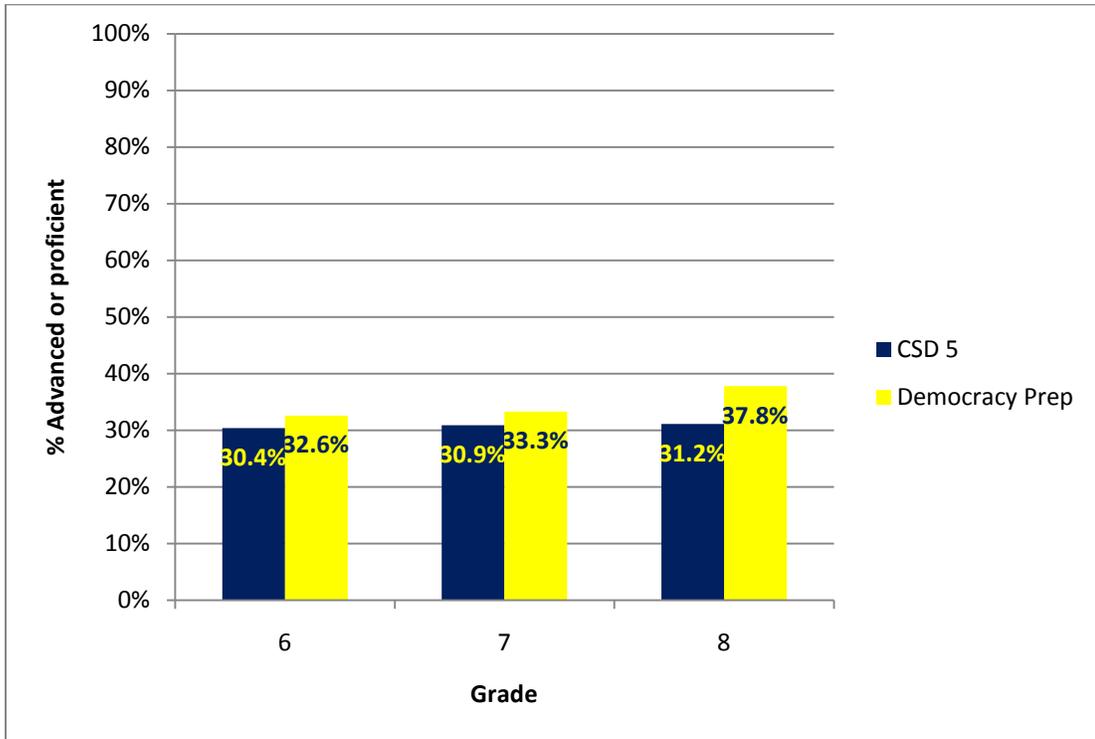
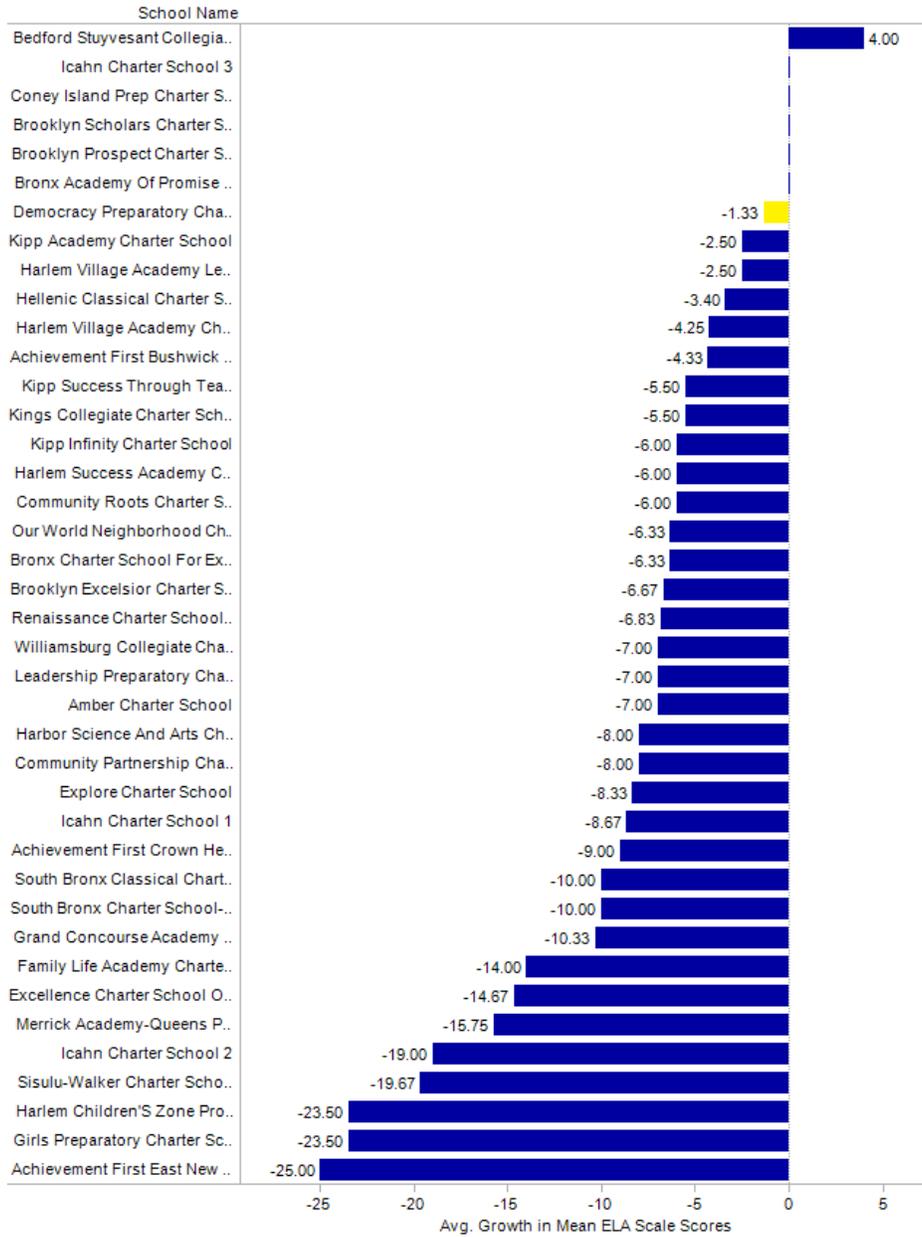


Figure 5: 2010 NYS ELA Exam: DPCS v. Community School District 5



Furthermore, the dip in absolute ELA scores was a citywide phenomenon. It is important to note that Democracy Prep Charter School’s dip was the smallest in the City of New York among high performing charter schools. This can be seen in **Figure 6**:⁷

Average Progress on NYS ELA Tests from 2009 to 2010 (Mean Scale Scores, All Grades):
DPCS vs. Other High-Performing* NYC Charter Schools



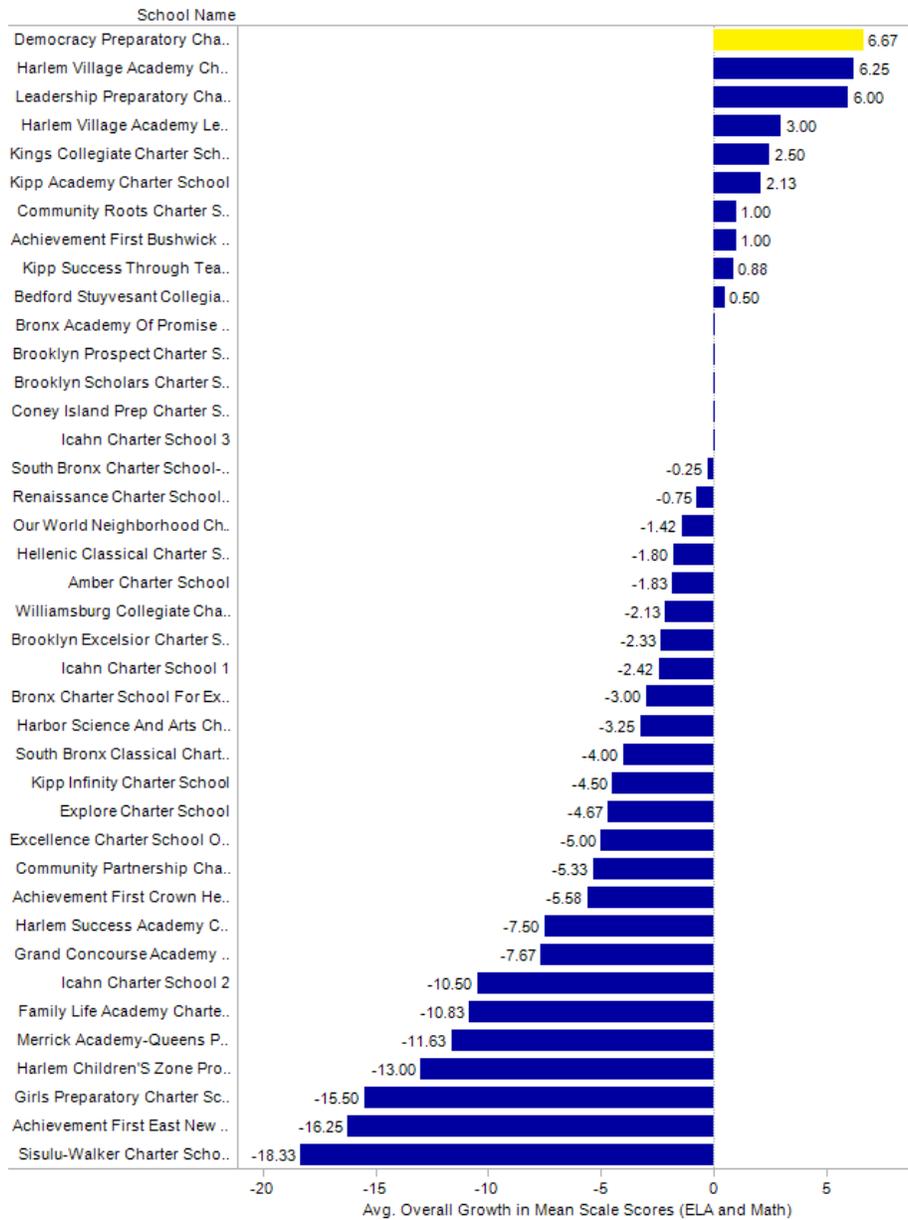
High-performing schools are defined here as schools where over 50% of students were labeled proficient or advanced (3 or 4) on the 2010 NYS tests.



⁷ Figures 6 and 7 were created using the data set assembled by Kim Gittleson of Gothamschools.com from the data publicly available at www.NYSED.gov

If you look at overall growth, that is, math and ELA together, Democracy Prep is #1 in the city among high performing charter schools. This can be seen in **Figure 7**:

Average Overall Progress on NYS Tests from 2009 to 2010 (ELA and Math Mean Scale Scores, All Grades): DPCS vs. Other High-Performing* NYC Charter Schools



*"High-performing" schools are defined here as schools where over 50% of students were labeled proficient or advanced (3 or 4) on the 2010 NYS tests.



Finally, Democracy Prep Charter School – Middle received an A grade on the recently published 2010 Chancellor’s Progress Report. The report ranks Democracy Prep Charter School – Middle #1 in the whole city, indicating that “The school did better than 100% of all Middle schools citywide.” The report is included as the next two pages.

This Progress Report is for:

SCHOOL	Democracy Prep Charter School (84M350)
SCHOOL LEADER	Seth Andrew
ENROLLMENT	326
SCHOOL TYPE	MIDDLE
PEER INDEX	2.71

Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 88.9
- This school did better than 100% of all Middle schools citywide.

Category	Calculated Score	Category Grade
School Environment	14.3 out of 15	A
Student Performance	13.5 out of 25	B
Student Progress	55.8 out of 60	A
Additional Credit	5.3 (15 max)	
Overall Score	88.9 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score of 62.1 or higher receive a letter grade of A

Middle Table – Overall Grades

Grade	Score range
A	62.1 or higher
B	42.6 - 62.0
C	30.6 - 42.5
D	18.5 - 30.5
F	18.4 or lower

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

measures median student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how the school performed in each of these areas.

Quality Review Score

This school has not received a Quality Review.

State Accountability Status

Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		Percent at Proficiency
-		Self-Contained (ELA)
-		CTT (ELA)
-		SETSS (ELA)
-		Self-Contained (Math)
-		CTT (Math)
-		SETSS (Math)
		Percent at 75th Growth Percentile or Higher
	50.0%	English Language Learners (ELA)
+0.75	57.9%	Lowest Third Citywide (ELA)
	38.1%	Self-Contained/CTT/SETSS (ELA)
+1.5	77.8%	English Language Learners (Math)
+1.5	84.3%	Lowest Third Citywide (Math)
+1.5	60.0%	Self-Contained/CTT/SETSS (Math)

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school's percentage of students with disabilities.

The peer schools for Democracy Prep Charter School are:

DBN	School Name	DBN	School Name
10X243	West Bronx Academy for the Future	16K393	Frederick Douglass Academy IV Secondary School
32K349	I.S. 349 Math, Science & Tech.	17K531	School for Human Rights, The
08X448	SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLAR 31R061		I.S. 061 William A Morris
19K292	J.H.S. 292 Margaret S. Douglas	13K592	Khaili Gibran International Academy
12X316	Kappa III	01M345	Collaborative Academy of Science, Technology, & Language-
08X131	J.H.S. 131 Albert Einstein	11X180	M.S. 180 Dr. Daniel Hale Williams
30Q204	I.S. 204 Oliver W. Holmes	11X270	Academy for Scholarship and Entrepreneurship: A College Bc
08X376	Antonia Pantoja Preparatory Academy, A College Board Sc 84M336		Kipp Infinity Charter School
11X272	Globe School for Environmental Research	11X127	J.H.S. 127 The Castle Hill
32K296	J.H.S. 296 The Halsey School	19K302	J.H.S. 302 Rafael Cordero
08X371	Urban Institute of Mathematics	28Q072	Catherine & Count Basie Middle School 72
12X242	Mott Hall V	24Q077	I.S. 077
11X468	PELHAM ACADEMY OF ACADEMICS AND COMMUNITY	09X327	Comprehensive Model School Project M.S. 327
23K644	Eagle Academy for Young Men II	10X045	Thomas C. Giordano Middle School 45
10X368	In-Tech Academy (M.S. / High School 368)	31R002	I.S. R002 George L. Egbert
31R051	I.S. 051 Edwin Markham	31R027	I.S. 027 Anning S. Prall
11X462	CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDD 84M726		KIPP S.T.A.R. College Preparatory
06M293	City College Academy of the Arts	84K710	Brownsville Collegiate Charter School
17K533	School for Democracy and Leadership	06M528	I.S. 528 Bea Fuller Rodgers School
09X241	Urban Assembly School for Applied Math and Science, The 29Q059		I.S. 059 Springfield Gardens
84M350	Democracy Prep Charter School		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/tools/report/default.htm>, or send us an email at pr_support@schools.nyc.gov

Results by Category

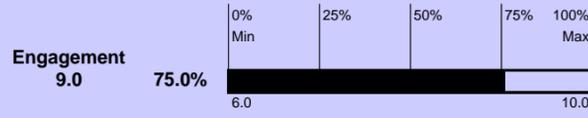
SCHOOL Democracy Prep Charter School (84M350)
SCHOOL LEADER Seth Andrew

MIDDLE

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
14.3 out of 15

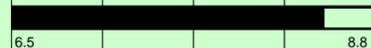
A

Survey Scores (10 points)

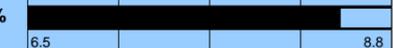
Academic Expectations:

8.5

87.0%



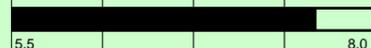
87.0%



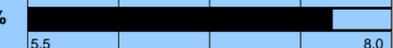
Communication:

7.6

84.0%



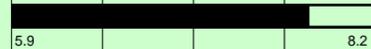
84.0%



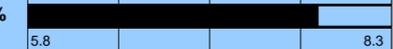
Engagement:

7.8

82.6%



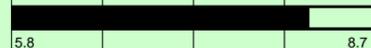
80.0%



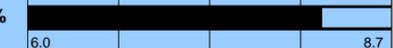
Safety and Respect:

8.2

82.8%



81.5%



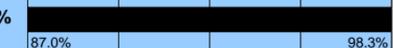
Attendance (5 points)

98.7%

122.4%



103.5%



Number of students

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
13.5 out of 25

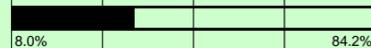
B

English Language Arts

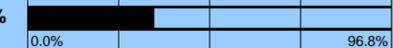
Percentage of Students at Proficiency (Level 3 or 4):

34.2%

34.4%



35.3%

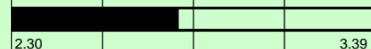


316

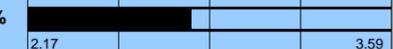
Median Student Proficiency (1.00-4.50):

2.81

46.8%



45.1%



316

Mathematics

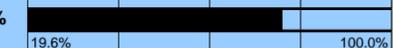
Percentage of Students at Proficiency (Level 3 or 4):

76.3%

71.4%



70.5%

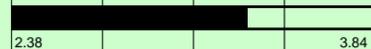


316

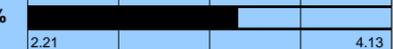
Median Student Proficiency (1.00-4.50):

3.34

65.8%



58.9%



316

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
55.8 out of 60

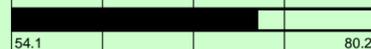
A

English Language Arts

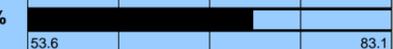
Median Growth Percentile

72.0

68.6%



62.4%

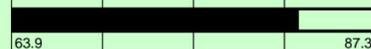


274

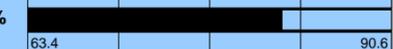
Median Growth Percentile for School's Lowest Third

82.5

79.5%



70.2%



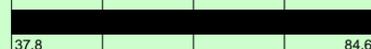
94

Mathematics

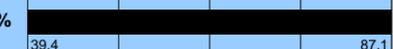
Median Growth Percentile

90.0

111.5%



106.1%

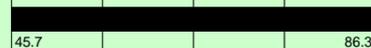


274

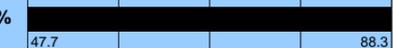
Median Growth Percentile for School's Lowest Third

94.0

119.0%



114.0%



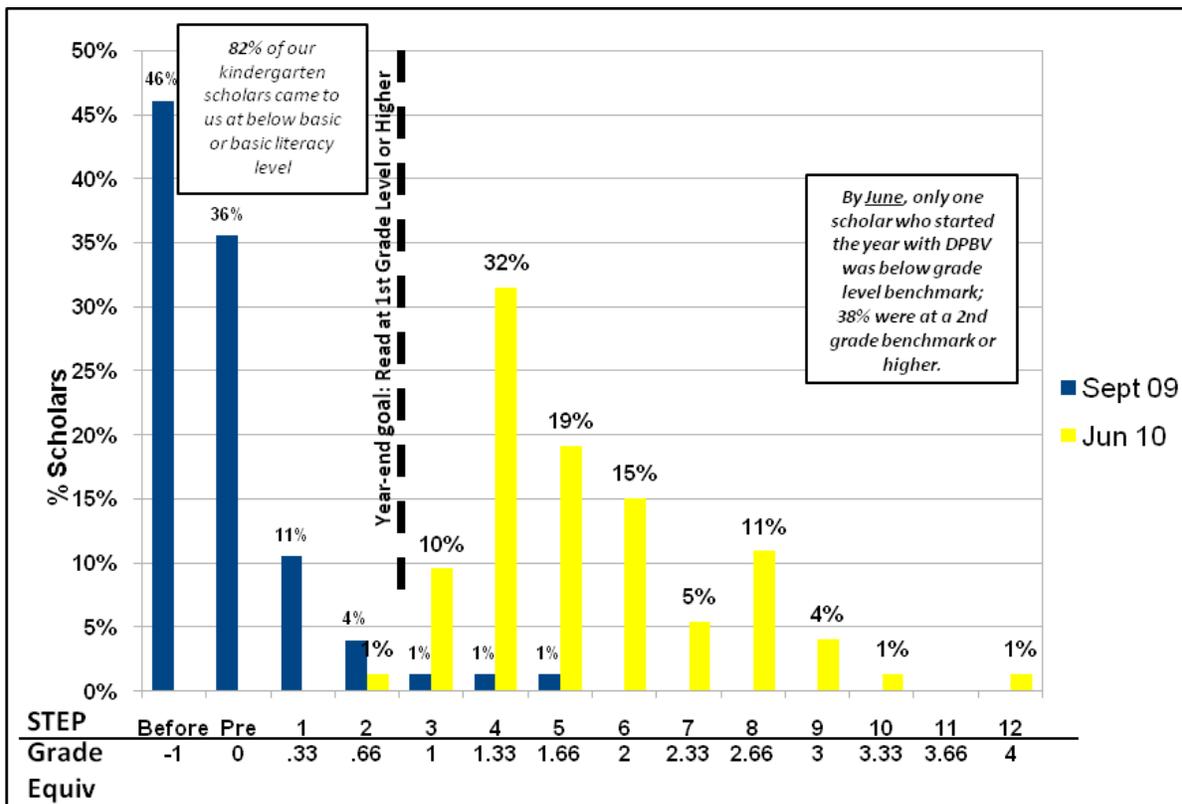
94

Democracy Prep Blackstone Valley – Elementary

In their first year, DPBV students made tremendous literacy and math gains. The results of the year-end STEP analysis of the 73 scholars who completed the year and attended DPBV for at least 6 weeks is summarized in Figure 8.

All but one scholar who attended for at least 6 weeks achieved a STEP level of 3, the year-end benchmark for beginning the first grade (that student later achieved STEP 3 during DPBV’s Summer Academy). Further, 38% of students ended kindergarten at a 2nd grade level or higher. Typically, 3 STEP levels is equivalent to a year of growth. However, at DPBV the average STEP growth was 5.6 levels—that is nearly two years of growth in one year across a diverse and disadvantaged population.

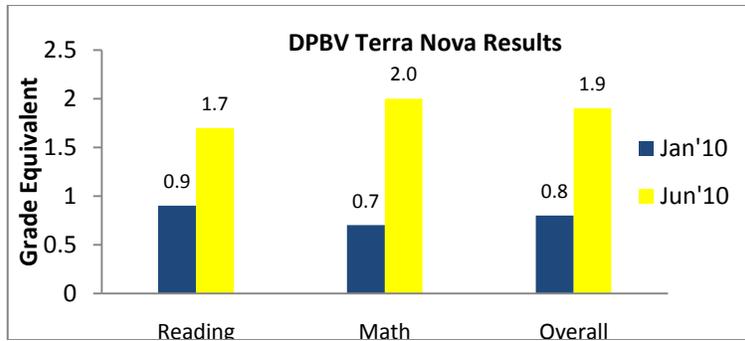
Figure 8: DPBV Literacy Growth, September vs. June, 2010¹



Finally, DPBV’s Terra Nova results show that by the end of Kindergarten, the average DPBV scholar performs as well on the assessment as an average 1st grader in the 8th month of school in both reading and mathematics. Figure 14 highlights this.

Figure 9: Year-End DPBV Terra Nova Results

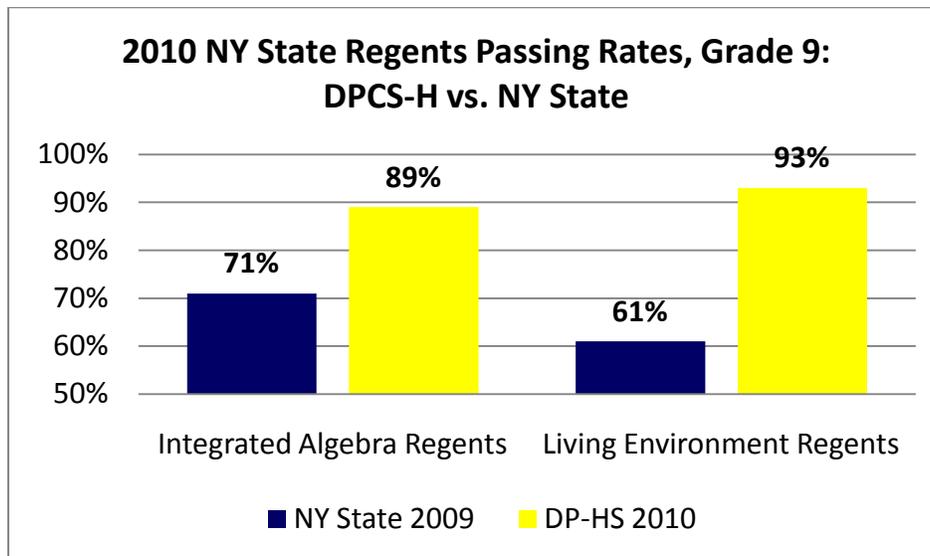
¹ STEP™ (Strategic Teaching and Evaluation of Progress) Assessment Data collected internally by Democracy Prep Blackstone Valley, 2009-10.



These assessments all make it clear that DPBV students are on a much higher trajectory than similarly situated students in Rhode Island where just 72% of all third graders, and 58% of economically disadvantaged third graders, scored in the proficient range or higher on the New England Common Assessment Program (NECAP) in 2009.² Given the strong correlation between early achievement measures on STEP, DRA, and Terra-Nova and subsequent test scores,³ DPBV's data suggest that students are likely on track to surpass even Rhode Island's wealthiest and highest-performing districts on the NECAP in three years.

Democracy Prep Charter School – High (DPCS-H)

There is only one year of data for Democracy Prep High School, but it has already achieved outstanding results on the New York State Regents' Exams. Figure 15 shows the results:



² 2009 RI NECAP Results, <http://www.ride.ri.gov/assessment/Results.aspx>.

³ See, e.g., Perry, Joseph D. et al. (1978), "Kindergarten Competencies as Predictors of Third Grade Achievement-Related Behaviors and Academic Achievement," Paper presented to the Annual Meeting of the American Educational Research Association; Fletcher, Jack M. and Satz, Paul, "Kindergarten Prediction of Reading Achievement: A Seven-Year Longitudinal Follow-Up," *Educational and Psychological Measurement*. Vol. 42, No. 2, 681-685; Hart, Betty and Risley, Todd R. (2003), "The Early Catastrophe, The 30 Million Word Gap," *American Educator*, Vol. 27, No. 1, 4-9.

Attachment 11: Summary of CMO's Fiscal Performance for Past Three Years

Actual revenues have exceeded actual expenditures at Democracy Builders (name change to "Democracy Prep Public Schools" pending IRS approval) since its incorporation in 2006, annual audits are completed on time and successfully, and positive fund balances have been maintained. Democracy Prep Public Schools is prepared, if requested, to provide financial statements by independent auditors for each year of the CMO's operation to support this.

Democracy Prep III

Attachment 12 – Template Service Agreement with CMO

Included here is the first 12 pages of the Management Agreement template that DPPS uses with its schools. It is too long to include in its entirety, but DPPS is more than willing to provide the entire document if requested.

Thank you.

MANAGEMENT AGREEMENT

This management agreement (this "Agreement"), dated as of July 1, 2010, is entered by and between Democracy Builders, a New York not-for-profit corporation (the "CMO") and Democracy Preparatory Charter School, an independent public school established under the New York Charter Schools Act of 1998 (the "Charter School").

RECITALS

WHEREAS, the Charter School is authorized by the New York State Board of Regents and the New York City Chancellor to operate a charter school in the City of New York;

WHEREAS, after the date hereof the CMO intends to change its name from "Democracy Builders" to "Democracy Prep Public Schools";

WHEREAS, the CMO is in the business of offering educational management and support services to charter schools by using proprietary techniques, methods and management expertise; and

WHEREAS, the Charter School desires that the CMO undertake responsibility for the management and operation of the Charter School as set forth herein, subject to the supervision of the Board of Trustees of the Charter School (the "Board"), with the goal of enabling the Charter School to fulfill its mission of preparing students for success in college and citizenship.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, agree as follows:

1. General Requirements. For and during the term of this Agreement, the CMO shall manage and operate the Charter School consistent with the charter of the Charter School, and in accordance with applicable state and federal laws, on the terms and conditions hereinafter set forth.
 - a) Role of the CMO. The CMO is committed to ensuring that students of the Charter School receive a complete educational program based on the requirements of the Charter School's charter and the charter public schools law of the jurisdiction where the Charter School is organized. The role of the CMO is to assume responsibility for the Charter School's educational process, and the management and operation of the Charter School, all under the supervision and subject to the authority of the Board and as more fully set forth in Section 2. The CMO will devote the necessary time and efforts, and will retain and allocate sufficient personnel, to meet the educational goals of the Charter School.
 - b) Role of the Charter School. The role of the Charter School, acting through its Board and the school leader, is (i) to oversee and monitor CMO's management of the operations and educational process at the Charter School, in accordance with the Charter School's charter and this Agreement, (ii) to promulgate policies in

furtherance thereof, and (iii) to assume responsibility for the Reserved Functions (as defined below), all as more fully set forth in Section 3.

2. Functions of the CMO.

- a) Advocacy. The CMO will provide policy and political advocacy and engagement with the community and its leaders, subject to all limitations imposed by law on all entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, on behalf of the Charter School.
- b) Compliance. The CMO will provide support and coordination of the Charter School's charter application and all future applications under the Charter School, including renewal of the Charter School's charter. The CMO will inspect the Charter School from time to time, but at least annually, using formal and informal inspections, announced and unannounced as appropriate, and will arrange for third-party evaluation and feedback as it deems appropriate regarding (i) the instructional program of the Charter School and (ii) the CMO's impact on student achievement towards the Charter School's goals as stated in its charter, all as may be necessary in order to ensure progress towards the Charter School's goals and compliance with all regulatory requirements. The CMO shall report to the Board periodically, as requested by the Board, as to the effectiveness of its instructional programs, progress of its students and compliance with regulatory requirements. The CMO shall assist the Board in complying at all times with applicable legal requirements and requirements of the Charter School's authorizers and all such conditions as may have been imposed by the authorizer granting its charter. Without limiting the generality of the foregoing, the CMO, with support from the Charter School, will help prepare reports and documentation required by the Charter School's authorizers in a timely and thorough manner, including schools' accountability plans and annual reports. The CMO shall also help provide required foundation and government reports as needed. The CMO shall advise and assist the Board in establishing and maintaining the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes. References to "authorizers" herein shall mean the Chancellor of New York City Public Schools, the New York State Department of Education or similar supervisory or regulatory bodies in other jurisdictions.
- c) Curricular Systems. The CMO, with the cooperation of the Charter School and its faculty, will provide and support the Charter School with comprehensive program design, including curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality.
- d) Data and Technology. The CMO will provide support for the identification, procurement, installation and operation of technology systems for the Charter

School. The CMO will assist with the purchase and procurement of information technology equipment and services, including student information systems and computer and information technology support for the Charter School, it being understood that the actual purchases will be for the account and at the expense of the Charter School. The CMO will also provide support for data collection and analysis as required to meet regulatory requirements and program monitoring.

- e) Fund Development. As part of overall program evaluation and budgeting, the Board will, in consultation with the CMO, set specific targets for fund development at the beginning of each fiscal year, and the CMO will then design and implement programs to meet those targets. The CMO will work to secure and provide philanthropic commitments to support school start up and school scale up, including planning and running of events. Additionally, the CMO will work to secure and provide program grants and other project-based resources for the Charter School.
- f) External Relations. The CMO will provide the Charter School with support regarding all press inquiries, marketing materials, web marketing, branding and all other external relations, including corporate and institutional partnerships, community engagement and civic initiatives, which support will include acting as or providing spokesman for the Charter School before the media. No member of the staff of the Charter School shall communicate directly with the press, be it on or off the record, without CMO authorization which shall not be unreasonably withheld or delayed; *it being understood* that this restriction does not apply to any member of the Board. It is understood and agreed that the CMO may require all staff and students to sign a media release form annually adhering to this expectation.
- g) Finance. In addition to assistance with budgeting, the CMO will help establish accounting policies and procedures, manage accounts payable and accounts receivable and program analysis.
 - i. Annual Budget. The CMO will propose and assist in the implementation of an annual budget for the Charter School's operations. Not less than sixty (60) days prior to the beginning of each fiscal year, the CMO shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify the CMO in writing of any proposed amendments or revisions to the proposed budget. If no proposed amendments or revisions are received within such thirty (30) day period, the budget proposed by the CMO shall be deemed approved by the Charter School. If the Board proposes amendments or revisions to the proposed budget, the CMO shall either incorporate such proposed amendments or revisions or shall discuss with the Board or its designee any amendments or revisions proposed that the CMO does not consider it appropriate to incorporate. The CMO and the Board or its designee shall endeavor to come to agreement on the resolution of any such proposed amendments or

revisions prior to offering a final budget to the Board for its approval, *provided* that in the absence of agreement the determination of the Board as to the amount and terms of the budget shall be binding and final.

- ii. Contingency Budget. If the CMO reasonably determines that a previously approved budget will be deficient for any reason, the CMO will give notice to the Board within ten (10) days and prepare a contingency budget to be submitted to the Board within thirty (30) days of such notice. The procedure for review, modification, reconciliation and adoption of any contingency budget shall be the same as for the annual budget, *provided* that the Board and the CMO shall endeavor to complete such process within twenty (20) days after the Board has received such a contingency budget. In the absence of agreement between the CMO and Charter School, the determination of the Board as to the amount and terms of any contingency budget shall be binding and final.
- iii. Budget Objection. In the event the Board adopts an annual or contingency budget over the objections of the CMO, the CMO will give the Board written notice of such objections (an “Objection Notice”) within thirty (30) days of the Board adopting such budget. Each Objection Notice will state in reasonable detail the basis of the CMO’s objections to such budget, including to what extent the CMO believes the Charter School’s performance will be adversely impacted by specified budgetary restrictions. The CMO will, notwithstanding such objections, endeavor to carry out its responsibilities and to modify, to the extent required due to constraints in such budget, programs and operations to conform to that budget while at the same time seeking to maintain the integrity of the academic program and the mission of the Charter School; it being understood that the CMO can provide no assurances that academic and operational performance will not be adversely impacted by the budgetary restrictions and the resulting modifications to school programs.
- iv. Accounting Support. The CMO will assist the Charter School in establishing accounting policies and procedures. The CMO shall have responsibility for managing the Charter School’s accounts payable and accounts receivable and in program analysis at the school level; provided, however, that the Charter School will provide one part-time employee to assist the CMO with the administration of the Charter School’s accounts payable and accounts receivable.
- v. Fiscal Year. References to “fiscal year” in this Agreement mean the annual period beginning July 1 and ending June 30.
- h) School Leader Recruitment. The school leader shall be an employee of the Charter School, and the selection and retention of the school leader shall be at the discretion of the Board. The CMO shall assist the Board in defining the qualifications of the school leader and in identifying, selecting and recruiting

appropriate candidates. The CMO reserves the right to recommend to the Board that the school leader be replaced if the school leader's actions or leadership adversely affects the ability of the CMO to deliver its services and achieve its objectives and those of the Charter School. If the CMO determines that the school leader should be replaced, the CMO will notify the Board by written notice, including the reason for the decision, along with a proposed interim plan (containing an interim operating structure and criteria for a replacement school leader) and a recruitment strategy for a new leader. Once the Charter School is in receipt of this notice, the Board will convene to determine the merits of the CMO's reasoning. The Charter School shall either agree to remove the leader, or in the event of a disagreement which ultimately cannot be resolved after good faith negotiation between the parties, allow the CMO to give written notice of its intent to terminate this Agreement pursuant to Section 7(e)(ii). If the Charter School agrees to remove the leader, the CMO will be responsible for implementing the CMO's interim plan and recruitment strategy to fill the vacant leader position, with such modifications as the Board may require, as soon as reasonably practicable. References to "school leader" or "leader" herein shall mean the individual responsible for the day-to-day activities and operations of the Charter School, which individual may (but need not) be a principal, head of school, director or person holding a similar position.

- i) Human Capital. The CMO will provide support and assistance to the school leader with respect to the Charter School's recruitment efforts and design and implementation of effective processes to ensure selection and retention of high quality teaching and administrative staff by the Charter School. The CMO will provide support for recruitment and initial vetting of prospective staff, including network-wide advertising and affiliations, first interviews, scheduling of demonstration lessons, and background/reference checks. Upon completion of the initial vetting process, the school leader will be responsible for arranging any follow up interview requirements and will have final authority to hire teachers and administrators who shall report directly to the school leader or his or her designee. However, the CMO will assist with onboarding and termination, HR compliance, and compensation and benefits administration.
- j) Professional Development. The CMO will provide network-wide professional development and training sessions, both formal and informal, as needed to meet the goals of the program and student outcomes. Development and training programs will include best practice sharing, leadership training, special education support and development/maintenance of performance evaluation systems.
- k) Operations. The CMO will provide support and consultation on payroll services, bulk purchasing, auditing coordination, benefit purchasing and administration, facilities acquisition (including in dealing with the Department of Education, other governmental entities and private landlords in securing and/or extending the Charter School's siting in Department of Education or such other facilities), and all human resources policies and procedures for the Charter School. The CMO will also assist Charter School staff in areas of compliance and management, such

as personnel files, purchasing systems, facilities maintenance plans and school safety plans.

The list of services and support functions provided by the CMO in Section 2 may be changed at any time during the course of this Agreement upon written consent of both parties. Without the prior written consent of the Charter School, the CMO may not provide any services or support functions pursuant to this Agreement through a contractor or other third party.

Notwithstanding any contrary provision herein, (i) all services and support functions provided by the CMO pursuant to this Agreement will be subject to the overall supervision of the Board and (ii) the CMO will consult with and report to the Board on all aspects of its services and support functions and will adhere to the expressed needs and requirements of the Board.

3. Rights and Obligations of the Charter School; Reserved Functions. The Board shall be ultimately responsible for the Charter School, in accordance with its charter and all applicable laws and regulations. In connection therewith, the Board shall have the right and the obligation to perform or cause the Charter School to perform the following duties (the “Reserved Functions”):

- a) Supervision of the CMO. The Board shall monitor the CMO’s performance in the education of children at the Charter School, and the CMO’s compliance with the terms and provisions of this Agreement.
- b) Promulgation of Charter School Policies. The Board shall have ultimate approval authority over board-level policies of the Charter School, in accordance with its charter and applicable law.
- c) Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting its charter, are fully complied with at all times. If the Charter School or the CMO shall at any time receive notice from any public authority or other person that the Charter School is or may be in violation of the charter, or any provision of any applicable law or regulation, the party receiving such notice shall in writing notify the other party of the asserted violation and shall thereafter work diligently with the other party to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.
- d) Tax Status. The Board shall take all reasonable steps to establish and maintain the Charter School’s status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes.
- e) Control of Funds; Payment of Expenses. Pending their disbursement, all funds of the Charter School shall be maintained in an account or accounts belonging to the Charter School. The Board shall establish appropriate financial controls over its

accounts and may, in its discretion and in accordance with sound financial management, provide limited disbursement authority, to one or more of its accounts, to one or more CMO employees for ongoing budgeted expenses.

- f) Employment of Supervisory Personnel. The Charter School shall employ the school leader and the office manager of the school.
- g) Employment of Teaching Staff. The Charter School shall employ all teaching staff of the school, including both teachers and teaching assistants. As between the CMO and the Charter School, responsibility for supervision of the teaching staff will lie exclusively with the school leader.
- h) Student Records. The Charter School shall be responsible for maintenance and custody of student records, with support from the CMO, and will provide support for design and administration of the record maintenance system.
- i) Facility Maintenance. The Charter School shall be responsible for all custodial and maintenance services for the Charter School's facilities, to the extent not provided by the Department of Education or other governmental body.

4. Representations; Warranties and Covenants. Each of the parties represents, warrants and covenants to the other party as follows:

- a) Organization. It is a section 501(c)(3) non-profit corporation duly organized, validly existing, and in good standing under the laws of its respective jurisdiction of organization;
- b) Authority. Subject to Section 4(d), it has all the requisite power and authority necessary to execute and deliver this Agreement and to perform its respective obligations hereunder;
- c) Compliance. It agrees to conduct its business in compliance with all applicable local, state, federal laws and regulations, and this Agreement;
- d) Regulatory Approval. It agrees to submit this Agreement, individually or jointly with the other party, for approval to all authorizers required in connection with the Charter School's charter renewal application. If any amendments are required by the authorizers for final approval of this Agreement, the parties shall work together in good faith to effectuate such amendments. In the event of a disagreement that cannot be resolved between the Charter School and CMO after good faith negotiation, or if the authorizers fail to approve this Agreement, this Agreement will terminate automatically as if it was terminated pursuant to Section 7(c); and
- e) Evaluation Criteria. The performance of the CMO in providing services and support functions to the Charter School pursuant to this Agreement will be evaluated by the Board or its designee(s) on an annual basis using evaluation

criteria reasonably determined by the Charter School. The CMO will, and will procure that its officers and employees, fully cooperate with and facilitate such evaluation, and work with the Board or its designee(s) in good faith to try to resolve or improve any areas in which the Board or its designee(s) believes the CMO's performance could be improved. The parties acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School's performance within any budgetary constraints.

5. Trademarks; School Materials; Ownership and Use; New Intellectual Property.

- a) Trademarks. **Schedule A** sets forth a non-exhaustive list of trademarks, service marks, slogans and logos which the CMO and/or the Charter School and/or their predecessors have developed and used in connection with the School Services (collectively, the "Trademarks"). For the purposes of this Agreement, "School Services" means: educational services, namely, providing classroom instruction to students.
- b) School Materials. **Schedule B** sets forth a non-exhaustive list of school materials, including scope, sequence, standards, do-nows, worksheets, exit tickets, exams, assessments, progress reports and other materials that are part of the Charter School's curriculum and school design materials (collectively, the "School Materials") which the CMO and/or the Charter School and/or their predecessors have developed and used in connection with the School Services.
- c) Ownership and Use of Trademarks, School Materials and New Intellectual Property. The parties agree that they will negotiate in good faith to agree on ownership and use rights among themselves and any applicable third parties with respect to the Trademarks, the School Materials and the New Intellectual Property (as defined below) and will document such rights in an intellectual property agreement (the "IP Agreement"). Pending the execution of the IP Agreement, the parties agree, as between each other, that each of them can continue to use the Trademarks, the School Materials and the New Intellectual Property in a manner consistent with the use such party has made of the Trademarks and School Materials prior to the date of this Agreement. The parties further agree that the use rights granted in this Section 5 will cease upon the effectiveness of the IP Agreement and the IP Agreement will exclusively govern the parties' rights with respect to the Trademarks, the existing School Materials and the New Intellectual Property. For the purposes of this Agreement, "New Intellectual Property" means any and all intellectual property rights in any improvements or modifications to the School Materials or Trademarks or in any new curriculum materials, Trademarks, school design materials and related materials or content created by or on behalf of the Charter School during the term of this Agreement.

6. Management Fee.

- a) Management Fee. As compensation for its services hereunder, the CMO shall be entitled to receive a management fee (the "Management Fee") from the Charter

School in an amount equal, in each year, to 13% of the Non-Competitive Public Revenue of the Charter School. The Management Fee shall be paid to the CMO as and when the corresponding funds are actually received by the Charter School, within thirty (30) days following its receipt thereof. For the purposes of this Agreement, “Non-Competitive Public Revenue” means revenue derived from federal and state funds provided for a charter school, on a per pupil, titled funding, and special education funding basis, including New York City Department of Education Start-up Grants, State Per Pupil Funding, New York State Excess Cost Funding, New York State High Cost Funding, Federal Title funding, Federal Individuals with Disabilities Education Act funding and Federal and State American Recovery and Reinvestment Act Funding.

If the Charter School is unable to pay any portion of the Management Fee when it is due (*i.e.* within 30 days following receipt of funds by the Charter School), it will contact the CMO in writing and attempt to work out an arrangement with the CMO. If by the 30th day after such payment is due no such arrangement has been made or payment made, the CMO will have the right to terminate this Agreement under its right in Section 7(e)(i).

b) Financial Reporting/Audits.

- i. Within 60 days after the close of each fiscal quarter, the CMO shall provide the Charter School with unaudited financial statement of the Charter School for the fiscal quarter most recently ended. The CMO shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the Charter School, so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year. The CMO and the Charter School will each submit annual audited financial statements to account for the Management Fee and annual revenues, as an addendum to the school operating budget each year. The Charter School and the CMO will reconcile any amount of the Management Fee owed based on the audited revenue of the Charter School for each fiscal year. The Charter School will be responsible for selecting its own independent auditor and shall cover all costs and expenses related to such audit.
- ii. The CMO will furnish the Board with written notice promptly (but in any event within seven (7) business days) after the discovery or receipt of notice of (A) any default under any material contract to which the Charter School is a party, which default would, individually or in the aggregate, reasonably be expected to have a material adverse effect on the Charter School, or (B) any other event which would, individually or in the aggregate, reasonably be expected have a material adverse effect on the Charter School (including the filing of any actions, suits, notices, hearings, proceedings, investigations, inquiries or audits (“Litigation”) against the Charter School or the CMO or the existence of any dispute with any person which involves a reasonable likelihood of such Litigation being

commenced), in each case, as determined in good faith by the CMO's board of directors, such notice will specify the nature and period of existence thereof and what actions the CMO and/or Charter School has taken and propose to take with respect thereto, if any.

- iii. The CMO will furnish the Board with such other information and financial data concerning the Charter School as the Board may reasonably request from time to time.
- c) Access to Records. The CMO shall afford the Charter School and its employees, counsel and other authorized representatives full access, during normal business hours, upon reasonable advance notice, to all of the Charter School's books, records and properties (including all work papers of the CMO's or Charter School's accountants directly related to the Charter School's budget and finances) for the purpose of monitoring the CMO's performance and conduct pursuant to this Agreement.

7. Term & Termination.

- a) Initial Term. This Agreement shall be effective for one year, beginning July 1, 2010 and ending June 30, 2011 (the "Initial Term"), unless terminated pursuant to Section 7(c), 7(d) or 7(e).
- b) Renewal Terms. Following the Initial Term, the term of this Agreement will automatically extend for successive one-year periods (each a "Renewal Term"), unless either party gives notice, at least 90 days prior to the expiration of the then-current Initial Term or Renewal Term, of its intention not to renew this Agreement, in which case this Agreement will automatically expire at the end of the then-current term.
- c) Mutual Termination. This Agreement may be terminated at any time prior to its expiration date by the parties, with or without cause, upon mutual written consent.
- d) Termination by the Charter School. This Agreement may be terminated prior to its expiration date by the Charter School if the Charter School delivers a written notice of termination (including the reasons therefor) to the CMO, in the event that (i) the CMO commences any case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property, (ii) an administrative or judicial body has suspended or revoked any license which may be required for the CMO to carry on its business and perform its obligations under this Agreement, (iii) the CMO violates any material provision of law with respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to it, (iv) the CMO is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds, (v) the CMO breaches any of

the material terms and conditions of this Agreement, *provided* the CMO has not cured the breach within thirty (30) days from receipt of a notice of breach from the Charter School or (vi) a management or operational agreement between the CMO and another charter school is validly terminated by that charter school for cause (rather than through non-renewal upon expiration of its term or a mutual termination between the parties) and the Board reasonably determines that, as a result of the conduct or events resulting in such termination, the Charter School's continued association with the CMO would have a material adverse effect on the ability of the Charter School to fulfill its mission. In the case of a termination pursuant to clause (iii) or (v), the notice of termination shall be delivered at least 60 days prior to the date of termination. This Agreement may also be terminated by the Charter School upon 30 days prior written notice to the CMO in the event that Seth Andrew ceases, for any reason, to be actively involved in the direction and administration of the CMO's management of the Charter School's educational process and operations unless, within sixty (60) days following the date he ceases to be actively involved, a replacement satisfactory to the Charter School has assumed Mr. Andrew's responsibilities at the CMO.

- e) Termination by the CMO. This Agreement may be terminated prior to its expiration date by the CMO if the CMO delivers a written notice of termination (including the reasons therefor) to the Charter School, at least 90 days prior to the intended Termination Date, in the event that (i) the Charter School fails to make a payment of Management Fee within 30 days after such payment is due without an arrangement having been made with the CMO, as contemplated in Section 6(a), (ii) the CMO invokes its right to terminate this Agreement upon the occurrence of a disagreement with the Charter School over the removal of the school leader, as contemplated under Section 2(h), (iii) the Charter School materially breaches any of the material terms and conditions of this Agreement, *provided* the Charter School has not cured the breach within thirty (30) days from receipt of a notice of breach from the CMO, (iv) the Charter School's charter is revoked or not renewed, or (v) the Charter School takes any action which materially interferes with the ability of the CMO to provide services under this Agreement, *provided* that in the case of each of clause (i) through to (v) the Charter School has not cured the problem within thirty (30) days from receipt of a notice from the CMO. The Charter School will have thirty (30) days from receipt of the notice to cure the breach of any of these events and avoid termination of this Agreement. Any termination by the CMO pursuant to this Section 7(e) shall be effective as of the end of the then-current school year, *provided* that the CMO and the Charter School shall endeavor to establish a transition plan for withdrawal of the CMO and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students.
- f) Effect of Termination. Upon termination of this Agreement, whether with or without cause, the CMO shall be entitled to a prorated Management Fee for the portion of the fiscal year up to the date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total

number of days in the fiscal year. To the extent the CMO has received payments of the Management Fee in excess of the amount so due to it (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), it shall promptly refund the excess to the Charter School. To the extent the CMO has received less than the amount so due (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), the Charter School shall pay the shortfall to the CMO out of revenues as and when received by it. If this Agreement is terminated as permitted, then except as otherwise provided in this Section 7(f), such termination shall be without liability to any party or to any affiliate, shareholder, trustee, director, officer or representative of such party, and following such termination no party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; *provided* that no such termination shall relieve any party from liability in respect of breaches by such party prior to such termination.

8. Indemnification.

- a) The CMO shall indemnify and hold harmless the Charter School, its trustees, directors, officers, agents, servants, and employees (each, an “Indemnatee”), from and against any and all damages, claims, liability, losses and expenses incurred by any Indemnatee in respect of, arising out of, or involving, a claim made by any third-party against any Indemnatee resulting from or arising in connection with any advice, guidance, act or omission on the part of the CMO, its trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by the CMO on behalf of other charter schools, *excluding, however*, any liability resulting from or arising in connection with (i) actions taken by the CMO at the express request or direction of the Board, (ii) any actions taken by the Charter School other than with the guidance, direction or advice of the CMO or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of the Charter School or any of its trustees, officers, agents, or employees.
- b) If a third party claim is made against an Indemnatee, and if such Indemnatee reasonably believes that such claim would give rise to a right of indemnification pursuant to this Section 8, then such Indemnatee shall give written notice to the CMO of such claim as soon as reasonably practicable after such Indemnatee has received notice thereof (provided that failure to give timely notice shall not limit the indemnification obligations of the CMO hereunder except to the extent that the delay in giving, or failure to give, such notice has materially prejudiced the ability of the CMO to defend the claim). The CMO shall defend such claim, at the CMO’s own expense and with counsel selected by the CMO and reasonably satisfactory to such Indemnatee, provided that an Indemnatee shall at all times also have the right to fully participate in the defense at its own expense (and may retain its own counsel at the expense of the CMO if it shall reasonably determine that representation of it and the CMO by the same counsel would materially prejudice the interest of such Indemnatee; provided that the CMO will only be

**Democracy Prep 3
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

	1,898,698	3,532,549	5,203,118	5,320,959	5,441,813
Total Revenue	1,898,698	3,532,549	5,203,118	5,320,959	5,441,813
Total Expenses	1,595,663	3,094,764	4,514,657	4,610,723	4,740,453
Net Income (Before Cash Flow Adjustments)	303,035	437,785	688,461	710,237	701,360
Actual Student Enrollment	112	217	317	317	317
Total Paid Student Enrollment	-	-	-	-	-
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016
	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
	Per Pupil Revenue Percentage Increase				
	0.0%	2.5%	2.5%	2.5%	2.5%
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue					
School District 1 (New York City)	13,527				
School District 2 (Enter Name)	-				
School District 3 (Enter Name)	-				
School District 4 (Enter Name)	-				
School District 5 (Enter Name)	-				
School District 6 (Enter Name)	-				
School District 7 (Enter Name)	-				
School District 8 (Enter Name)	-				
School District 9 (Enter Name)	-				
School District 10 (Enter Name)	-				
School District 11 (Enter Name)	-				
School District 12 (Enter Name)	-				
School District 13 (Enter Name)	-				
School District 14 (Enter Name)	-				
School District 15 (Enter Name)	-				
School District - ALL OTHER	-				
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527				
Special Education Revenue					
Grants					
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	85,000	50,000	50,000	50,000	50,000
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,835,536	3,411,973	5,026,228	5,138,763	5,254,151
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs					
Title I	57,048	108,500	158,500	163,255	168,153
Title Funding - Other	5,610	11,557	17,855	18,391	18,942
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	62,658	120,057	176,355	181,646	187,095
LOCAL and OTHER REVENUE					
Contributions and Donations					
Fundraising					
Erate Reimbursement					
Earnings on Investments					
Interest Income	504	519	535	551	567
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	504	519	535	551	567
TOTAL REVENUE	1,898,698	3,532,549	5,203,118	5,320,959	5,441,813

Walton Foundation start-up and subsequent support

**Democracy Prep 3
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

DESCRIPTION OF ASSUMPTIONS

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Total Revenue	1,898,698	3,532,549	5,203,118	5,320,959	5,441,813
Total Expenses	1,595,663	3,094,764	4,514,657	4,610,723	4,740,453
Net Income (Before Cash Flow Adjustments)	303,035	437,785	688,461	710,237	701,360
Actual Student Enrollment	112	217	317	317	317
Total Paid Student Enrollment	-	-	-	-	-

	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
Executive Management			-	-	-	-	-
Instructional Management	1.00		95,000	97,850	100,786	103,809	106,923
Deans, Directors & Coordinators	-		-	-	-	-	-
CFO / Director of Finance	-		-	-	-	-	-
Operation / Business Manager	-		-	55,000	56,650	57,783	58,939
Administrative Staff	2.00		40,000	80,000	82,400	84,048	85,729
TOTAL ADMINISTRATIVE STAFF	3.00		135,000	232,850	239,836	245,640	251,591

add operations manager in 2nd year
add 2nd office support/registrar in 2nd year

INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8.00		543,852	1,120,335	1,730,918	1,782,845	1,836,331
Teachers - SPED	1.00		67,982	140,043	216,366	222,857	229,543
Substitute Teachers	-		-	-	-	-	-
Teaching Assistants	-		-	-	-	-	-
Specialty Teachers	-		-	-	-	-	-
Aides	-		-	-	-	-	-
Therapists & Counselors	-		-	60,000	61,800	63,654	65,564
Other	-		-	-	-	-	-
TOTAL INSTRUCTIONAL	9.00		611,834	1,320,378	2,009,084	2,069,357	2,131,437

add 9 teachers in 2nd and 3rd year, includes electives
add 1 SPED administrator in 2nd and another SPED teacher in 3rd year

NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-		-	-	-	-	-
Librarian	-		-	-	45,000	46,350	47,741
Custodian	-		-	-	-	-	-
Security	-		-	-	-	-	-
Other	-		-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-		-	-	45,000	46,350	47,741

add librarian or reading coordinator in 3rd year

SUBTOTAL PERSONNEL SERVICE COSTS	12.00		746,834	1,553,228	2,293,920	2,361,347	2,430,769
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PAYROLL TAXES AND BENEFITS							
Payroll Taxes			63,107	131,248	193,836	199,534	205,400
Fringe / Employee Benefits			179,240	372,775	550,541	566,723	583,384
Retirement / Pension			37,342	77,661	114,696	118,067	121,538
TOTAL PAYROLL TAXES AND BENEFITS			279,689	581,684	859,073	884,324	910,323

TOTAL PERSONNEL SERVICE COSTS	12.00		1,026,523	2,134,912	3,152,992	3,245,671	3,341,092
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CONTRACTED SERVICES							
Accounting / Audit			20,400	21,012	21,642	22,292	22,960
Legal			-	-	-	-	-
Management Company Fee			275,330	522,304	772,887	790,561	808,687
Nurse Services			-	-	-	-	-
Food Service / School Lunch			-	-	-	-	-
Payroll Services			4,080	8,405	12,985	13,375	13,776
Special Ed Services			-	-	-	-	-
Titlment Services (i.e. Title I)			-	-	-	-	-
Other Purchased / Professional / Consulting			5,100	10,506	16,232	16,719	17,220
TOTAL CONTRACTED SERVICES			304,910	562,227	823,747	842,947	862,644

SCHOOL OPERATIONS							
Board Expenses			1,020	1,051	1,082	1,115	1,148
Classroom / Teaching Supplies & Materials			35,000	72,100	111,395	114,736	118,178
Special Ed Supplies & Materials			-	-	-	-	-
Textbooks / Workbooks			17,500	18,025	18,566	19,123	19,696
Supplies & Materials other			-	-	-	-	-
Equipment / Furniture			5,000	5,150	5,305	5,464	5,628
Telephone			3,000	6,180	9,548	9,835	10,130
Technology			15,000	15,450	15,914	16,391	16,883
Student Testing & Assessment			-	-	-	-	-
Field Trips			31,510	64,911	100,287	103,295	106,394
Transportation (student)			-	-	-	-	-
Student Services - other			-	-	-	-	-
Office Expense			15,000	15,450	15,914	16,391	16,883
Staff Development			32,640	67,238	103,883	107,000	110,210
Staff Recruitment			22,440	23,113	23,807	24,521	25,256
Student Recruitment / Marketing			3,060	6,304	9,739	10,031	10,332
School Meals / Lunch			3,060	6,304	9,739	10,031	10,332
Travel (Staff)			-	-	-	-	-
Fundraising			-	-	-	-	-
Other			-	-	-	-	-
TOTAL SCHOOL OPERATIONS			184,230	301,275	425,177	437,932	451,070

FACILITY OPERATION & MAINTENANCE							
Insurance			-	-	-	-	-
Janitorial			-	-	-	-	-
Building and Land Rent / Lease			45,000	46,350	47,741	49,173	50,648
Repairs & Maintenance			-	-	-	-	-
Equipment / Furniture			-	-	-	-	-
Security			-	-	-	-	-
Utilities			-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE			45,000	46,350	47,741	49,173	50,648

DEPRECIATION & AMORTIZATION			15,000	25,000	35,000	35,000	35,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY			20,000	25,000	30,000	-	-

TOTAL EXPENSES			1,595,663	3,094,764	4,514,657	4,610,723	4,740,453
NET INCOME			303,035	437,785	688,461	710,237	701,360

Democracy Prep 3 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	1,898,698	3,532,549	5,203,118	5,320,959	5,441,813	
Total Expenses	1,595,663	3,094,764	4,514,657	4,610,723	4,740,453	
Net Income (Before Cash Flow Adjustments)	303,035	437,785	688,461	710,237	701,360	
Actual Student Enrollment	112	217	317	317	317	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (New York City)	112	217	317	317	317	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	112	217	317	317	317	
REVENUE PER PUPIL	16,953	16,279	16,414	16,785	17,167	
EXPENSES PER PUPIL	14,247	14,262	14,242	14,545	14,954	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	15,000	25,000	35,000	35,000	35,000	
Other	-	-	-	-	-	
Total Operating Activities	15,000	25,000	35,000	35,000	35,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	35,000	35,000	35,000	35,000	35,000	
Other	-	-	-	-	-	
Total Investment Activities	35,000	35,000	35,000	35,000	35,000	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	50,000	60,000	70,000	70,000	70,000	
NET INCOME	353,035	497,785	758,461	780,237	771,360	
Beginning Cash Balance	-	353,035	850,819	1,609,280	2,389,517	
ENDING CASH BALANCE	353,035	850,819	1,609,280	2,389,517	3,160,877	