Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/30/2019 • Last updated: 08/02/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	DEMOCRACY PREPARATORY CHARTER SCHOOL
a1. Popular School Name (Optional)	Democracy Prep Charter School
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	SUNY Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 5
d. DATE OF INITIAL CHARTER	10/2005
e. DATE FIRST OPENED FOR INSTRUCTION	07/2006
h. SCHOOL WEB ADDRESS (URL)	http://dpcms.democracyprep.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	715
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	651

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	6, 7, 8, 9, 10, 11, 12

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?	Yes

l2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Democracy Prep Public Schools
PHYSICAL STREET ADDRESS	1767 Park Ave., Fifth Floor
CITY	New York
STATE	NY
ZIP CODE	10035
EMAIL ADDRESS	[redacted]
CONTACT PERSON NAME	Kent Anker

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	Yes, 2 sites

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	2230 5th Ave. New York, NY 10037	212 281 8247	NYC CSD 5	6 8	N/A

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nakita Green	[redacted]		
Operational Leader	Marlene Aponte			
Compliance Contact	Kent Anker			
Complaint Contact	Kent Anker			
DASA Coordinator				
Phone Contact for After Hours Emergencies	Ken Mason	[redacted]		

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

Co located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	Permanent Siting	No		No		Yes

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

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

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	222 West 134th St. New York, NY 10030	212 281 3061	NYC CSD 5	9 12	N/A

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Elisa DiMauro	[redacted]		
Operational Leader	Hugo Crespo			
Compliance Contact	Kent Anker			
Complaint Contact	Kent Anker			
DASA Coordinator				
Phone Contact for After Hours Emergencies	Ken Mason	[redacted]		

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

Co located Space

m2c. Please list the terms of your current co-location.

	Date school will leave current co location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	Permanent Siting	No		No		Yes

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).

No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Evonne Jones
Position	Policy Analyst
Phone/Extension	[redacted]
Email	

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date 2019/08/01

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 07/30/2019

DEMOCRACY PREPARATORY CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	SUNY Authorized Charter School
2. NEW YORK STATE REPORT CARD **Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).** **(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)**	https://data.nysed.gov/essa.php?year=2018&instid=800000059313

Democracy Prep Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Carlos Mojica

2230 5th Avenue, New York, NY 10037
222 West 134th St, New York, NY 10030

212-281-8247 / 212-281-3064

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Carlos Mojica, Vice President of Infrastructure, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. Robert North	Board Chair
Roger Berg	Secretary
Brian Berger	Vice Chair, Treasurer
Josh Pristaw	Vice Chair
Douglas Snyder	Vice Chair
Trevor Gibbons	Trustee
Ken Weiller	Trustee
Allistair Wood	Trustee
Ross Frommer	Trustee
Steve Gordon	Trustee
Brittany Mullings	Trustee
Greg Weston	Trustee
Sean Windsor	Trustee
Jake Foley	Trustee
Khary Barnes	Vice Chair
Jamal Epps	Trustee

Tanya Nunez has served as the Middle School Principal since the 2012-2013 school year.

Elisa DiMauro has served as the High School Principal since the 2017-2018 school year.

The mission of Democracy Prep Charter School ("Democracy Prep") is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Democracy Prep joined the Democracy Prep Public Schools network at the outset of the 2014-15 school year. Based on early evidence of the school's improvement under new management and on Democracy Prep's track record of successfully turning around underperforming schools, Democracy Prep earned a full five-year renewal term from the SUNY Charter Schools Institute in March 2015.

During the 2018-19 school year, Democracy Prep demonstrated significant progress in overall student proficiency on ELA and Math state exams, both compared to last year's performance and to surrounding district schools. Noteworthy metrics, including Effect Size and Mean Growth Percentile, demonstrate the extent to which Democracy Prep continues to provide parents with a high-quality public school option in Community School District 5.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15							107	111	119	119	95	106	65	722
2015-16							106	116	111	104	112	86	87	722
2016-17							99	114	113	123	90	88	78	705
2017-18							105	107	105	125	96	73	80	691
2018-19							111	123	116	122	96	71	65	705

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: http://www.p12.nysed.gov/irs/sirs/ht)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2016-17	2013-14	2013	3	1	2
2017-18	2014-15	2014	9	0	9
2018-19	2015-16	2015	69	0	69

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	69	1	70
2017-18	2014-15	2014	78	0	78
2018-19	2015-16	2015	67	1	68

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)

2016-17	2012-13	2012	74	0	74
2017-18	2013-14	2013	70	0	70
2018-19	2014-15	2014	79	1	80

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep students will meet requirements for high school graduation.

Goal 1: Leading Indicator

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

METHOD

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

High School Promotional Criteria is based on:

- Passing all major subjects. A passing grade is a 70.
- Passing all comprehensive examinations. A passing grade is a 70.
- Passing all necessary Regents.
- A minimum 75% numerical average (GPA of 2.0 or higher).
- Maintaining a satisfactory disciplinary record.
- No more than 9 absences.

Scholars who fail three or fewer combined comprehensive exams and classes may be eligible to attend Summer Academy and earn promotion to the next grade.

Graduation Requirements include:

In 12th grade, all seniors are expected to successfully complete the 10 Civic Skills and Dispositions requirements, and earn at least a 70 on the Senior Change the World Project and Research Paper. Additional graduation requirements include:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep in the ninth grade or earlier), awarded upon completing class credits listed in chart below;
- Satisfactory transcript, earning minimum of 70% in each class;
- Satisfactory PSAT, SAT, SAT II, and ACT scores;
- Demonstrated mastery in the Senior Civics Seminar;
- 83% or above on the U.S. Citizenship Exam;
- Satisfactory disciplinary record; and
- Minimum two college acceptance letters.

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

RESULTS AND EVALUATION

Democracy Prep scholars have met this measure with over 75% of each cohort of scholars making it to the next grade, obtaining a number of credits *over* the minimum requested for this goal.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	92	89
2018	85	77

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2019, the 2017 cohort will have completed its second year.

RESULTS AND EVALUATION

Democracy Prep met the listed measure with 76 percent of scholars in the 2017 cohort passing at least three Regents exams by the end of the year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	67	96
2016	2017-18	82	70
2017	2018-19	92	76

ADDITIONAL EVIDENCE

Democracy Prep has returned to meeting this goal after last year's drop – it has consistently shown that over 80 percent of the target group pass at least 3 Regents exams year over year.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.[1]

[1] The state's guidance for the 4+1 graduation pathway can be found here: http://www.p12.nysed.gov/ciai/multiple-pathways/.

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

Democracy Prep met the first half of the measure with 82 percent of its 2015 cohort graduating after 4 years, but did not meet the 5 year target as the graduation rate was off by 1 percentage point.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	70	86
2014	2017-18	78	90
2015	2018-19	67	82

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	74	97
2013	2017-18	70	94
2014	2018-19	80	94

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.[2] Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

RESULTS AND EVALUATION

Democracy Prep has met this measure, with 82 percent of its 2015 cohort graduating in 4 years while the local district, New York City CSD 5, graduated 63 percent of its 2014 cohort.

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

Cohort Designation	School Year	Charter School	School District

[2] Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.

		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	70	86	988	64
2014	2017-18	78	90	945	63
2015	2018-19	67	82	-	-

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Students at Democracy Prep did not pursue an alternative 4+1 pathway to graduation.

Percentage of the 2015 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
Overall			

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	-	-
2014	2017-18	-	-
2015	2018-19	-	-

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Democracy Prep achieved four of five relevant High School Graduation Goals.

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Democracy Prep will prepare students for success in college.

Goal 2: Absolute Measure

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

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep met this measure with 93 percent of its 2015 Cohort Graduates earning an Advanced Regents Diploma in the 2018-2019 school year.

Percentage of the 2015 Total Cohort Graduates Demonstrating College Preparation by

Indicator			
Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	55	51	93
Overall	55	51	93

Goal 2: Absolute Measure

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

METHOD

The state's finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).[3]

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

As an institution which requires graduates to obtain an Advanced Regents degree, Democracy Prep has met and will continue to meet its target as set forth in the state's ESSA accountability system.

CCCRI Performance by Cohort Year

[3] For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state's finalized ESSA plan here.

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	78	128	179
2018-19	2015	67	130	157

Goal 2: Comparative Measure

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

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

According to data.nysed.gov sourced information, Democracy Prep met this measure comparing each year to the most relevant data available for New York City Community School District 5.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2013	N/A	87
2014	179	78
2015	157	N/A

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation.

RESULTS AND EVALUATION

Democracy Prep met this measure with all but one of its graduates matriculating to college in the following fall. The school collects data through scholar surveys, interviews, and school visits throughout the year. Clearinghouse data and family surveys are used when the College Access and Success Team cannot reach a scholar at college.

Matriculation Rate of Graduates by Year				
Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2013	2016-17	66	66	100
2014	2017-18	70	68	97
2015	2018-19	56	55	98

SUMMARY OF THE COLLEGE PREPARATION GOAL

Democracy Prep met all measures as listed under the College Preparation Goal for the 2018-2019 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Achieved
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

Democracy Prep will continue to push for college readiness in the form of Advanced Regents diplomas, helping scholars achieve success getting to and through college.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Democracy Prep students will demonstrate proficiency in English Language Arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families, based on several research studies. To truly build reading

comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Democracy Prep provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at Democracy Prep are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Middle School and High School take exams at the Trimester level and are assessed on a unit basis throughout the year.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 6th through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[4]				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	105	0	0	0	0	107
7	113	0	0	0	0	116
8	112	0	0	0	0	113
All	330	0	0	0	0	336

RESULTS AND EVALUATION

Democracy Prep has not met this measure for the 2018-2019 school year. Results for returning scholars look to be on par with scholars new to the school.

[4] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Performance on 2018-19 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	50	105	17	6
7	37	113	44	79
8	57	112	63	89
All	48	330	53	174

ADDITIONAL EVIDENCE

Year over year, there is a reduction in the number of scholars retained at the 6th grade level which is positive for the school. Performance for returning scholars remains level.

ELA Performance by Grade Level and Year						
Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	0	11	36	14	17	6
7	52	87	49	77	44	79
8	54	94	59	88	63	89
All	50	192	53	179	53	174

Goal 3: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA

accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2017-18 State MIP for ELA performance was 105. With a Performance Index of 136.5, Democracy Prep met and exceeded the listed performance goal, surpassing the State MIP by 31.5 points.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
347	20	32	31	17

PI	=	32	+	31	+	17	=	80
				31	+	17	=	48
					+	(.5)*17	=	8.5
						PI	=	136.5

Goal 3: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[5]

RESULTS AND EVALUATION

Democracy Prep met this measure, as the small sample size of returning 6 graders makes a comparison to the district invalid – overall, Democracy Prep's returning scholars significantly outperformed the surrounding district schools.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

[5] Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	17	6	38	710
7	44	79	25	768
8	63	89	33	787
All	53	174	32	2265

ADDITIONAL EVIDENCE

Democracy Prep's returning scholars have consistently and significantly outperformed scholars at other district schools over the past three years.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	0	17	36	32	17	38
7	52	26	49	25	44	25
8	54	32	59	34	63	33
All	50	25	53	30	53	32

Goal 3: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute ("Institute") conducts a comparative performance analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of

economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Democracy Prep met this measure, as its overall effect size is 1.06 for the 17-18 exam period. The school significantly outperformed expectations at all grade levels.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	**91.4**	**95**	**49.5**	**34.0**	**15.4**	**0.96**
7	**87.9**	**107**	**48.6**	**27.4**	**21.2**	**1.24**
8	**85.7**	**102**	**55.9**	**37.5**	**18.3**	**0.95**
All	**88.3**	**304**	**51.3**	**32.9**	**18.4**	**1.06**

School's Overall Comparative Performance:
Higher than expected to a large degree

Goal 3: Growth Measure[6]

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by

[6] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.[7]

RESULTS AND EVALUATION

Democracy Prep met this measure with an overall MGP of 52 on ELA exams for the 2017-2018 school year.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	58	50.0
7	56	50.0
8	43	50.0
All	**52**	50.0

ADDITIONAL EVIDENCE

While Democracy Prep has shown that its ELA MGP has been at or above the state score, it is trending downward over the past three years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6	60.5	58.5	58	50.0
7	57	58.5	56	50.0
8	63	53.5	43	50.0
All	60.5	56.5	**52**	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Similar to the 17-18 school year, Democracy Prep has achieved four of five ELA goals.

[7] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Achieved

ACTION PLAN

Democracy Prep continues to trend in a positive direction for overall proficiency numbers, moving closer and closer to the 75% threshold needed to achieve absolute measure number one. A restructure in support for the network's academic team paired with a reduction in mandated testing should have a positive impact on the coming school year.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Democracy Prep has met this measure for the 18-19 school year with 83 percent of scholars in the 2015 cohort achieving at least a level 4 by their fourth year.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort[8]

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	82	**80**
2014	2017-18	82	87
2015	2018-19	67	85

Goal 3: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep met this measure for the 18-19 school year with all tested scholars in the 2015 cohort receiving at least a Level 3 on the English Regents exam.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort[9]

[8] Based on the highest score for each student on the English Regents exam

[9] Based on the highest score for each student on the English Regents exam

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	82	**96**
2014	2017-18	82	98
2015	2018-19	67	99

Goal 3: Absolute Measure

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

METHOD

In the state's revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.[10] To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2019-19 English language arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Democracy Prep met this measure with an overall PI of 240.5, compared to the MIP of 191 for NYS.

English Language Arts Performance Index (PI)
For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
64	0	0	14	85

PI	=	0	+	14	+	85	=	99
				14	+	85	=	99
					+	(.5)*85	=	42.5

[10] For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

PI = 240.5

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Democracy Prep met this measure with 85 percent of scholars at Level 4 or above compared to 55 percent of the local district.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	**80**	82		
2014	2017-18	87	82	55	945
2015	2018-19	85	67		

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take

Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Democrcy Prep met this measure with all scholars in the relevant cohort testing at proficient while 75 percent of the local district achieved Level 3 or above.

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	80	62		
2014	2017-18	100	84	75	945
2015	2018-19	100	64		

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Democracy Prep has outperformed its local district on this measure compared to the most recently available data by 95 points.

English Regents Performance Index (PI)[11] of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17			149	1000
2014	2017-18	244	82	146	945
2015	2018-19	241	64		

[11] For an explanation of the procedure to calculate the school's PI, see page 28.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep did not meet this measure, only 36% of scholars have received a 4 or above on the ELA regents by the fourth year.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [12]

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17		
2014	2017-18	84	20
2015	2018-19	64	36

Goal 3: Growth Measure

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

METHOD

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

[12] Based on the highest score for each student on the English Regents exam

RESULTS AND EVALUATION

Democracy Prep met this measure, as all scholars who took the ELA exam received a level 3 or above, regardless of 8th grade performance.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [13]

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17		
2014	2017-18	84	11
2015	2018-19	64	100

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Democracy Prep met seven of eight applicable measures within its High School ELA goal. All scholars in the 2015 cohort performed at least at a level 3 on an ELA Regents exam by their fourth year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Achieved
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Achieved
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Achieved

[13] Based on the highest score for each student on the English Regents exam

Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did Not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The ELA curriculum at Democracy Prep provides targeted instruction to better prepare students not only for annual state Regents exams, but also for college prep exams, such as the SAT and ACT. A major focus for teachers continues to be finding more opportunities to provide individualized instruction and focused intervention. With the Accelerated Reader program, teachers are able to align Reading blocks with follow-up writing assignments and quizzes, allowing scholars to write about and be evaluated on what they are reading. This program helps teachers to determine students' individual reading levels and test comprehension, enabling them to personalize and focus instruction. It also gives scholars more opportunity to explore independent reading, writing, and critical thinking. English Literature and Writing teachers work closely together to co-plan and reinforce their individual curricula in order to create cohesive and interrelated learning environments for students.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Democracy Prep students will demonstrate proficiency in Mathematics.

BACKGROUND

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

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6 through 8 grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[14]				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	104	0	0	0	0	108
7	113	0	0	0	0	115
8	81	0	0	0	0	112
All	298	0	0	0	1	335

RESULTS AND EVALUATION

Democracy Prep did not meet this goal, with 49 percent of returning scholars testing at proficient.

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	60	104	0	6

[14] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

7	43	113	52	79
8	46	85	50	68
All	50	298	49	162

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	56	18	56	18	0	6
7	65	96	65	96	52	79
8	71	56	63	65	50	68
All	66	170	54	162	49	162

Goal 4: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

With a PI score of 142, Democracy Prep has achieved this measure by 29.5 points in 2018-2019.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
305	20	31	34	15

PI	=	31	+	34	+	15	=	80
				34	+	15	=	49
						(.5)*15	=	7.5
						PI	=	136.5

Goal 4: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[15]

RESULTS AND EVALUATION

Democracy Prep has met this measure, with returning scholars outperforming District 5 scholars by 27 percentage points. 6th grade's small number of returning scholars is the only negative point in the chart.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	0	6	31	719
7	52	79	20	779
8	50	68	12	590
All	49	162	**22**	2088

[15] Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	27	17	29	21	0	31
7	51	16	65	19	52	20
8	63	4	70	11	50	12
All	54	13	64	**17**	49	**22**

Goal 4: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Democracy Prep met this measure with an overall Math effect size of 1.53. Each grade on its own corresponds to the highest designation on SUNY's effect size chart.

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	**91.4**	**95**	**49.5**	**26.8**	**22.7**	**1.30**
7	**87.9**	**110**	**56.4**	**25.2**	**31.1**	**1.48**
8	**85.7**	**74**	**62.2**	**21.7**	**40.5**	**1.89**
All	**88.5**	**332**	**55.6**	**24.8**	**30.7**	**1.53**

School's Overall Comparative Performance:
Higher than expected to a large degree

Goal 4: Growth Measure[16]

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.[17]

RESULTS AND EVALUATION

Democracy Prep's MGP is over 50, beating the listed measure by 16 percentile points. 8th grade results are 24 percentile points above the listed target without the most advanced scholars taking the NYS Math exam in 2017-2018

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target

[16] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

[17] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

4		50.0
5		50.0
6	68	50.0
7	58	50.0
8	74	50.0
All	**66**	50.0

ADDITIONAL EVIDENCE

Democracy Prep has consistently achieved this measure, growing scholars throughout their time at the school.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6	82.5	75.5	68	50.0
7	**73.5**	63.5	58	50.0
8	88.5	75.6	74	50.0
All	81	**70.5**	**66**	50.0

SUMMARY OF THE MATHEMATICS GOAL

Democracy Prep met four of five measures within the Mathematics goal, in line with previous years' progress towards the listed goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved

Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Achieved

ACTION PLAN

Democracy Prep Middle has moved to a 100-minute block of math instruction, providing scholars one cohesive math lesson per day in 6th and 7th grade. This longer block gives teachers more opportunities to weave in projects and group work designed to provide scholars a better depth of understanding. Teachers will also have access to technology that will allow them to better assign scholars review materials and will provide opportunities for differentiated practice and remediation.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Democracy Prep met this measure with 55% of scholars scoring at least Level 4 on the Regents Math exam. The school made significant progress towards exceeding Common Core expectations.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort[18]

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	2016-2017	82	**50**

[18] Based on the highest score for each student on a mathematics Regents exam

2014	2017-2018	82	57
2015	2018-2019	67	82

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep met this goal with 98 percent of scholars achieving a Level 3 on Math Regents exams.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort[19]

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2013	2016-17	82	**99**
2014	2017-18	82	96
2015	2018-19	64	98

Goal 4: Absolute Measure

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

[19] Based on the highest score for each student on a mathematics Regents exam

METHOD

In the state's revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.[20] To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2018-19 mathematics MIP for all students of 151.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Democracy Prep exceeded the listed MIP by 88 points with an overall PI of 239 for High School Math.

Mathematics Performance Index (PI)
For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
64	0	1	16	82

PI	=	1	+	16	+	82	=	99
				16	+	82	=	98
					+	(.5)*82	=	41
						PI	=	239

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that

[20] For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Democracy Prep met this measure as the local district came in at 61 percentage point lower than the school.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	**50**	82		
2014	2017-18	57	82	21	945
2015	2018-19	82	67		

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65).Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Democracy Prep met this measure with 98 percent of its scholars scoring at proficient compared to 72 percent of the local district.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	82	99		
2014	2017-18	82	96	72	945
2015	2018-19	67	98		

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Democracy Prep met this measure when comparing its 18-19 PI to the local district's 17-18 PI, the most recently available data.

Mathematics Regents Performance Index (PI)
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17			126	1000
2014	2017-18	224	82	125	988
2015	2018-19	222	64		

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep did not meet the listed measure with 48% of scholars who did not score proficient on their 8th grade exam scoring at a Level 4 on a Regents Math exam. The school made significant progress towards meeting this goal next year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [21]

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17		
2014	2017-18	82	30
2015	2018-19	64	48

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep met this measure with all scholars meeting the listed goal scoring at a Level 3 or above.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [22]

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17		
2014	2017-18	82	90
2015	2018-19	64	100

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL [23]

Democracy Prep met seven of eight High School Mathematics goals in the 2018-2019 school year that can be measured at this time. The school just missed meeting the sole unmet measure surrounding the number of scholars who were not proficient in 8th grade Math performing at a Level 4 on their Regents exam.

[21] Based on the highest score for each student on the English Regents exam

[22] Based on the highest score for each student on the mathematics Regents exam

[23] If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Achieved
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Achieved
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

Math curriculum at Democracy Prep has been adjusted to provide teachers with more background knowledge and context for the subjects and courses they are teaching. The network, in conjunction with select teachers, is rewriting and providing the majority of course materials for Algebra I and Geometry to ensure that teachers have a strong foundation from which to teach. These materials include Regents and CCSS-aligned problem banks, as well as projects that ask scholars to apply and extend their understanding across various lessons, topics, or units. Teachers are also receiving continued professional development in course groups to build on these plans.

GOAL 5: SCIENCE

Goal 5: Science

Democracy Prep students will demonstrate proficiency in Science.

BACKGROUND

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

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Science exam results not available.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested
4		
8		
All		

Goal 5: Comparative Measure

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

Science exam results not available.

2018-19 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[24]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

SUMMARY OF THE SCIENCE GOAL

Democracy Prep's 18-19 Science results are currently unavailable.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Not Applicable
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not Applicable

[24] This table uses the prior year's results as 2018-19 district science scores are not yet available.

ACTION PLAN

At Democracy Prep Middle, science teachers are receiving additional lesson materials and professional development to promote scholar ability to write about scientific concepts and to include and cite quantitative evidence.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep met this measure with 98 percent of scholars passing with a score of at least 65.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[25]

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	82	**98**
2014	2017-18	82	95
2015	2018-19	67	98

Goal 5: Comparative Measure

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

[25] Based on the highest score for each student on any science Regents exam

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Democracy Prep met this measure with 98 percent of its cohort passing a Science Regents exam compared to 72 percent in the most recently available results for District 5.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	**98**	82		
2014	2017-18	95	82	72	945
2015	2018-19	98	67		

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Democracy Prep students will demonstrate proficiency in Social Studies and Civics.

Goal 6: Absolute Measure

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

METHOD

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

RESULTS

Democracy Prep met this measure with 98 percent of scholars passing with a score of 65 or above.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort[26]

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	82	**94**
2014	2017-18	82	95
2015	2018-19	67	98

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Democracy Prep met this measure with 98 percent of scholars passing U.S. History with a score of 65 or above compared to the local school district with 68 percent of scholars passing.

U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	**94**	82		
2014	2017-18	95	82	68	945
2015	2018-19	98	67		

Goal 6: Absolute Measure

[26] Based on the highest score for each student on a science Regents exam

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

METHOD

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

RESULTS

Democracy Prep met this measure with 98 percent of scholars passing the exam with a score of 65 or above.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort[27]

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	82	95
2014	2017-18	82	96
2015	2018-19	64	98

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Democracy Prep met this goal with 98 percent of scholars passing compared to 56 percent of the local district's scholars passing.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

[27] Based on the highest score for each student on a science Regents exam

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	95	82		
2014	2017-18	96	82	56	945
2015	2018-19	98	64		

GOAL 7: ESSA

Goal 7: ESSA

Democracy Prep will make Adequate Yearly Progress.

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Democracy Prep achieved "Good Standing" status for the 2018-19 school year, consistently meeting the absolute measure under the state's accountability system.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

Entry 4 Expenditures per Child

Last updated: 08/05/2019

DEMOCRACY PREPARATORY CHARTER SCHOOLSection Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	11743737
Line 2: Year End FTE student enrollment	670
Line 3: Divide Line 1 by Line 2	17528

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	1378391
Line 2: Management and General Cost (Column)	2776766
Line 3: Sum of Line 1 and Line 2	4155157
Line 5: Divide Line 3 by the Year End FTE student enrollment	6202

Thank you.

Democracy Prep New York Charter Schools

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

June 30, 2019 and 2018

Democracy Prep New York Charter Schools

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

June 30, 2019 and 2018

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PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Democracy Prep New York Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Democracy Prep New York Charter Schools (the "School") (formerly known as Bronx Preparatory Charter School), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

PKF O'CONNOR DAVIES, LLP
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Change in Accounting Principle

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, Democracy Prep New York Charter Schools adopted new accounting guidance resulting in a change in the manner in which it presents net assets and reports certain aspects of its financial statements. Our opinion is not modified with respect to this matter.

Emphasis of Matter

As discussed in Note 15 to the financial statements, theft of cash was discovered in two of the School's inactive bank accounts. These amounts were deemed by the School to be uncollectible and were written off to other expense in the accompanying statement of functional expenses for the year ended June 30, 2019. Our opinion is not modified with respect to that matter.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of activities and functional expenses by school for the year ended June 30, 2019 on pages 21 through 28 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 29 as required by Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 25, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
November 25, 2019

Democracy Prep New York Charter Schools

Statements of Financial Position

	June 30,	
	2019	2018
ASSETS		
Current Assets		
Cash and cash equivalents	$ 8,761,917	$ 2,713,448
Investments	2,109,489	2,071,438
Grants and contracts receivable	2,082,011	3,993,191
Due from related parties	1,336,142	1,448,403
Prepaid expenses and other current assets	618,884	1,750,260
Total Current Assets	14,908,443	11,976,740
Prepaid expenses and other assets, less current portion	1,800,000	-
Property and equipment, net	15,518,755	17,111,230
Restricted cash	-	217,700
	$ 32,227,198	$ 29,305,670
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 1,044,370	$ 1,149,325
Accrued payroll and payroll taxes	4,337,417	3,706,139
Capital lease obligation	364,758	338,025
Refundable advances	279,777	43,316
Deferred rent	20,424	49,795
Total Current Liabilities	6,046,746	5,286,600
Deferred rent, less current portion	925,074	837,356
Capital lease obligation, less current portion	414,623	779,380
Total Liabilities	7,386,443	6,903,336
Net Assets		
Without donor restrictions		
Undesignated	12,696,612	9,641,429
Board designated	897,030	1,012,812
Total Without Donor Restrictions	13,593,642	10,654,241
With donor restrictions	11,247,113	11,748,093
Total Net Assets	24,840,755	22,402,334
	$ 32,227,198	$ 29,305,670

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Activities
Year Ended June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
State and local per pupil operating revenue			
Regular student enrollment	$ 52,226,156	$ -	$ 52,226,156
Students with disabilities	4,892,597	-	4,892,597
Facilities funding	1,183,411	-	1,183,411
Grants and contracts			
Federal E-Rate, IDEA, and Titles	2,794,433	-	2,794,433
State	254,304	-	254,304
Total Operating Revenue	61,350,901	-	61,350,901
EXPENSES			
Regular education	40,825,702	-	40,825,702
Special education	9,126,365	-	9,126,365
Total Program Services	49,952,067	-	49,952,067
Supporting Services			
Management and general	9,709,047	-	9,709,047
Total Expenses	59,661,114	-	59,661,114
Surplus from Operations	1,689,787	-	1,689,787
SUPPORT AND OTHER REVENUE			
Contributions	5,294	43,866	49,160
Rental income	660,086	-	660,086
Other income	39,388	-	39,388
Net assets released from restrictions	58,843	(58,843)	-
Total Support and Other Revenue	763,611	(14,977)	748,634
Result of Operations	2,453,398	(14,977)	2,438,421
Net assets released from restriction - amortization of interest in Friends' Building	486,003	(486,003)	-
Change in Net Assets	2,939,401	(500,980)	2,438,421
NET ASSETS			
Beginning of year	10,654,241	11,748,093	22,402,334
End of year	$ 13,593,642	$ 11,247,113	$ 24,840,755

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Activities
Year Ended June 30, 2018

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
State and local per pupil operating revenue			
Regular student enrollment	$ 47,338,436	$ -	$ 47,338,436
Students with disabilities	4,528,212	-	4,528,212
Facilities funding	849,712	-	849,712
Grants and contracts			
Federal E-Rate, IDEA, and Titles	2,345,380	-	2,345,380
Total Operating Revenue	55,061,740	-	55,061,740
EXPENSES			
Program Services			
Regular education	40,638,731	-	40,638,731
Special education	7,852,999	-	7,852,999
Total Program Services	48,491,730	-	48,491,730
Supporting Services			
Management and general	9,767,169	-	9,767,169
Total Expenses	58,258,899	-	58,258,899
Deficit from Operations	(3,197,159)	-	(3,197,159)
SUPPORT AND OTHER REVENUE			
Contributions	2,142	37,500	39,642
Rental income	598,007	-	598,007
Other income	86,860	-	86,860
Net assets released from restrictions	30,847	(30,847)	-
Total Support and Other Revenue	717,856	6,653	724,509
Result of Operations	(2,479,303)	6,653	(2,472,650)
Net assets released from restriction - amortization of interest in Friends' Building	486,003	(486,003)	-
Change in Net Assets	(1,993,300)	(479,350)	(2,472,650)
NET ASSETS			
Beginning of year	1,943,321	12,186,226	14,129,547
Transfer of net assets pursuant to merger of related charter schools	10,704,220	41,217	10,745,437
End of year	$ 10,654,241	$ 11,748,093	$ 22,402,334

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2019

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	80	$ 933,474	$ 210,284	$ 1,143,758	$ 5,133,098	$ 6,276,856
Instructional personnel	336	19,180,501	4,332,019	23,512,520	-	23,512,520
Non-instructional personnel	7	353,645	68,493	422,138	-	422,138
Total Salaries and Staff	423	20,467,620	4,610,796	25,078,416	5,133,098	30,211,514
Fringe benefits and payroll taxes		4,154,190	904,908	5,059,098	1,022,393	6,081,491
Retirement		659,588	148,723	808,311	166,964	975,275
Management company fees		5,299,806	1,164,739	6,464,545	1,308,757	7,773,302
Accounting/audit services		-	-	-	93,000	93,000
Other purchased/professional/consulting services		521,284	124,019	645,303	135,361	780,664
Occupancy		2,003,987	489,058	2,493,045	513,230	3,006,275
Repair and maintenance		993,124	205,453	1,198,577	230,743	1,429,320
Insurance		252,626	56,939	309,565	63,354	372,919
Utilities		476,776	97,532	574,308	112,954	687,262
Supplies/materials		1,204,294	272,388	1,476,682	-	1,476,682
Equipment/furnishings		4,961	1,210	6,171	1,438	7,609
Staff development		595,079	134,289	729,368	150,541	879,909
Marketing/recruitment		92,761	22,146	114,907	23,668	138,575
Technology		479,462	105,903	585,365	120,387	705,752
Student services		1,574,094	350,394	1,924,488	-	1,924,488
Office expense		247,160	54,697	301,857	61,052	362,909
Depreciation and amortization		1,105,071	253,271	1,358,341	235,573	1,593,914
Travel		9,659	1,757	11,416	2,133	13,549
Other (See Note 15)		345,562	81,633	427,195	233,507	660,702
Total expenses before amortization of interest in Friends' building		40,487,104	9,079,855	49,566,958	9,608,153	59,175,111
Amortization of interest in Friends' building		338,598	46,510	385,109	100,894	486,003
Total Expenses		$ 40,825,702	$ 9,126,365	$ 49,952,067	$ 9,709,047	$ 59,661,114

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2018

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	86	$ 993,882	$ 194,824	$ 1,188,706	$ 5,106,490	$ 6,295,196
Instructional personnel	306	18,571,881	3,595,904	22,167,785	-	22,167,785
Non-instructional personnel	9	380,674	65,807	446,481	-	446,481
Total Salaries and Staff	401	19,946,437	3,856,535	23,802,972	5,106,490	28,909,462
Fringe benefits and payroll taxes		4,239,221	796,003	5,035,224	1,113,472	6,148,696
Retirement		676,177	130,093	806,270	173,597	979,867
Management company fees		5,063,871	977,065	6,040,936	1,299,663	7,340,599
Accounting/audit services		-	-	-	45,950	45,950
Other purchased/professional/consulting services		684,649	137,459	822,108	169,538	991,646
Occupancy		2,152,687	454,331	2,607,018	519,912	3,126,930
Repair and maintenance		1,490,768	292,758	1,783,526	376,978	2,160,504
Insurance		227,552	44,147	271,699	58,581	330,280
Utilities		505,978	93,127	599,105	129,806	728,911
Supplies/materials		940,525	181,507	1,122,032	-	1,122,032
Equipment/furnishings		12,888	2,073	14,961	3,615	18,576
Staff development		401,297	78,390	479,687	102,053	581,740
Marketing/recruitment		116,182	23,070	139,252	29,176	168,428
Technology		426,841	84,253	511,094	108,858	619,952
Student services		1,750,121	332,618	2,082,739	-	2,082,739
Office expense		191,099	36,920	228,019	48,980	276,999
Depreciation and amortization		1,133,556	220,540	1,354,095	290,414	1,644,509
Travel		20,202	4,053	24,255	4,989	29,244
Other		320,082	61,547	381,629	84,203	465,832
Total expenses before amortization of interest in Friends' building		40,300,133	7,806,489	48,106,621	9,666,275	57,772,896
Amortization of interest in Friends' building		338,598	46,510	385,109	100,894	486,003
Total Expenses		$ 40,638,731	$ 7,852,999	$ 48,491,730	$ 9,767,169	$ 58,258,899

See notes to financial statements

Democracy Prep New York Charter Schools

Statements of Cash Flows

	Year Ended June 30,	
	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 2,438,421	$ (2,472,650)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	1,593,914	1,644,509
Retirement of property and equipment	-	275,700
Amortization of interest in Friends' building	486,003	486,003
Deferred rent	58,347	120,409
Changes in operating assets and liabilities		
Grants and contracts receivable	1,911,180	(837,783)
Restricted cash	217,700	-
Due from related parties	112,261	10,554
Prepaid expenses and other current assets	(668,624)	(1,167,505)
Accounts payable and accrued expenses	(104,955)	(1,159,135)
Accrued payroll and payroll taxes	631,278	1,217,924
Refundable advances	236,461	(9,327)
Net Cash from Operating Activities	6,911,986	(1,891,301)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(487,442)	(92,305)
Purchase of investments	(38,051)	(1,292,268)
Net Cash from Investing Activities	(525,493)	(1,384,573)
CASH FLOWS FROM FINANCING ACTIVITY		
Payments made on capital lease obligation	(338,024)	(254,928)
Net Change in Cash and Cash Equivalents	6,048,469	(3,530,802)
CASH AND CASH EQUIVALENTS		
Beginning of year	2,713,448	6,244,250
End of Year	$ 8,761,917	$ 2,713,448
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash paid during the year for interest	$ 157,944	$ 98,684
Computer and equipment acquired under a capital lease	-	76,709

See notes to financial statements

1. Organization and Tax Status

Democracy Prep New York Charter Schools (the "School") is a New York State, not-for-profit educational corporation that was incorporated to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School is dedicated to providing a high quality college preparatory education to primarily disadvantaged students. The School provided education to approximately 3,300 students in grades kindergarten through twelfth during the 2018-2019 academic year.

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

Bronx Preparatory Charter School ("BPCS") – BPCS was granted a provisional charter on April 4, 2000 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York ("Board of Regents"). The Board of Regents approved and issued several renewals to the School's charter expiring on June 30, 2020.

Democracy Preparatory Charter School ("DPCS") – DPCS was granted a provisional charter on December 9, 2005 valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School's charter expiring on June 30, 2020.

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

Harlem Prep Charter School ("HPCS") – HPCS was granted a provisional charter on May 14, 2001, valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School's charter expiring on July 31, 2021.

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

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

1. Organization and Tax Status *(continued)*

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

The New York City Department of Education provides free lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers a portion of the cost of lunches for children not entitled to the free lunches.

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

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

Change in Accounting Principle

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for-Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restrictions and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to the liquidity of financial assets, and expenses by both their natural and functional classification in one location in the financial statements. As a result of implementing this standard, prior year amounts for unrestricted net assets and temporarily restricted net assets were reclassified as net assets without donor restrictions and net assets with donor restrictions, respectively.

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

Net Assets Presentation

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

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

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

Cash and Cash Equivalents

The School considers all highly liquid financial instruments purchased with a maturity of three months or less to be cash equivalents.

Restricted Cash

Under the provisions of its charter, the School is required to establish a dissolution reserve account to pay for legal and audit expenses that would be associated with a dissolution, should it occur. The School had not established a separate escrow account as of June 30, 2019.

Fair Value Measurements

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

Investments Valuation and Income Recognition

Investments are carried at fair value. Purchases and sales of securities are recorded on a trade-date basis. Interest income is recorded on the accrual basis and dividends are recorded on the ex-dividend date. Realized and unrealized gains and losses are included in the determination of the change in net assets.

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

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of $1,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case such assets are expensed as incurred.

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

Computers and equipment	3 and 5 years
Furniture and fixtures	7 years
Software	3 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2019 and 2018.

Refundable Advances

The School records certain government grants and contracts as refundable advances until the related services are performed, at which time it is recognized as revenue.

Deferred Rent

The School records its rent in accordance with U.S. GAAP whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected in deferred rent in the accompanying statements of financial position.

Revenue and Support

Revenue from state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

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

Revenue and Support (continued)

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Marketing and Recruiting Costs

The School uses marketing and recruitment specifically aimed at hiring staff and obtaining new students. Accordingly, all costs in marketing and recruiting were allocated to program and management and general expenditures and expensed as incurred. For the years ended June 30, 2019 and 2018, marketing and recruiting costs totaled $138,575 and $168,428.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2016.

Reclassifications

Certain amounts in the 2018 financial statements have been reclassified to conform to the 2019 presentation.

3. Investments

The School's investments at June 30, 2019 and 2018 consist of money market funds held by two financial institutions totaling $2,109,489 and $2,071,438.

4. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state and city entitlements and grants. The School expects to collect these receivables within one year, and has not provided an allowance for doubtful accounts.

5. Property and Equipment

Property and equipment consists of the following at June 30:

	2019	2018
Computers and equipment	$ 14,406,977	$14,082,487
Furniture and fixtures	1,857,760	1,720,746
Leasehold improvements	2,195,322	2,169,384
Interest in Friends' Building (a)	13,608,077	13,608,077
	32,068,136	31,580,694
Accumulated depreciation and amortization	(16,549,381)	(14,469,464)
	$ 15,518,755	$17,111,230

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

The annual base rent equals to an amount sufficient to pay Friends’ reasonable and necessary actual, third party costs of owning the property (including, but not limited to, such costs arising from abatement or remediation of any hazardous or illegal condition not remedied by the School in accordance with and within the cure periods provided by this lease), plus Friends’ reasonable and necessary operational and administrative expenses directly associated with the ownership of the property and compliance with this lease for such lease year. The base rent based on Friends’ operating cost was $48,000 for the years ended June 30, 2019 and 2018.

Due to the estimated fair value rental over the estimated lease payment amount throughout the lease term being higher than the net book value of the building, the School recognizes its interest in Friends’ building and amortizes its interest over the building’s remaining useful life which is approximately 28 years. The amortization expense for the years ended June 30, 2019 and 2018 was $486,003. Interest in the School’s building, net of accumulated amortization at June 30, 2019 and 2018 is $11,205,108 and $11,691,111, and is included in property and equipment in the accompanying statements of financial position.

6. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30, 2019:

Cash and cash equivalents	$ 8,761,917
Investments	2,109,489
Grants and contracts receivable	2,082,011
Due from related parties	1,336,142
Total Financial Assets	14,289,559
Less amounts unavailable for general expenditure:	
Net assets with donor restrictions (net of $11,205,108 Interest in Friends' Building - see Note 5)	(42,005)
Board designated net assets	(897,030)
	$ 13,350,524

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use. The Board of Trustees has designated net assets without donor restrictions that could be drawn upon through board resolution and can be made available for current operations, unbudgeted expenses and unanticipated loss in funding.

7. Related Party Transactions (not disclosed elsewhere)

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

The predecessors of the School (BPCS, DPCS, DPH and HPCS) entered into management agreements with DPPS to assume responsibility for their educational process, management and operations. As compensation to DPPS for these services rendered, the School pays DPPS an annual fee, originally equal to 12% to 15% of each predecessor's non-competitive public revenue, which percentage decreases by one-half percent (0.5%) in each renewal term until it reaches a minimum of 12% of non-competitive public revenue, which rate will remain in effect for all subsequent renewal terms. Following the initial term, the agreements (now consolidated into a single agreement with the School) automatically extended for successive one-year periods unless terminated by either party. For the year ended June 30, 2019, DPPS charged an annual management fee ranging from 12% to 13.5% to the School.

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

On July 1, 2015, BPCS, DPCS, and DPH amended their management agreements to include a provision which states that in the event that school incurs an operating deficit due to management fees charged, the management fees will be reduced to an amount that would result in a zero change in net assets, excluding depreciation and amortization (including amortization of Friends' building) and capital lease interest. This provision was eliminated as of July 1, 2018.

For the year ended June 30, 2018, management fees charged by DPPS were reduced by $408,468 to reduce the operating deficits. For the years ended June 30, 2019 and 2018, the School incurred $7,773,302 and $7,340,599 in management fees.

On September 20, 2016, HPCS entered into a non-cancelable operating lease with DPPS for additional office and instructional space expiring on August 30, 2047. During the year ended June 30, 2019, HPCS prepaid $2,000,000 of base rent. The School will be entitled to a monthly credit of $16,667 starting July 1, 2019. The prepaid rent is included in the statements of financial position under current and long term prepaid expenses and other current assets.

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

	2019	2018
DPE	$ 362,723	$ 273,588
DPPS	962,513	1,107,020
DPBR	6,703	6,358
DPCH	-	59,004
DPAC	4,203	2,433
	$ 1,336,142	$1,448,403

8. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2019 and 2018, approximately $7,746,000 and $2,400,000 of cash was maintained with two institutions in excess of FDIC limits.

9. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2019 and 2018, the School received approximately 94% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

10. Net Assets With Donor Restrictions

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

	2019	2018
Korean dual language program	$ 40,639	$ 56,366
Field trips and classroom incentives	1,366	616
Interest in Friends' building (Note 5)	11,205,108	11,691,111
	$ 11,247,113	$ 11,748,093

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

	2019	2018
Korean dual language program	$ 49,375	$ 30,847
Field trips and classroom incentives	9,468	-
Interest in Friends' building (Note 5)	486,003	486,003
	$ 544,846	$ 516,850

11. Commitments

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

11. Commitments *(continued)*

Effective July 1, 2012, DPCS entered into a sub-sublease agreement with DPH for use of office and classroom facilities at St. Philips Church. The rent payments are based on a fraction, determined annually for each rent year and expressed as a percentage, the numerator of which is the number of students of DPH during the rent year, and the denominator of which is the aggregate number of students at both DPCS and DPH during the rent year. The number of students is determined by the New York City Department of Education as of the end of the rent year for purposes of reconciling school funding allocations. DPH is also responsible for utilities and other building costs. The term shall end on the earlier of December 31, 2029, or the date on which the sublease agreement is terminated. Rental income was $660,086 and $598,007 for the years ended June 30, 2019 and 2018. The School does not disclose the minimum future rent to be received due to the undetermined number of future students served, and merger of the two entities.

On June 4, 2001, HPCS entered into a non-cancelable operating lease for office and instructional space that expired on June 30, 2011, with a renewal option for an additional five years. HPCS exercised its option until June 30, 2016. During fiscal year 2017, the lease was renewed for another five years expiring on June 30, 2021.

On June 1, 2005, HPCS entered into a non-cancelable operating lease for additional office and instructional space expiring on June 30, 2021, with a renewal option for an additional 10 years.

On September 20, 2016, HPCS entered into a non-cancelable operating lease with DPPS for additional office and instructional space expiring on August 30, 2047 (see note 7).

The future minimum lease payments under these operating leases are as follows for the years ended June 30:

2020	$ 2,059,383
2021	2,071,969
2022	1,641,555
2023	1,674,608
2024	1,698,279
Thereafter	28,210,106
	$ 37,355,900

Rent expense under these leases was $2,160,403 and $2,316,229 for the years ended June 30, 2019 and 2018.

12. Capital Lease Obligation

The School leases computers and equipment under capital leases that expire at various dates through in June 2023. The assets and liabilities under the capital leases are recorded at the present value of the minimum lease payments. The assets are being depreciated over their estimated useful life.

12. Capital Lease Obligation *(continued)*

Following is a summary of property and equipment held under capital leases at June 30:

	2019	2018
Computers and equipment	$ 1,796,732	$ 1,796,732
Accumulated depreciation	(1,101,750)	(765,724)
	$ 694,982	$ 1,031,008

The future minimum lease payments are as follows for the years ending June 30:

2020	$ 412,955
2021	412,955
2022	17,796
2023	2,966
Total minimum lease payments	846,672
Amounts representing interest	(67,291)
Present value of minimum lease payments	779,381
Current portion	(364,758)
Capital lease obligation, less current portion	$ 414,623

13. Employee Benefit Plan

The School maintains a retirement plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Employer match for the years ended June 30, 2019 and 2018 amounted to $964,089 and $968,663.

14. Contingency

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

15. Misappropriation of Funds

Theft of cash was discovered in two of the School's inactive bank accounts under DPCS and DPH. These accounts were established as dissolution reserve accounts required by the School's charter agreements. These accounts were closed on March 28, 2019 without prior authorization. The School has informed authorities and commenced a formal investigation. The balance in these accounts amounted to $142,152. Management believes that these amounts are uncollectible and has written them off to other expense under management and general in the accompanying statement of functional expenses.

16. Merger Information

As stated in Note 1, the New York State Board of Regents approved the merger of DPCS, DPH and HPCS effective July 1, 2017 into a single entity under BPCS, which serves as the sole surviving entity. Below is a summary of opening balances as of July 1, 2017 for DPCS, DPH and HPCS:

	DPCS	DPH	HPCS	Total
ASSETS				
Cash and cash equivalents	$ 35,696	$ 2,459,612	$ 3,740,505	$ 6,235,813
Grants and contracts receivable	682,596	845,375	916,490	2,444,461
Due from related parties	1,466,482	139,674	-	1,606,156
Prepaid expenses and other assets	377,422	29,535	151,166	558,123
Property and equipment, net	1,149,699	1,245,119	3,050,504	5,445,322
Restricted cash	71,632	70,521	75,548	217,701
	$ 3,783,527	$ 4,789,836	$ 7,934,213	$16,507,576
LIABILITIES AND NET ASSETS				
Liabilities				
Accounts payable and accrued expenses	$ 675,718	$ 530,640	$ 614,518	$ 1,820,876
Accrued payroll and payroll taxes	572,364	753,286	605,504	1,931,154
Due to related parties	-	-	173,646	173,646
Capital lease obligation	219,113	409,359	388,606	1,017,078
Refundable advances	26,301	25,641	701	52,643
Deferred rent	54,207	-	712,535	766,742
Total Liabilities	1,547,703	1,718,926	2,495,510	5,762,139
Net Assets				
Unrestricted				
Undesignated	1,934,296	2,570,633	5,114,061	9,618,990
Board designated	282,785	481,902	320,543	1,085,230
Total Unrestricted	2,217,081	3,052,535	5,434,604	10,704,220
Temporarily restricted	18,743	18,375	4,099	41,217
Total Net Assets	2,235,824	3,070,910	5,438,703	10,745,437
	$ 3,783,527	$ 4,789,836	$ 7,934,213	$16,507,576

17. Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is November 25, 2019.

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

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Democracy Prep New York Charter Schools

Supplementary Information

June 30, 2019

Democracy Prep New York Charter Schools

Schedule of Activities by School
Bronx Preparatory Charter School
Year Ended June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
Public School District			
Regular student enrollment	$ 10,920,134	$ -	$ 10,920,134
Students with disabilities	417,690	-	417,690
Grants and Contracts			
Federal E-Rate, IDEA, and Titles	552,499	-	552,499
State and city	54,194	-	54,194
Total Operating Revenue	11,944,517	-	11,944,517
EXPENSES			
Program Services			
Regular education	9,935,344	-	9,935,344
Special education	1,541,141	-	1,541,141
Total Program Services	11,476,485	-	11,476,485
Supporting Services			
Management and general	1,890,988	-	1,890,988
Total Expenses	13,367,473	-	13,367,473
Deficit from Operations	(1,422,956)	-	(1,422,956)
SUPPORT AND OTHER REVENUE			
Contributions	-	10,500	10,500
Other income	14,953	-	14,953
Net assets released from restrictions	21,789	(21,789)	-
Total Support and Other Revenue	36,742	(11,289)	25,453
Result of Operations	(1,386,214)	(11,289)	(1,397,503)
Net assets released from restriction - amortization of interest in Friends' Building	486,003	(486,003)	-
Change in Net Assets	(900,211)	(497,292)	(1,397,503)
NET ASSETS			
Beginning of year	1,125,073	11,699,858	12,824,931
End of year	$ 224,862	$ 11,202,566	$ 11,427,428

See independent auditors' report

Democracy Prep New York Charter Schools

Schedule of Activities by School
Democracy Preparatory Charter School
Year Ended June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
Public School District			
Regular student enrollment	$ 10,518,079	$ -	$ 10,518,079
Students with disabilities	1,041,880	-	1,041,880
Grants and Contracts			
Federal E-Rate, IDEA, and Titles	631,855	-	631,855
State and city	48,490	-	48,490
Total Operating Revenue	12,240,304	-	12,240,304
EXPENSES			
Program Services			
Regular education	8,203,374	-	8,203,374
Special education	1,999,160	-	1,999,160
Total Program Services	10,202,534	-	10,202,534
Supporting Services			
Management and general	2,141,422	-	2,141,422
Total Expenses	12,343,956	-	12,343,956
Deficit from Operations	(103,652)	-	(103,652)
SUPPORT AND OTHER REVENUE			
Contributions	1,092	16,967	18,059
Rental income	660,086	-	660,086
Net assets released from restrictions	17,533	(17,533)	-
Total Support and Other Revenue	678,711	(566)	678,145
Change in Net Assets	575,059	(566)	574,493
NET ASSETS			
Beginning of year	1,919,794	22,423	1,942,217
End of year	$ 2,494,853	$ 21,857	$ 2,516,710

See independent auditors' report

Democracy Prep New York Charter Schools

Schedule of Activities by School
Democracy Preparatory Harlem Charter School
Year Ended June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
Public School District			
Regular student enrollment	$ 16,033,008	$ -	$ 16,033,008
Students with disabilities	1,748,490	-	1,748,490
Grants and Contracts			
Federal E-Rate, IDEA, and Titles	815,421	-	815,421
State and city	75,735	-	75,735
Total Operating Revenue	18,672,654	-	18,672,654
EXPENSES			
Program Services			
Regular education	11,252,902	-	11,252,902
Special education	2,745,380	-	2,745,380
Total Program Services	13,998,282	-	13,998,282
Supporting Services			
Management and general	3,140,966	-	3,140,966
Total Expenses	17,139,248	-	17,139,248
Surplus from Operations	1,533,406	-	1,533,406
SUPPORT AND OTHER REVENUE			
Contributions	4,202	9,250	13,452
Other income	1,312	-	1,312
Net assets released from restrictions	12,372	(12,372)	-
Total Support and Other Revenue	17,886	(3,122)	14,764
Change in Net Assets	1,551,292	(3,122)	1,548,170
NET ASSETS			
Beginning of year	2,850,927	18,312	2,869,239
End of year	$ 4,402,219	$ 15,190	$ 4,417,409

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Democracy Prep New York Charter Schools

Schedule of Activities by School
Harlem Prep Charter School
Year Ended June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
Public School District			
Regular student enrollment	$ 14,754,935	$ -	$ 14,754,935
Students with disabilities	1,684,537	-	1,684,537
Facilities funding	1,183,411	-	1,183,411
Grants and Contracts			
Federal E-Rate, IDEA, and Titles	794,658	-	794,658
State and city	75,885	-	75,885
Total Operating Revenue	18,493,426	-	18,493,426
EXPENSES			
Program Services			
Regular education	11,434,082	-	11,434,082
Special education	2,840,684	-	2,840,684
Total Program Services	14,274,766	-	14,274,766
Supporting Services			
Management and general	2,535,671	-	2,535,671
Total Expenses	16,810,437	-	16,810,437
Surplus from Operations	1,682,989	-	1,682,989
SUPPORT AND OTHER REVENUE			
Contributions	-	7,149	7,149
Other income	23,123	-	23,123
Net assets released from restrictions	7,149	(7,149)	-
Total Support and Other Revenue	30,272	-	30,272
Change in Net Assets	1,713,261	-	1,713,261
NET ASSETS			
Beginning of year	4,758,447	7,500	4,765,947
End of year	$ 6,471,708	$ 7,500	$ 6,479,208

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Democracy Prep New York Charter Schools

Schedule of Functional Expenses by School
Bronx Preparatory Charter School
Year Ended June 30, 2019

		Program Services			Management	
	No. of Positions	Regular Education	Special Education	Total	and General	Total
Personnel Services Costs						
Administrative staff personnel	26	$ 207,444	$ 32,178	$ 239,622	$ 923,042	$ 1,162,664
Instructional personnel	66	4,174,324	647,509	4,821,833	-	4,821,833
Non-instructional personnel	4	202,788	31,456	234,244	-	234,244
Total Salaries and Staff	96	4,584,556	711,143	5,295,699	923,042	6,218,741
Fringe benefits and payroll taxes		1,270,237	197,036	1,467,273	255,747	1,723,020
Retirement		145,098	22,507	167,605	29,213	196,818
Management company fees		1,510,102	234,243	1,744,345	304,040	2,048,385
Accounting/audit services		-	-	-	22,500	22,500
Other purchased/professional/consulting services		43,882	6,807	50,689	8,835	59,524
Occupancy		45,701	7,089	52,790	9,202	61,992
Repair and maintenance		426,824	66,208	493,032	85,935	578,967
Insurance		56,321	8,736	65,057	11,339	76,396
Utilities		213,852	33,172	247,024	43,057	290,081
Supplies/materials		258,009	40,021	298,030	-	298,030
Staff development		129,683	20,116	149,799	26,111	175,910
Marketing/recruitment		7,309	1,134	8,443	1,471	9,914
Technology		128,604	19,949	148,553	25,893	174,446
Student services		396,953	61,574	458,527	-	458,527
Office expense		66,280	10,281	76,561	13,345	89,906
Depreciation		273,608	48,453	322,060	22,366	344,426
Travel		6,793	1,054	7,847	1,368	9,215
Other		32,934	5,108	38,042	6,630	44,672
Total expenses before amortization of interest in Friends' building		9,596,746	1,494,631	11,091,376	1,790,094	12,881,470
Amortization of interest in Friends' building		338,598	46,510	385,109	100,894	486,003
Total Expenses		$ 9,935,344	$ 1,541,141	$ 11,476,485	$ 1,890,988	$ 13,367,473

See independent auditors' report

Democracy Prep New York Charter Schools

Schedule of Functional Expenses by School
Democracy Preparatory Charter School
Year Ended June 30, 2019

		Program Services			Management and	
	No. of Positions	Regular Education	Special Education	Total	General	Total
Personnel Services Costs						
Administrative staff personnel	16	$ 308,472	$ 75,174	$ 383,646	$ 1,103,381	$ 1,487,027
Instructional personnel	68	3,726,361	908,114	4,634,475	-	4,634,475
Non-instructional personnel	2	93,278	22,732	116,010	-	116,010
Total Salaries and Staff	86	4,128,111	1,006,020	5,134,131	1,103,381	6,237,512
Fringe benefits and payroll taxes		764,564	186,324	950,888	204,356	1,155,244
Retirement		132,530	32,298	164,828	35,423	200,251
Management company fees		960,865	234,162	1,195,027	256,824	1,451,851
Accounting/audit services		-	-	-	22,500	22,500
Other purchased/professional/consulting services		125,398	30,560	155,958	33,517	189,475
Occupancy		503,452	122,691	626,143	134,565	760,708
Repair and maintenance		237,366	57,846	295,212	63,445	358,657
Insurance		49,187	11,987	61,174	13,147	74,321
Utilities		147,629	35,977	183,606	39,459	223,065
Supplies/materials		220,503	53,737	274,240	-	274,240
Equipment/furnishings		543	132	675	145	820
Staff development		125,476	30,578	156,054	33,539	189,593
Marketing/recruitment		23,973	5,842	29,815	6,408	36,223
Technology		124,456	30,330	154,786	33,265	188,051
Student services		323,287	78,785	402,072	-	402,072
Office expense		52,468	12,786	65,254	14,024	79,278
Depreciation		160,302	39,065	199,367	42,846	242,213
Travel		943	230	1,173	252	1,425
Other (See Note 15)		122,321	29,810	152,131	104,326	256,457
Total Expenses		$ 8,203,374	$ 1,999,160	$ 10,202,534	$ 2,141,422	$ 12,343,956

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Democracy Prep New York Charter Schools

Schedule of Functional Expenses by School
Democracy Preparatory Harlem Charter School
Year Ended June 30, 2019

		Program Services			Management and	
	No. of Positions	Regular Education	Special Education	Total	General	Total
Personnel Services Costs						
Administrative staff personnel	23	$ 180,422	$ 44,018	$ 224,440	$ 1,754,173	$ 1,978,613
Instructional personnel	102	5,809,221	1,417,282	7,226,503	-	7,226,503
Non-instructional personnel	-	–	-		-	-
Total Salaries and Staff	125	5,989,643	1,461,300	7,450,943	1,754,173	9,205,116
Fringe benefits and payroll taxes		1,117,062	272,530	1,389,592	327,151	1,716,743
Retirement		218,343	53,269	271,612	63,945	335,557
Management company fees		1,446,000	352,782	1,798,782	423,488	2,222,270
Accounting/audit services		-	-	-	22,500	22,500
Other purchased/professional/consulting services		179,013	43,674	222,687	52,427	275,114
Occupancy		483,379	117,930	601,309	141,566	742,875
Repair and maintenance		72,040	17,576	89,616	21,098	110,714
Insurance		74,739	18,234	92,973	21,889	114,862
Utilities		58,202	14,199	72,401	17,045	89,446
Supplies/materials		376,128	91,762	467,890	-	467,890
Equipment/furnishings		4,418	1,078	5,496	1,293	6,789
Staff development		191,298	46,671	237,969	56,025	293,994
Marketing/recruitment		23,440	5,719	29,159	6,865	36,024
Technology		139,273	33,978	173,251	40,788	214,039
Student services		469,524	114,553	584,077	-	584,077
Office expense		61,048	14,894	75,942	17,880	93,822
Depreciation		221,555	54,053	275,608	64,886	340,494
Travel		1,065	260	1,325	312	1,637
Other (See Note 15)		126,732	30,918	157,650	107,635	265,285
Total Expenses		$ 11,252,902	$ 2,745,380	$ 13,998,282	$ 3,140,966	$ 17,139,248

See independent auditors' report

Democracy Prep New York Charter Schools

Schedule of Functional Expenses by School
Harlem Prep Charter School
Year Ended June 30, 2019

	No. of Positions	Program Services			Management and General	Total
		Regular Education	Special Education	Total		
Personnel Services Costs						
Administrative staff personnel	15	$ 237,136	$ 58,914	$ 296,050	$ 1,352,502	$ 1,648,552
Instructional personnel	100	5,470,595	1,359,114	6,829,709	-	6,829,709
Non-instructional personnel	1	57,579	14,305	71,884	-	71,884
Total Salaries and Staff	116	5,765,310	1,432,333	7,197,643	1,352,502	8,550,145
Fringe benefits and payroll taxes		1,002,327	249,018	1,251,345	235,139	1,486,484
Retirement		163,617	40,649	204,266	38,383	242,649
Management company fees		1,382,839	343,552	1,726,391	324,405	2,050,796
Accounting/audit services		-	-	-	25,500	25,500
Other purchased/professional/consulting services		172,991	42,978	215,969	40,582	256,551
Occupancy		971,455	241,348	1,212,803	227,897	1,440,700
Repair and maintenance		256,894	63,823	320,717	60,265	380,982
Insurance		72,379	17,982	90,361	16,979	107,340
Utilities		57,093	14,184	71,277	13,393	84,670
Supplies/materials		349,654	86,868	436,522	-	436,522
Staff development		148,622	36,924	185,546	34,866	220,412
Marketing/recruitment		38,039	9,451	47,490	8,924	56,414
Technology		87,129	21,646	108,775	20,441	129,216
Student services		384,330	95,482	479,812	-	479,812
Office expense		67,364	16,736	84,100	15,803	99,903
Depreciation		449,606	111,700	561,306	105,475	666,781
Travel		858	213	1,071	201	1,272
Other		63,575	15,797	79,372	14,916	94,288
Total Expenses		$ 11,434,082	$ 2,840,684	$ 14,274,766	$ 2,535,671	$ 16,810,437

See independent auditors' report

Democracy Prep New York Charter Schools

Uniform Guidance
Schedules and Reports

June 30, 2019

Democracy Prep New York Charter Schools

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

Federal Grantor/Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Passed Through the New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021-19-4125	$ -	$ 393,813
Title I Grants to Local Educational Agencies	84.010	0021-19-4685	-	469,022
Title I Grants to Local Educational Agencies	84.010	0021-19-4349	-	365,675
Title I Grants to Local Educational Agencies	84.010	0021-19-4220	-	457,549
			-	1,686,059
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-4125	-	35,289
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-4685	-	36,782
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-4349	-	41,584
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-4220	-	37,983
			-	151,638
Student Support and Academic Enrichment Grant	84.424	0204-19-4125	-	31,754
Student Support and Academic Enrichment Grant	84.424	0204-19-4685	-	36,003
Student Support and Academic Enrichment Grant	84.424	0204-19-4349	-	27,197
Student Support and Academic Enrichment Grant	84.424	0204-19-4220	-	33,662
			-	128,616
Total U.S. Department of Education			-	1,966,313
Total Expenditures of Federal Awards			$ -	$ 1,966,313

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

Democracy Prep New York Charter Schools

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

1. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

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

3. Indirect Cost Rate

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

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

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

Independent Auditors' Report

Board of Trustees
Democracy Prep New York Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Democracy Prep New York Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 25, 2019.

Internal Control Over Financial Reporting

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

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as described in the accompanying schedule of findings and questioned costs, we did identify certain deficiencies in internal control that we consider to be material weaknesses and significant deficiencies.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as items 2019-001 and 2019-002 to be material weaknesses.

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Internal Control Over Financial Reporting (continued)

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as items 2019-003 and 2019-004 to be significant deficiencies.

Compliance and Other Matters

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

The School's Response to the Findings

The School's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

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

PKF O'Connor Davies, LLP

Harrison, New York
November 25, 2019

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

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

Independent Auditors' Report

Board of Trustees
Democracy Prep New York Charter Schools

Report on Compliance for Each Major Federal Program

We have audited Democracy Prep New York Charter Schools' (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2019. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

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Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item 2019-005. Our opinion on each major federal program is not modified with respect to this matter.

The School's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

Report on Internal Control Over Compliance (continued)

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we did identity a certain deficiency in internal control over compliance, described in the accompanying schedule of findings and questioned costs as item 2019-005 that we consider to be a significant deficiency.

The School's response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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

PKF O'Connor Davies, LLP

Harrison, New York
November 25, 2019

Democracy Prep New York Charter Schools

Schedule of Findings and Questioned Costs
Year Ended June 30, 2019

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	X yes ____ no
Significant deficiency(ies) identified?	X yes ___ none reported
Noncompliance material to the financial statements noted?	____ yes X no

Federal Awards

Internal control over major federal programs:	
Material weakness(es) identified?	____ yes X no
Significant deficiency(ies) identified?	X yes ___ none reported
Type of auditors' report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	X yes ___no

Identification of major federal programs:

CFDA Number	Name of Federal Program or Cluster
84.010	Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs:	$750,000
Auditee qualified as low-risk auditee?	_____yes X no

Section II – Financial Statement Findings

2019-001- General Ledger Maintenance and Account Analysis *(Repeat Finding)*

Criteria
An effective financial closing process provides the School with accurate and timely financial statements

Condition
Schedules and reconciliations were not prepared and updated throughout the fiscal year. This delayed management's preparation of the year-end financial statements and the completion of the audit. We noted that improvements are needed in the financial statement closing process to address the timeliness of the School's year-end financial reporting.

Cause
The finance department appears to be understaffed and continual training is required to enable a good understanding of effective internal controls.

Effect
The School's system of internal control is not effective for managing its resources and resulted in difficulties with meeting external deadlines for submission of the audited financial statements.

Recommendation
We recommend that the School assess the adequacy of resources in the finance department in relation to its periodic reporting responsibility. The School may consider an increased level of financial analysis of significant accounts on a regular basis, as well as providing additional support to the finance department in the area of financial reporting.

Views of Responsible Officials
See management corrective action plan in Appendix A.

Section II – Financial Statement Findings *(continued)*

2019-002- Timely Bank Reconciliations

Criteria
The School must be in compliance with its policies and procedures manual (the "Manual"). All bank accounts should be reconciled timely and regularly to ensure that financial records are accurate and assets are safeguarded.

Condition
During our audit of the School's cash accounts, we noted that bank reconciliations were not performed timely. As a result of our audit procedures we noted that two inactive bank accounts, segregated as a dissolution reserve, were closed during the year ended June 30, 2019. Management believes that these accounts were closed due to fraudulent activity and has commenced a formal investigation.

Cause
The School did not have the proper controls in place to detect that bank reconciliations were not being performed timely. The finance department is understaffed and perpetual training is required to enable an understanding of effective internal controls.

Effect
The School is not in compliance with it's Manual, and interim financial statements could be misleading or incorrect. The School encountered a misappropriation of assets in the amount of $142,152.

Recommendation
We recommend that the School reconcile bank statements on a timely matter. In addition, the School should periodically review the authorized signors, update it for any changes in board or management personnel, and promptly and formally notify the bank of any changes.

Views of Responsible Officials
See management corrective action plan in Appendix A.

Section II – Financial Statement Findings *(continued)*

2019-003- Competitive Bidding

Criteria
The School's Financial Policies and Procedures Manual ("FPP"), requires three price quotes for purchases and/or contracts greater than $5,000.

Condition
During our test of three procurement transactions over $5,000, we noted that the School did not perform sufficient competitive bidding procedures on the selections.

Cause
This condition was caused by management's ineffective monitoring and review of the competitive bidding procedures in its FPP.

Effect
The School is not in compliance with its FPP with regard to procurement procedures.

Recommendation
The School should strictly comply with the FPP and retain required documentation of at least three quotes when competitive bidding is required. We recommend that management periodically review transactions that require competitive bidding. We also recommend that management consider increasing the threshold for bidding.

Views of Responsible Officials
See management corrective action plan in Appendix A.

Section II – Financial Statement Findings *(continued)*

2019-004- Credit Card Transactions

Criteria
The fiscal policies and procedures manual ("FPP") states that all credit card transactions over $75 should be supported by duly approved receipts or other supporting documentation.

Condition
A substantial portion of charges were missing receipts and approvals.

Cause
This condition is caused by lack of oversight over credit card transactions.

Effect
Lack of control over credit card transactions could result in the payment of unauthorized expenses.

Recommendation
The School should support all credit card charges with receipts, invoices, or other supporting documentation. The School should also enforce the approval process for credit card charges by authorized School personnel. The School should document in writing all decisions that are not consistent with its FPP and consideration should also be given to modifying the FPP when appropriate and practical.

Views of Responsible Officials
See management corrective action plan in Appendix A.

Section III – Federal Award Findings and Questioned Costs

2019-005- Time and Effort Reporting – Periodic Certification for Employees Who Work on Multiple Activities of Cost Objectives

CFDA
84.010, Grants to Local Educational Agencies (Title 1, Part A)
U.S. Department of Education

Criteria
Cost principles under the Uniform Guidance requires that charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. For employees that work on multiple activities or cost objectives, a distribution of the employee's salary and wages must be supported by a personnel activity report ("PAR") or equivalent document. PARs must be prepared at least monthly and signed by the employee.

Condition
Monthly PARs indicating total distribution of employee activity were not prepared.

Cause
Management did not closely monitor time and effort records for federal activities.

Effect
The School is not in compliance with the Uniform Guidance.

Questioned Costs
None

Context
The School failed to provide the PARs for all payroll samples selected for testing.

Recommendation
The School should monitor and ensure that employees who work on multiple activities are supported by PAR or equivalent documents.

Views of Responsible Officials
See management corrective action plan in Appendix A.

Section IV – Prior Year Findings

2018-001 - General Ledger Maintenance and Account Analysis.

Condition
Schedules and reconciliations were not prepared and updated throughout the fiscal year. This delayed management's preparation of the year-end financial statements and the completion of the audit. We noted that improvements are needed in the financial statement closing processes to address the timeliness of the School's year-end financial reporting.

Status
This condition still exists in 2019, see finding 2019-001.

* * * * *

DEMOCRACY PREP
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Democracy Prep Public Schools Response to Audit Findings

Pursuant to a Management Agreement, Democracy Prep Public Schools provided financial and back office support to Democracy Prep New York Charter Schools and has prepared the following response on behalf of Democracy Prep New York Charter Schools.

Response to 2019-001 General Ledger Maintenance and Account Analysis Material Weakness

In response to this finding and the previous year's finding, Democracy Prep Public Schools has retained Charter School Business Management to review and improve accounting and financial practices for schools throughout the Democracy Prep network. Part of CSBM's charge is to create and refine systems such that general ledger maintenance and account analysis is performed in a timely basis throughout the year. Management has increased the resources provided to the finance function and has adopted systems such as Bill.com and revised its financial policies and procedures. The organization is also working with its financial consulting team to review and implement financial policies and processes that will facilitate accurate and timely financial reporting including establishing a robust monthly close process that will ensure that all accounts are reconciled and adjusting journal entries are recorded on a monthly basis.

Response to 2019-002 Timely Bank Reconciliations

DPNY has continued to tighten its financial controls and, with CSBM, has reviewed its bank accounts and updated authorized signors with the ultimate intent to consolidate and combine bank accounts where possible to allow for more effective control. As part of the process detailed above, DPNY is building systems for timely reconciliations of all bank accounts.

Response to 2019-003 Competitive Bidding

The organization has tightened controls on purchasing to ensure that the financial policies and procedures are strictly adhered to through regular oversight. In addition, Democracy Prep New York Charter Schools has amended its financial policies and procedures manual to increase the bidding threshold to $10,000 to further streamline the bidding process.

Response to 2019-004 Credit Card Transactions

Similar to the response to 2019-003 above, the organization has tightened controls on all purchasing and is implementing procedures for accurate and timely reporting. There are no corporate credit cards in the network and all reimbursement claims will be reviewed carefully through a multiple approval process using Bill.com.

Corrective Action Plan for DPPS FY 19 Management Responses

Response to 2019-005 Time and Effort Reporting – Periodic Certification for Employees Who Work on Multiple Activities of Cost Objectives

In addition to the response to 2019-001 above, DPPS has been working with CSBM to improve its overall financial management including monthly PAR reporting, which will be entered into the accounting system and reconciled by DPPS's grants manager.

Respectfully,

Natasha Trivers
Chief Executive Officer

Democracy Prep New York Charter Schools

Independent Auditors' Report on Communication of
Internal Control Matters

June 30, 2019

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors Communication on Internal Control Matters

The Board of Trustees
Democracy Prep New York Charter Schools

In planning and performing our audit of the financial statements of Democracy Prep New York Charter Schools (the "School") as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be material weaknesses and other deficiencies that we consider be significant deficiencies.

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

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies in the School's internal control presented in Addendum B to this letter to be significant deficiencies.

We have other observations and recommendations that are opportunities for strengthening internal control and/or operating efficiency, presented in Addendum C to this letter.

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

PKF O'Connor Davies, LLP

November 25, 2019

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Democracy Prep New York Charter Schools

Addendum A

Deficiency in Internal Control that We Consider to be Material Weaknesses

1. **General Ledger Maintenance and Account Analysis (Prior Year Comment)**

   During our audit, we noted that schedules and reconciliations were not prepared and updated throughout the fiscal year. This delayed management's preparation of the year-end financial statements and the completion of the audit. We noted that improvements are needed in the financial statement closing processes to address the timeliness of the Organization's year-end financial reporting.

   We recommend that the School should assess the adequacy of resources in the finance department in relation to its periodic reporting responsibility. The Organization may consider an increased level of financial analysis of significant accounts on a regular basis, as well as providing additional support to the finance department in the area of financial reporting.

2. **Timely Bank Reconciliations**

   During our audit of the School's cash accounts, we noted that bank reconciliations were not performed on a timely basis and bank authorized signature lists were not timely reviewed and updated. As a result of our audit procedures we noted that two inactive bank accounts, segregated as a dissolution reserve, were closed during the year ended June 30, 2019. Management believes that these accounts were closed due to fraudulent activity and has commenced a formal investigation.

   We recommend that the School reconcile bank statements on a timely matter. In addition, the School should periodically review the authorized signors, update it for any changes in board or management personnel, and promptly and formally notify the bank of any changes.

Democracy Prep New York Charter School

Addendum B

Deficiencies in Internal Control that We Consider to be Significant Deficiencies

3. Competitive Bidding

The School's Financial Policies and Procedures Manual ("FPP"), requires three price quotes for purchases and/or contracts greater than $5,000. During our test of three procurement transactions over $5,000, we noted that the School did not perform sufficient competitive bidding procedures on the selections.

The School should strictly comply with the FPP and retain required documentation of at least three quotes when competitive bidding is required. We recommend that management periodically reviews transactions that require competitive bidding. We also recommend that management considers increasing the threshold for bidding.

4. Credit Card Transactions

The FPP states that all credit card transactions over $75 should be supported by duly approved receipts or other supporting documentation. During our test of credit card transactions, we noted that a substantial portion of charges were missing receipts and approvals.

The School should support all credit card charges with receipts, invoices, or other supporting documentation. The School should also enforce the approval process for credit card charges by authorized School personnel. The School should document in writing all decisions that are not consistent with its FPP and consideration should also be given to modifying the FPP when appropriate and practical.

5. Time and Effort Reporting – Periodic Certification for Employees Who Work on Multiple Activities of Cost Objectives

Cost principles under the Uniform Guidance requires that charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. For employees that work on multiple activities or cost objectives, a distribution of the employee's salary and wages must be supported by a personnel activity report ("PAR") or equivalent document. PARs must be prepared at least monthly and signed by the employee. Monthly PARs indicating total distribution of employee activity were not prepared.

The School should monitor and ensure that employees who work on multiple activities are supported by PAR or equivalent documents.

Democracy Prep New York Charter Schools

Addendum C

Other Observations and Recommendations for Strengthening Internal Control and/or Operating Efficiency

6. Updating the Policies and Procedures Manual

We noted that although the School previously adopted and implemented a formal financial policies and procedures manual (the "manual"), we concluded that there is a number of procedures and thresholds that should be updated and reviewed pursuant to employee turnover in the finance department and merger of four charters. This will help improve the School's ability to process, record, summarize, and report financial information.

We recommend that consideration be given to updating the manual to reflect the updated structure of the finance department.

7. Maintenance of Fixed Asset Tracker

The School was not able to provide us with a detailed inventory listing of property and equipment

As indicated in the School's FPP, Property and equipment acquisitions should be identified, tagged and entered into a detailed fixed asset ledger, and there should be a clear trail of tracing the capital asset to the fixed asset ledger maintained by the School. In addition, the School should take a physical inventory of all capital assets to ensure the completeness and accuracy of the School's records.

8. Updating Authorized Signers of School Accounts

During our audit, we noted that the sole authorized signer of one of the School's investment accounts is no longer affiliated with the School.

We recommend that consideration be given to updating the authorized singers of the School's accounts to include current School personnel and Board members. We also recommend that the School periodically review its authorized signers list and promptly remove terminated employees or former Board members.

9. Voided Checks

The School was unable to provide us with a substantial portion of checks indicated as voided in the general ledger.

We recommend that all voided checks be properly defaced to ensure that they could not be improperly completed and cashed. All voided checks should be kept and filed in a separate folder in a secured place.

Democracy Prep New York Charter Schools

Addendum C *(continued)*

Other Observations and Recommendations for Strengthening Internal Control and/or Operating Efficiency

10. Restricted cash

Under the provisions of its charter, the School is required to establish a dissolution reserve account in the amount of no less than $200,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur. The School had established three separate bank accounts that total over $200,000, but these accounts were closed during the year ended June 30, 2019.

We recommend the School establish one bank account to cover all the charters, including Democracy Prep Endurance, pursuant to effective date of merger.

SUNY Charter Schools Institute
The State University of New York

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

Charter School Name:	Democracy Preparatory Charter School
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 01, 2019
Date Submitted:	Thursday, November 14, 2019
School Fiscal Contact Name:	Richard Coore
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	
School Audit Firm Name:	PKF O'Connor Davies
School Audit Contact Name:	James Mercaldo, CPA
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	

Please submit the Annual Financial Statement and other associated documents
to BOTH
SUNY Charter Schools Institute
AND
New York State Education Department

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: https://my.epicenternow.org/home.aspx

Required 8 Items:

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

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

		If not included, state the reason(s) below. Or, *if not applicable fill in* **"N/A"**):
4)	Management Letter	
5)	Management Letter Response	
6)	Form 990; or Extension Form 8868	

7)	Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8)	Corrective Action Plan	

NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:

Online Portal: https://nysed-cso-reports.myreviewroom.com/

Required Items:

1) This transmital form (a copy of the Excel file containing the four schedules Does NOT need to be included);
2) Audited Financial Report;

And, if applicable:

3) Management Letter and Response;
4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

DEMOCRACY PREPARATORY CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2019

ASSETS	2018-19	2017-18
CURRENT ASSETS		
Cash and cash equivalents		
Grants and contracts receivable		
Accounts receivables		
Prepaid expenses		
Contributions and other receivables		
TOTAL CURRENT ASSETS	-	-
PROPERTY, BUILDING AND EQUIPMENT, net		
OTHER ASSETS		
TOTAL ASSETS	-	-
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses		
Accrued payroll and benefits		
Deferred Revenue		
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other		
LIABILITIES	-	-
LONG-TERM LIABILITIES		
Deferred Rent		
All other long-term debt and notes payable, net current maturities		
LIABILITIES	-	-
TOTAL LIABILITIES	-	-
NET ASSETS		

Unrestricted		
Temporarily restricted		
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-
CK - Should be zero	-	-

DEMOCRACY PREPARATORY CHARTER SCHOOL
Statement of Activities
as of June 30, 2019

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	$ 10,518,079	$ -	$ 10,518,079	$ 9,941,460
Students with disabilities	1,041,880	-	1,041,880	1,237,587
Grants and Contracts				
State and local	48,490	-	48,490	-
Federal - Title and IDEA	631,855	-	631,855	491,229
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,240,304	-	12,240,304	11,670,276
EXPENSES				
Program Services				
Regular Education	$ 8,203,374	$ -	$ 8,203,374	$ 8,912,347
Special Education	1,999,160	-	1,999,160	1,914,327
Other Programs	-	-	-	-
Total Program Services	10,202,534	-	10,202,534	10,826,674
Management and general	2,069,790	-	2,069,790	1,759,561
Fundraising		-	-	
TOTAL OPERATING EXPENSES	12,272,324	-	12,272,324	12,586,235
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(32,020)	-	(32,020)	(915,959)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	$ -	$ -	$ -	$ -
Individuals	1,092	16,967	18,059	11,000
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-

Miscellaneous income	660,086	-	660,086	611,352
Net assets released from restriction	17,533	(17,533)	-	-
TOTAL SUPPORT AND OTHER REVENUE	678,711	(566)	678,145	622,352
CHANGE IN NET ASSETS	646,691	(566)	646,125	(293,607)
NET ASSETS BEGINNING OF YEAR	1,919,794	22,423	1,942,217	2,235,824
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	$ 2,566,485	$ 21,857	$ 2,588,342	$ 1,942,217

DEMOCRACY PREPARATORY CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2019

	2018-19	2017-18
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets		
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation		
Grants Receivable		
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses		
Accounts Payable		
Accrued Expenses		
Accrued Liabilities		
Contributions and fund-raising activities	-	-
Miscellaneous sources		
Deferred Revenue		
Interest payments	-	-
Other		
Other		
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ -	$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment		
Other		
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ -	$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt		
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ -	$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ -	$ -
Cash at beginning of year		
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ -	$ -

DEMOCRACY PREPARATORY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2019

		2018-19						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
Personnel Services Costs		$	$	$	$	$	$	$
Administrative Staff Personnel	16.00	308,472	75,174	-	383,646	-	1,103,381	1,103,381
Instructional Personnel	68.00	3,726,361	908,114	-	4,634,475	-	-	-
Non-Instructional Personnel	2.00	93,278	22,732	-	116,010	-	-	-
Total Salaries and Staff	86.00	4,128,111	1,006,020	-	5,134,131	-	1,103,381	1,103,381
Fringe Benefits & Payroll Taxes		764,564	186,324	-	950,888	-	204,356	204,356
Retirement		132,530	32,298	-	164,828	-	35,423	35,423
Management Company Fees		960,865	234,162	-	1,195,027	-	256,824	256,824
Legal Service		-	-	-	-	-		-
Accounting / Audit Services		-	-	-	-	-	22,500	22,500
Other Purchased / Professional / Consulting Services		125,398	30,560	-	155,958	-	33,517	33,517
Building and Land Rent / Lease / Facility Finance Interes		503,452	122,691	-	626,143	-	134,565	134,565
Repairs & Maintenance		237,366	57,846	-	295,212	-	63,445	63,445
Insurance		49,187	11,987	-	61,174	-	13,147	13,147
Utilities		147,629	35,977	-	183,606	-	39,459	39,459
Supplies / Materials		220,503	53,737	-	274,240	-	-	-
Equipment / Furnishings		543	132	-	675	-	145	145
Staff Development		125,476	30,578	-	156,054	-	33,539	33,539
Marketing / Recruitment		23,973	5,842	-	29,815	-	6,408	6,408
Technology		124,456	30,330	-	154,786	-	33,265	33,265
Food Service		-	-	-	-	-	-	-
Student Services		323,287	78,785	-	402,072	-	-	-
Office Expense		52,468	12,786	-	65,254	-	14,024	14,024
Depreciation		160,302	39,065	-	199,367	-	42,846	42,846
OTHER		123,264	30,040	-	153,304	-	32,946	32,946
Total Expenses		$ 8,203,374	$ 1,999,160	$ -	$ 10,202,534	$ -	$ 2,069,790	$ 2,069,790

	2017-18
Total	
$	$
1,487,027	1,427,430
4,634,475	5,091,853
116,010	102,228
6,237,512	6,621,511
1,155,244	1,113,327
200,251	239,090
1,451,851	1,670,218
-	-
22,500	
189,475	236,751
760,708	770,101
358,657	205,249
74,321	64,679
223,065	257,194
274,240	212,349
820	756
189,593	128,529
36,223	47,348
188,051	114,158
-	-
402,072	541,333
79,278	65,449
242,213	246,722
186,250	51,471
$ 12,272,324	$ 12,586,235

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Jamal Epps

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Trustee

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** ✓**No**

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

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

   ____**Yes** ✓**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. Full Tenure	Employee of JPMorganChase	Never to serve as Treasurer	Self

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
JPMorgan-Chase	Banking	N/A	Jamie Epps	Never to serve as Treasurer

Please write "None" if applicable. Do not leave this space blank.

Signature

7/29/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Brian L. Berger

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Democracy Prep

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Chairman of the Finance Committee

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** _X_**No**

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

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

   ____**Yes** _X_**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. None			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. None				

h/2 7/29/2019

Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Douglas Snyder

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Democracy Prep

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** _X_**No**

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

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

   ____**Yes** _X_**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	**Nature of financial interest/transaction**	**Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)**	**Name of person holding interest or engaging in transaction and relationship to you**
Please write "None" if applicable. Do not leave this space blank.	NONE		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				
		NONE		

7/29/19

Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: *Roger E. Berg*

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): ***Democracy Prep New York Charter Schools***

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Secretary; Chair of Academic Accountability Committee

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** __*X*__**No**

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

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

   ____**Yes** __*X*__**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

NONE

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.		***NONE***		

Roger E. Berg

Signature

July 29, 2019

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Kenneth J. Weiller

_____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

_____

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?
____**Yes** X___**No**

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

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

____**Yes** X___**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE	*Please write "None" if applicable. Do not leave this space blank.*		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.		NONE		

7/22/2019

Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Brittany Mullings

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Democracy Prep New York

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Academic Accountability Committee

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** _X_**No**

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

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

   ____**Yes** _X_**No**

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE ~~Please write "None" if applicable. Do not leave this space blank.~~				

Signature

7/10/2019
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Sean Windsor

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   N/A - no specific positions other than Board member

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				
None	None	None	None	None

Signature [illegible] Date 7/10/19

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Trevor B. Gibbons

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

DPNM

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. None				

Signature 7/10/19 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Gregory Weston

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Democracy Prep ~~Char~~ Public Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   N/A

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** ✓ **No**

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

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

   ____**Yes** ✓ **No**

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. None				

Signature

7/10/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

STEPHEN GORDON

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

DEMOCRACY PREP New York CHARTER SCHOOLS

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   TRUSTEE

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** _X_**No**

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

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

   ____**Yes** _X_**No**

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE Please write "None" if applicable. Do not leave this space blank.				

Signature

7/10/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

ROBERT MORTIX

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Democracy Prep New York

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   CHAIR

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** ___✓___**No**

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

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

   ____**Yes** ___✓___**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None.** Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. None			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.		None		

Signature 7/10/19 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Joshua Pristaw

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Democracy Prep New York

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Vice Chairman

2. Are you an employee of any school operated by the education corporation?

   ____Yes ✓ No

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

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

   ____Yes ✓ No

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None Please write "None" if applicable. Do not leave this space blank.				

Signature 7/10/19 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Alastair Wood

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Democracy Prep New York

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Board member

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. None				

Signature

7/10/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:
Kathryn Stanton (Katie Duffy)

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
Democracy Prep New York Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board member

2. Are you an employee of any school operated by the education corporation?
____**Yes** __X__**No**

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

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

_X___**Yes** ____**No**

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

I served as CEO for Democracy Prep Public Schools.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	Management Agreement	Recused voting and participating in board deliberations.	self

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

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

		business conducted	interest in the organization conducting business with the school(s) and the nature of the interest	interest
Democracy Prep Public Schools	Management services	~$4million	self	Recused from deliberations and vote

Signature

7/22/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

_____Jake Foley_____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

_Democracy Prep New York_____

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Board member, vice chair

2. Are you an employee of any school operated by the education corporation?

   Yes X **No**

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

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

   Yes X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	**None**	**None**	**None**	N/A

Jake Foley 8/1/19

Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

Entry 8 BOT Table

Last updated: 07/30/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Dr. Robert North [redacted]	Chair	Governance Families	Yes	1	07/01/2017	07/01/2019	9
2	Roger Berg [redacted]	Secretary	Governance Academic	Yes	1	07/01/2017	07/01/2019	8
3	Brian Berger [redacted]	Trustee/Member	Governance Finance Committee Chair	Yes	1	07/01/2017	07/01/2019	7
4	Brittany Mullings [redacted]	Trustee/Member	Academic Accountability	Yes	1	07/01/2017	07/01/2019	6
5	Jamal Epps [redacted]	Trustee/Member	Strategic Partnerships Real Estate	Yes	1	07/01/2017	07/01/2020	5 or less
	Jake Foley							

6	[redacted]	Trustee/Member		Yes	1	07/01/2017	07/01/2020	5 or less
7	Trevor Gibbons [redacted]	Trustee/Member	Governance Committee Co Chair	Yes	1	07/01/2017	07/01/2020	5 or less
8	Steve Gordon [redacted]	Trustee/Member	Governance Committee Co Chair	Yes	1	07/01/2017	07/01/2020	5 or less
9	Alastair Wood [redacted]	Trustee/Member	Academic Accountability	Yes	1	07/01/2017	07/01/2019	8

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

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
10	Josh Pristaw [redacted]	Vice Chair	Governance Families	Yes	1	07/01/2017	07/01/2019	5 or less
11	Doug Snyder [redacted]	Trustee/Member	Governance Strategic Partnerships	Yes	1	07/01/2017	07/01/2019	8
12	Ken Weiller [redacted]	Trustee/Member	Academic Accountability	Yes	1	07/01/2017	07/01/2019	8
13	Greg Weston [redacted]	Trustee/Member	Academic Accountability	Yes	1	07/01/2017	07/01/2019	5 or less
14	Sean Windsor [redacted]	Trustee/Member	Finance Real Estate	Yes	1	07/01/2017	07/01/2019	8
15								

1c. Are there more that 15 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	14
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	2
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	(No response)

3. Number of Board meetings held during 2018-19 9

4. Number of Board meetings scheduled for 2019-20 11

Thank you.

Entry 10 Enrollment and Retention of Special Populations

Created: 07/30/2019 • Last updated: 08/01/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

DEMOCRACY PREPARATORY CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	Democracy Prep Charter School is open to any child who is eligible under the laws of the State of New York for admission to a public school, and the school ensures compliance with all applicable anti discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. DPCS used various outreach efforts in 2018 19 to attract and retain students who are at risk of academic failure and will continue to adopt and implement new measures designed to sustain its comparatively large proportion of such students in 2019 20 and beyond. Specifically, we contact guidance counselors, in elementary, middle and high schools in Community School District 5 in order to identify high needs students who could naturally feed into Democracy Prep Charter School. Because a reliance on data pervades all aspects of Democracy Prep's high expectations, high support culture, we also depend on analytical tools to inform recruitment decisions. With support from network resources, our school is informed on the neighborhood demographic trends, application to acceptance conversion rates, and previous year's retention rates. This	Moving forward, Democracy Prep Charter School will continue to advertise open registration in January each year. Interested families will meet with staff and review the expectations of the school. Canvassing staff will visit, with permission, local elementary schools, after school programs, and youth centers, organize numerous open houses, attend school enrollment fairs, canvass neighborhoods door to door to further reach interested families, mail applications to every eligible family in Harlem, and post flyers and notices in local newspapers, supermarkets, and community centers.

	equips canvassers with more targeted walk lists and recruitment strategies.	
English Language Learners/Multilingual Learners	DPCS contacts MLL instructors, coordinators, managers, and leaders in the elementary, middle, and high schools in Community School District 5 in order to identify high needs students who could naturally feed into Democracy Prep Charter School. The school directly mails applications to all students in Upper Manhattan and the Bronx and canvasses each housing development in Upper Manhattan in order to drop off enrollment applications at each door irrespective of whether a school aged student resides in that apartment. Native Spanish speakers, and in some cases French speakers, accompany canvassing efforts to ensure that Spanish and Francophone families are not precluded from applying. Most printed material also includes a Spanish version.	DPCS will provide translation services, if necessary, for all promotional materials (e.g., billboards, public transportation advertisements, and canvassing fliers) and any person to person interaction requiring English translation. The school will continue to directly mail applications to all students in Upper Manhattan and the Bronx and canvass each housing development in Upper Manhattan in order to drop off enrollment applications at each door, particularly in areas where a language other than English is primarily spoken.
Students with Disabilities	DPCS contacts special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 5 in order to identify high needs students who could naturally feed into Democracy Prep Charter School. DPCS does not collect SPED or MLL data during the application phase. Instead, authentic community engagement works in tandem with data metrics to form the crux of DPCS's enrollment efforts. Through programming such as DP Hearts Harlem and summer family ice cream socials, our school is able to establish a footprint in the community we serve and develop meaningful relationships with families by providing opportunities for them to meet principals and staff members in person to discuss DPCS's special education services.	DPCS strongly encourages a diverse community of students and families and does not discriminate against or limit the admission of any student on any unlawful basis including on the basis of disability or intellectual ability. DPCS will continue to contact special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 5 in order to identify high needs students who could naturally feed into Democracy Prep Charter School. DPCS was founded with the intent of recruiting and serving an equal or higher proportion of students with disabilities than the surrounding district and will make a specific effort to recruit into the lottery applicant pool approximately 20% of students who have disabilities.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
	Learning Support for DPCS scholars comes through multiple means, including: clear, engaging, high quality lessons in the classroom with low student to teacher ratios; increased learning time relative to schools in	DPCS's instructional model will continue to incorporate supports for all students struggling academically. All students falling substantially below grade level in reading

Economically Disadvantaged	the surrounding district; pull out and push in instruction by DPCS's Academic Collaboration Team (ACT) members and related services such as counseling, speech, and occupational and physical therapy for students who require it; and mandatory after school and Saturday program tutoring for students who require additional individual and small group attention, as determined by assessment data regardless of Special Education or multilingual learner classification.	and math regardless of classification will receive increased attention through small group instruction, individual tutoring, and other intensive academic supports designed to accelerate their academic growth. DPCS also will provide appropriate accommodations to all students progressing through the initial evaluation process prior to confirmation that the student is disabled and eligible for special education and related services.
English Language Learners/Multilingual Learners	During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of MLL students to ensure scholars are supported to meet their goals. Teachers meet with scholars' families at the end of each trimester to monitor the progress towards their language development goals alongside the overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative GPA, SAT scores, an attendance rates.	Armed with an awareness of students' individualized learning plans, the ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The NYSITELL test will be used to identify students who are entitled to our Sheltered English Instruction program for multilingual learners.
Students with Disabilities	During the school year, the Academic Collaboration Team (or ACT Team), teachers, ad leadership actively review the progress of IEP students to ensure scholars are supported to meet their goals. Outside of IEP evaluations, teachers meet with scholars' families at the mid and end points of each trimester to monitor the progress towards their IEP goals alongside the overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative GPA, SAT scores, and attendance rates.	Armed with an awareness of students' individualized learning plans, the ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The upfront and transparent communication will allow for a richer academic dialogue around growth to better support the retention of our highest need students.

Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/30/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/3019
	56	19	17	0	50

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	17	9	7	0	18

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

NY REGIONAL CALENDAR

2019 2020 ACADEMIC YEAR

The calendar shown below should exactly match the Google Calendar entitled 'NY Regional Calendar'.

To download a PDF version of this calendar, click the link here

Note ES Assessments are currently not displayed on this calendar and will be added when the 2019 2020 ES Assessment Strategy is finalized

DEMOCRACY PREP PUBLIC SCHOOLS
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2019

Event	Dates
Summer PD	8/5 8/30
New Teacher PD	8/5 8/9
August Regents Exams	8/13 8/14
NY Network PD	8/16
Prep Academy Window	8/19 8/30
Labor Day	9/2
First Day of School	9/3
ES Diagnostic Window	9/9 9/13
STEP Round One	9/16 9/27
NY Network PD	8/16
T1 Doctor Day	10/4
Columbus Day	10/14
HS Midterms T1	10/17 10/18
DPNY Town Hall One	10/25
Halloween: Half Day Schedule	10/31
DP YOU	11/1
Veterans Day	11/11
STEP Round Two	11/11 11/22
NY Network PD	8/16
Thanksgiving Break	11/27 11/29
ES Practice Test #1	12/2 12/6
T1 Course Gradebook Lock	12/3
T1 MS Exams	12/4 12/6
T1 HS Exams	12/4 12/6
T1 Ends	12/6
T2 Begins	12/9
T1 Exam Gradebook Lock	12/11
T1 Data Day	12/13
T1 Family Conference Window	12/17 12/19
Winter Break	12/23 1/1

2020

Event	Dates
Mid Year PD	1/2 1/3
DPNY Town Hall	1/3
NYC Chaperone Summit	1/10
NY Network PD	8/16
MLK Day	1/20
January Regents Exams	1/21 1/24
MS State ELA Practice Exam	1/24
MS State ELA Practice Exam	1/24
HS Midterms T2	1/29 1/30
MS State Math Practice Exam	1/31
MS State Math Practice Exam	1/31
ES Practice Test #2	2/3 2/7
T2 Doctor Day	2/14
February Break	2/17 2/21
STEP Round Three	2/24 3/6
NY Network PD	8/16
T2 Course Cradebook Lock	3/17
T2 HS Exams	3/18 3/20
T2 MS Exams	3/18 3/20
T2 Ends	3/20
T3 Begins	3/23
NY State Online ELA Exam Window	3/24 3/31
T2 Exam Gradebook Lock	3/25
T2 Family Conference Window	3/30 4/2
T2 Data Day	4/3
Spring Break	4/13 4/17
NY State Online Math Exam Window	4/20 4/27
NY Network PD	8/16
AP Exam Window	5/4 5/15
HS Midterms T3	5/7 5/8
Korean Street Festival	5/9
DPNY Town Hall Two	5/15
4th/8th Science Exam (Perf Test)	5/18
T3 Doctor Day	5/22
Memorial Day	5/25
ES Summative Window	5/25 5/29
4th/8th Science Grading (Perf. Test)	5/29
4th/8th Science Exam (Written)	6/1
STEP Round Four	6/1 6/12
US History Regents	6/2
4th/8th Science Grading (Written)	6/5
T3 Course Gradbook Lock	6/12

JULY

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

AUGUST

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

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

JUNE

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

JULY

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

Legend

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

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26 27 28 29 30 31