



Entry 1 School Information

Created: 06/23/2017 • Last updated: 08/01/2017

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 task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS# DEMOCRACY PREP ENDURANCE CS (REGENTS)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER Regents-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION NYC CSD 5

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	240 East 123rd Street, 2nd FL New York, NY 10035	[REDACTED]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Benjamin Feit
Title	Chief of Staff
Emergency Phone Number (###-###-####)	[REDACTED]

e. SCHOOL WEB ADDRESS (URL) <http://dpehs.democracyprep.org/>

f. DATE OF INITIAL CHARTER 12/2010

g. DATE FIRST OPENED FOR INSTRUCTION 08/2012

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

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

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description of Key design elements are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Rigorous college-prep academics. Democracy Prep operates academically rigorous, college preparatory campuses. All DPPS scholars study two hours of math, three hours of literacy, one hour of science, and one hour of social studies every day as well as art, theater, music, health, and physical education. In DPPS high schools, Korean language, speech and debate, a cappella music, and AP courses are offered to all students. This content-rich curriculum provides the basic knowledge that makes students more effective learners later in their academic careers.
Variable 2	More time to learn. By lengthening the school day and calendar year, DPPS provides extended literacy and math instructional blocks while building content-rich courses in music, speech, debate, art, physical education, design, and Korean into the regular academic program. The school year includes approximately 190 days of instruction, and students in need of additional individual support or required remediation receive after-dismissal tutoring and attend school on additional Saturdays.
Variable 3	Data-driven decision-making. DPPS relies on a sophisticated feedback loop of frequent data collection and analysis including a network-wide dashboard tool, interim assessments, and comparative academic measures to drive effective instruction at the student, class, teacher, grade, school, and network levels. DPPS utilizes student-level data (including nationally normed assessments and individually administered reading inventories) to inform all decisions around instruction, staffing, and spending.
Variable 4	Safe and supportive school culture. Democracy Prep is founded on the belief that a safe, structured, and supportive

	<p>school community is essential to ensure dramatic academic gains for all students. School culture is based on the “DREAM Values”: Discipline, Respect, Enthusiasm, Accountability, and Maturity. DPPS focuses relentlessly on school culture and maintains high expectations, not just for our students, but also for the adults charged with creating and maintaining high standards.</p>
Variable 5	<p>Exemplary talent. Democracy Prep has an extremely selective staff application process. Lead teachers receive a base salary that exceeds the local scale and are eligible for performance-based raises and benefits designed to incentivize excellence and longevity. All staff members receive weekly professional development (PD) during the school year and are afforded ample opportunities for growth.</p>
Variable 6	<p>Educating all students, in all subjects, in all grades. DPPS actively recruits students at risk of academic failure — including those with ELL classifications, IEPs, and 504 plans — and consistently enrolls students in high-need subgroups in numbers greater than or equal to those of zoned public schools located in the surrounding districts. Special Education students and ELL students (i.e. students supported by DPPS’s Academic Collaboration Team, or “ACT students”) benefit from the same transformational education and support that all students receive, including all elective offerings. In many charter schools, students who exit through natural attrition are not replaced through a policy of “backfill.” By contrast, DPPS welcomes new students at virtually all grade levels each year.</p>
Variable 7	<p>Authentic civic leadership and engagement. Unique among its peers, DPPS places an explicit focus on preparing students to become civic leaders. Through civic initiatives, community engagement, and authentic student and family advocacy, DPPS reminds educators, policymakers, and all Americans that the founding purpose of public education was to prepare our nation’s youth for self-government in our democracy, and that restoring the civic mission of education must be a national priority.</p>
Variable 8	<p>Running schools on public funds. Democracy Prep funds all of our schools with the public money it receive from the city, state, and federal government. Failing districts often use resources in a manner that runs counter to the evidence on the practices that most improve the effectiveness of teaching and learning in the classroom. Democracy Prep efficiently spends money as close to the student as possible, spending the most on great teachers and much less on our comparatively lean administration.</p>
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2017 526

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	6, 7, 8, 9, 10
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? Yes

k2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	DEMOCRACY PREP PUBLIC SCHOOLS
PHYSICAL STREET ADDRESS	
CITY	
STATE	
ZIP CODE	
EMAIL ADDRESS	

l1. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites
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12. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	250 West 127th Street New York, NY 10027		CSD 5	6-8	Yes	DOE space
Site 2	240 East 123rd Street New York, NY 10035		CSD 4	9-10	No	Rent/Lease
Site 3						

12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Katherine Perez			
Operational Leader	Ken Francis			
Compliance Contact	Benjamin Feit			
Complaint Contact	Benjamin Feit			

13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Pia Dandiya			
Operational Leader	Michelle Quimi			
Compliance Contact	Benjamin Feit			
Complaint Contact	Benjamin Feit			

m1. Is the school or are the school sites co-located? Yes

m2. 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 (primary site)	Permanent Siting	No		No		Yes
Site 2	N/A	No				No
Site 3						

n1. Were there any revisions to the school’s charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions). Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	Democracy Prep Endurance Charter School requested authorization to expand its grade-level configuration to serve students in grades K-5 and 11-12, beginning with kindergarten and grade 11 in 2017-18 and expanding both its elementary and high school programs one grade level each year until they reach full growth.	07/14/2016	03/2017
2				
3				
4				
5				

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report. Seun Shokunbi, Staff Writer

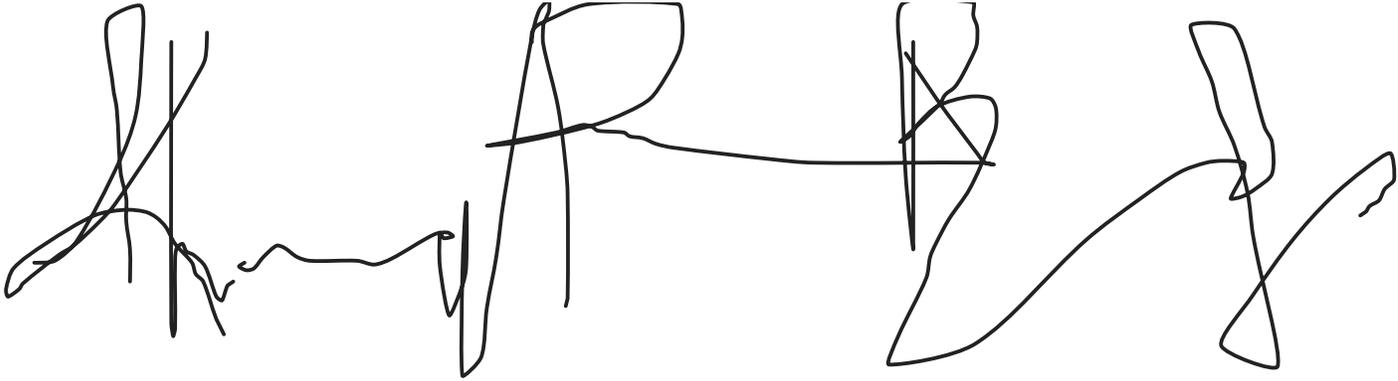
p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any 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

A handwritten signature in black ink, appearing to read "M. A. Mamer". The signature is fluid and cursive, with the first letter 'M' being particularly large and stylized.

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to read "R. B. S.". The signature is highly stylized and cursive, with the letters 'R', 'B', and 'S' being very prominent and interconnected.

Date

2017/07/31

Thank you.



Entry 2 NYS School Report Card Link

Created: 06/23/2017 • Last updated: 08/01/2017

1. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/reportcard.php?year=2016&instid=800000070174>

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).



Entry 4 Expenditures per Child

Created: 07/10/2017 • Last updated: 08/01/2017

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 2016-17 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: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	8740067
Line 2: Year End FTE student enrollment	526
Line 3: Divide Line 1 by Line 2	16624

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 2016-17 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)	600955
Line 2: Management and General Cost (Column)	2285512
Line 3: Sum of Line 1 and Line 2	2886466
Line 5: Divide Line 3 by the Year End FTE student enrollment	5490

Thank you.

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the -
Board of Regents -

2016-17 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Democracy Prep Endurance -

PROJECTED BUDGET FOR 2017-2018 -

July 1, 2017 to June 30, 2018 -

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	9,439,981	999,740	906,485	-	132,489	11,478,695
Total Expenses	6,019,088	359,761	344,906	-	3,063,498	11,086,018
Net Income	3,420,893	639,979	561,579	-	(2,931,009)	392,677
Actual Student Enrollment	547	77				-
Total Paid Student Enrollment						-

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate
NYC CHANCELLOR'S OFFICE	\$14,527.00
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	

9,128,302	-	-	-	-	9,128,302
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
9,128,302					9,128,302

Special Education Revenue	-	916,311	-	-	-	916,311
Grants						
Stimulus	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-

TOTAL REVENUE FROM STATE SOURCES	9,128,302	916,311				10,044,613
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	83,429	-	-	-	83,429
Title I	262,080	-	-	-	-	262,080
Title Funding - Other	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other Federal Revenue	-	-	-	-	-	-

TOTAL REVENUE FROM FEDERAL SOURCES	262,080	83,429				345,509
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LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	130,390	130,390
Interest Income, Earnings on Investments,	-	-	-	-	2,099	2,099
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	49,599	-	-	-	-	49,599
Other Local Revenue	-	-	906,485	-	-	906,485

TOTAL REVENUE FROM LOCAL and OTHER SOURCES	49,599		906,485		132,489	1,088,573
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TOTAL REVENUE	9,439,981	999,740	906,485		132,489	11,478,695
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management		-	-	-	-	-
Instructional Management	4.00	388,500	-	-	-	388,500
Deans, Directors & Coordinators	2.00		-	-	92,106	92,106
CFO / Director of Finance	-		-	-	-	-

Democracy Prep Endurance

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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PROGRAM SERVICES

SUPPORT SERVICES

		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	4.00	-	-	-	-	241,731	241,731
Administrative Staff	2.00	-	-	-	-	98,306	98,306
TOTAL ADMINISTRATIVE STAFF	12	388,500				432,143	820,643
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	29.00	2,392,697	-	-	-	-	2,392,697
Teachers - SPED	5.00	-	359,761	-	-	-	359,761
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	1.00	70,000	-	-	-	-	70,000
Specialty Teachers	8.00	562,461	-	-	-	-	562,461
Aides	-	-	-	-	-	-	-
Therapists & Counselors	4.00	260,459	-	-	-	-	260,459
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	47	3,285,617	359,761				3,645,378
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	1.00	-	-	-	-	55,650	55,650
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	374,954	-	-	-	-	374,954
TOTAL NON-INSTRUCTIONAL	1	374,954				55,650	430,604
SUBTOTAL PERSONNEL SERVICE COSTS	60	4,049,071	359,761			487,793	4,896,625
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		342,001	-	-	-	-	342,001
Fringe / Employee Benefits		470,705	-	-	-	-	470,705
Retirement / Pension		207,049	-	-	-	-	207,049
TOTAL PAYROLL TAXES AND BENEFITS		1,019,756					1,019,756
TOTAL PERSONNEL SERVICE COSTS		5,068,827	359,761			487,793	5,916,381
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	21,218	21,218
Legal		-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	1,298,765
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	15,532	15,532
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	10,079	10,079
TOTAL CONTRACTED SERVICES						46,829	1,345,594
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		92,680	-	-	-	-	92,680

Democracy Prep Endurance

PROJECTED BUDGET FOR 2017-2018

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PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	173,431	-	-	-	-	173,431
Supplies & Materials other	148,950	-	-	-	-	148,950
Equipment / Furniture	82,750	-	-	-	-	82,750
Telephone	-	-	-	-	42,712	42,712
Technology	-	-	-	-	269,150	269,150
Student Testing & Assessment	26,523	-	-	-	-	26,523
Field Trips	275,834	-	-	-	-	275,834
Transportation (student)	-	-	-	-	-	-
Student Services - other	96,436	-	-	-	-	96,436
Office Expense	-	-	-	-	31,827	31,827
Staff Development	-	-	-	-	175,844	175,844
Staff Recruitment	-	-	-	-	15,914	15,914
Student Recruitment / Marketing	-	-	-	-	15,914	15,914
School Meals / Lunch	53,657	-	-	-	-	53,657
Travel (Staff)	-	-	-	-	25,886	25,886
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	28,347	28,347
TOTAL SCHOOL OPERATIONS	950,261				605,594	1,555,855
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	48,439	48,439
Janitorial	-	-	-	-	200,000	200,000
Building and Land Rent / Lease	-	-	-	-	1,011,613	1,011,613
Repairs & Maintenance	-	-	-	-	129,965	129,965
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	330,000	330,000
Utilities	-	-	-	-	16,665	16,665
TOTAL FACILITY OPERATION & MAINTENANCE					1,736,682	1,736,682
DEPRECIATION & AMORTIZATION						
	-	-	-	-	186,600	186,600
DISSOLUTION ESCROW & RESERVES / CONTIGENCY						
	-	-	344,906	-	-	344,906
TOTAL EXPENSES	6,019,088	359,761	344,906		3,063,498	11,086,018
NET INCOME	3,420,893	639,979	561,579		(2,931,009)	392,677

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
NYC CHANCELLOR'S OFFICE	547	77	624
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	547	77	624
REVENUE PER PUPIL	17,258	13,026	1,453

Democracy Prep Endurance

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Net Income	3,420,893	639,979	561,579	-	(2,931,009)	392,677
Actual Student Enrollment	547	77				-
Total Paid Student Enrollment		-				-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	11,004	4,687	553			

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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
<p>Please write "None" if applicable. Do not leave this space blank. <i>None</i></p>				

[Handwritten Signature] _____ Date 7/24/17

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.

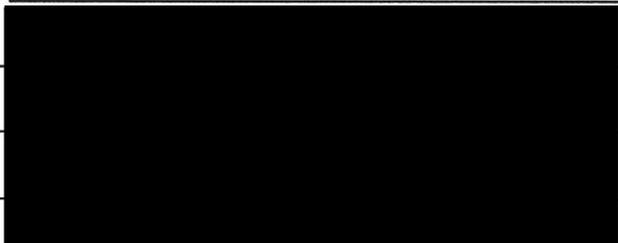
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Craig S. Cantan

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Democracy Prep Endurance

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-4 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 yourself
None	None		

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

None

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em;">None</p>				



7/20/17

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.

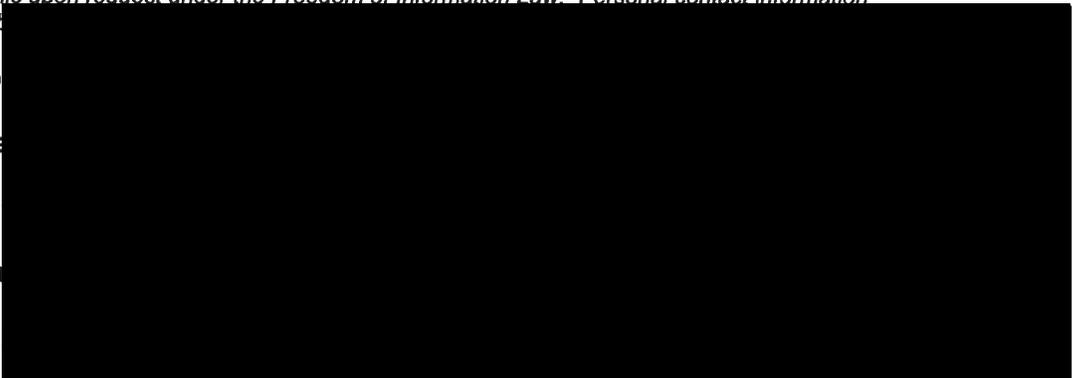
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Sanya Crosswell

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Democracy Prep Endurance

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Secretary

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

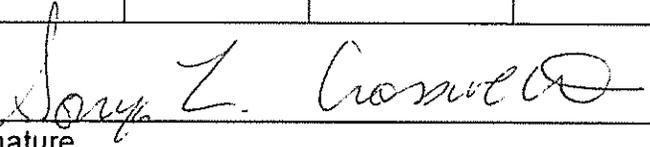
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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
<p><i>None.</i> Please write "None" if applicable. Do not leave this space blank.</p>				

Sony Z. Crowell  7/11/2017
 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.

Business Te
 Business Ad
 E-mail Addre
 Home Teleph
 Home Addre



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Kathryn Stanton (Katu Duffy)

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Democracy Prep Endurance Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

member

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

CEO, Management, [Redacted] 7/1/13 (as CEO)

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Ross Frommer

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Democracy Prep Endurance

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Member, Chair of Community Affairs

2. Is the trustee an employee of any school operated by the Education Corporation?

Yes No

Committee

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

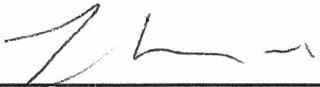
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
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None

	None		
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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			


6/22/2017

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.

Business Telep
Business Address
E-mail Address:
Home Telephone
Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Christine Grant

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Temporarily Dep Ferdinand Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Member

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
N	0	W	E	

Signature Morgan D Date 7/1/17

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.

Business Telephone
 Business Address
 E-mail Address
 Home Telephone
 Home Address



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Rashida La Lande

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Democracy Prep Endurance

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

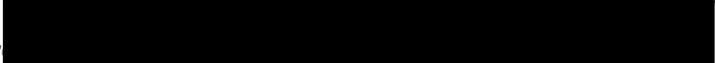
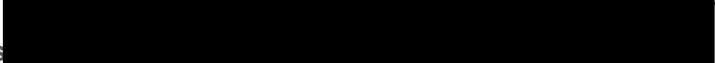
<i>Please write "None" if applicable. Do not leave this space blank.</i> None			
--	--	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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
<i>Please write "None" if applicable. Do not leave this space blank.</i> None				


Date 7/10/17
 Signature _____ Date _____

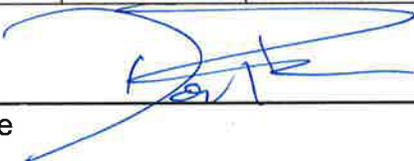
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:  _____
 Business Address:  _____
 E-mail Address:  _____
 Home Telephone: _____
 Home Address: _____

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

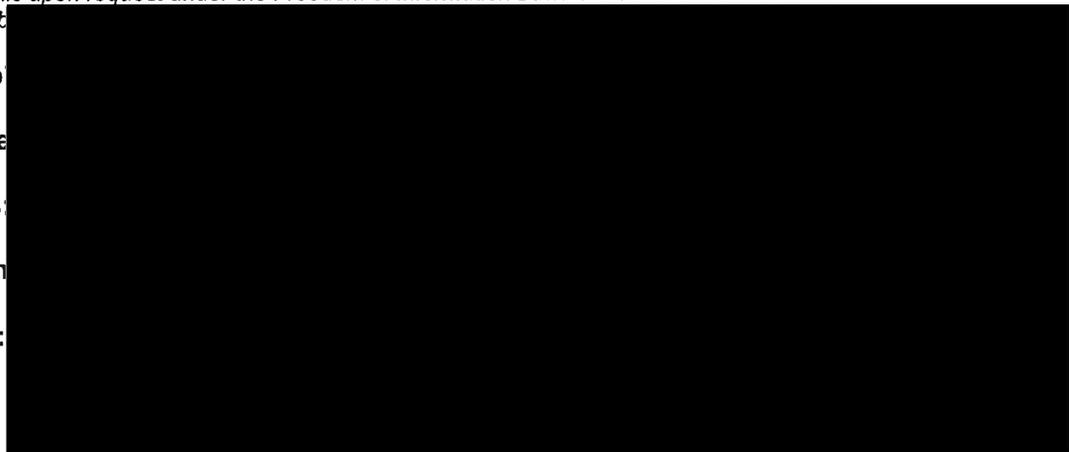
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">None</p>				

Signature  Date 6/21/17

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

Business Telep
 Business Address
 E-mail Address
 Home Telephone
 Home Address:





Entry 9 BOT Table

Created: 06/23/2017 • Last updated: 08/01/2017

(tab across or use scroll bar at bottom of table)

1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Khary Barnes	[REDACTED]	Chair/ Board President		Yes	Finance, Business	4 terms: 5/26/11 - 6/30/18	5 or less
2	Craig Canton	[REDACTED]	Treasurer		Yes	Finance, Business	4 terms: 5/26/11 - 6/30/18	5 or less
3	Christina Grant	[REDACTED]	Trustee/Member		Yes	Finance, Business	4 terms: 5/26/11 - 6/30/18	5 or less
4	Rashida La Lande	[REDACTED]	Secretary		Yes	Finance, Business	4 terms: 5/26/11 - 6/30/18	5 or less

5	Sonya Crosswell		Trustee/Member		Yes	Finance, Business	4 terms: 9/12/12 - 8/2019	6
6	Donald Porter		Trustee/Member		Yes	Finance, Business	2 term: 5/5/15 - 8/2019	6
7	Ross Frommer		Trustee/Member		Yes	Finance, Business	2 term: 5/5/15 - 8/2019	6
8	Katie Duffy		Trustee/Member		Yes		4 terms: 5/26/11 - 6/30/18	5 or less
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

2. Total Number of Members on June 30, 2016 8

3. Total Number of Members 0
Joining the Board 2016-17 School Year

4. Total Number of Members 0
Departing the Board during the 2016-17 School Year

5. Number of Voting Members 8
2016-17, as set by the by-laws, resolution or minutes

6. Number of Board Meetings 6
Conducted in the 2016-17 School Year

7. Number of Board Meetings 12
Scheduled for the [2017-18](#) School Year

Thank you.



Entry 10 - Board Meeting Minutes

Last updated: 07/21/2017

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016--June 2017.

A. Provide a URL link to the Monthly Board Meeting Minutes which are posted on the School's web page. http://democracyprep.org/assets/uploads/downloads/2016-17_DPE_board_meeting_minutes.pdf

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

(No response)



Entry 11 Enrollment and Retention of Special Populations

Created: 07/17/2017 • Last updated: 08/01/2017

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<p>Democracy Prep Endurance 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. DPE uses various outreach efforts 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 2016- 17 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 Endurance Charter School. Because a reliance on data pervades all aspects of Democracy Prep’s no excuses culture, we also depend on analytical tools to inform recruitment decisions. With support from network resources, our school is informed on neighborhood demographic trends, application to acceptance conversion rates, and previous year’s retention rates. This equips canvassers with more targeted walk-lists and recruitment strategies.</p>	<p>Moving forward, Democracy Prep Endurance 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.</p>

English Language Learners	<p>DPE contacts ELL instructors, and guidance counselors 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 Endurance Charter School. The school directly mails applications to all students in Upper Manhattan and the Bronx and canvasses each housing development in Upper Manhattan in order to drop off enrollment applications at each door irrespective of whether a school-aged student resides in that apartment. Native Spanish speakers, and in some cases French speakers, accompany canvassing efforts to ensure that Spanish and Francophone families are not precluded from applying. Most printed material also includes a Spanish version.</p>	<p>DPE 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 an 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.</p>
Students with Disabilities	<p>DPE contacts special education instructors and 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 Endurance Charter School. DPE does not collect SPED or ELL data during the application phase. Instead, authentic community engagement works in tandem with data metrics to form the crux of DPE'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 DPE's special education services.</p>	<p>DPE 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. DPE will continue to contact special education instructors and 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 Endurance Charter School. DPE 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.</p>

Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
	<p>Learning support for DPE scholars comes through multiple means, including: clear, engaging, high-quality lessons in the classroom with low student-to-teacher ratios; increased learning time relative to schools in the surrounding district; pull-out and push-in instruction by DPE's Academic Collaboration</p>	<p>DPE's instructional model will continue to incorporate supports for all students struggling academically. All students falling substantially below grade level in reading and math — regardless of classification — will receive increased attention through small-</p>

Economically Disadvantaged	Team (ACT) members and related services such as counseling, speech, and occupational and physical therapy for student 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 English Language Learner classification.	group instruction, individual tutoring, and other intensive academic supports designed to accelerate their academic growth. DPE 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	During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of ELL students to ensure scholars are supported to meet their goals. Teachers meet with scholars' families at the mid- and end-points 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, 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 LAB-R test will be used to identify students who are entitled to our Structured English Immersion program for English Language Learners.
Students with Disabilities	During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of IEP students to ensure scholars are supported to meet their goals. Outside of IEP evaluations, teachers meet with scholars' families at the mid- and end-points of each trimester to monitor the progress towards their IEP goals alongside 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 12 Classroom Teacher and Administrator Attrition

Created: 06/23/2017 • Last updated: 08/01/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	46	18	17	8	53

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	5	1	1	0	5

Thank you



Entry 13 Uncertified Teachers

Created: 07/24/2017 • Last updated: 08/01/2017

FTE Count of All Teachers (Certified and Uncertified) as of June 30, 2017 46

FTE Count of All Certified Teachers as of June 30, 2017 30

Instructions for Reporting Percent of Uncertified Teachers

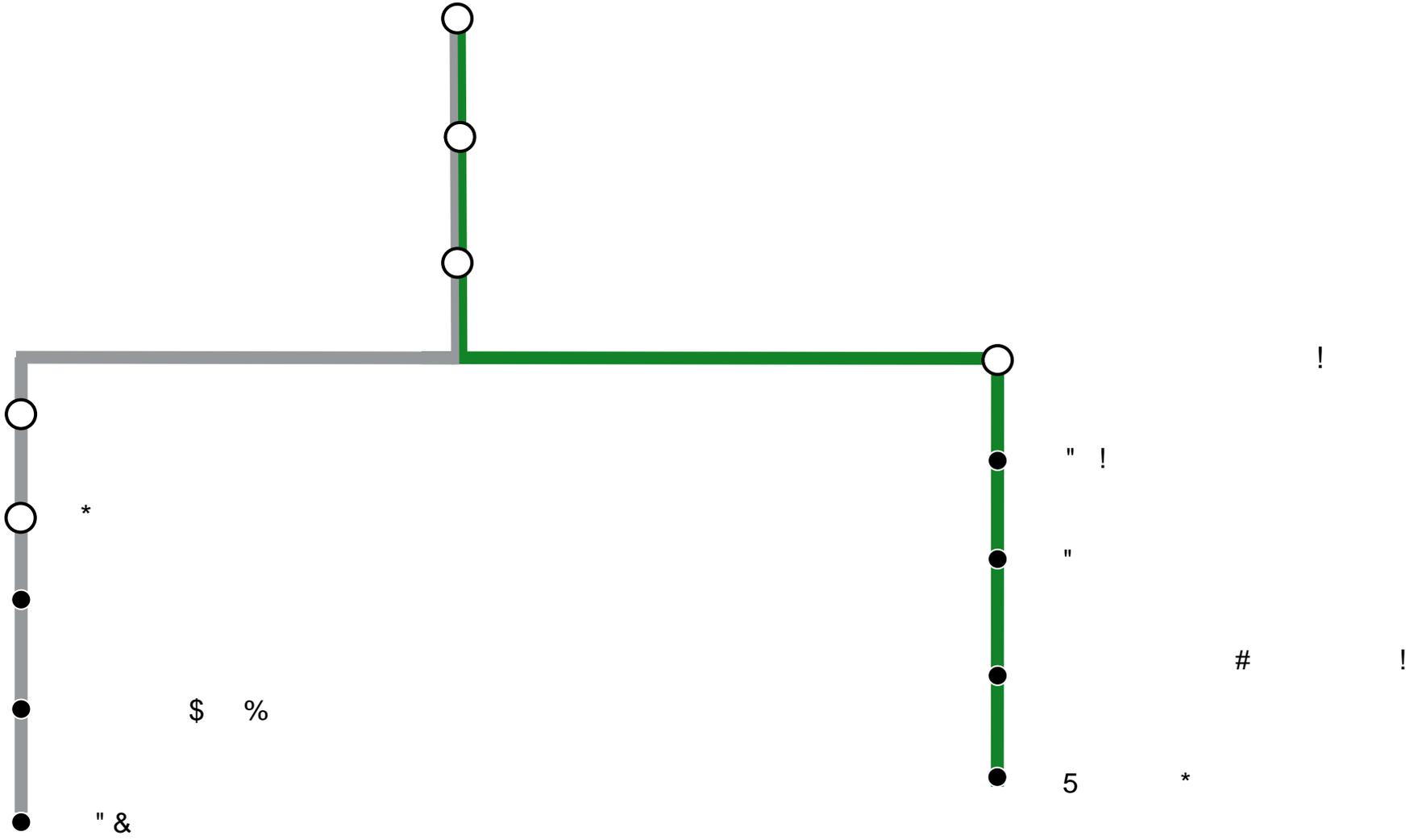
The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on June 30, 2017, and each uncertified teacher should be counted only once.

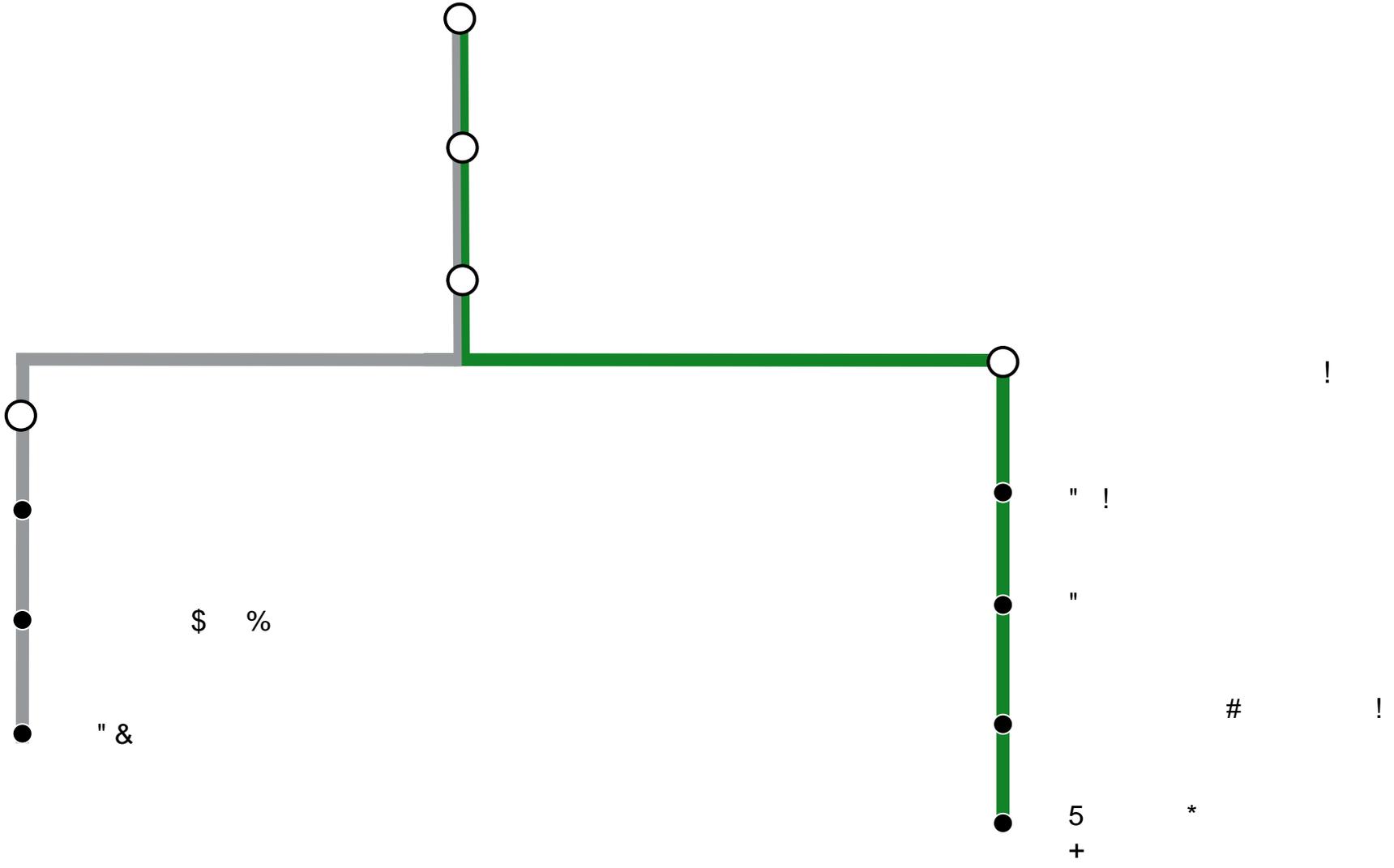
1. Total FTE count of uncertified teachers (6-30-17)	16
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	9
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	7

Thank you.

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2017-2018 ACADEMIC YEAR

The calendar below highlights certain events that are relevant to all DPPS schools located in NY. These dates are subject to change.

For the most up-to-date details about the events here, see the *NY Regional Calendar* located on Google Calendar.



2017

Event	Date
Independence Day	7/4
Leader PD	7/5 - 7/7
Operations PD	7/10 - 7/14
NY Summer Academy	7/5 - 7/28
Summer PD	8/7 - 9/1
HS Network PD	8/16
MS Network PD	8/17
Arts PD, Lincoln Center	8/17
Civic Coordinator Training	8/22
Labor Day- No School	9/4
First Day of School	9/5
Fall MAP Window	9/18 - 9/29
MS Network PD	9/29
Doctor Day	10/6
Columbus Day- No School	10/9
Civics Coordinator PD	10/13
Arts PD, Lincoln Center	10/13
DP-YOU!	10/20 - 10/21
Halloween- 1pm Dismissal	10/31
MS Network PD	11/3
Election Day	11/7
Veteran's Day- No School	11/10
Thanksgiving Break	11/22 - 11/24
Staff PD Day (No Scholars)	12/8
T2 Begins	12/11
T1 Gradebooks Locked	12/12
MS Network PD	12/15
Arts PD, Lincoln Center	12/15
PT Conferences	12/18 - 12/21
Winter Break: NY	12/22 - 12/29

2018

Event	Date
Full Staff PD Day: NY	1/2
Scholars Return	1/3
MS Network PD	1/5 - 1/6
Civics Coordinator PD	1/11
Arts PD, Lincoln Center	1/12
MLK Day- No School	1/15
International Trip PD	1/19
Winter MAP Window	1/22 - 2/2
Network Town Hall	2/9
February Break	2/16 - 2/23
Civics Coordinator PD	3/1
Staff PD Day (No Scholars)	3/16
T3 Begins	3/19
T2 Gradebooks Locked	3/20
MS Network PD & Arts PD	3/23
PT Conferences	3/26 - 3/29
Spring Recess	4/2 - 4/6
NYS ELA Exams	4/10 - 4/13
Arts PD, Lincoln Center	4/20
NYS Math Exams	5/3 - 5/8
NYSESLAT Window	5/14 - 5/18
Week of Service	5/14 - 5/18
NYS Science Exams	5/23, 6/4
Memorial Day- No School	5/28
Spring MAP Window	5/29 - 6/8
Regents Scoring Day	6/22
T3 Gradebooks Locked	6/22
HS Graduation Day	6/25
Last Day of School	6/26
Last Day for All NY Staff	6/27

- Professional Development
- Civic Events
- Days Off
- Trimester Markers

JULY

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

OCTOBER

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

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29	30					

AUGUST

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20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

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26	27	28	29	30		

FEBRUARY

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18	19	20	21	22	23	24
25	26	27	28			

MAY

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27	28	29	30	31		

SEPTEMBER

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24	25	26	27	28	29	30

DECEMBER

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24	25	26	27	28	29	30
31						

MARCH

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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	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30