



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Democracy Prep Charter School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Democracy Prep Charter School (“DPCS”) is a middle and high school located in the Harlem neighborhood of Manhattan. Grades six to eight are collocated with PS 197 and grades nine to twelve are collocated with PS 92 and St. HOPE Leadership Academy Charter School in a NYC DOE-operated buildings in Community School District 5.¹

The school is in its third charter term.

The school leadership team is comprised of the following individuals: High School Principal, Natasha Trivers, has been at the school for 5 years; High School Assistance Principal, John Lindquist, has been at the school for 5 years; High School Assistant Principal, Brian Martin, has been at the school for 5 years; Middle School Co-Principal, Tanya Nunez, has been at the school for 8 years; and Middle School Co-Principal, Ajaka Roth, has been at the school for 6 years.

SCHOOL HIGHLIGHTS

Middle school scholars across all grade levels outperformed the surrounding district (CSD 5) on the 2014-15 State Math and ELA Exams. Most notably, Grade 8 scholars earned a 71% proficiency rate on the Math Exam, more than three times the city proficiency rate and four times the CSD 5 rate. Grade 8 scholars also earned an impressive 94% proficiency rate on the State Science Exam, placing DPCS scholars 59 percentage points above its surrounding district. Compared to city proficiency rates, DPCS scores were higher for all state math exams and for Grade 8 ELA.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

Democracy Prep Charter School	
DBN	84M350
School Leader(s)	Tanya Nunez and Ajaka Roth (MS), Natasha Trivers (HS)
Board Chair(s)	Josh Pristaw
Charter Management Organization (if applicable)	Democracy Prep Public Schools Inc.
Other Partner(s)	N/A
District(s) of Location	5
Physical Address(es)	2230 Fifth Avenue, Manhattan, NY 10037 (6-8) 222 West 134th Street, Manhattan, NY 10030 (9-12)
Facility Owner(s)	DOE
Enrollment ²	722
Grades Served	6-12

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Josh Pristaw	Chair		7	3/4
2. Robert North			10	3/4
3. Matt Casner		Academic	3	3/4
4. Ken Weiler	Treasurer	Development; Finance	5	4/4
5. Lee Dunst		Finance	5	1/4
6. Joshua Morales		Governance; Academic	5	3/4
7. Gregory Weston	Secretary	Academic Committee	10	2/4

² According to ATS data as of October 14, 2015.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

8.	CJ Kettler		Finance ; Family and Community	3	1/4
9.	Alastair Wood	Vice Chair	Academic	3	4/4
10.	Dan Rosenberg		Finance	9	3/4

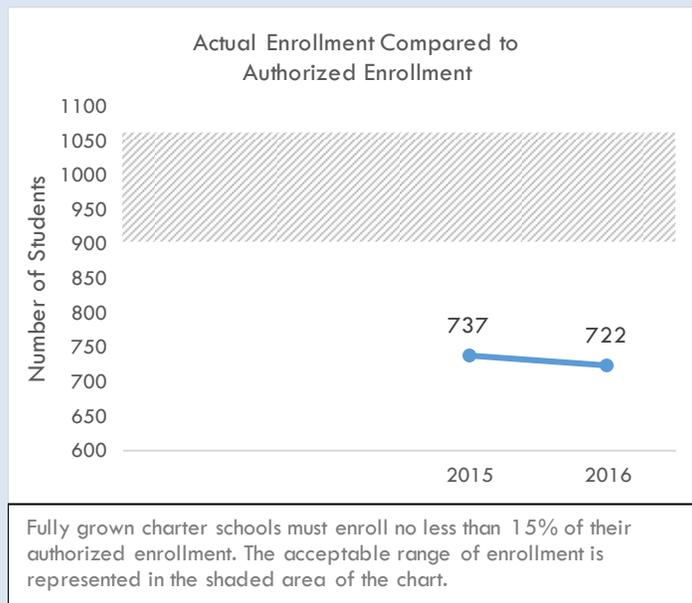
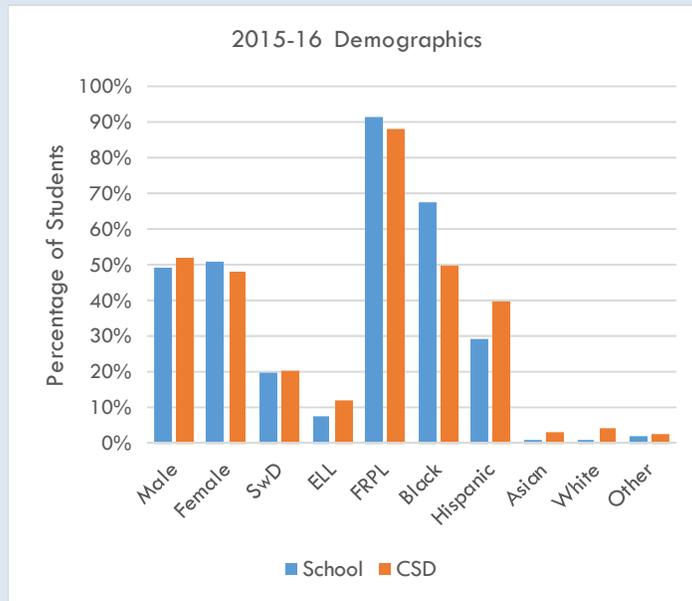
CHARTER AUTHORIZATION PROFILE

Democracy Prep Charter School	
School Opened For Instruction	2006-2007
Date of First Renewal	2010-2011
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2020
Current Authorized Grade Span	K-12
Current Authorized Enrollment	1061

DPCS name was renewed for a full five year term in the 2014-15 academic year with the following condition:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. As part of its oversight of Democracy Prep Charter School in its next term, the NYC DOE will require the school to submit a corrective action plan to address the high rate of uncertified teachers employed by the school. This plan should include how the school will make significant progress in reducing the number of uncertified teachers by the start of the 2015-2016 school year, and how the school will be in compliance with the Charter Schools Act, which prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools, by the end of the next charter term. A draft of the corrective action plan should be submitted to the NYC DOE no later than June 30, 2015	On Target	

ENROLLMENT AND DEMOGRAPHICS



PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

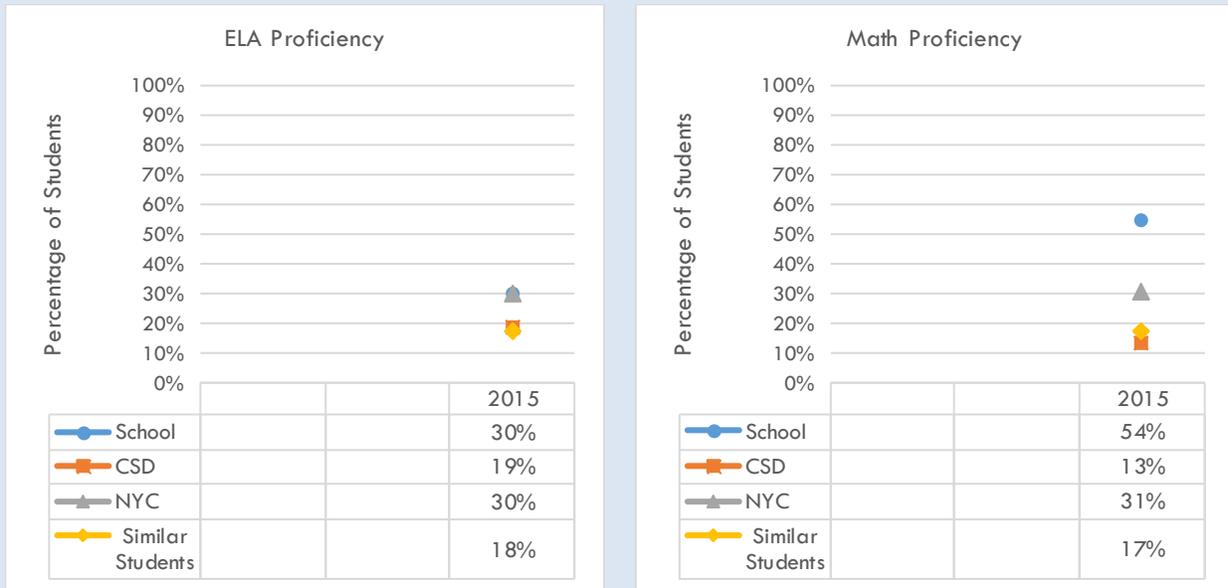
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶



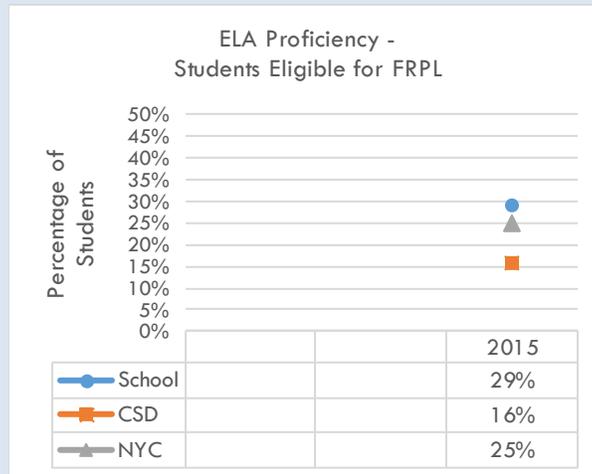
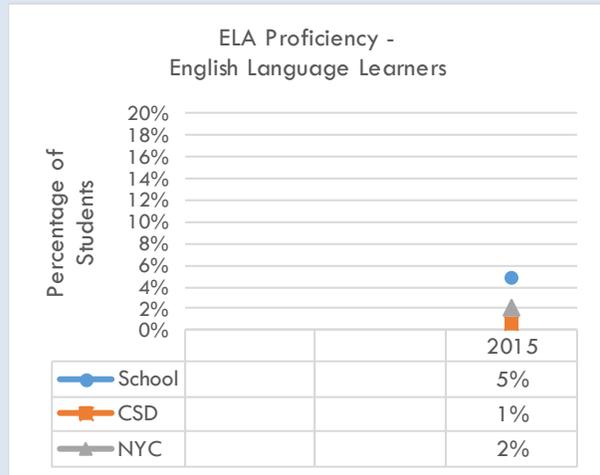
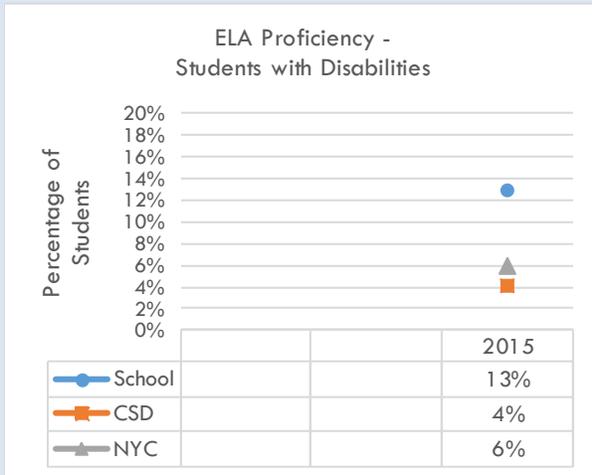
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS

⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

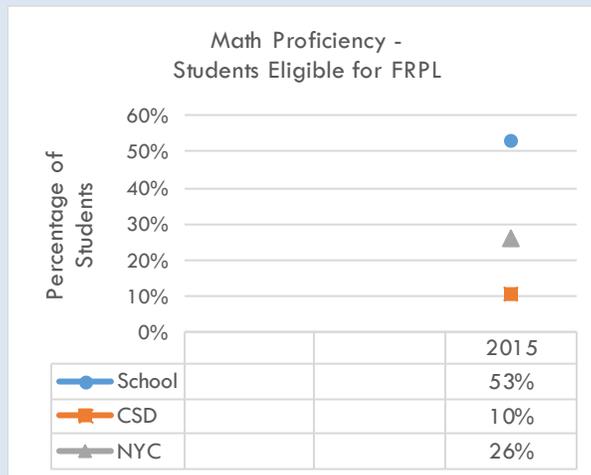
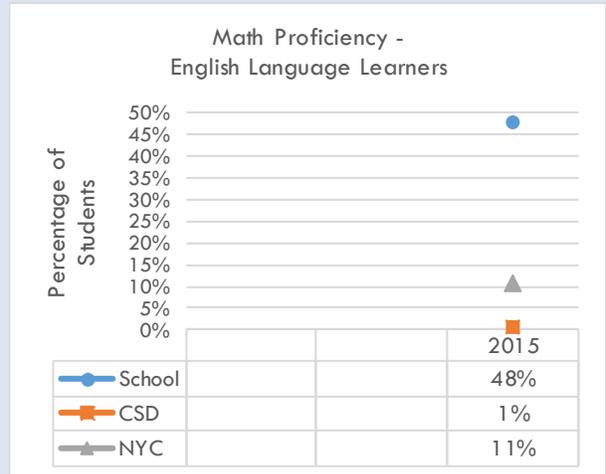
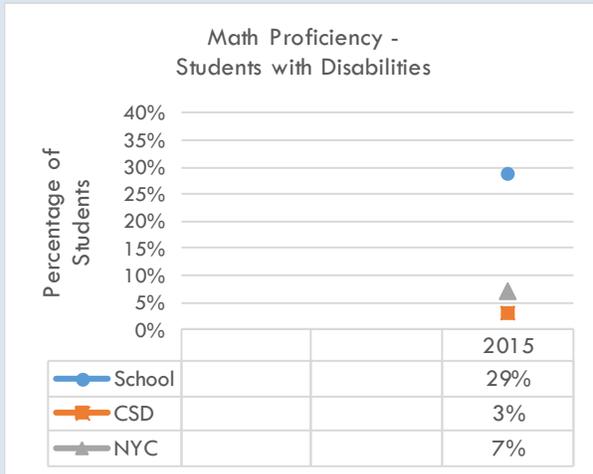
⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁶ For more on the NYC DOE's similar students comparisons, please see the information here:

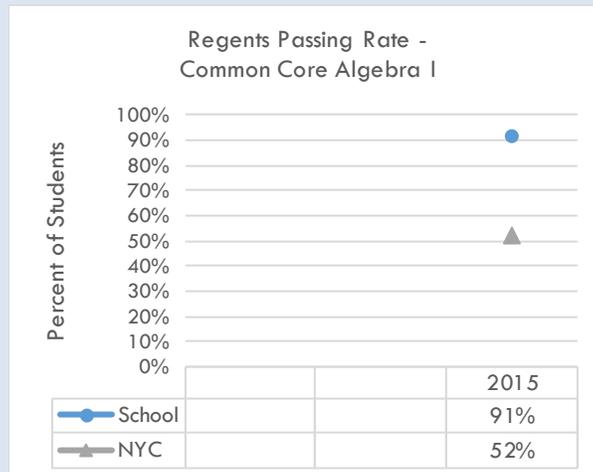
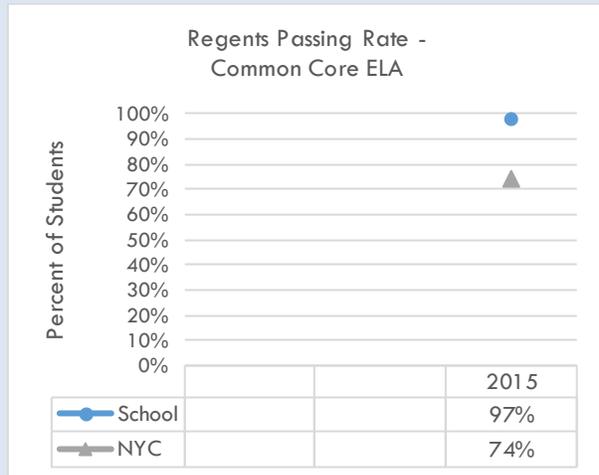
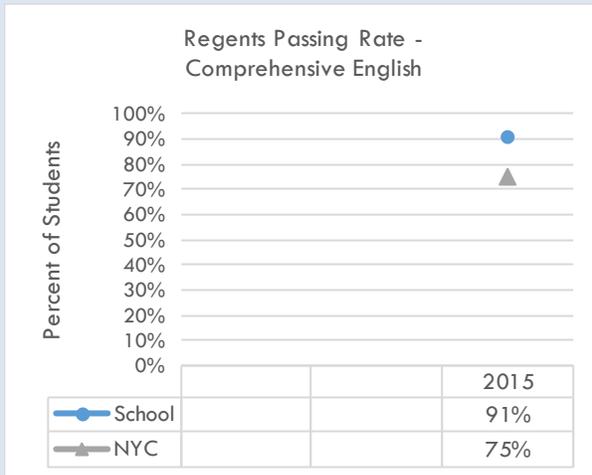
http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.



CLOSING THE ACHIEVEMENT GAP – MATH

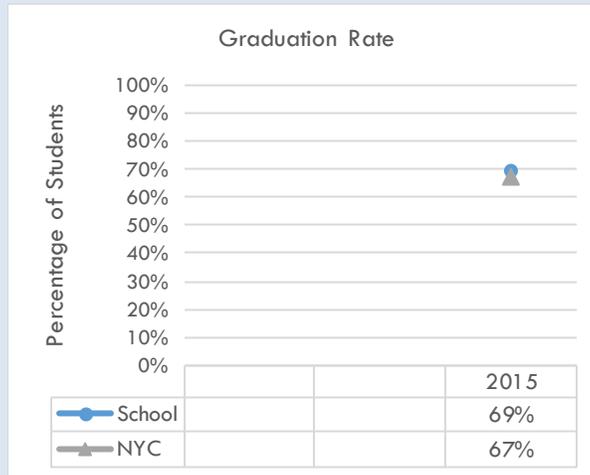


REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁷



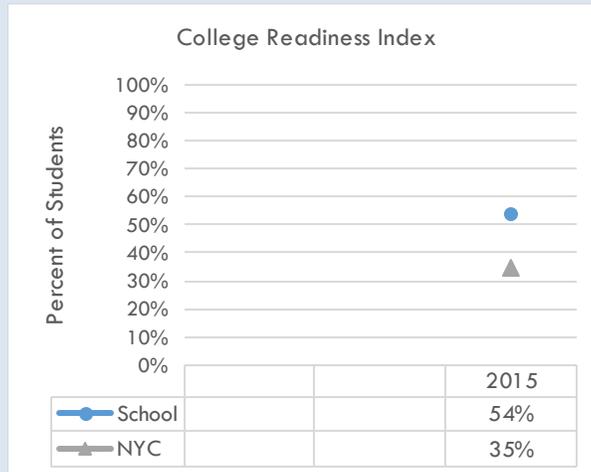
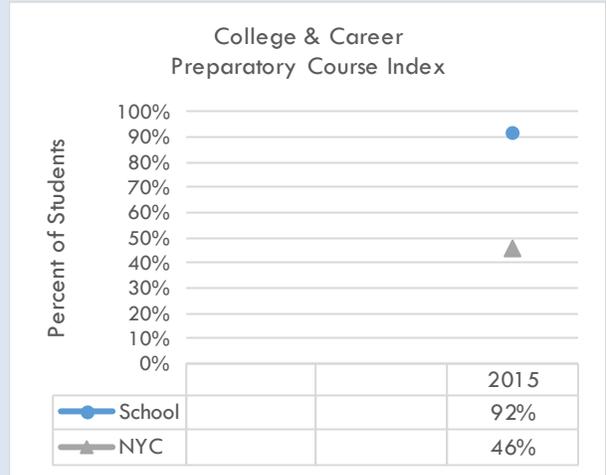
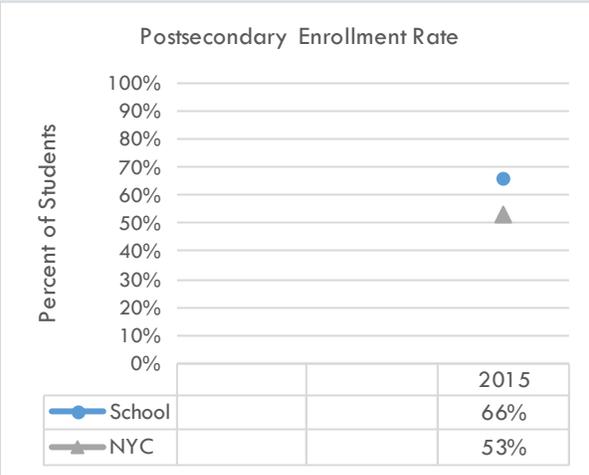
⁷ For additional Regents information, please see Appendix D.

CLOSING THE ACHIEVEMENT GAP – GRADUATION RATE



The school did not serve sufficient students with disabilities or English language learners to report a graduation rate for them.

COLLEGE & CAREER READINESS



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

RIGOROUS ACADEMICS

DPCS operates academically rigorous, college preparatory campuses. Students are challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school.

THOUGHTFUL DATA

DPCS utilizes 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.

JOYOUS CULTURE

DPCS was founded on the belief that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students. [DPCS] adheres to a “tipping point” approach to school culture. Teachers focus relentlessly on appropriate consequences for small issues to ensure that more significant negative behaviors are unlikely to occur.

EXEMPLARY TALENT

DPCS has an extremely selective staff application process; fewer than the top 1% of applicants are hired. All staff members undergo extensive performance reviews and receive weekly professional development.

SPECIAL EDUCATION

One of DPCS's goals is to teach every student, including those needing special education services. It does so by implementing co-planning between Academic Collaboration Team (ACT) teachers and general teachers. This type of collaboration ensures that lesson plans are reaching more scholars with IEPs.

CITIZENSHIP

DPCS believes in preparing responsible citizen-scholars for a life of active citizenship. This is accomplished by focusing on what the school calls “authentic civic education.”

MORE TIME TO LEARN

All DPCS scholars attend academic classes for at least eight hours each day for 190 days each year and are offered additional summer and Saturday academies for extra support.

GOVERNANCE

DPCS’s Board of Trustees consists of ten members, most of whom have been on the board between five and ten years. According to the DPCS’s website, the board has held four meetings as of February 2016. However, the Board has scheduled 12 meetings dates for the year. If all 12 meetings are held, the Board will be in compliance with the recently revised charter law requiring 12 annual meetings.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix F.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

OPERATIONAL STABILITY

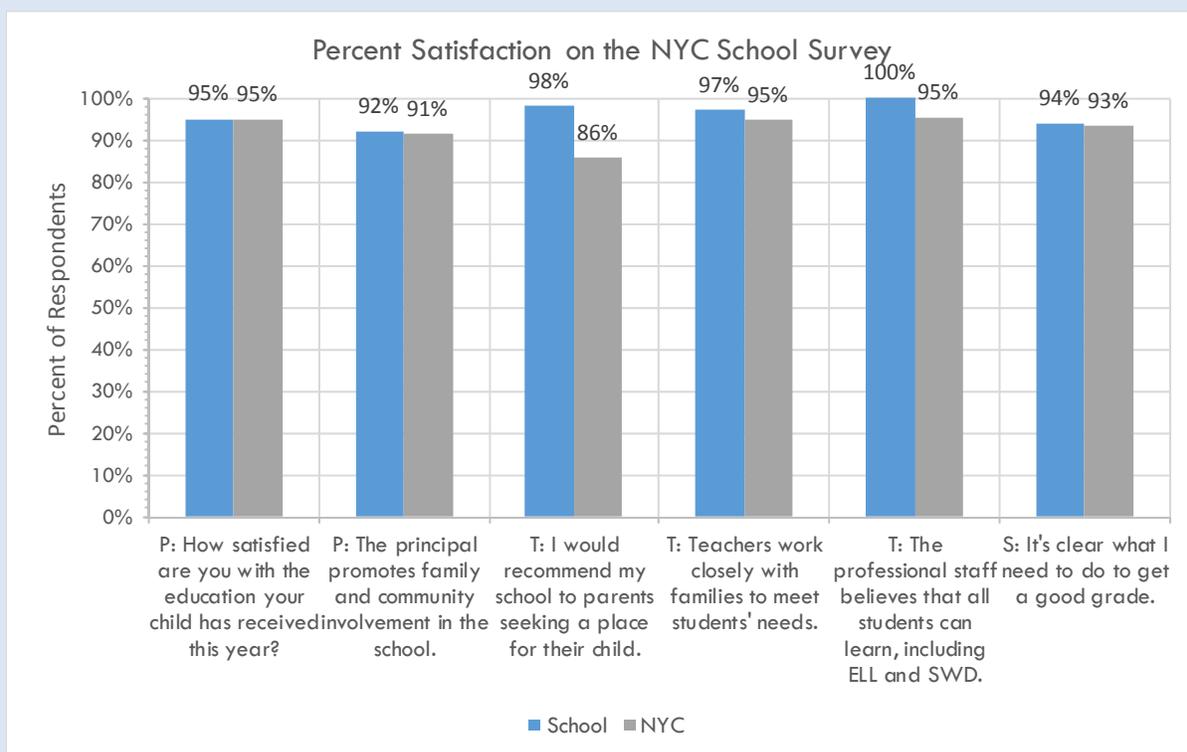
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	The school did not submit evidence of an escrow account.
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁸	Compliant	

COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	The school has more than 15 uncertified teachers (over 50% of all teachers are not certified).
School is in compliance with employee fingerprinting requirements	Not Compliant	The school has staff members whose fingerprint clearance is after their start date in the 2015-16 school year.
School has an appropriate safety plan	Compliant	

⁸ Quorum is defined is 50% of the board members plus one member present at a board meeting.

School is meeting Department of Health immunization requirements	Not Compliant	The school had 96.5% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

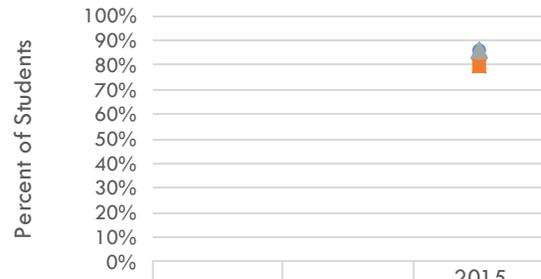


Attendance Rates



	2015
School	95%
CSD	90%
NYC	92%

Retention Rates



	2015
School	86%
CSD	80%
NYC	86%

Enrollment Rates - Students with Disabilities



	2015
School	17%
CSD	19%
NYC	18%

Retention Rates - Students with Disabilities



	2015
School	86%
CSD	79%
NYC	86%

Enrollment Rates - English Language Learners



	2015
School	4%
CSD	9%
NYC	13%

Retention Rates - English Language Learners



	2015
School	77%
CSD	80%
NYC	86%

Enrollment Rates - Students Eligible for FRPL



	2015
School	70%
CSD	81%
NYC	78%

Retention Rates - Students Eligible for FRPL



	2015
School	87%
CSD	79%
NYC	86%

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Democracy Prep Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

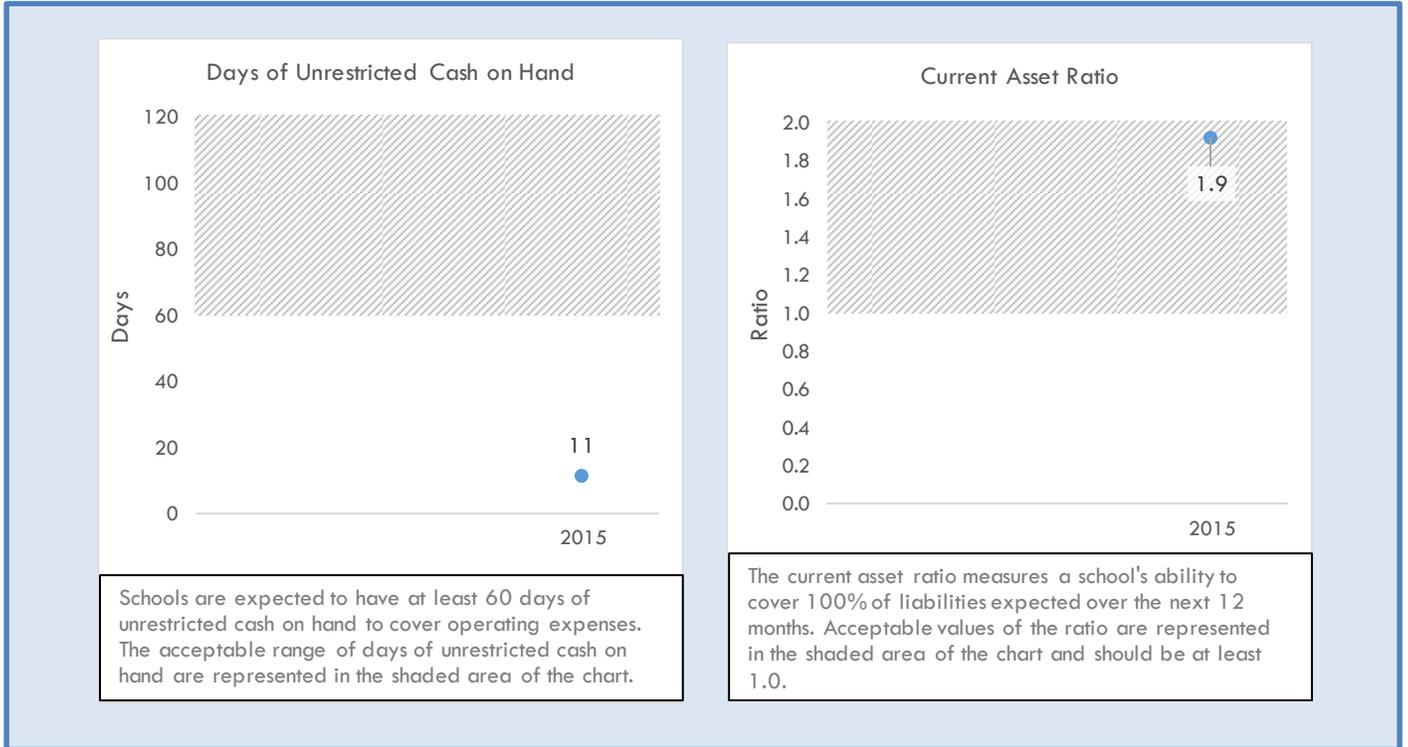
Democracy Preparatory Charter School ("DPCS") is affiliated with five charter schools: Democracy Preparatory Harlem Charter School ("DHP"), Harlem Prep Charter School ("HPCS"), Democracy Prep Endurance Charter School ("DPE"), and Bronx Preparatory Charter School ("BPCS"), all New York State not-for-profit organization. All are managed by Democracy Prep Public Schools ("DPPS").

The School is an affiliate of DPPS, a New York State not-for-profit charter management organization. The School entered into a management agreement with DPPS to assume responsibility for the School's educational process, management and operations. As compensation to DPPS for these services rendered, the School shall pay to DPPS an annual fee equal to 13% of the School's non-competitive public revenue in the initial term. The initial term is for one year beginning July 1, 2010 and ending June 30, 2011. The percentage will decrease by one-half percent (0.5%) in each renewal term until it reaches a minimum of 12% of the non-competitive public revenue of the School and will remain in effect for all subsequent renewal terms. Following the initial term, the agreement will automatically extend for successive one-year periods unless terminated by either party. For the years ended June 30, 2015 and 2014, DPPS charged an annual management fee to the School of 12%. For the years ended June 30, 2015 and 2014, the School incurred \$1,377,625 and \$1,263,015 in management fees, respectively.

The School is an affiliate of Democracy Builders, Inc. ("DBI"), a 501(c)(4) national advocacy organization that organizes parents to advocate for better school choices and educational outcomes for the children in their communities. The School entered into a consulting agreement with DBI to conduct charitable, scientific and educational activities. For the years ended June 30, 2015 and 2014, the School incurred \$109,060 and \$100,677 in consulting fees, respectively.

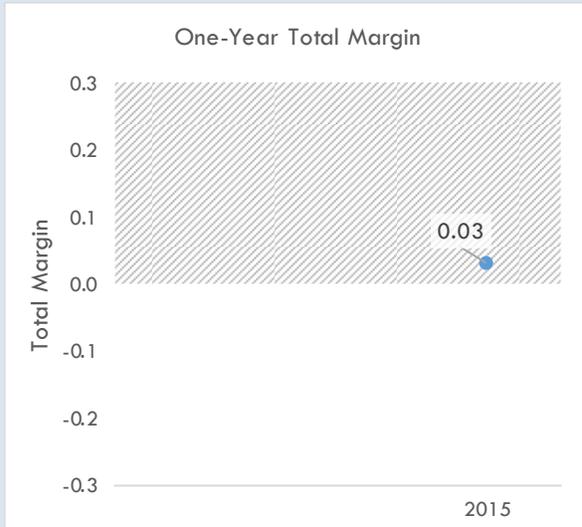
The school has not submitted evidence of an escrow account meeting the \$70,000 requirement as per NYC DOE regulations.

SHORT-TERM FINANCIAL VIABILITY⁹

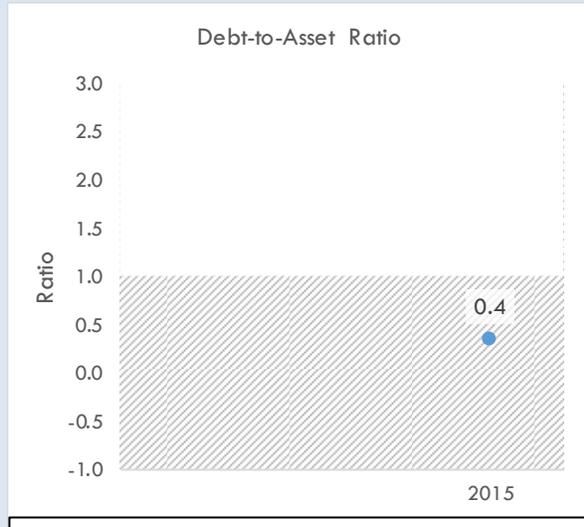


⁹ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

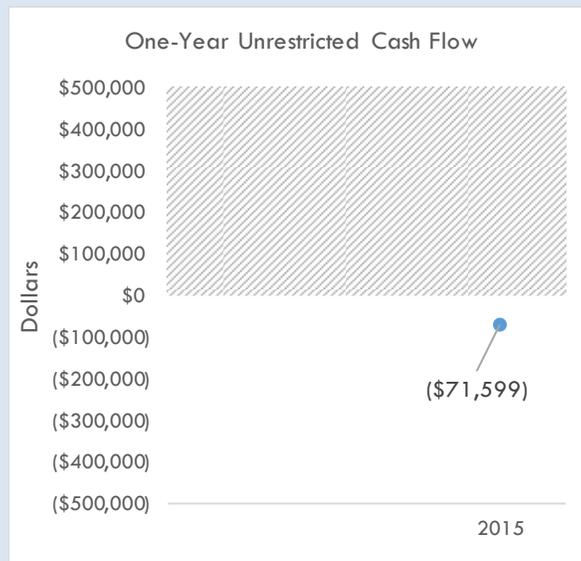
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

APPENDIX A: SCHOOL OVERVIEW

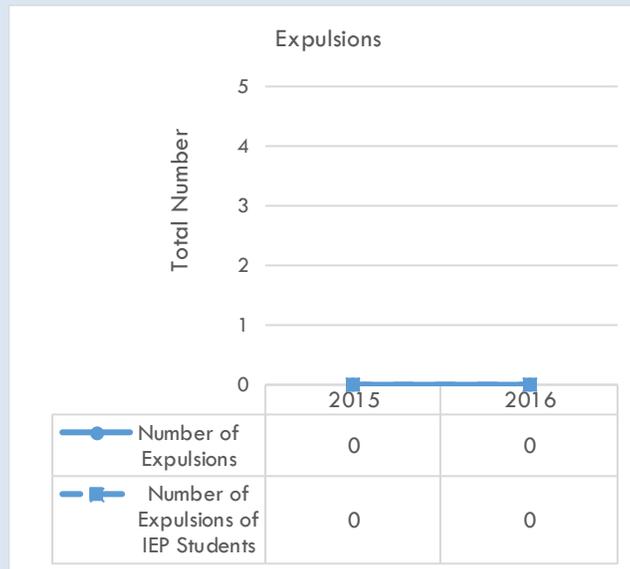
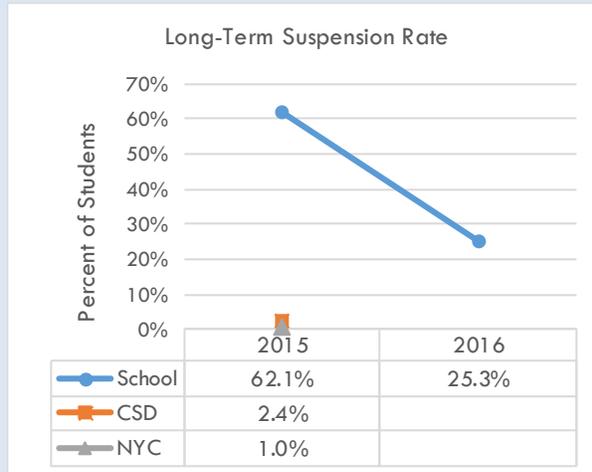
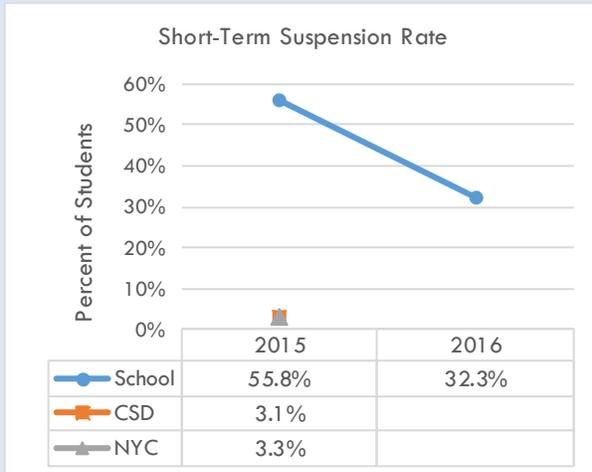
All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grades 6 – 8: 4 sections Grade 9: 3 sections Grade 10: 4 sections Grades 11 and 12: 3 sections
Primary Entry Grade(s)	6
Additional Grade(s) for which Student Applications are Accepted	7-12
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	4108
Number of Students Accepted via the Lottery (School Year 2015-16)	91 (Grade 6), 14 (Grade 7), 23 (Grade 8), 6 (Grade 9)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES¹⁰

Due to a cap on the number of suspensions NYCDOE allowed schools to report, the short- and long-term rates below are potentially lower than actual rates.



¹⁰ City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Democracy Prep Charter School			
Grade 6	10%	14%	23%
Grade 7	28%	22%	21%
Grade 8	17%	39%	45%
DIFFERENCE FROM CSD			
Grade 6	-4%	-2%	4%
Grade 7	13%	6%	5%
Grade 8	3%	22%	23%

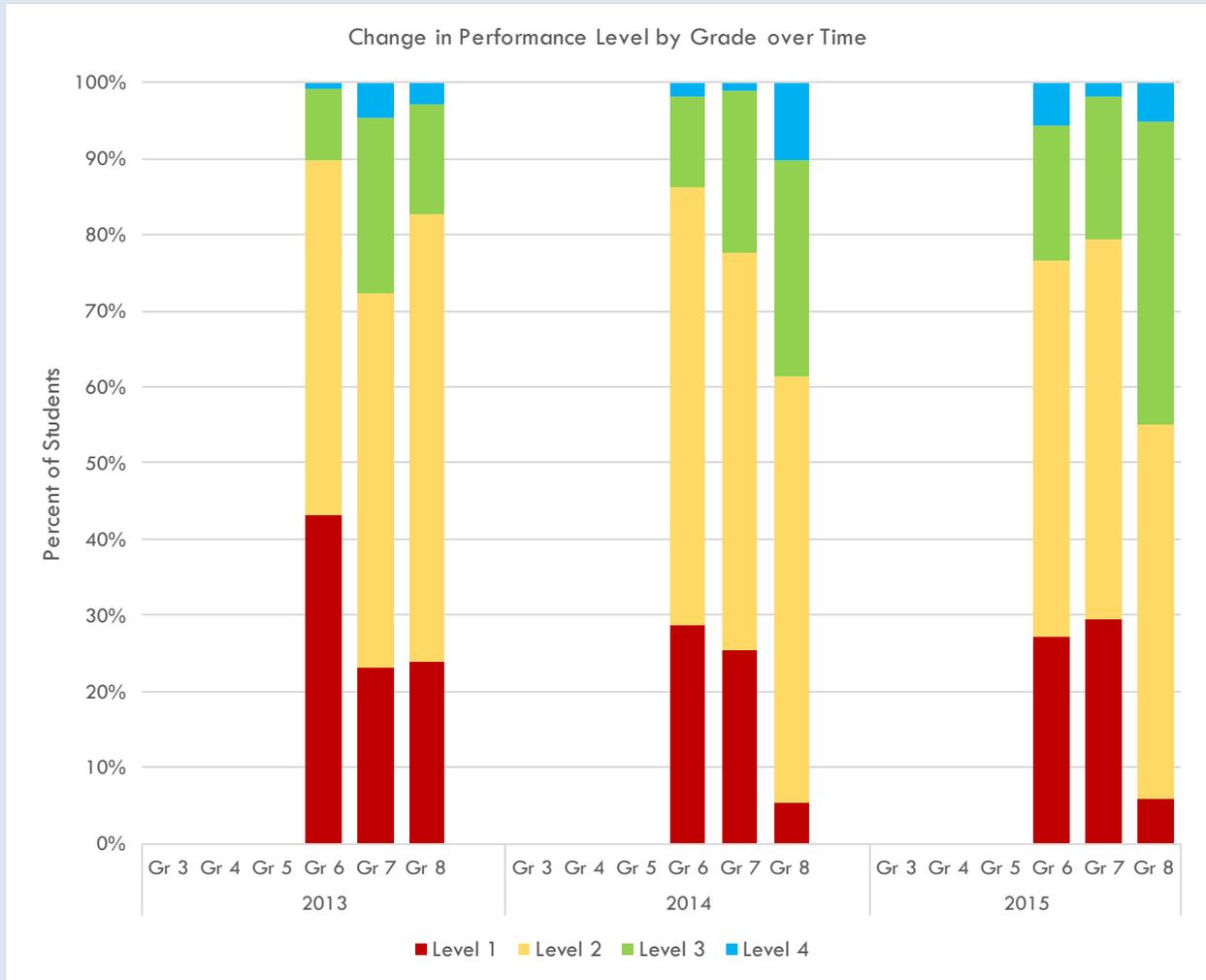
GRADE-LEVEL PROFICIENCY IN MATH

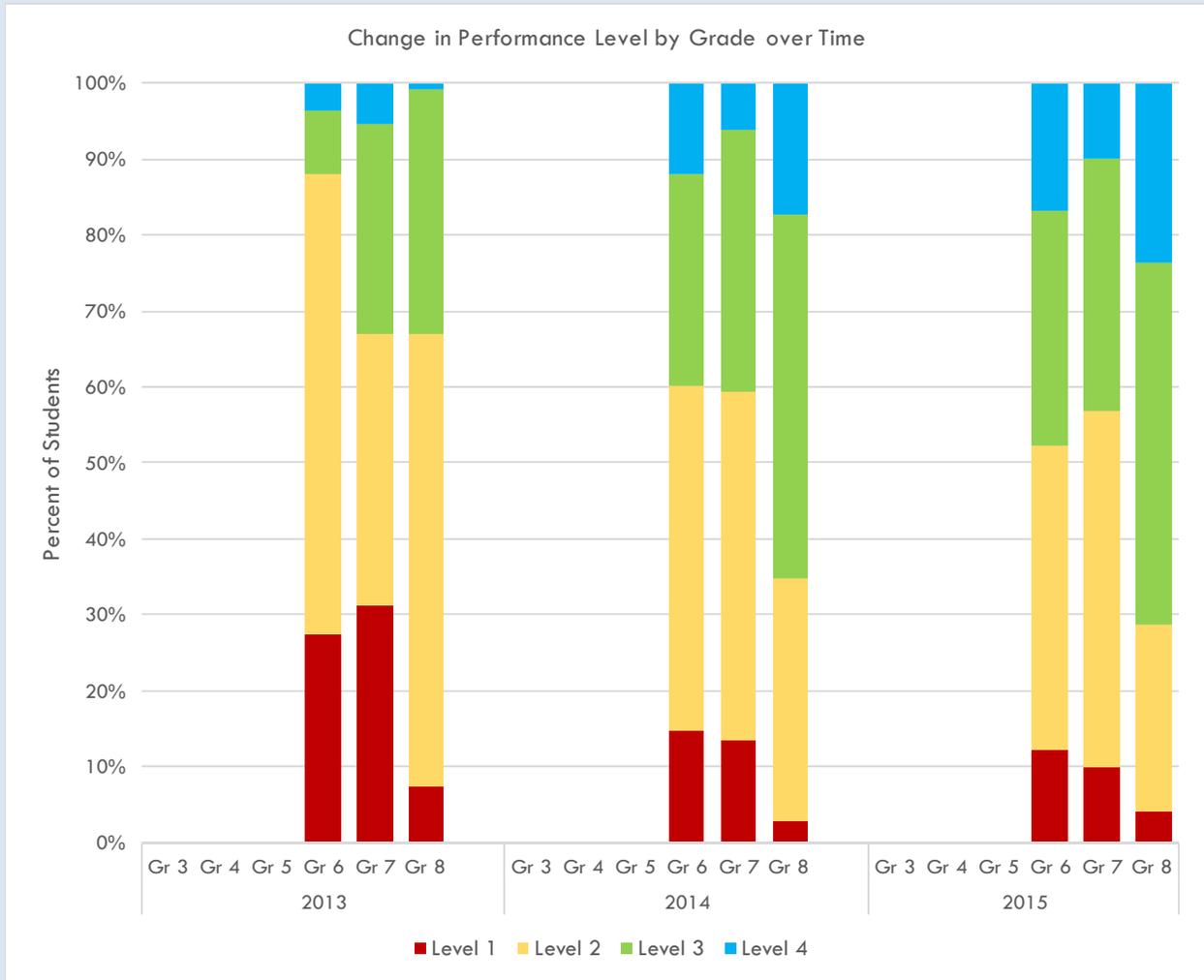
	2012-2013	2013-2014	2014-2015
Democracy Prep Charter School			
Grade 6	12%	40%	48%
Grade 7	33%	41%	43%
Grade 8	33%	65%	71%
DIFFERENCE FROM CSD			
Grade 6	-4%	21%	28%
Grade 7	22%	28%	29%
Grade 8	22%	58%	66%

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

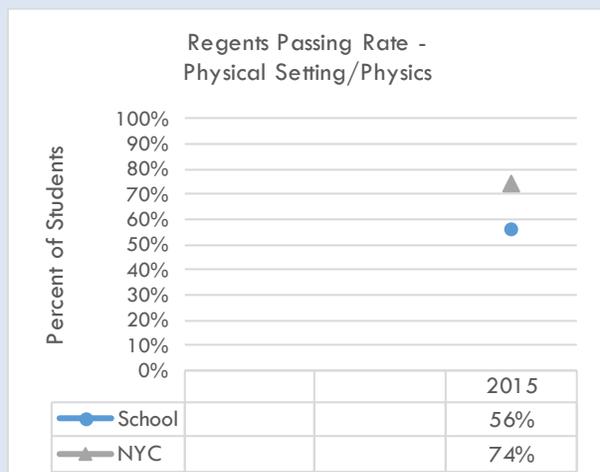
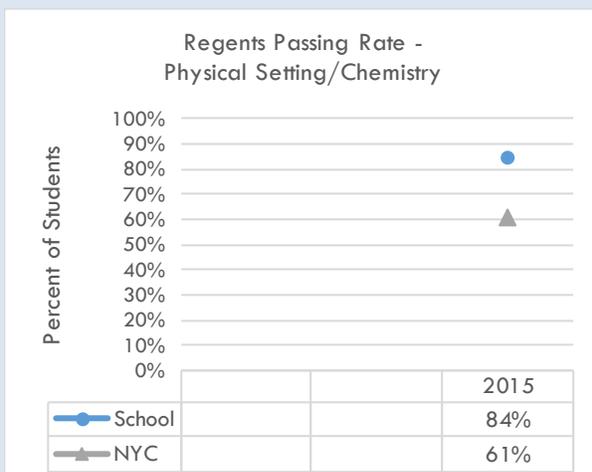
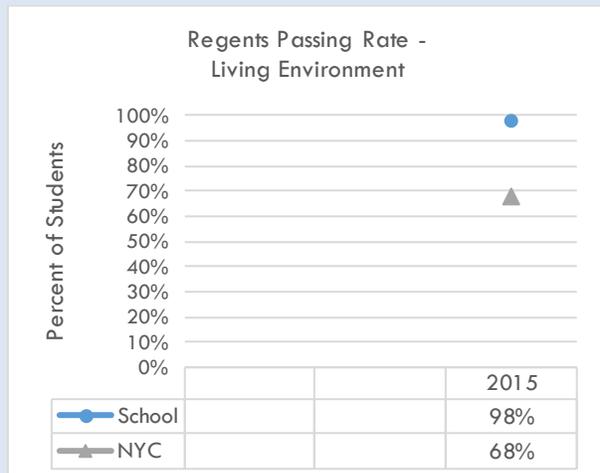
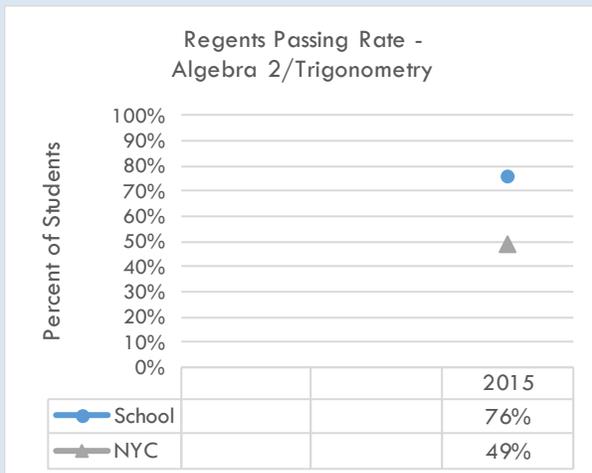
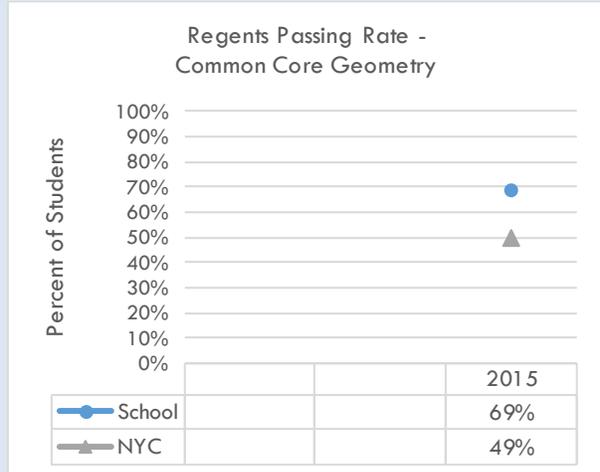
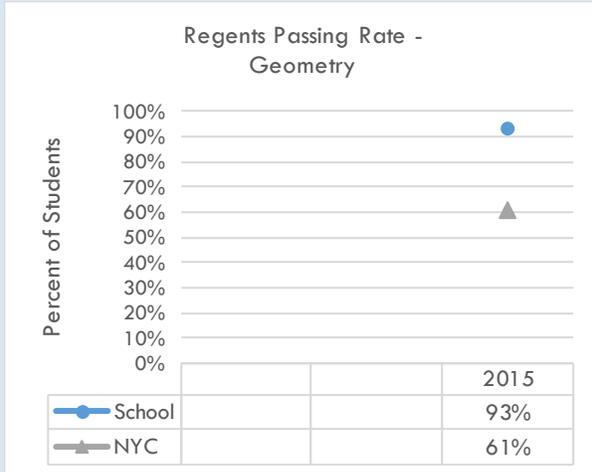
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

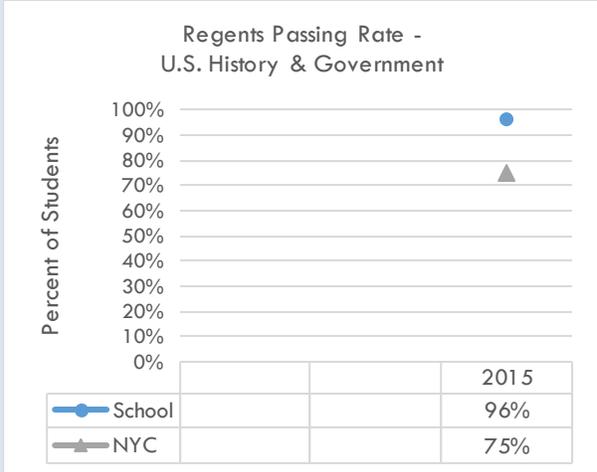
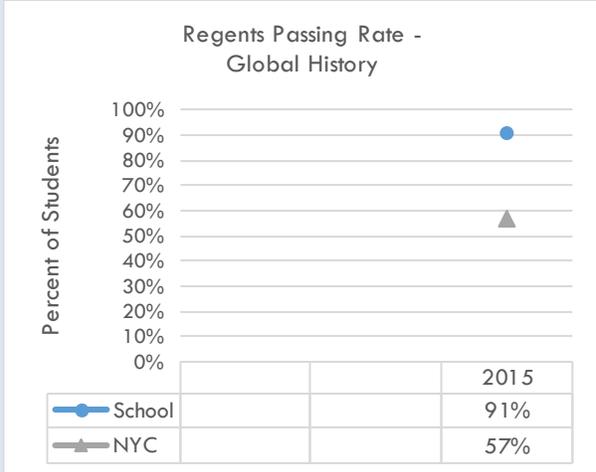
ENGLISH/LANGUAGE ARTS





APPENDIX D: ADDITIONAL REGENTS PASS RATES





APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹¹, the school achieved/met its goals as follows:

- Academic Goals: ¹²
 - 10 of 15 applicable academic charter goals in its most recent year
- Operational Goals:
 - 6 of 6 applicable operational charter goals in its most recent year
- Financial Goals:
 - 1 of 1 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals	Goal not met
Each year, 75% of 6th-8th graders who have been at the school on BEDS day for a least two consecutive years will perform at or above level 3 on the New York State English Language Arts Exam.	
Each year, 75% of 6th-8th graders who have been at the school on BEDS day for at least two consecutive years will perform at or above level 3 on the New York State Math Exam.	Goal not met
Each year, 75% of 8th graders who have been at the school on BEDS day for at least two consecutive years will perform at or above level 3 on the New York State Science Exam.	Goal met
Each year, 75% of 8th graders who have been at the school on BEDS day for at least two consecutive years will perform at or above level 3 on the New York State Social Studies Exam.	N/A

¹¹ This information was submitted by schools to NYSED and has not been vetted by NYC DOE for accuracy or completeness.

¹² Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school’s actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

For years 2 through 5 of Democracy Prep Charter School, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.	Goal not met
Each year, the percent of students performing at or above level 3 on the New York State ELA Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Community School District 5.	Goal met
Each year, the percent of students performing at or above level 3 on the New York State Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Community School District 5	Goal met
Each year, Democracy Prep Charter School will earn a score sufficient to place it in the 75 th percentile of all schools on the citywide Progress Report.	N/A
Democracy Prep Charter School will be deemed "In Good Standing" each year for annual yearly progress.	Goal met
Each year, 75% of students enrolled in grades 9-12 will accumulate 10 or more credits towards graduation.	Goal met
By the end of year 2 of the second term of the charter, 75% of the first cohort will have scored at least 65 on the New York State Regents examinations in ELA.	Goal met
By the end of year 2 of the second term of the charter, 75% the first cohort will have scored at least 65 on a New York State Regents examination in Math.	Goal met
By the end of year 2 of the second term of the charter, 75% of the initial cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other).	Goal met
By the end of year 2 of the second term of the charter, 75% of the initial cohort will have scored at least 65 on the New York State Regents examinations in History (Global Studies or U.S. History).	Goal met
Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics. It is expected that the participation rate for this test will be 75% or greater.	Partially met
Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics. It is expected that the participation rate for this test will be 75% or greater.	Partially met
75% of students who graduate within 5 years will graduate with an Advanced Regents Diploma.	Goal met

Operational Goals	Democracy Prep will prepare students for success in college and a life of active democratic citizenship.	Goal met
	Each year Democracy Prep will maintain a waiting list of at least 25% of our available seats.	Goal met
	Each year Democracy Prep will have a mobility rate that is 10% less than the district.	Goal met
	Each year Democracy Prep will have an average daily attendance rate of 95% or better for students and staff.	Goal met
	Each year Democracy Prep will garner an 80% satisfaction rate from families.	Goal met
	Each year Democracy Prep will ensure that 80% of service learning sites surveyed are satisfied with our programs.	Goal met
Financial Goals	We will continue to operate with a surplus each year and maintain the highest standards of financial controls, management, and auditing.	Goal met

APPENDIX F: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

DCPS educates an appropriately high number of high-needs students. In 2014-15, 18% of DPCS students qualified for Special Education (SPED) services, 4% were English Language Learners (ELL), and 99% were Black or Latino. DPCS 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 2015- 16 and beyond. Specifically, DPCS contacts SPED instructors, ELL instructors, and guidance counselors in elementary and middle schools in Community School District 5 in order to identify high-needs students who could naturally feed into DPCS. Additionally, DPCS 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 accompany each canvasser to ensure that Spanish-speaking families are not precluded from applying.

APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.