

Democracy Preparatory Charter School

207 West 133rd Street
New York NY, 10030
Seth Andrew, Head of School



ANNUAL REPORT
2007-08 (YEAR 2)
JULY 30, 2008

SUBMITTED TO:

New York City Department of Education, Office of Charter Schools
The State Education Department, University of the State of New York

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2007 - 2008

Charter School Information and Cover Page

Name of Charter School: Democracy Preparatory Charter School (Democracy Prep)

Address 207 West 133rd Street (NOTE NEW ADDRESS)

New York, NY 10030

Telephone 212-281-1248 Fax 212-283-4202

BEDS #: 310500860894

District/CSD of Location Community School District 5

Charter Entity New York City Department of Education

Head of School (Contact Person): Seth Andrew
(print name)

E-mail address of contact person: Sandrew@democracyprep.org

President, Board of Trustees: Noah Millman
(print name)

E-mail address and Phone Number of Board President: Noah.Millman@kbcfp.com
(212) 845 2000

Other Student Assessment Data
2007-08

Name of Charter School: Democracy Prep Charter School

Name of Test: Additional Tests and Subtests will be fully analyzed in our October Supplement when final disaggregated results including summer school performance are available including:

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
6- SAT 10	6/08								
7- SAT 10	6/08								
6-Comps	6/08								
7-Comps	6/08								
7- College Preparation Portfolios	6/08								

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

Progress Toward Goals 2007-08

Charter School Name: Democracy Prep Charter School
School Year: 2007-2008

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met?	Explanation if Not Met
<u>Academic Excellence</u>				
50% Grade 6 Math	70.6%	NY State Test	Yes	
50% Grade 6 ELA	52.4%	NY State Test	Yes	
58% Grade 7 Math	88.6%	NY State Test	Yes	
58% Grade 7 ELA	63.4%	NY State Test	Yes	
75% of students will make 5 NCE gain or 75% NCE	TBD	Stanford 10 Test	TBD	
Greater than District 5 Grade 6 Math (65.6%)	70.6%	NY State Test	Yes	
Greater than District 5 Grade 6 ELA (47.8%)	52.4%	NY State Test	Yes	
Greater than District 5 Grade 7 Math (59.5%)	88.6%	NY State Test	Yes	
Greater than District 5 Grade 7 ELA (51.5%)	63.4%	NY State Test	Yes	
<u>Mission Advancement</u>				
College Visits	8 College Visits	# of College Visits	Yes	
College Preparation Portfolio	100% 7 th Grade Participation	% completion rate	Yes	
Civic Trips	9 Civic Trips	# of Civic Trips	Yes	
Competitive Debate	3 Competitions 20 Practices	# Competitions and Student Participation	Yes	
<u>Organizational Strength</u>				
Financial Surplus	>\$400,000	\$ Surplus	Yes	
Approved Financial Audit	3 Management Notes Easily Resolved	Minimal Management Notes	Yes	
Leadership Strength	0% Leadership Attrition	% of Leadership Attrition	Yes	
Staff Retention	80% Staff Retention	% of Negative Staff Attrition	Yes	
Waitlist Size	700% of Incoming Class Size	25% of Incoming class Size	Yes	
Student Attendance	>96% Attendance	> 95% attendance	Yes	
Family Satisfaction	103% Satisfaction with 87% Participation	Learning Environment Survey Parent Results	Yes	

Additional Evidence on Progress Towards Goals

The Democracy Prep Charter outlines a number of ambitious goals in two different formats. The most detailed quantitative goals are outlined in our primary accountability tool called the Balanced Scorecard, which will be attached to our annual report addendum in October when all the data from the 2007-8 school year is available fully analyzed. The Balanced Scorecard goals cover a wide array of outcome data that is available at the end of our second year. These goals are summarized in the text of the charter under three headings or paramount goals: *academic excellence*, *mission advancement*, and *organizational strength*. The text of these goals is included in sections 1A, 2A and 3A of this Annual Report.

1A. Paramount Goal: Academic Excellence

“Democracy Prep will measure academic progress using city, state, national, and internally developed assessments.

1a. Absolute Goal: 50% of Democracy Prep students who have been at the school for one year will perform at the proficient or advanced level on the state assessment in core subjects, increasing by 8% a year to 90% of all students by their fifth year at Democracy Prep.

1b. Value Added Goal: 75% of Democracy Prep students who have not yet attained the 75th normal curve equivalent (NCE) will improve by 5 NCEs each year on the Stanford 10 Exam.

1c. Comparative Goal: 100% of Democracy Prep cohorts will exceed CSD 5 in all subjects and grade levels tested.”

1B. Method: Academic Excellence

a. New York State administers an annual exam in ELA and Math to students in grade 6. This exam is a criterion referenced assessment that measures skills at grade level based on the New York State standards on a scale of 1-4. The exam was administered to all Democracy Prep students enrolled in the school in January regardless of IEP or ELL status. ELL students also took the NYSESLAT exam, and many have since been declassified as Limited English Proficient. While we have a number of students who might be exempted from state testing, it is our goal to have every student participate so as to track longitudinal growth even if this means lower overall scores as a whole school. Because this was only our second year as a charter school, half of our students had been enrolled at DPCS for less than a year at the time of the test administration, and the other half of our students for 17 months.

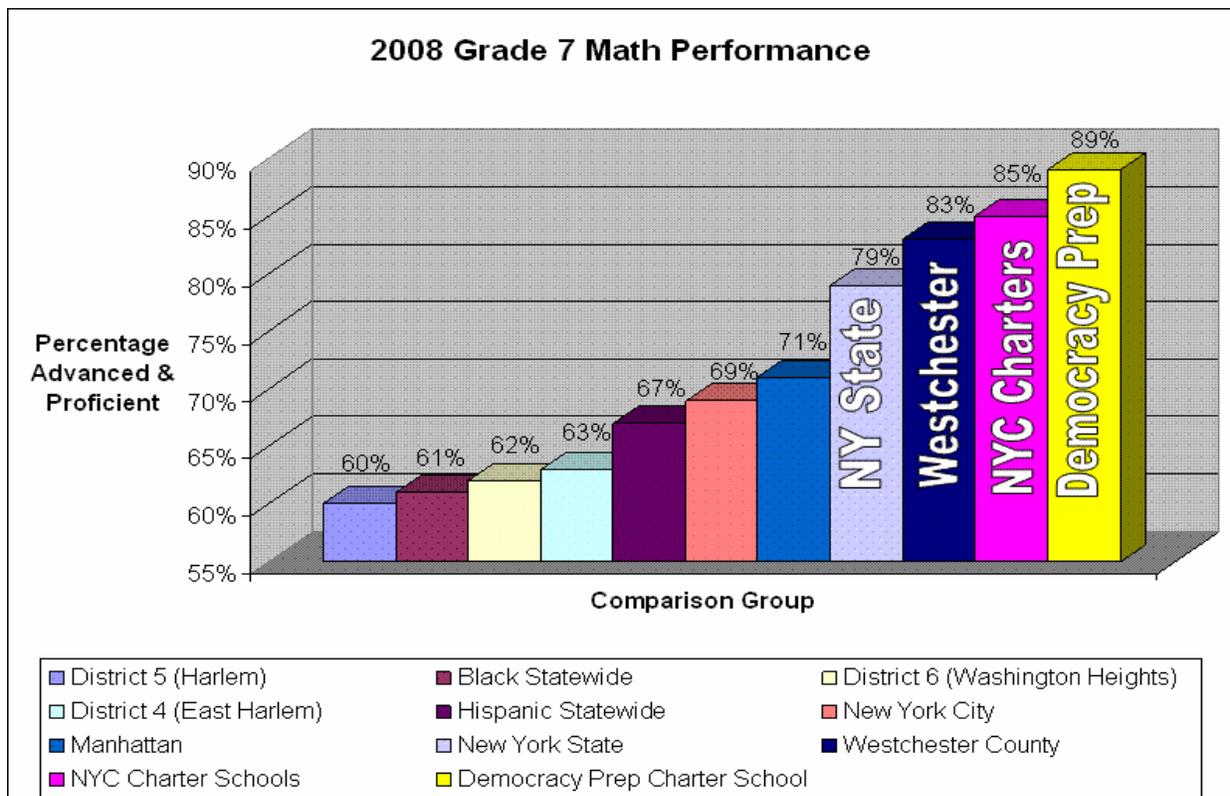
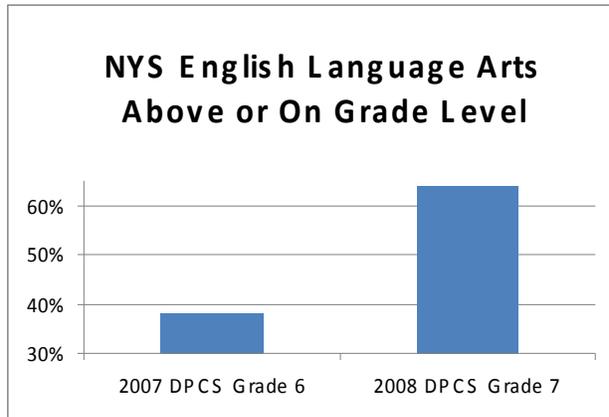
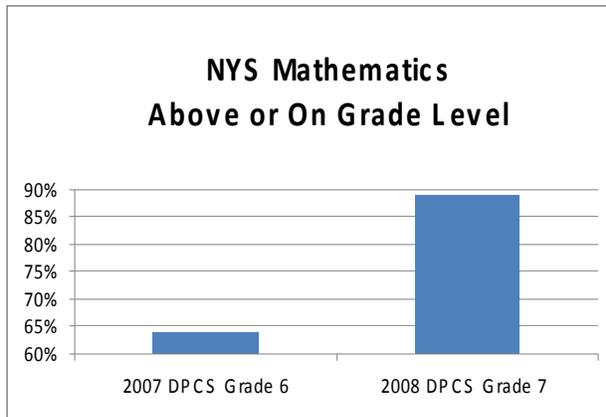
b. Democracy Prep administered the Stanford 10 Exam published by Harcourt two times during the 2007-2008 school year, once in September 2007 as a pre-test to all incoming students and again in late June 2008 to all enrolled students. This exam is a nationally-normed test that helps determine student value added performance compared to a national sample of students. As of the deadline for this report, our post-test Stanford 10 scores from June have not yet been fully analyzed from Harcourt. The annual report and balanced scorecard will be updated in October.

1C. Results: Academic Excellence

a. Despite the short time that our students have attended Democracy Prep, we are quite pleased with our student performance on the NYS ELA Exam. This year’s results demonstrate a substantial increase both for our two year same student cohort, as well as comparing last year’s sixth grade students (54%) to last year’s sixth grade (38%)

b. The NYS Math exam represents a significant success for our students and our school. Democracy Prep has demonstrated that even students who start dramatically behind grade level when they enter DPCS, can make substantial academic gains in short order. In fact, students in our 7th grade, who have attended DPCS for only 20 months at the time of the examination not only surpassed New York City, New York State, and all New York Charter Schools, but also affluent counties including Westchester, New York.

c. Democracy Prep students first took the Stanford 10 complete battery baseline in August 2006 during our Preparation Academy. In their first full year at Democracy Prep, students averaged 3.2 grade levels of academic growth.



1D. Analysis and Summary of Test results: Academic Excellence

Democracy Prep enrolls some of the most challenging students in the City of New York, even among schools with similar racial or socioeconomic demographics because of our commitment to serve students with disabilities in a rigorous college preparatory environment. Moreover, unlike some charter schools that enroll students in the 5th grade, an unnatural break point for Harlem's elementary schools, Democracy Prep enrolls primarily in the 6th grade. This means that entering students are one year further behind academically, and require even more substantial remediation when they first enroll.

In Math, especially in light of these two distinguishing characteristics, Democracy Prep's academic results are even more remarkable. To have surpassed Charter Schools, New York State, and Westchester in Math after just two years is a significant accomplishment due primarily to our remarkable teaching staff. We have recruited some of the most impressive teachers in the nation, we compensate them extremely well, and we treat them like the professionals they deserve to be.

In ELA, while our absolute scores are not yet as high as we would like, they have exceeded our goals, and our students have shown remarkable progress. Thanks in part to a Robin Hood funded grant for a remedial program, we were able to provide our most struggling readers with differentiated instruction in small groups in addition to three hours of reading and writing instruction, with many students receiving Collaborative Team Teaching through our Academic Collaboration Team (ACT) support services. In short, Democracy Prep's academic growth in ELA is dramatic, and we expect continued growth in years to come. The fact that no students in the entire seventh grade scored at level 1 in ELA or math, despite some of the profound disabilities and deficits that our students entered with is another significant accomplishment.

Detailed item analysis of our internal assessments demonstrates substantial value added growth on our criterion referenced Comprehensive Exams which are given to all students attending DPCS every 12 weeks, even those who came to us substantially below grade level. This is an important distinction of our rigorous curriculum because it means that even our most substantially disabled students are receiving college prep expectations and are held to the same high standards for all of our scholars.

In summary, on our internal assessment measures identified in the Balanced Scorecard, we not only met our high expectations, we exceeded them substantially in the academic excellence category. In all subjects DPCS met its absolute, value added, and comparative goals for year two.

1E. Action Plan: Academic Excellence

Based on the many lessons learned in our first two years as a charter, Democracy Prep has a clear list of action items on which to improve our Academic Excellence for the 2008-9 school year.

ELA Action Plan:

- Better align the scope and sequence of the Reading and Writing courses to a January NYS test administration cycle.
- Better align the Reading and Writing courses to one another to allow for greater collaboration and reinforcement of common skills.
- Add a third formal ELA class, Guided Reading, for all students every day.

- Incorporate more short response and multiple choice instruction in the Writing course to better align with state and Stanford 10 assessments.
- Implement additional longitudinal standardized reading assessments to track Reading progress.
- Continue our remedial reading program if funding permits.

General Action Plan:

- Enhance internal professional development for teachers on Friday sessions and develop a week-to-week consistent agenda format.
- Implement a universal data analysis template to compare data across subject areas.
- Provide increased formal and informal professional observations and evaluations from colleagues and supervisors.
- Implement formal grade level and subject based chairs and departments for professional collaboration.
- Better implement more videotaping of teaching staff to identify strengths and weaknesses together.

2A. Paramount Goal: Mission Advancement

“Democracy Prep’s mission seeks to leverage academic excellence in our Lower School to accomplish two specific goals for all students in our Upper School: preparation for success in college and active democratic citizenship.¹”

“2a. Preparation for College Success: We will measure our progress based on academic metrics, earned visits to colleges, and a College Preparation Portfolio (CPP) required for promotion to the 8th, 10th, and 12th grades. The CPP includes a transcript, a complete college application with essays, interviews, extra-curricular activities, recommendations, and an academic honors thesis, as well as demonstration of mastery in all areas of the Democracy Prep curriculum. If granted a second charter term, we will measure success by 100% of our Senior Academy (grade 12) students receiving at least two college acceptance letters, 90% of graduates attending four-year colleges, and 75% of graduates receiving a baccalaureate degree within six years of leaving Democracy Prep.”

“2b. Preparation for Civic Success: Our graduates will be prepared to actively participate and take leadership roles in democratic institutions. Through required public service, summer internships, and other civic activities, our students will apply the knowledge, skills and character they have developed to help change the world. Our students will be poised public speakers, dynamic debaters, skilled negotiators of conflicting information, engaged community members, critical thinkers, and confident leaders. The measurement of civic goals includes 95% proficiency on standardized testing (NAEP Civics), 100% participation in community service and interscholastic speech and debate.”

2B. Method: Mission Advancement

a. Preparation for College Success is a long term goal by nature. As just a 6th and 7th grade school in 2007-8, the method to measure this goal is primarily through ensuring academic excellence through a rigorous college-prep curriculum. Our first College Preparation Portfolio was administered at the end of the 7th grade as a requirement for promotion to the 8th grade. Preparation included college

¹ “Both mission related goals are long-term and ambitious in nature. We will evaluate them by keeping close contact with our alumni.”

visits, college themed activities, and the creation of a long term orientation that values delayed rewards over instant gratification. Seventh grade students completed their CPP, which is an authentic complete college application, including essays, transcripts, extracurricular activities, interviews, and recommendations.

a. Preparation for Civic Success is also a long term goal by nature. Civic success at DPCS is measured primarily using our DREAM Dollar system that expects students to demonstrate the core values of Discipline, Respect, Enthusiasm, Accountability, and Maturity. Students who show these values earn privileges at DPCS including spectacular civic trips, civic opportunities, academic prizes, and public praise. Community Service and interscholastic speech began this year as optional activities and will begin in eighth grade as required activities for all students.

2C. Results: Mission Advancement

One significant measure of our success in the college preparation goal is our college visit program. 96% of students at DPCS earned college visits and college fairs, with more than 75% earning at least 5 college visits. In 2007-2008 Democracy Prep students graders visited:

Amherst College
Barnard College
Brown University
CCNY
Columbia University

Harvard University
Howard University
Johns Hopkins University
Tufts University
University of Massachusetts at Amherst

As a result of these college visits, college themed events, and college focus, 100% of DPCS students could name at least two colleges that they would like to attend as part of the college class of 2017 or 2018. Another key element of preparing students for college is providing enrichment and extracurricular activities. In 2007-8 Democracy Prep offered the following clubs and teams:

Spoken Word Club
Literary Magazine DREAM Keepers
Leadership Council (student government)
Math Counts-Math Team
Debate Team
Shakespeare Club
Homework Club

Boys Basketball
Girls Basketball
Step Dance Team
Afro-Caribbean Dance
Garden Club
Yearbook

b. As part of the Civic Success goal, our students participate in an exciting civics program, students earned civic expeditions based on their DREAM behaviors. These trips incorporated civics academic content into activities in the community. Students earned civic expeditions that included:

Community Service in Harlem
Get out The Vote Campaign 2007-8
Meeting with other elected officials
Lobbying in Albany NY for Charters
Lobbying in Albany NY for Facilities
Lobbying in Washington, DC for DPCS
Boston Freedom Trail

Visit to US House of Representatives
Visit to US Senate
Visit to Statue of Liberty

Through our DREAM Dollar system DPCS scholars earned trips to Carnegie Hall, Alvin Ailey, the Broadway musical In The Heights, the Bronx Zoo, a Harry Potter celebration, and a backstage tour of the Times Square Studios of ABC News, among others. Their successes in the Get out the Vote Campaign and other civic events lead to students being featured on Good Morning America and in the Harvard Gazette among others. The most substantial Civic Expedition earned at the end of the year by 150 scholars was a three day trip to Washington DC and a four day trip through New England where the Democracy Prep class of 2017 was honored guests at the Harvard Commencement and mentioned in the commencement speech at the Graduate School of Education. .

2D. Analysis and Summary: Mission Advancement

Although the long term goal of preparing responsible and engaged democratic citizens is years away, DPCS made dramatic progress towards our goal of mission advancement in our second year. The primary success in mission advancement in year two was creating the proper school culture in which students could demonstrate DREAM values and earn civic and college expeditions that taught them the importance of both college preparation and civic engagement. Democracy Prep exceeded our high expectations on our Mission Advancement Goal this year.

In summary, in our second year, DPCS showed tremendous success moving our students towards success in college and a life of active citizenship. In future years, more metrics will be available to help quantify this progress based on the Balanced Scorecard.

2E. Action Plan: Mission Advancement

The action plan for Mission Advancement at DPCS includes a number of concrete steps for year two.

College and Civic Action Plan

- Develop a civics curriculum to be taught at Town Hall meetings weekly
- Develop an advisory curriculum for advisors to teach character education each week
- Create an assessment system based on the NAEP and US Citizenship exam that can be given at DPCS to track Civic progress over time
- Implement the Democracy Prep Leadership Council for students to demonstrate civic leadership within the school.
- Create a new position, Coordinator of Special Projects, responsible for coordinating civic, college, and end of year trips, town hall meetings, civic curriculum, civic data assessment, and mission advancement in general.
- Create additional opportunities for all eighth grade students to participate in civic and college prep activities and service projects including competitive debate.

3A. Paramount Goal: Organizational Strength

- a. **“Financial Viability:** Our goal is to demonstrate superior civic and college-preparatory academic performance with approximately the same financial resources as traditional New York City public schools. We intend to operate with a surplus each year and maintain the highest standards of financial controls, management, and auditing.
- b. **“Administrative Viability:** The Board of Trustees will recruit, hire, and evaluate an excellent Head of School, who is held accountable for day-to-day management of the school. We intend to maintain a staff of highly qualified and experienced educational professionals who stay with the school for an average of more than three years.

- c. **“Public Viability:** Our goal is to demonstrate family demand for, and satisfaction with, Democracy Prep. We will maintain a waiting list of at least 25% of our available seats each year; have a mobility rate that is 10% less than the district; have an average daily attendance rate of 95% or better for students and staff; garner an 80% satisfaction rate from families; and ensure that 80% of service learning sites surveyed are satisfied with our programs.”

3B. Method: Organizational Strength

a. Financial viability is measured in a number of ways outlined in our Balanced Scorecard. These measurements include: running a budget surplus, completing our annual audit on time for reporting due November 1st, passing our audit using Generally Accepted Accounting Practices, quickly responding to any correction action notices, maintaining a positive fund balance, allowing for a contingency fund for unforeseen expenses, operating the core academic functions of the school on public funds, meeting our fundraising targets for board members, presenting finance committee updates on a timely basis, and aligning the real and projected revenues.

b. Administrative viability is also measured in a number of ways outlined in our Balanced Scorecard. These measures include: Head of School evaluation completed by the board, Deans and Directors evaluated by the Head of School on time, faculty members evaluated by the Head of School and Deans on time, average teaching experience of faculty members in June, average length of teaching at DPCS after year three, faculty satisfaction with professional responsibilities and environment, leadership satisfaction with professional responsibilities and environment, board satisfaction with responsibilities, on time attendance rate of staff, and the annual report submitted and disseminated on time.

c. Public viability is also measured in a number of ways outlined in our Balanced Scorecard. These measures include: family satisfaction overall meets expectations, student satisfaction overall meets expectations, community partner satisfaction overall meets expectations, visitor overall satisfaction meets expectations, returning students who return from July to the following October, enrollment seats compared to projected seats available, waiting list size, negative attrition, family participation in school events, and visitor survey completion rate.

3C. Results: Organizational Strength

- a. Financially, Democracy prep ended the year in an extremely strong position. The school finished the year under-budget in terms of expenses by a significant margin, and over-budget in terms of revenues. When our audit is completed in September, we anticipate having our financial procedures affirmed and the board will work with the Head of School to determine an appropriate action plan to allocate the 2006-7 surplus to our facilities fund. Our overall 2007-8 financial viability currently meets our high expectations.
- b. Administratively Democracy Prep also demonstrated strong results, though there remains work to do to improve measurement of our performance. Staff attendance, experience, and compliance were especially strong. Family and staff results on the Learning Environment Survey were simply remarkable, averaging 100.5% compared to our peers citywide.
- c. Publicly Democracy Prep also performed well, especially in the areas of family participation and demand for our educational program. An area that can improve in future years is a reduction in negative attrition, which means students who leave for other schools within New York City because of dissatisfaction with DPCS. While there were only 13 students who met our criteria for negative attrition, we would like to reduce the number further in future years. We hope to implement visitor surveys for the first time this year.

3D. Analysis and Summary: Organizational Strength

Although the long term goal of building an organization that is institutionally strong is far from complete, DPCS continued to lay the foundation for a strong organization that is fiscally, administratively, and publicly accountable. The Balanced Scorecard demonstrates this foundation in a quantitative way and in the next few months more indicators will be completed to build on this foundation. The first two years also offered a great number of lessons and the leadership, board, and staff of DPCS learned a tremendous amount about what to improve and what to add in years ahead.

The primary indicator of strength for a public charter school is how well it is serving its students on their way to college and civic success. The fact that more than 750 families applied for just 108 available seats in the third class at Democracy Prep is a tremendous indicator of our success in year one as our reputation spread throughout our community.

In summary, our organizational strength in all three areas is extremely strong, though one significant variable, DOE provided facilities for the 2009-2010 school year poses a risk for the school as we grow.

3E. Action Plan: Organizational Strength

Financial Action Plan

- Finance Committee of the board needs to grow and Head of School needs to meet directly with the Treasurer and finance committee on a monthly basis.
- Surplus allocation plan needs to be created to determine capital expenditures.

Administrative Action Plan

- Improve the organizational structure to make Head of School also serve as CEO while transitioning day-to-day instructional responsibilities to the Middle School Co-Directors.
- All staff evaluations need to be completed within one month of the end of each trimester.
- Leadership evaluations need to be completed within one month of the end of each trimester.
- Create a rubric for leadership staff evaluation that is different from the teacher evaluation rubric.

Public Action Plan

- Visitor procedure needs to incorporate a system to receive feedback as they depart the school.

2007-2008 DOE Learning Environment Survey Results

Democracy Prep Charter School

Principal: Seth Andrew
 School DBN: 84M350
 Enrollment: 197
 School Type: Middle School

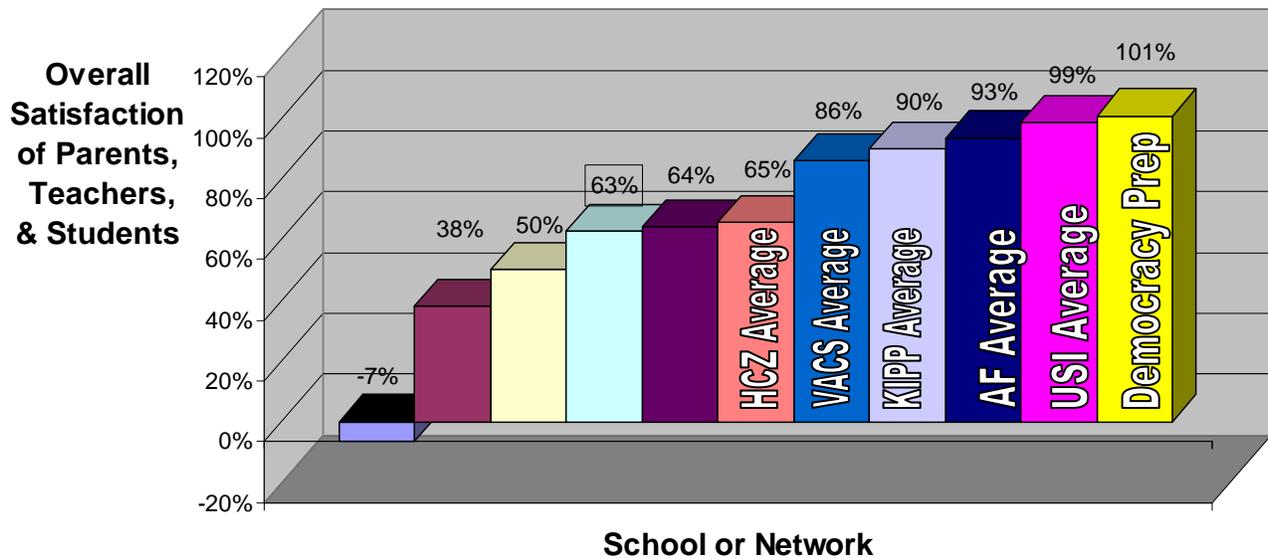


Who took the survey?	
Your School	Citywide
167 Parents (87%)	347,829 (40%)
14 Teachers (93%)	48,002 (61%)
175 Students (86%)	410,708 (78%)

Parent, teacher, and student answers on the survey determine the survey category scores from 0 to 10. These scores are used to compare schools on a scale from 0% (the lowest-rated school in the City) to 100% (the highest-rated school in the City). For example, a Progress Report City Horizon Score of 60% means your school is 60% of the way from the lowest to highest scoring school in the City for that category. **How does your school compare to other Middle Schools?**

	Survey Score (0 – 10)	Progress Report City Horizon Score (0 – 100%)	Your School's Overall Survey Scores Compared to Other Middle Schools	Change in Score from Last Year
Academic Expectations	8.6	103.7%		N/A
Communication	8	111.1%		N/A
Engagement	7.7	93.1%		N/A
Safety and Respect	8.3	93.9%		N/A

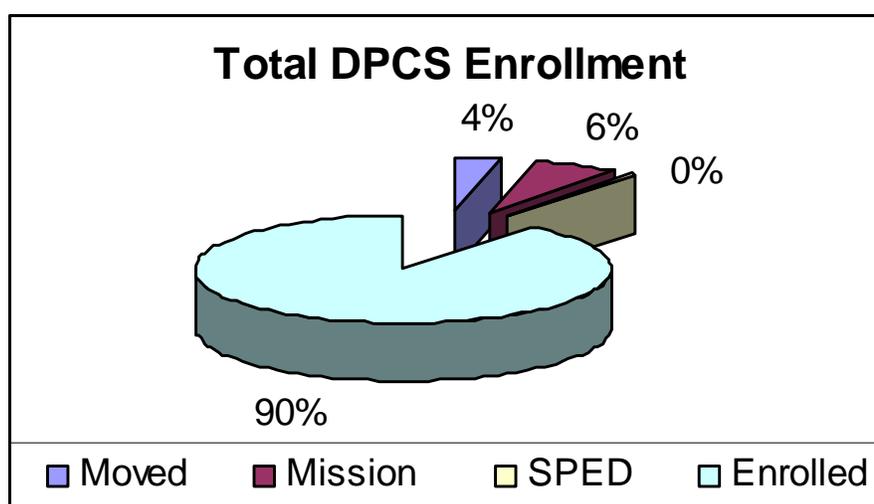
2008 DOE Learning Environment Survey Scores



- Academy of Collaborative Education (ACE)
- PS 92
- New York City Average
- Future Leaders Institute
- KAPPA IV
- Harlem Children's Zone Average
- Village Academies Average
- KIPP Average
- Achievement First Average
- Uncommon Schools Average
- Democracy Prep Charter School**

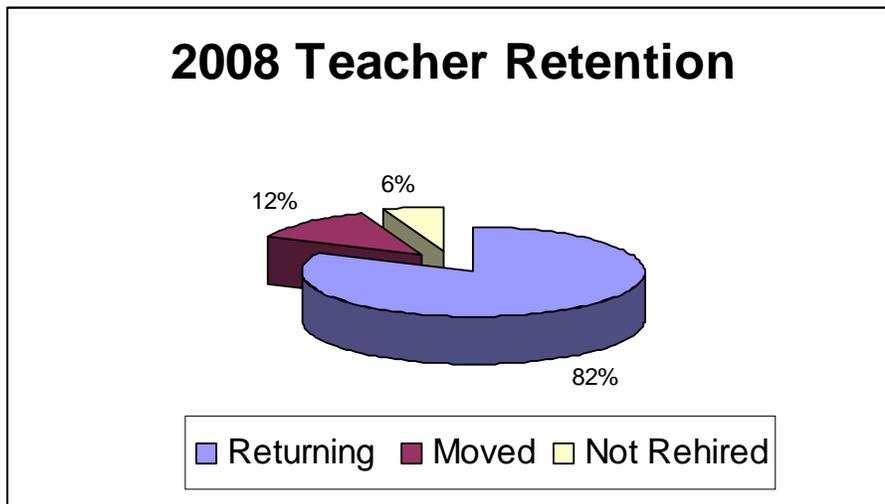
Charter School Student Attrition Rates 2007-08

Student Attrition Rates		
	2007-2008	2006-2007
Number of students leaving for lack of transportation	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	8	6
Number of students leaving for more restrictive special education setting	1	2
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	13	7
Number leaving for other reasons (undetermined)	1	0
Total number of students leaving.	23	15
Highest Number Enrolled <i>(July 1 – June 30)</i>	216	135
Total Percent Attrition	10.6%	11.1%



Charter School Teacher Attrition Rates 2007-08

	2007-2008	2006-2007
Number of Classroom Teachers	14	9
Number of Special Area Teachers	3	1
Total Number of Teachers	17	10
Total Number of Teachers Leaving	3	6
Total Percent Attrition	17.6%	60%



THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/08

Charter School Code:

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Charter School Name: Democracy Prep Charter School	
Contact Person: Seth Andrew	Phone: 212-928-8887

Democracy Prep finished the 2007-8 school year and Fiscal year with a healthy operating surplus which will be allocated to our facilities reserve account. Audited Financials will be provided to the New York City Department of Education and the New York State Education Department in October of 2008 when our independent audit has been completed. All revenue and expenditures prior to the completion of the audit are estimated.

REVENUES

A. STATE SOURCES	<u>\$163,271.66</u>
B. FEDERAL SOURCES	<u>\$301,132.00</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>\$2,251,723.33</u>
2. STATE AID-PUPILS WITH DISABILITIES	<u>\$295,214.95</u>
3. FED. AID-PUPILS WITH DISABILITIES	<u>\$27,024.00</u>
4. OTHER REV FROM PUB SCH DISTRICTS	<u>\$0.00</u>
D. ALL OTHER REVENUES	<u>\$338,894.78</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u>\$3,377,260.72</u>
S. ENROLLMENT	<u>204.275</u>
T. EXPENDITURES PER PUPIL	<u>\$13,857.92</u> (R/S)

EXPENDITURES

	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	<u>\$99,939.00</u>	<u>\$110,601.92</u>	<u>\$210,540.92</u>
G. INSTRUCTIONAL SUPERVISION	<u>\$317,700.32</u>	<u>\$107,966.64</u>	<u>\$425,666.96</u>
H. ALL OTHER INSTRUCTION	<u>\$882,367.84</u>	<u>\$191,918.49</u>	<u>\$1,074,286.33</u>
I. PUPIL SERVICES	<u>\$159,318.25</u>	<u>\$93,490.34</u>	<u>\$252,808.59</u>
J. PUPILS WITH DISABILITIES	<u>\$171,586.86</u>	<u>\$79,960.00</u>	<u>\$251,546.86</u>
K. TRANSPORTATION	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
L. COMMUNITY SERVICE	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
M. OPERATION & MAINTENANCE	<u>\$127,716.91</u>	<u>\$133,383.26</u>	<u>\$261,100.17</u>
N. EMPLOYEE BENEFITS			<u>\$305,320.69</u>
O. DEBT SERVICE			<u>\$0.00</u>
P. SCHOOL LUNCH			<u>\$12,723.86</u>
Q. CAPITAL EXPENSE			<u>\$36,831.92</u>
R. GRAND TOTAL			<u>\$2,830,826.30</u>
EXPENDITURES			

COMPLETED FORM MUST BE RETURNED NO LATER THAN AUGUST 1, 2008

Signature: _____
 Chief School Officer

Date: _____

Statement of Assurances

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.

Print Name, Head of Charter School

Signature and Date

Notary Public Signature and Seal

Print Name, President, Board of Trustees

Signature and Date

Notary Public, Signature and Seal