

Democracy Preparatory Charter School

222 West 134th Street
Third Floor, PS92
New York NY, 10030
Seth Andrew, Head of School



ANNUAL REPORT
2006-07 (YEAR 1)
JULY 30, 2007

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 School Improvement (Regional)
Public School Choice Programs
462 EBA
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Charter School Annual Report 2006 - 2007

Charter School Information and Cover Page

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

Address: 222 West 134th Street, NYC, NY 10030

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BEDS#: 310500860894

District/CSD of Location: Region 10, CSD 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:

Helen Morik
(print name)

E-mail address and Phone Number of Board President: Morikhe@nyp.org,
212-305-2114

Student Assessment Data 2006-07

Name of Charter School: Democracy Preparatory Charter School

<i>Test</i>	<i>Grade</i>	<i>Date of Test (DOT)</i>	# 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	<i>Score</i> <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	<i>Other **</i>
Stanford 10 Pre-test	6	8/16-18	128	0 (or makeup)	0	0	128	> Nat. Median	17%	30 NCE avg.
Stanford 10 Post-test	6	6/22-26	117	0 (or makeup)	0	0	117	> Nat. Median	TBD	
DPCS Writing Pre-test	6	8/21	128	0 (or makeup)	0	0	128	>70% Grade	0%	
DPCS Writing Post-test	6	6/14	117	0 (or makeup)	0	0	117	>70% Grade	68%	
DPCS Math Pre-test	6	8/22	128	0 (or makeup)	0	0	128	>70% Grade	0%	
DPCS Math Post-test	6	6/15	117	0 (or makeup)	0	0	117	>70% Grade	74%	
DPCS Global Pre-test	6	8/23	128	0 (or makeup)	0	0	128	>70% Grade	0%	
DPCS Global Post-test	6	6/16	117	0 (or makeup)	0	0	117	>70% Grade	73%	
DPCS Civics Pre-test	6	8/24	128	0 (or makeup)	0	0	128	>70% Grade	0%	
DPCS Civics Post-test	6	6/17	117	0 (or makeup)	22*	0	95	>70% Grade	47%	
DPCS Reading Diagnostic	6	8/16	128	0 (or makeup)	0	0	128	Placement	N/A	
DPCS Reading Post-test	6	6/18	117	0 (or makeup)	0	0	117	>70% Grade	64%	
DPCS Art Post-test	6	6/18	117	0 (or makeup)	0	0	117	>70% Grade	67%	No pretest
SPNY ELA Interim 3	6	3/1	121	0 (or makeup)	6**	2**	113	%Grade level	63%	MC Only
SPNY Math Interim 3	6	3/1	121	0 (or makeup)	6**	2**	113	% Grade level	58%	MC Only

*Our lowest level cohort of students received additional reading instruction instead of Civics for two thirds of the year.

** Some students were exempted from the SPNY tests because they were given on a testing day which did not allow for extended time.

Progress Toward Goal Attainment

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 is attached to this annual report. The Balanced Scorecard goals cover a wide array of outcome data that is available at the end of our first 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 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 127 Democracy Prep students enrolled in the school in January. While 22% of these students have an active IEP, and 11% of these students are recently arrived immigrants classified as ELL, 100% of our students took the ELA exam. Our ELL students also took the NYSESLAT. While we have a number of students who could be exempted from 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 our first year as a charter school, all of our students had been enrolled at DPCS for less than a year at the time of the test administration.

b. Democracy Prep administered the Stanford 10 Exam published by Harcourt two times during the 2006-2007 school year, once in late August 2006 as a pre-test and again in late June 2007. This exam is a nationally normed test that helps determine student value added performance compared to a national sample of students. 128 students took this exam at the beginning of the year and 117 took the exam at the end of June. As of the deadline for this report, our post-test Stanford 10 scores from June have not yet arrived from Harcourt. The report will be updated as soon as test scores are received and analyzed.

c. Because of the early administration of the NYS ELA exam, the assessment measured only four months of instruction at DPCS. The ELA exam represents a baseline or pre-test score more than a comparison as intended in this goal because our students had spent more time in district 5 schools than at DPCS between test administrations.

1C. Results: Academic Excellence

a. Because no Democracy Prep students were at DPCS for one year, our performance on the NYS exams are being treated as a baseline score.

2007 NYS Exams Absolute	ELA	Math
Grade 6 Percent Level 3&4	36%	63%

b. Democracy Prep students took the Stanford 10 complete battery baseline in August 2006 during our Preparation Academy. These results represent the starting point for DPCS students on the day they entered school with us. When our post-test results are reported in August 2007, we will provide updated results for the Department of Education on our student valuated growth, absolute performance, and comparative performance with students from around the country.

2006 Baseline Stanford 10 Exams	Total Battery	Total Reading	Total Math	Total Social Science
Grade 6- % above Median NCE	17%	25%	18%	28%
Grade 6- Percent Rank for NCE	30%	29%	34%	29%

c. Democracy Prep’s initial scores represent just four months of instruction for ELA and seven months of instruction for Math. It should also be noted that district 5 overall scores include special test entry schools. The comparison group of District 5 schools that accept students by lottery or through an open enrollment process represents substantially lower comparative performance.

2007 NYS Exams Comparative	ELA	Math
DPCS Grade 6 Percent Level 3&4	36%	63%
District 5 Grade 6 Percent Level 3&4	38%	55%

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

Overall, the DPCS baseline scores demonstrate that we are serving a disproportionately undereducated population. Only 17% of DPCS incoming students were able to perform above the national Median, with a large majority performing in the lowest quartile compared to their national peers. We serve a disproportionately high percentage of special education (22%) and ELL (12%) students, yet we include them in all state assessments. Of our incoming students, 9% had performed at level 1 on the state ELA exam in 2006 while attending their previous schools.

Analysis of our New York State exams indicates substantial progress for lowest level students on the ELA exam even after only four months of instruction. Our lowest 50 students on the 2006 NYS exams made an average of 12.5 scale score points. Of the 11 students who scored at level 1 in 2006, just one student still scored at level 1 in January of 2007, meaning that 92% of these students making a full level increase. While our ELA scores as a whole school are not yet where we want them to be, our action plan for next year addresses this directly, and we hope to see substantial growth in the entire cohort when we move to seventh grade and have had the students for 14 months of total instruction.

Our 2007 math scores were even more positive which we attribute to having had more time at DPCS than on the ELA exam. After just seven months of instruction, 18% of our students moved up a full level in math and averaged a 12 scale score point increase from 2006 to 2007. When evaluating scale

score increases from the 2006 test at other schools in both ELA and math, it is clear that our lowest performing students had the highest scale score increases as well as the most substantial gains on our internal Comprehensive Exams.

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, 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. On pre-tests given at the beginning of the year based on cumulative academic content from grades 3-7, 0% of our students were able to pass even one exam. However, by the end of the regular school year in June, 40% had passed all six Comprehensive Exams that covered rigorous academic content and 59% passed at least four Comprehensive Exams. After further support in our Summer Academy program this July, a total 81% of students were able to pass all six grade level Comprehensive Exams.

1E. Additional Evidence: Academic Excellence

As a first year school, many metrics in the charter are unable to be determined until students have been with us for at least one year. For this reason, we developed our Balanced Scorecard which uses additional metrics to evaluate our performance in addition to the NYS scores. In future years, we will administer the Stanford 10 earlier in June, so we can receive and analyze our results back in time for the annual report and we will continue to use the Balanced Scorecard as well.

1F. Summary of Paramount Goal: Academic Excellence

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 except science, which we did not teach in 2006-7, DPCS met its absolute, value added, and comparative goals for year one.

Based on the two primary indicators outlined in the academic excellence section, NYS tests and the Stanford 10 exam, it is too early to identify whether our students have yet met our overall goals. Once students have attended DPCS for one full year, the NYS tests will be more clear indication of student performance. When Stanford 10 scores are released and analyzed in early August 2007, we will provide an addendum to this report with our Stanford 10 progress from year one.

1G. Action Plan: Academic Excellence

Based on the many lessons learned in our first year as a charter, Democracy Prep has a clear list of action items on which to improve our Academic Excellence for the 2007-8 school year.

ELA Action Plan:

- Better implement an external interim ELA assessment system through SPNY or Acuity
- 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.
- 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.

Other Subject Areas Action Plan:

- Add science as a core class for the 6th and 7th grade students
- Spread civics instruction across the 6th and 7th grades and teach additional necessary content in Saturday Academy and at Town Hall and Morning Meetings.
- Administer the Stanford 10 Exams in late May or early June in order to have results before the end of June for reporting and analysis purposes.

General Action Plan:

- Improve school leadership structure to introduce a Principal position to oversee all academic functions of the school.
- 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 grade level and subject based teams for professional collaboration.
- Further refine our Special Education program to better target individual academic needs and increase staffing to provide additional service time to our substantial population.
- 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

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

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 grade school in 2006-7, the method to measure this goal is primarily through ensuring academic excellence through a rigorous college-prep curriculum. Our first College Preparation Portfolio will be administered at the end of the 7th grade but students did spend much of the 6th grade preparing for the CPP. This includes college visits, college themed activities, and the creation of a long term orientation that values delayed rewards over instant gratification.

b. 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 trips, civic opportunities, academic prizes, and public praise. The NAEP Civics exam is only offered at the 4th, 8th and 12th grade levels, so our students did not participate this year. Community Service and interscholastic speech will begin starting in the seventh grade for some students and for all students in eighth grade, although some students have earned these privileges already in the 6th grade.

2C. Results: Mission Advancement

a. The Balanced Scorecard breaks down mission advancement into 20 categories once at full growth, for the time being it measures college preparation based on aggregate academic results in our college prep courses. The average Democracy Prep students passed 4.1 courses and 3.9 final examinations. Given that just 17% of students entered DPCS at or above grade level on a national norm-referenced test, this was a remarkable accomplishment. The following table indicates the aggregate performance of DPCS Scholars on their six core academic courses.

College-Prep Subject	Math	Reading	Writing	Art	Global History	Civics
Course Average	80%	77%	71%	79%	72%	70%
Exam Average	76%	74%	74%	73%	76%	62%

Another measure of college preparation was 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 2006-2007 Democracy Prep sixth graders visited:

Barnard College
 Big Apple College Fair
 CCNY
 College of Staten Island
 Columbia University
 Fordham University

Georgetown University
 Howard University
 New York University
 Riverside Church College Fair
 Vassar College

As a result of these college visits, college themed events, and college focus, 100% of DPCS students could name at least one college that they would like to attend as part of the college class of 2017.

b. The Balanced Scorecard also measures civic success based in part on aggregate academic performance. But in this area, our program is unique in that Democracy Prep sixth graders may have had the most rigorous civics education of any students in the nation. 99% of DPCS Scholars received a dedicated civics course that focused on civic knowledge, skills, and dispositions as well as economics and American political history. As part of the first year of our civics program, students also earned civic expeditions. These trips incorporated civics academic content into activities in the community. Students earned civic expeditions that included:

Philadelphia, PA Historical tour
Community Service in Harlem
Get out The Vote Campaign 2006
American Museum of Natural History

NY Historical Society Slavery Exhibit
Guggenheim Museum Pointillism Exhibit
Meeting with Senator Hillary Clinton
Meeting with other elected officials

Through our DREAM Dollar system DPCS scholars earned trips to Carnegie Hall, Alvin Ailey, The Broadway musical Wicked, the Bronx Zoo, Meeting Queen Latifah, 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 events lead to students being featured on National Public Radio, Good Morning America, and the CSI Radio Station.

The most substantial Civic Expedition earned at the end of the year by 80 scholars was a three day trip to Washington DC. Students stayed in the Georgetown dorms and participated in amazing activities in DC that sixth grade students rarely have the opportunity to undertake. Highlights of the trip include:

- Meeting with Supreme Court Justice Anthony Kennedy and asking him questions about school segregation among other topics.
- Visiting the US House of Representatives Page School to learn about life in the Capitol
- Touring the Library of Congress Jefferson building
- Visiting the US Senate Gallery with the Senate in session
- Debating world poverty at the World Bank
- Meeting the Howard University Student Government representatives
- Getting basketball and life tips from the Georgetown University Basketball Coach,
- Spending the morning with Congressman Charles Rangel while sitting in the chairs of the Ways and Means Committee members.

2D. Analysis and Evaluation: 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 first year. The primary success in mission advancement in year one 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.

2E. Additional Evidence: Mission Advancement

The Balanced Scorecard indicates additional metrics that will be used in future years to further measure our progress towards the mission advancement goal.

2F. Summary of Paramount Goal: Mission Advancement

In our first 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.

2G. 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

- Create a morning meeting time everyday where staff can deliver essential civic and college messages and content in a focused positive environment
- Develop an additional 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 every year 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 seventh grade students to participate in civic and college prep activities and service projects.

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, 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 by a significant margin. 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. Our overall 2006-7 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, timeliness, experience, and compliance were especially strong. Family and staff surveys were not completed prior to this annual report. Student surveys were completed and will be tabulated by the NYC DOE. One area where we did not meet expectations was that staff and leadership evaluations by the Head of School were completed late in some cases leading to dissatisfaction on the part of some members of the DREAM Team. Ultimately, the most significant administrative challenge this year was retaining some excellent teacher-leaders who we would have liked to re-hire but who chose to move on to other opportunities.
- 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 7 students who moved for reasons of dissatisfaction, this exceeds our 5% goal. A delay in disseminating survey tools to families, visitors, and community partners is a notable unknown variable.

3D. Analysis and Evaluation: Organizational Strength

Although the long term goal of building an organization that is institutionally strong is far from complete, DPCS laid 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 year 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.

3E. Additional Evidence: Organizational Strength

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 500 families applied for just 108 available seats in the second class at Democracy Prep is a tremendous indicator of our success in year one as our reputation spread throughout our community.

3F . Summary of Paramount Goal: Organizational Strength

The Balanced scorecard evaluates our organizational strength as a 3.4, which exceeds the high expectations we set prior to opening our doors. As we move forward it is imperative that we continue to build on this strong foundation and make the necessary changes to keep staff satisfied and returning whenever possible.

3G. 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 support retirement benefits, increased health benefits, student scholarship fund, a facilities reserve for 2008-9, and other items as necessary.

Administrative Action Plan

- Improve the organizational structure to make Head of School more directly involved in the finance, facilities, and outreach and less involved in day-to-day instructional supervision.
- 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.
- Hire a member of the administration to focus on Human Resources as a large part of his or her portfolio of responsibilities.
- Reduce required work hours for returning staff over time and increase incentives for staff longevity and increase staff satisfaction.
- Create a rubric for leadership staff evaluation that is different from the teacher evaluation rubric.
- Create “safety valves” for staff that allow them to identify and process suggestions and frustration on a regular basis.
- Create clear job descriptions for all staff that align with their evaluation rubrics.
- Work with staff to create a system of appropriate critical and constructive feedback that is not threatening or evaluative.
- Implement a system that provides more regular positive feedback for all staff members.

Public Action Plan

- Surveys completed earlier in the year for students, staff, families, and board.
- Visitor procedure needs to incorporate a system to receive feedback as they depart the school.

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

Charter School Code:

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CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/07

Charter School Name: Democracy Preparatory Charter School	
Contact Person: Seth Andrew	Phone: 212-281-1248

REVENUES

EXPENDITURES

SALARIES

OTHER

TOTAL

A. STATE SOURCES	<u>158,600.91</u>	F. GENERAL ADMINISTRATION	<u>163,698</u>	<u>108,693</u>	<u>272,391</u>
B. FEDERAL SOURCES	<u>168,100.00</u>	G. INSTRUCTIONAL SUPERVISION	<u>171,710.61</u>	<u>105,430</u>	<u>277,140.61</u>
C. PUBLIC SCHOOL DISTRICTS		H. ALL OTHER INSTRUCTION	<u>472,403.39</u>	<u>115,620</u>	<u>588,023.39</u>
1. BASIC OPERATING REVENUES	<u>1,383,558</u>	I. PUPIL SERVICES	_____	_____	_____
2. STATE AID-PUPILS WITH DISABILITIES		J. PUPILS WITH DISABILITIES	_____	_____	_____
3. FED. AID-PUPILS WITH DISABILITIES	<u>170,235.00</u>	K. TRANSPORTATION	<u>0</u>	<u>0</u>	<u>0</u>
4. OTHER REV FROM PUB SCH DISTRICTS		L. COMMUNITY SERVICE	<u>0</u>	<u>0</u>	<u>0</u>
D. ALL OTHER REVENUES	<u>338,208.28</u>	M. OPERATION & MAINTENANCE	<u>67,928</u>	<u>22,507</u>	<u>90,438.00</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u>2,218,702.19</u>	N. EMPLOYEE BENEFITS			<u>88,859.84</u>
		O. DEBT SERVICE			_____
S. ENROLLMENT	<u>127.3</u>	P. SCHOOL LUNCH			<u>7105.25</u>
T. EXPENDITURES PER PUPIL	<u>\$12691.03</u> (R/S)	Q. CAPITAL EXPENSE			<u>291,611.02</u>
		R. GRAND TOTAL EXPENDITURES			<u>1,615,569.11</u>

COMPLETED FORM MUST BE RETURNED NO LATER THAN AUGUST 1, 2007

Signature: _____
 Chief School Officer

Date: July 29, 2007

