

THE SUNY CHARTER SCHOOLS INSTITUTE

RENEWAL RECOMMENDATION REPORT
DEMOCRACY PREP NEW YORK CHARTER
SCHOOLS' AUTHORITY TO OPERATE:

HARLEM PREP CHARTER SCHOOL

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding the education corporation’s Applications for Charter Renewal for all schools under renewal consideration during the current school year, and more broadly, details the merits of the schools’ cases for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED
DURING THE
CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL
SOUNDNESS

LEGAL
COMPLIANCE

RENEWAL
EVALUATION VISIT



Based on these elements, the Institute is confident in the education corporation’s capacity to ensure that each school within the education corporation, and especially the charter schools under renewal consideration during this school year, continues to produce high student achievement results.

This renewal report presents the evidence for and merits of the renewal recommendation for one school of many operating under a single education corporation. When education corporations operate more than one school, the Institute presents its renewal findings in this format because the academic program across all schools within the education corporation are substantively the

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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same in both design and implementation. Most importantly, the Institute presents evidence in this format when the academic program at each school has produced a track record of meeting or coming close to meeting the academic goals in each school's Accountability Plan. The Institute uses multiple measures to determine the education corporation has demonstrated capacity throughout the charter term to support its schools in meeting or coming close to meeting their Accountability Plan goals and that the education corporation is likely to do so in a subsequent charter term.

REPORT FORMAT

For a high performing education corporation, the renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the "SUNY Renewal Benchmarks"),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. For the purposes of multiple schools within the education corporation under renewal consideration at the same time, the Institute slightly modifies the questions below to reflect the capacity of the education corporation and the supports it provides to its schools. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if an education corporation has made an adequate case for renewal for each of its schools.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the "Act") are available on the Institute's website at: www.newyorkcharters.org/renewal/.

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE EDUCATION CORPORATION FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, IS ITS PLANS FOR THE SCHOOLS REASONABLE, FEASIBLE, AND ACHIEVABLE?

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that the school under renewal consideration implements the replicated program through classroom visits, interviews, and document reviews. For the school under renewal consideration, the Institute completes compliance related checks and meets with school leaders, teachers, and families.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

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In this report, information about the education corporation and the academic program found across all its schools precedes information regarding the school due for renewal, which includes student performance information, copies of any school district comments on the Applications for Charter Renewal, and the SUNY Fiscal Dashboard information for each school. The appendices that follow offer statistical information on each school in the education corporation and the SUNY Fiscal Dashboard information for the education corporation.



RENEWAL RECOMMENDATION

Full-Term Renewal. The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Harlem Prep Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 12th grade in such configuration as set forth in its Application for Charter Renewal, with a project total enrollment of 1,020 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure and purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

METHODOLOGY

By March 16, 2020, schools across New York State transitioned to Continuity of Learning Plans to provide remote instruction to students following Governor Cuomo's executive orders, which closed schools to in person instruction in response to the COVID-19 pandemic. At the start of the facility closure period, the Institute continued oversight of programs and gathered Continuity of Learning Plans from every school and had ongoing communication to support and monitor programs. Harlem Prep Charter School ("Harlem Prep") transitioned to its Continuity of Learning Plan during that time frame. During summer 2020, the Governor and New York State Department of Health requested that all schools submit a Reopening Plan

3. SUNY Renewal Policies
(p. 14).

4. See New York Education
Law § 2852(2).

following specific health and safety guidelines. The Institute additionally requested SUNY authorized charter schools submit specific information regarding the structure of the school’s educational program for the 2020-21 school year. A brief summary of the school’s current program is outlined in the School Background section.

The Institute followed its typical procedures where possible. Schools submitted the Application for Charter Renewal by the August deadline and included additional information regarding the Continuity of Learning Plans. Using the same Renewal Benchmarks, the Institute analyzed the school’s program. The Institute’s specific evaluative treatment for the school is outlined in the School Background section.

In considering how to evaluate schools’ remote or hybrid learning plans, the Institute reviewed research and standards for remote and online teaching. Utilizing the National Standards for Quality Online Teaching (“NSQOT”),⁵ the Institute conducted a review of the SUNY Trustees’ Renewal Benchmarks with the standards and found that the Renewal Benchmarks and the National Standards for Quality Online Teaching align closely. In the qualitative review narrative found within this report, the visit team collected evidence of the quality of the school’s hybrid or remote learning model. In some instances, the Institute adjusted its indicators to reflect standards for online learning, where applicable.

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all opening and operating charter schools. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students.

5. NSQOT is a set of standards for online teaching established by a group of online education institutions. For more information, see www.nsqot.org.

Democracy Prep New York Charter Schools (“Democracy Prep New York” or the “education corporation”) makes good faith efforts to meet its enrollment and retention targets. The education corporation contracts with the New York not-for-profit charter management organization (“CMO”) Democracy Prep Public Schools Inc. (“DPPS” or the “network”), for, among other things, support with monitoring the enrollment and retention targets of the schools within Democracy Prep New York. Harlem Prep comes close to meeting its enrollment targets for students with disabilities and students who are eligible for FRPL. The school does not meet any of its retention targets. Recognizing a need to make more progress toward

meeting the subgroup enrollment and retention targets, the network's recruitment team is reviewing its practices to increase its efforts. For 2019-20, the network hired a new director for the external affairs team with experience leading other organizations that focused on recruiting and enrolling students in charter schools across New York City. Network leaders plan to use the following strategies to meet targets in the next charter term:

- reaching out to local pre-Kindergarten and elementary school program staff members (special education coordinators, ELL teachers, and family organizations) at district schools to share information about the programming opportunities at each school;
- informing local afterschool programs, youth centers, and other local organizations regarding the academic programs and services for ELLs and students with disabilities at the schools including Democracy Prep New York's Pathways program that aims to serve students with more restrictive settings at the middle school level;
- posting flyers at local businesses, bus stops, and community centers;
- hosting open houses at each school to highlight the programs offered;
- translating all materials and canvassing neighborhoods extensively, and including staff members in these efforts who speak English, French, and Spanish, the most common languages in the neighborhoods of each school; and,
- focusing on specific organizations that serve populations with students with disabilities and families who speak languages other than English.

For additional information on Harlem Prep's enrollment and retention target progress, see the School Overview section.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in the School Overview section.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS

This section of the report provides an overall description of the highly successful model and aggregate analysis of Democracy Prep New York's student achievement results. A detailed, school by school analysis highlighting individual school background, student performance, and fiscal information, is presented in the School Overview section.

BACKGROUND

Democracy Prep New York is currently authorized to operate five charter schools. Harlem Prep is the result of the first charter school restructuring in New York State, which the SUNY Trustees approved in March 2011. In 2016, the SUNY Trustees approved the most recent five-year renewal of the charter and authorized expansion to a K-12 continuum.

The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations. Effective July 1, 2017, the New York City Schools Chancellor authorized Democracy Prep Harlem Charter School ("Democracy Prep-Harlem") and Democracy Preparatory Charter School ("Democracy Prep"), together with Harlem Prep, merged with the SUNY Trustees' authorized Bronx Preparatory Charter School ("Bronx Prep") into one education corporation, with Bronx Prep remaining as the surviving education corporation under the name Democracy Prep New York Charter Schools. Effective July 1, 2019, the Board of Regents authorized Democracy Prep Endurance Charter School ("Democracy Prep-Endurance") to merge into Democracy Prep New York, bringing all New York State schools that contract with DPPS under SUNY authorization and the same education corporation.

Democracy Prep New York's mission states:



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

DPPS provides academic, operational, facilities, and back office assistance to Democracy Prep New York. Schools use the network's curricular and assessment materials. The network is also responsible for managing and evaluating the performance of each school and school leader. DPPS focuses expansion efforts on turning around low performing district and charter public schools similar to its successful efforts at Harlem Prep. The network currently operates programs in New Jersey, Louisiana, Texas, and Nevada.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

COVID-19 RESPONSE

Democracy Prep New York transitioned to remote instruction for the health and safety of students, families, and staff members in March 2020. Harlem Prep began providing primarily asynchronous instruction to over 1,000 students through a centralized online hub accessible to both students and staff members. In a short time, the school distributed Chromebooks to every student and built an extensive video library of teacher videos that enabled the rapid dissemination among teachers of best practices for virtual instruction. Teachers also held live virtual office hours during which teachers provided academic support and tutoring to students. Students with Individual Education Programs ("IEPs") continued to receive mandated services virtually including Special Education Teacher Support Services ("SETSS") and related services, such as speech therapy and counseling. Over the course of the spring, Harlem Prep made appropriate adjustments to its remote learning program based on feedback from students, families, and teachers, and leaders worked to prioritize balancing health and safety while attempting to provide the best instructional program remotely. The school integrated more synchronous instruction into its virtual academic program in response to student need and to provide additional opportunities for engagement. Notably, Harlem Prep was able to conduct its summer school program remotely in order to provide academic support to students who did not master grade level content.

In crafting its reopening plan for the 2020-21 school year, Harlem Prep reflected on feedback from families and staff members and knowledge gained from its spring programming. The school opened with a fully remote model on September 8, 2020 and transitioned to hybrid programming on October 16, 2020, with students receiving in-person instruction two days per week and remote instruction the remainder of the week. Within the remote model, the school utilized a primarily synchronous instructional model in order to maximize student engagement. Students continue to receive social emotional supports, such as counseling and advisory, as needed, and the school provides additional academic services for at-risk students including students struggling academically, students with disabilities, and ELLs. Under the hybrid model, cohorts of students in all grades attend school in person on either Monday and Tuesday or Thursday and Friday. All students have asynchronous instruction on Wednesday while the school buildings undergo cleaning and teachers work remotely to plan lessons and grade student work. Students with high needs, including students with IEPs and ELLs, have the option to attend in person instruction a greater number of days per week when the school is implementing its hybrid model. All families also have the option to participate in fully remote instruction for the foreseeable future should their personal circumstances necessitate it. On November 19, 2020, due to rising COVID-19 cases in New York City, the education corporation transitioned all New York City schools back to remote learning and will evaluate to determine returning to a hybrid model on or about January 19, 2021.

As the Institute’s review fell during the period of time that Harlem Prep remained remote, the team conducted a virtual renewal review of the school, which included observations of both synchronous and asynchronous lessons, an analysis of documents including lesson plans, curricula, and interim assessment data, and virtual interviews with staff members, families, students, and the board.

Harlem Prep’s New York Forward DOH Reopening Plan, developed in alignment with guidance from New York State’s Department of Health, can be found at [this link](#).

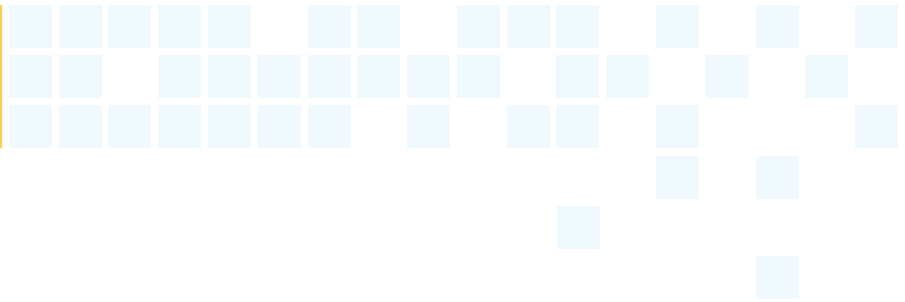
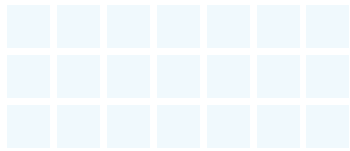
EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Harlem Prep is an academic success having met or come close to meeting its Accountability Plan goals. Schools within Democracy Prep New York, and particularly Harlem Prep, demonstrate high levels of student performance in the following manner:

- Over the current charter term, Harlem Prep met its English language arts (“ELA”) goal. From 2014-15 through 2018-19, the school increased the percentage of students in 3rd – 8th grade enrolled for at least two years scoring at or above proficiency by 27 percentage points. The school outperformed the district in all five years and increased the gap between the school and its local district each year.
- In mathematics, the school’s students in 3rd – 8th grade enrolled for at least two years scored at or above proficiency at rates that exceeded the district achievement by at least seven percentage points each year from 2014-15 through 2018-19. The school also exceeded the target for its comparative effect size measure in every year.
- Harlem Prep demonstrates strong college preparation through high college matriculation and advanced Regents diploma attainment rates. In 2019-20, 76% of the school’s graduates matriculated into college the year following graduation. Notably, 89% of the Harlem Prep graduates earned the advanced Regents diploma exceeding the target of 75%.
- Harlem Prep came close to meeting its graduation goal in 2019-20, the first year in which the school enrolled a graduating class. That year, 70% of the school’s 2016 Cohort graduated after four years. While this four-year graduation rate fell below the absolute target, the remaining students in the cohort are still enrolled in the program and on track to graduate after five years. This rate is typical of other Democracy Prep New York high school programs as each school ensures that students are prepared for college before graduating.
- The school demonstrated strong performance for at-risk students over the charter term. Notably, students with disabilities at the school scored at or above proficiency on the ELA state assessment at rates that exceeded their district peers in each year of the term.

Based on the virtual visit to the school, the Institute finds that Democracy Prep New York, with support from DPPS, ensures that the school implements the education program with fidelity as evidenced by academic achievement and corroborated by virtual classroom observations, interviews with staff members, and document reviews. The network provides supports to the school to ensure it has a high quality education program. In addition to back office supports, the network provides school leaders with a coach and supervisor as well as opportunities to meet with other Democracy Prep New York principals for collaboration. Leaders provide



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teachers with consistent, ongoing observation feedback to constantly improve teaching and learning. The school's mission exudes high expectations for students, which the school realizes through staff members' teaching in classrooms across Democracy Prep New York. The Democracy Prep New York board provides effective oversight and governance for all schools including Harlem Prep. The board regularly reviews student achievement and demographic data from each school, and financial information from both the network and the education corporation. Current board members express interest in continuing to serve on the Democracy Prep New York board.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by Democracy Prep New York; a review of academic, organizational, governance, and financial documentation; and, a virtual renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees renew Democracy Prep New York's authority to operate Harlem Prep for a full term of five years.

NOTEWORTHY - DEMOCRACY PREP NEW YORK

As part of its support for students graduating from high school at the end of the 2019-20 school year in the midst of the COVID-19 pandemic, network-based college and alumni support staff members offered graduating students micro-grants to facilitate the transition from high school to college.



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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Harlem Prep is an academic success. The school meets or comes close to meeting all of its Accountability Plan goals.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in six required areas of high school graduation, college preparation, ELA, mathematics, science, and social studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines outcomes on a set of required Accountability Plan measures to determine goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁷ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁸ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide and nationally normed assessments, high school graduation and college acceptance rates. Historically, SUNY’s required measures include measures that present schools’:

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Harlem Prep did not include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success, including the extent to which each school under renewal consideration this year has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools’ Accountability Plans because of changes to the state’s assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and

any additional evidence the school presents using additional measures identified in its Accountability Plan. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency; absolute Measure of Interim Progress ("MIP") attainment,⁹ comparison to local district; comparison to demographically similar schools; student growth; and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in the individual School Overview section.

The Institute analyzes all measures under a school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Democracy Prep New York relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, a school's performance on the measure is not relative to the test, but relative to the strength of the school's demonstrated student learning compared to other schools' demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

The Institute uses the state's growth percentile analysis as a measure of comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

Accountability Plans for schools enrolling students in high school grades rely on analyzing the performance of the school's annual Accountability Cohorts for measures of academic success and the school's annual Total Cohort for Graduation ("Total Cohort" or "Graduation Cohort") for measures under high school graduation and college preparation goals. Additionally, the Institute uses the Total Cohort's Regents performance as a basis for comparison with the district's reported performance. The state's Accountability Cohort consists specifically of

9. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's MIP.

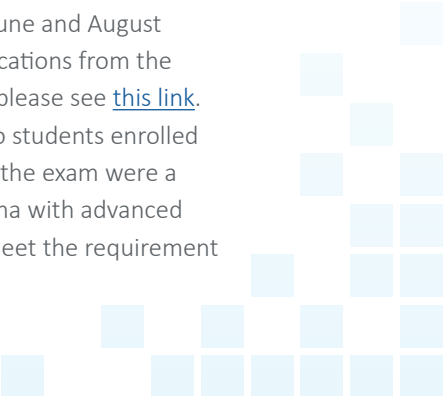
students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (“BEDS day”) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason, such as moving out of state. Students are included in the Total Cohort also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort.

The Accountability Plan also includes a science goal and a goal for performance under the former No Child Left Behind (“NCLB”) accountability system, which has been replaced by the Every Student Succeeds Act (“ESSA”) goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

For the purposes of this report, the Institute presents the education corporation’s aggregate data for all schools across the education corporation to demonstrate the high levels of performance, presenting its aggregate absolute measure, its growth measure, and a comparative measure as compared to a composite district. The composite district represents each district where Democracy Prep New York schools are located. The composition gives proportional weight to each district based on the size of its student enrollment. The Performance Summary for the school under renewal consideration is available in the individual School Overview section following the education corporation overview section.

In response to the COVID-19 global pandemic, the New York State Board of Regents canceled the administration of the 2019-20 3rd – 8th grade ELA and mathematics assessments; the 4th and 8th grade state science exam; and, the June and August administration of the Regents exams. The Institute requested that schools submit any evidence of progress toward meeting Accountability Plan goals collected from any interim or summative assessments that the school had available for the 2019-20 school year. Based on the school’s existing track record of goal attainment and on information submitted in the 2019-20 Accountability Plan Progress Report, the Institute highlights achievement data in the Academic Attainment section below.

In April 2020, the New York State Board of Regents canceled the both June and August administrations of the Regents exams in all subject areas due to complications from the COVID-19 facility closures. For more information on the cancellations, please see [this link](#). The New York State Education Department (“NYSED”) issued a waiver to students enrolled in any course terminating in a Regents exam in June or August 2020. If the exam were a requirement for graduation with a Regents diploma or a Regents diploma with advanced designation, the waiver allowed students in any graduation cohort to meet the requirement without having to sit for any future administration of the exam.



SUNY RENEWAL BENCHMARK 1A

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its five year charter term, Harlem Prep met or came close to meeting its key Accountability Plan goals in high school graduation, college preparation, ELA, and mathematics. Notably, the school increased its ELA proficiency rate on the 3rd – 8th grade state exams each year over the term. The school also met its science, social studies, and NCLB/ESSA goals over the term. In the absence of the New York State exams for students in 3rd – 8th grade in 2019-20, the school continued to administer internally developed assessments aligned to state standards in ELA and mathematics to measure student achievement and inform final course grades. The school establishes a target for students to be counted as proficient with an average of students' end-of-year grades as 70% or higher. In 2019-20, 88% of Harlem Prep students met the target in ELA and 90% met the target in mathematics.

Harlem Prep came close to meeting its graduation goal in 2019-20, the first year in which the school enrolled a graduating class. That year, 70% of the school's 2016 Cohort graduated after four years. While this four-year graduation rate fell below the absolute target and district rate, the remaining students in the cohort are still enrolled in the program and on track to graduate after five years. As is the policy for all Democracy Prep New York schools, Harlem Prep requires all students to meet rigorous graduation requirements including earning a Regents diploma with advanced designation. This distinction requires that students pass eight Regents exams instead of the five required for a Regents diploma. Across all Democracy Prep New York schools that enrolled students in a five year cohort in 2019-20, 94% of students met the rigorous criteria and graduated after five years. In 2019-20, the school posted high rates of credit accumulation for its first and second year cohorts, which is a key leading indicator of future high graduation rates.

Harlem Prep met its college preparation goal during the charter term. In 2019-20, 89% of the school's first graduating class demonstrated college readiness by earning a Regents diploma with advanced designation exceeding the target of 75%. In the fall following graduation, 76% of the 50 graduates matriculated into a two or four year college program surpassing the target of 75%.

Harlem Prep met its ELA goal over the charter term. From 2014-15 through 2018-19, the school increased the percentage of students in 3rd – 8th grade enrolled for at least two years scoring at or above proficiency by 27 percentage points. The school outperformed the district in all five years and increased the gap between the school and district to nine percentage points in 2018-19. In comparison to schools across the state enrolling similar percentages

of economically disadvantaged students, Harlem Prep performed higher than expected and exceeded the target for its effect size measure each year from 2015-16 through 2018-19. The school also exceeded the target for its growth measure over the majority of the term. At the secondary level, the school posted Regents attainment results for its first four-year cohort in 2019-20. That year, 95% of the 2016 Accountability Cohort who were not exempted passed the ELA Regents surpassing the absolute target of 80%. The school's 2016 Total Cohort also outperformed the most recently available district comparison data.

Harlem Prep met its mathematics goal over the charter term. The school's students in 3rd – 8th grade enrolled for at least two years scored at or above proficiency at rates that exceeded the district achievement by at least seven percentage points each year from 2014-15 through 2018-19. The school also posted comparative effect sizes that exceeded the target of 0.3 in each of those five years. This level of achievement indicates the school consistently performed higher than expected to a meaningful degree compared to demographically similar schools across the state. From 2014-15 through 2018-19, the school posted mean growth percentiles in mathematics that came close to or exceeded the target of 50 each year. At the secondary level, 99% of the 2016 Cohort who were not exempted achieved Level 3 or higher on at least one mathematics Regents exam surpassing the absolute target of 80% and the most recently available district comparison data by 11 percentage points.

Harlem Prep also met its science goal over the charter term. The school's students in 4th and 8th grade enrolled for at least two years posted proficiency rates that exceeded the absolute target of 75% from 2014-15 through 2018-19. Over the same five years, the school surpassed the district achievement by at least 12 percentage points each year. At the secondary level, the school met the science goal in 2019-20, the first year during which the high school measures in its Accountability Plan were applicable. That year, 88% of the students in the school's 2016 Accountability Cohort who were not exempt passed any Regents science exam by the end of four years exceeding the absolute target of 75%. Further, the 2016 Total Cohort achieved a passing rate that surpassed the district's Total Cohort passing rate from 2018-19, the most recently available comparison year.

Harlem Prep also met its social studies goal. The school's students in the 2016 Accountability Cohort who were not exempt scored at or above proficiency on the U.S. History Regents and Global History Regents exams at rates that exceeded the absolute target of 75%. The school's Total Cohort also posted passing rates on both exams that exceeded the district's 2015 Total Cohort passing rates, the most recently available comparisons.

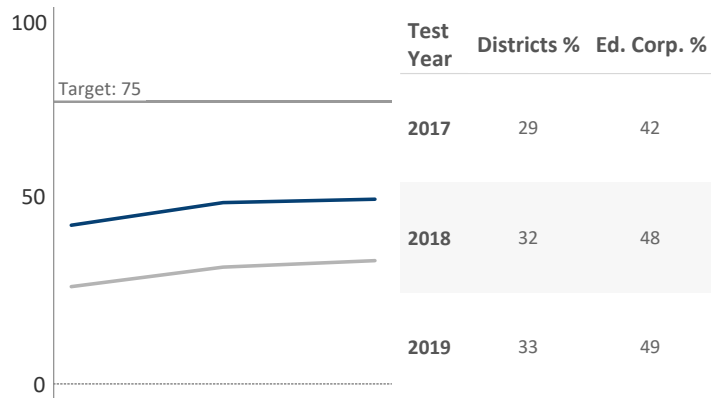
The school met its ESSA goal remaining in good standing according to the state's accountability system over the charter term.

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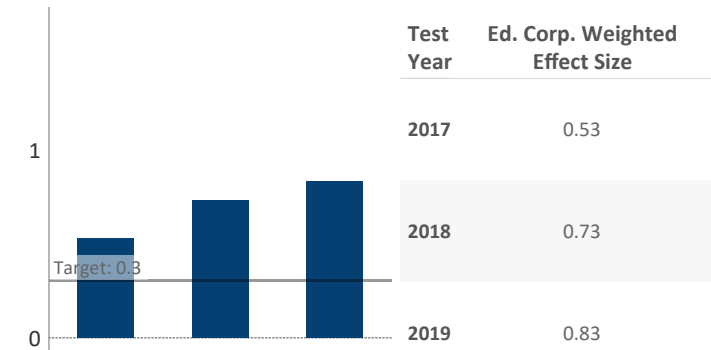
ACADEMIC PERFORMANCE

DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS: AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE FOR ALL SCHOOLS

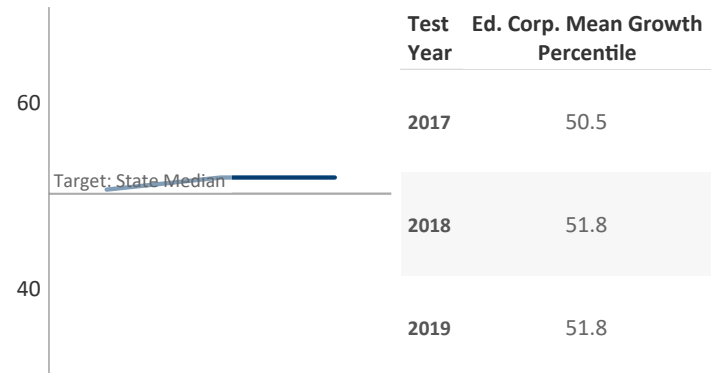
Comparative Measure: Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



Comparative Measure: Effect Size. Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **education corporation schools** administering state exams.



Comparative Growth Measure: Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **all education corporation schools**.



*The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which a Democracy Prep New York Charter Schools charter school is located.

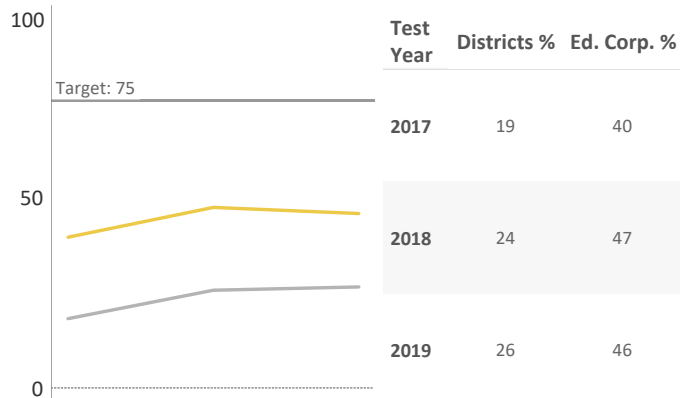
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ACADEMIC PERFORMANCE

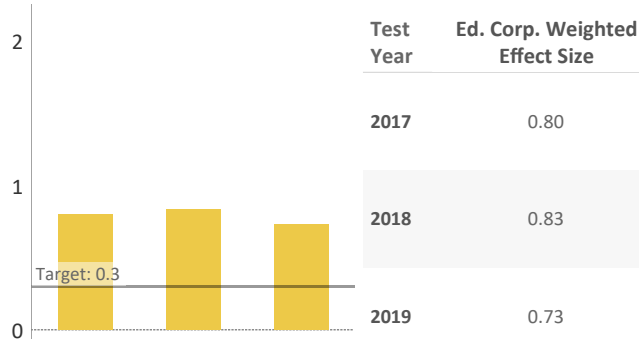
DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS: AGGREGATE MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

Comparative Measure: Composite District

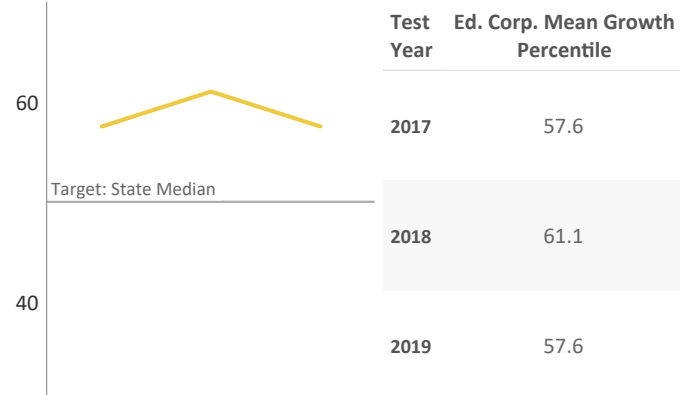
Comparison. The chart shows the percentage of students enrolled in at least their second year at **education corporation schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



Comparative Measure: Effect Size. Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **education corporation schools** administering state exams.



Comparative Growth Measure: Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **education corporation schools**.

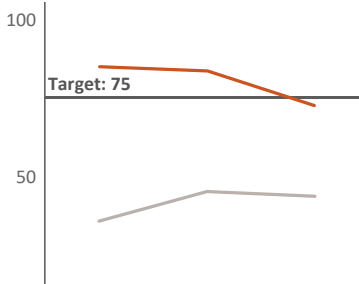


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ACADEMIC PERFORMANCE

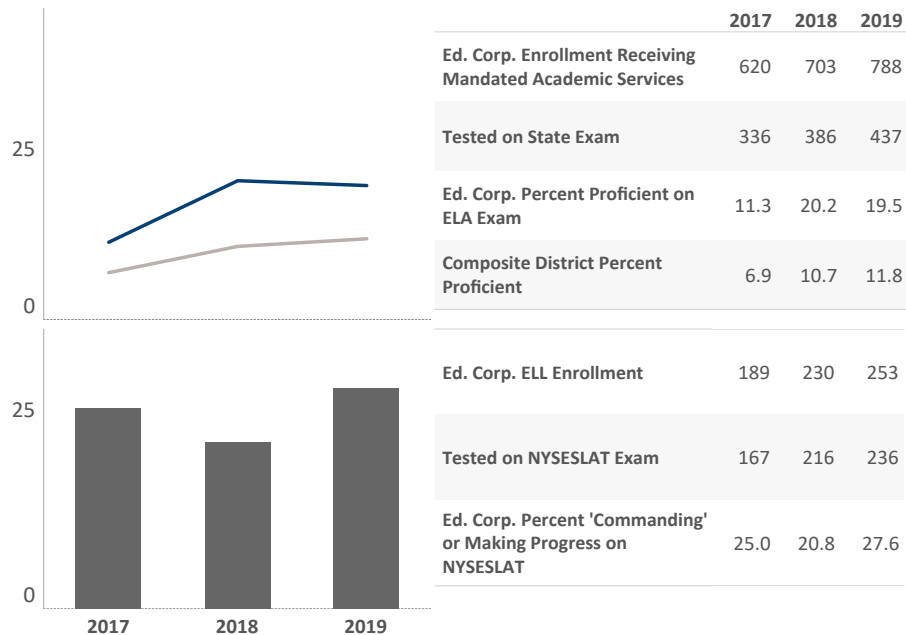
DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

Comparative Measure:
Composite District. The chart shows the percentage of students enrolled in at least their second year at **education corporation schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts.**



Test Year	District %	Ed. Corp. %
2017	38	82
2018	47	81
2019	45	74

AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR ALL SCHOOLS



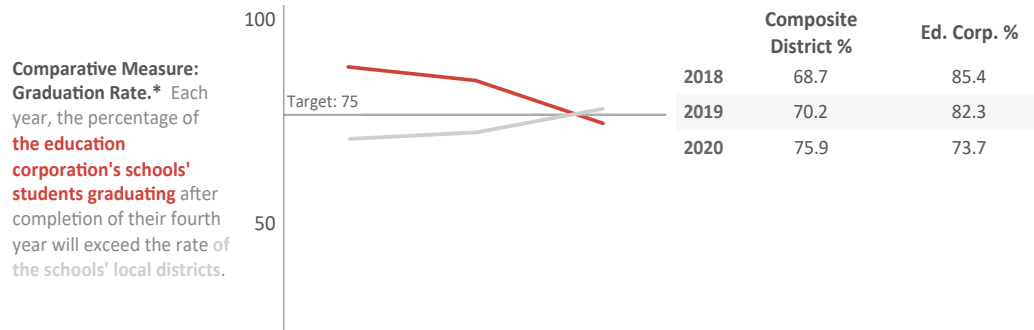
The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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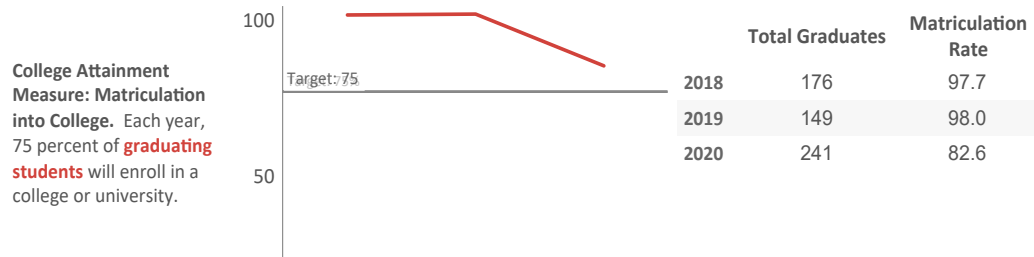
ACADEMIC PERFORMANCE

DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL SCHOOLS

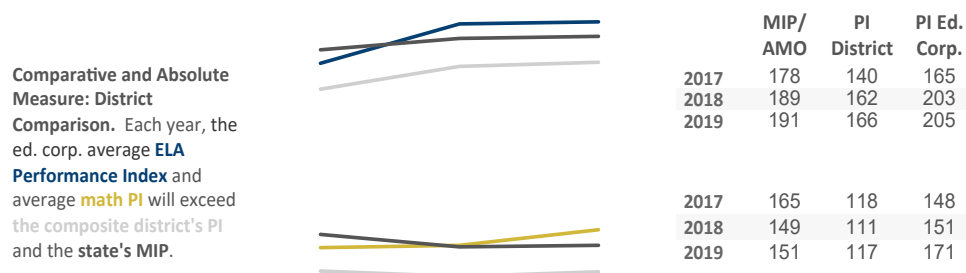
HIGH SCHOOL GRADUATION RATE



COLLEGE PREPARATION AND ATTAINMENT



ENGLISH LANGUAGE ARTS AND MATHEMATICS



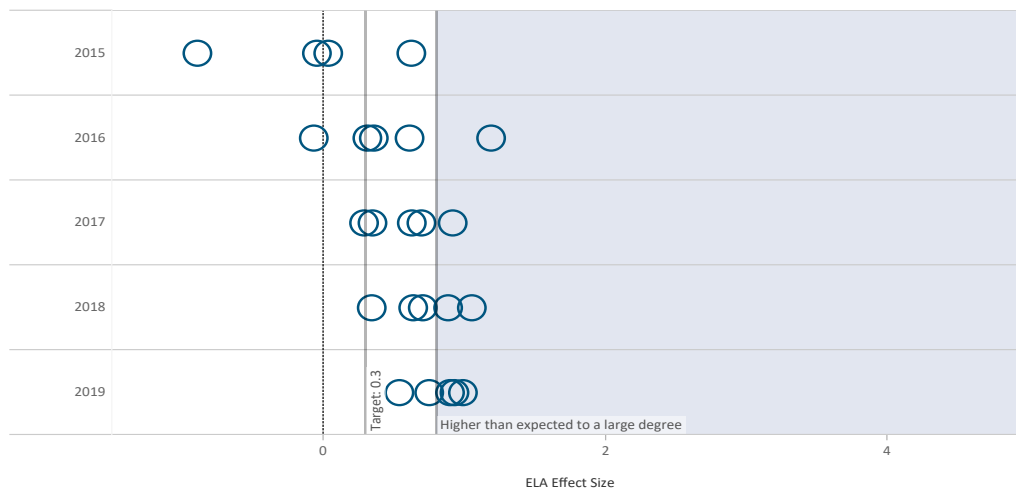
*The composite district comparison is a weighted rate including all Total Cohort members in New York City CSDs in which a Democracy Prep New York Charter Schools charter school is located.

In 2017-18, the state transitioned to calculating a Performance Index ("PI") using a different methodology than previous years. As such, comparison to previous years is not applicable.

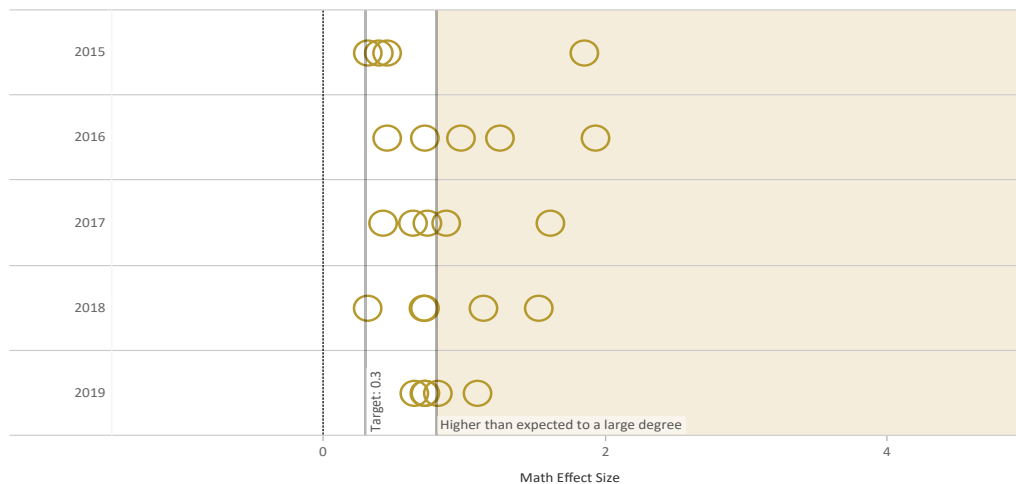
ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE DOT PLOTS: 2014-15 THROUGH 2018-19

ELA Effect Size by Year and School



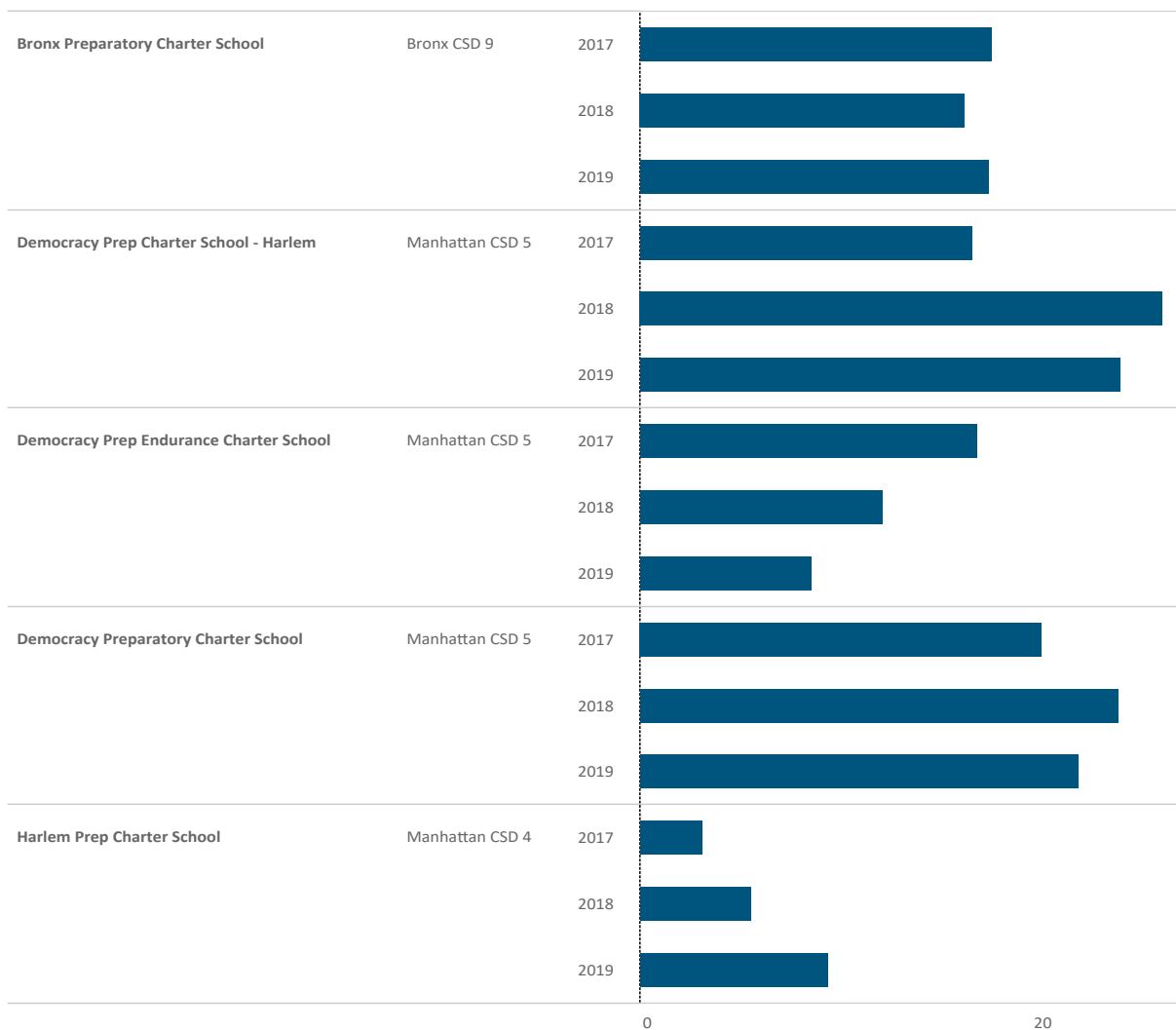
Math Effect Size by Year and School



The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

ACADEMIC PERFORMANCE

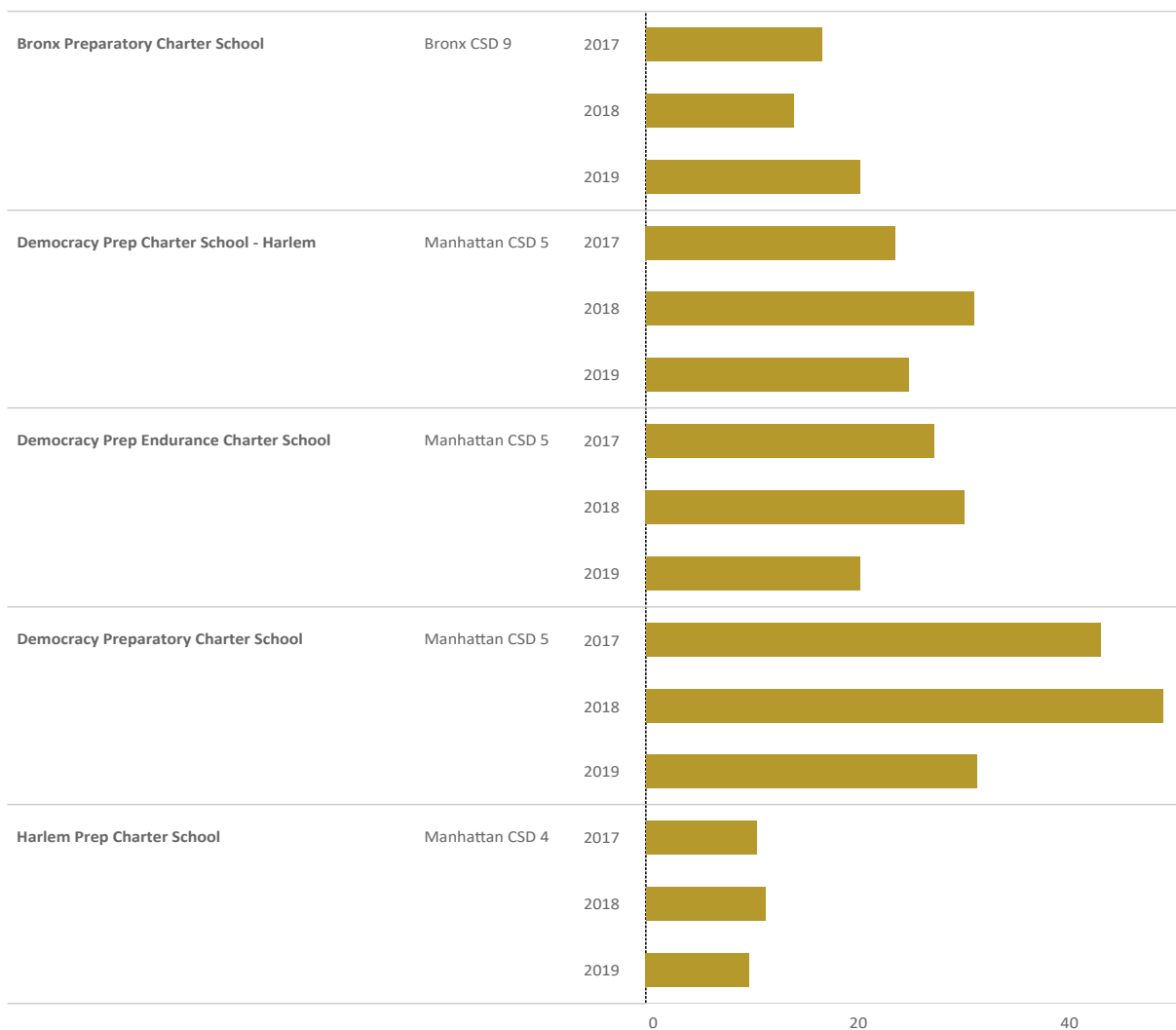
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

ACADEMIC PERFORMANCE

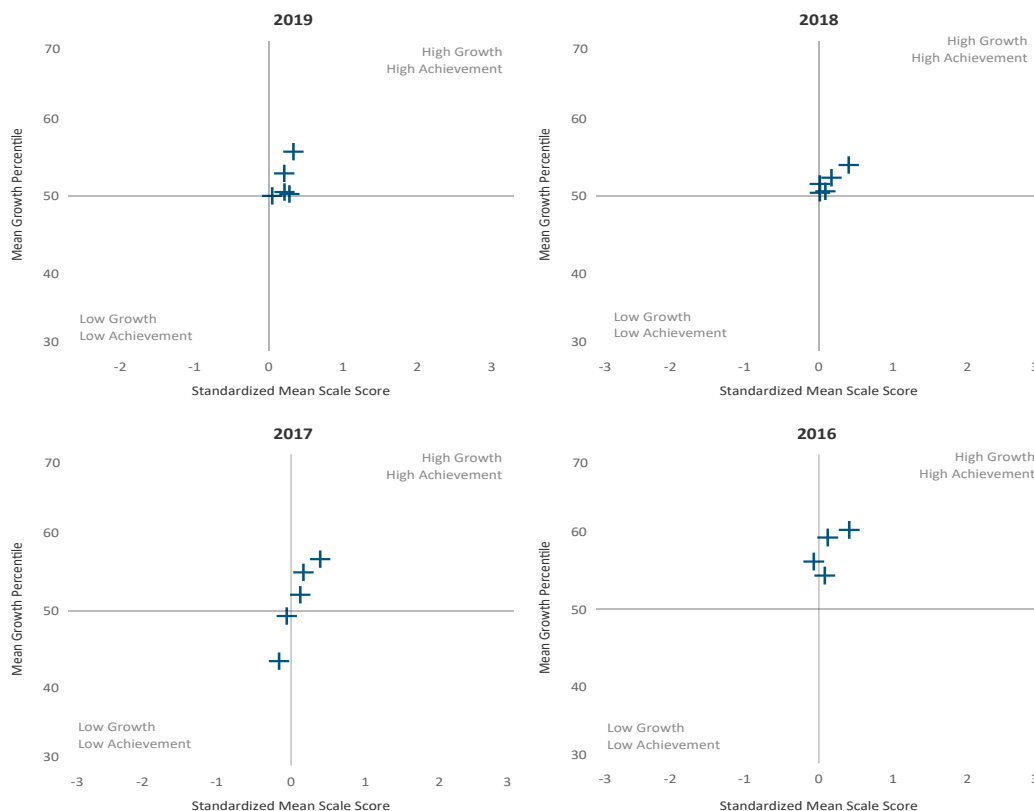
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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ACADEMIC PERFORMANCE

ELA GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

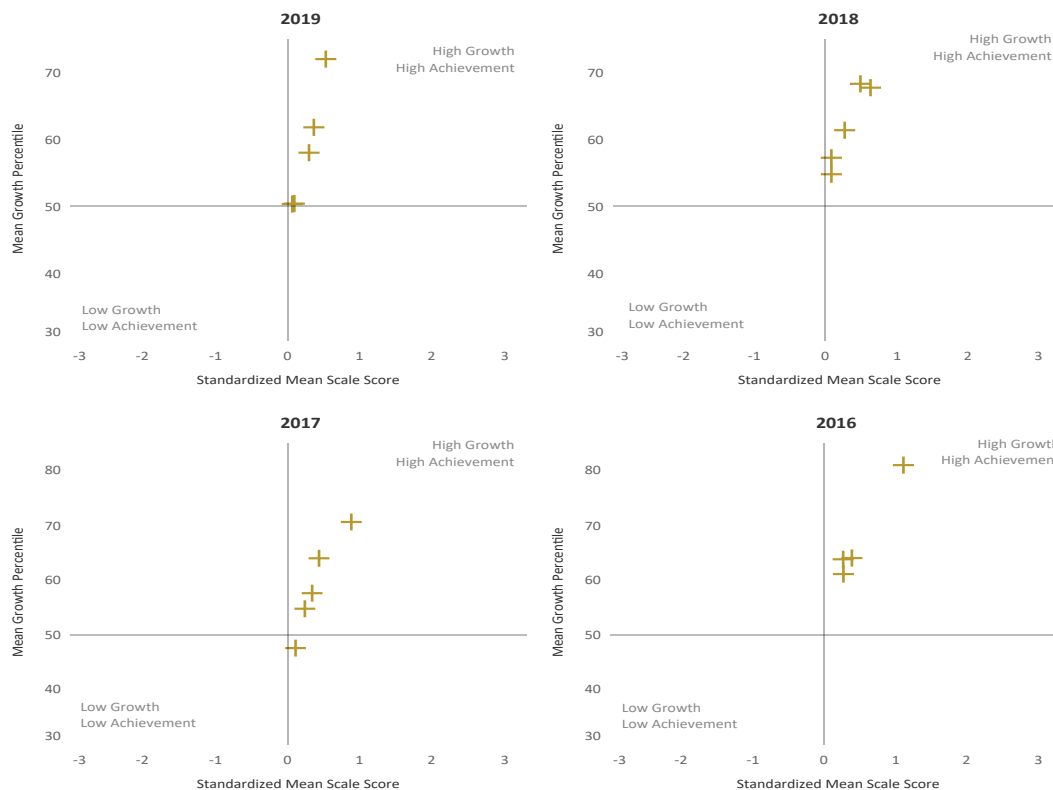


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

ACADEMIC PERFORMANCE

MATH GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

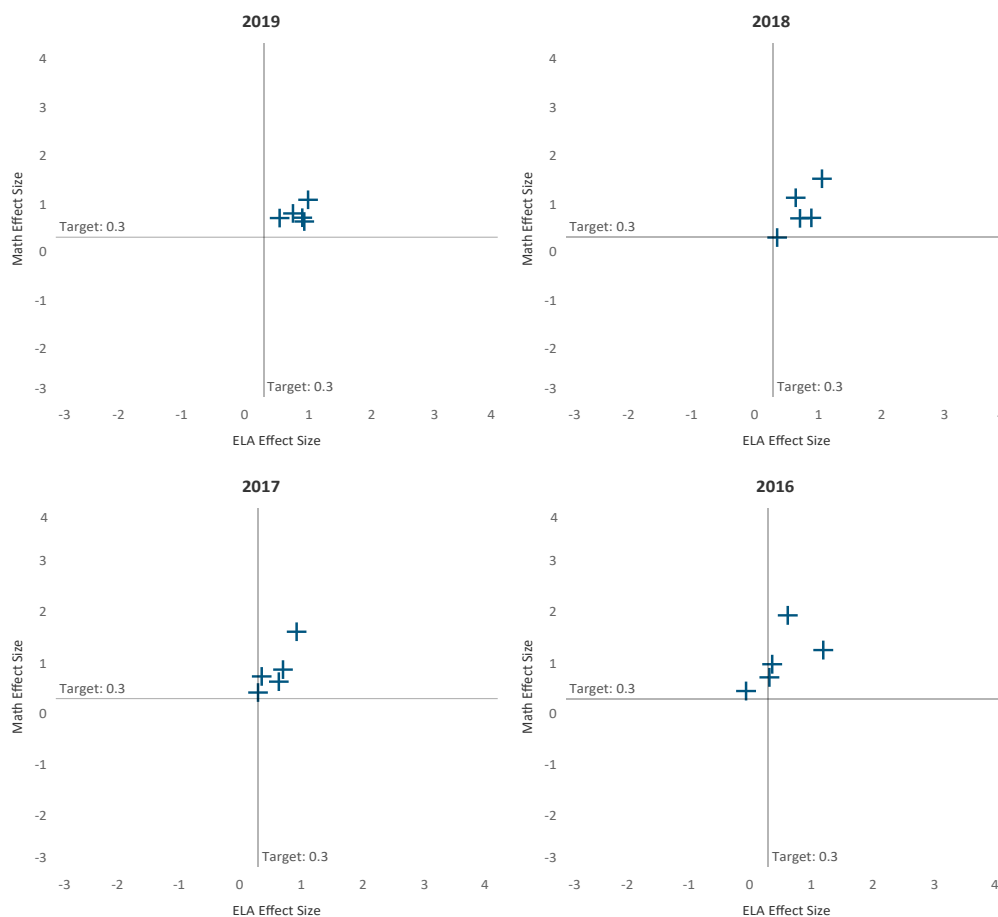


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ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2018-19



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

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SUNY RENEWAL BENCHMARK 1B

The summary that follows is the education corporation's approach to learning and teaching in a full in person model. The analysis that follows aligns with the program in place across schools within the education corporation for the first three and a half years of the current charter term. For an analysis of the academic program as implemented in a remote or hybrid model, see the School Overview section.

DOES DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Democracy Prep New York uses an assessment system that enables leaders and teachers to collect and analyze data frequently, then use it to understand students' instructional needs and make appropriate adjustments to instruction, curriculum, and student support. Democracy Prep New York administers a variety of both summative and formative assessments including but not limited to: the Strategic Teaching and Evaluation of Progress ("STEP")¹⁰ in Kindergarten – 5th grade every six to eight weeks to measure reading proficiency; internally created practice state tests and midterm and trimester exams to measure students' mastery of core content aligned to state standards; the US Citizenship Civics Exam; Regents exams; the Korean Languages Other Than English exam; and, teacher created unit tests, quizzes, exit tickets, essays, projects, and other formative and summative assessments.

Democracy Prep New York has a systematic process for scoring interim assessments and using the data to make adjustments to the academic program. Teachers collaborate to score interim exams at least three times per year. Network curriculum specialists lead the norming and scoring process such that all teachers score the same sample exam using a common rubric and then discuss. The network compiles data from interim and midterm assessments and provides this to schools. Democracy Prep New York then analyzes interim assessment results further at each school during in-service days after the exams. In response to the data, teachers create action plans using a network-wide template. To meet all students' needs, teachers and school leaders use assessment results to reteach lessons, assign students to after school small instructional groups, or assign students to Saturday school.

The schools and the network use assessment data to make changes to the overall program and instruction. School leaders access and analyze network-wide assessment results to understand which schools have best or promising practices based on student achievement results. School leaders use network created achievement goals to develop assessment growth goals for every teacher, and at the end of each school year these goals are incorporated as a part of teachers' performance evaluations.

10. The STEP assessment measures student reading growth and performance. For more information, please refer to www.uchicagoimpact.org/stepm-assessment-kit/.

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SUNY RENEWAL BENCHMARK 1C

DOES DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS' CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Democracy Prep New York's strong network-created curricula prepare students for college level coursework and allow teachers time to focus on internalizing content through an intellectual preparation process for lessons and executing instructional strategies. The network curriculum team creates Kindergarten – 8th grade curricula for all subjects as well as high school level ELA, science, mathematics, history, and Korean. The curricula include lesson plans, scope and sequence documents, unit assessments, and trimester assessments. Network content specialists write each subject's curricula for several grades, which ensures vertical alignment. Kindergarten – 5th grade also use Eureka Math¹¹ for mathematics instruction with support from the network for classroom implementation. Teachers independently create any curricular materials that the network does not provide using previous materials, which teachers access through an internal online platform. Additionally, the network provides a scope and sequence, pacing guide, and lesson plans for high school college readiness courses. True to the overall network mission of educating "responsible citizen-scholars," Democracy Prep New York also uses a network created civics curriculum that schools implement primarily through social studies courses. The curriculum includes leadership skills like public speaking and political activism, but also external activities such as the "Get Out the Vote" campaign, during which every election day students spend the day outside prompting their neighborhood citizens to vote.

At the high school level, ELA courses focus on a seminar structure in 11th and 12th grade to help build college readiness as well as skills to sit for the Advanced Placement ("AP") English Literature exam in 12th grade. In addition to rigorous coursework, all high school students must complete a change the world project through a sociology of change course to meet graduation requirements.

Teachers plan purposeful and focused lessons. For lesson plans that teachers modify or create independently, teachers engage in a structured lesson planning process in which leaders provide weekly feedback on the content and format of lessons. To meet the needs of struggling students, academic collaboration team ("ACT") teachers differentiate lesson plans by adding instructional and content modifications.

11. For additional information, please visit www.greatminds.org/math/.

The Democracy Prep New York educational program uses a robust process for reviewing and revising curricula. Before starting a new unit, after trimester exams, and at the end of the school year, the network curriculum team updates each subject's curriculum based on assessment data, school walkthrough and classroom observation data, and teacher input. Democracy Prep New York teachers and leaders give feedback to the curriculum team regularly throughout the year. School leaders also meet with the network team approximately twice per month to review how teachers implement the curricula and changes that can be made. Representatives from the network curriculum team observe teachers at each school approximately once every three weeks. The network team then debriefs with the teacher and provide strengths and areas of growth for implementing the curriculum. This system of ongoing feedback allows the network to regularly make adjustments to the curricula and support the schools with instructional planning.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS?

SUNY RENEWAL BENCHMARK 1D

Due to the curriculum's strong foundation, effective instruction is evident in Democracy Prep New York classrooms. The network has made culture building a priority and this is apparent in every classroom. During visits to Democracy Prep New York schools, the Institute consistently observes that classes have clear behavioral expectations and teachers create a classroom environment focused on academic achievement. Students have internalized behavioral expectations and are consistently engaged in the lesson activities, often actively participating in class discussions or interacting with peers. Overall, Democracy Prep New York teachers maximize time on task.

Democracy Prep New York teachers use the network's robust curricular resources to deliver purposeful lessons with standards aligned objectives in age appropriate language. Lesson delivery and activities align to objectives. Checking for understanding is a clear part of lesson plans, and teachers use instructional techniques to gauge whole class understanding in addition to monitoring students' work individually. A number of classes use a co-teaching model, which enhances teachers' ability to provide more robust targeted support to students. Democracy Prep New York's curriculum is particularly instrumental in ensuring that classes engage students in higher order thinking. Lessons include tasks that encourage students to debate, justify, argue, compare and contrast, and defend their ideas. While working in student packets, rather than simply writing statements, students draw models or find evidence to support assertions. In discussions, Democracy Prep New York teachers prompt students with follow up questions and students build on each other's ideas.

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SUNY RENEWAL BENCHMARK 1E

DOES DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Democracy Prep New York schools have strong instructional leadership practices that drive teacher and school leader development. The network superintendent and assistant superintendents are each responsible for coaching and providing professional development to a small group of principals. Principals engage in network-wide professional development sessions five times per year and several days in the summer. Democracy Prep New York principals and their coaches meet at least every other week to practice teacher conversations, plan professional development, and to co-observe instruction, either in groups or individually. Coaches support their school leaders in creating three cultural and academic goals for their school, as well as individual professional development goals. Staff members with ambitions of leading a school participate in the Leader U program for one to two years. The program supports prospective leaders through a cohort model so that all participants collaborate and learn from one another's experiences in their placement schools. Through this process, and by closely working with current DPPS leaders, Leader U participants learn how to provide effective coaching and feedback as well as how to develop schoolwide instructional systems.

Democracy Prep New York leaders hold teachers accountable for teaching practices and student achievement. Schools' instructional leadership team includes a principal and assistant principal at the elementary, middle school, and high school levels. Principals and assistant principals are responsible for developing and coaching teachers by providing consistent weekly or bi-weekly observations and feedback. Each school also provides professional development for four weeks at the beginning of the school year and weekly throughout the year, differentiated by grade level and content area. This high level of support and collaboration ensures that all teachers continuously learn and grow their instructional practice. School leaders evaluate teachers three times a year at the end of each trimester. Evaluations include a qualitative component that makes up 60% of the evaluation and focuses on a set of teaching skills organized in the following three categories: teaching and learning; student citizenship and discipline; and, team oriented behaviors. Each evaluation also includes a quantitative component that makes up 40% of the evaluation and focuses on student academic proficiency and growth. To support this process, Democracy Prep New York school leaders participate in network-wide training to ensure the evaluation is an effective tool for teacher growth including evaluation norming activities and training on how to deliver effective feedback to teachers.

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The network holds each Democracy Prep New York school accountable for student growth and achievement. Schools participate in network internal school reviews twice per year. For struggling schools, the office of the superintendent also conducts a strategic review in between reviews to support the school leader with implementing feedback from the review and monitoring for progress made. School leaders have access to the internal network school review rubric, which captures information about each school's leadership, culture, behavior, school environment, and facility. The office of the superintendent reviews these results and compares across schools. These walkthroughs result in school review action plans that impact instruction, coaching, and professional development. To monitor the effectiveness of individual schools, school leaders use a network created leader dashboard with up-to-date information about enrollment, attrition, attendance, suspensions, grades, and pass rates.

SUNY RENEWAL BENCHMARK 1F

DOES DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Democracy Prep New York's at-risk programs meet the educational needs of students struggling academically, students with disabilities, and ELLs. The Democracy Prep New York educational program emphasizes an inclusion model that provides specific supports to meet individual students' needs. The network has a robust ACT team that supports each Democracy Prep New York ACT school team with both compliance and instructional improvement. School based ELL coordinators collaborate with the network level ELL manager to provide supports for ELL services at each school site.

Democracy Prep New York's Response to Intervention ("RTI") program effectively identifies and supports students struggling academically. Utilizing the plethora of data collected for each student, Democracy Prep New York uses academic data to identify specific students that need extra academic support during grade team meetings. Using a multi-tiered intervention system, classroom and ACT teachers identify specific interventions to meet the needs of individual students, which may include small group intervention, pull out support, or additional support through afterschool or Saturday tutoring. Democracy Prep New York uses multiple intervention programs to address reading and mathematics deficiencies, and after a six week period, teachers revisit each student during grade team meetings to monitor progress and determine next steps.

Democracy Prep New York's special education program effectively serves students with disabilities. Democracy Prep New York strives to provide students with services in the least restrictive environment. Schools provide special education services through special education teacher support services ("SETSS"), integrated co-teaching ("ICT"), and related services. In addition to the schools' strong curricula, network ACT managers and school based ACT coordinators work alongside leaders to train classroom teachers in best practices. Practices include differentiating and modifying instruction for students with disabilities through annotated work packets, small group instruction, and effective co-teaching models. On a regular basis, ACT teachers and coordinators meet with each grade team to review students' Individualized Education Program ("IEP") goals and monitor progress toward the goals.

In addition to the effective supports at each school, the network established the Democracy Prep Pathways ("Pathways") special education program in 2015-16 to innovate practices for special education students with disabilities and meet the needs of a portion of scholars who require a more supportive environment based on recommended special education services. The program serves over 30 students from across Democracy Prep New York schools and services high need middle school students with disabilities through small class sizes, individualized attention, and a differentiated curriculum to meet specific needs and catch students up to grade level standards. The Pathways leadership team works closely with principals from each student's original school to ensure a smooth transition into the Pathways program and, eventually, back into the original school. The success of the Pathways program has led Democracy Prep New York to establish the Plan for Advocacy and Collaborative Education ("PACE") program, a 12:1:1 setting for high school grades in 2019-20 at Harlem Prep and Bronx Prep.

Democracy Prep New York reflects on its ELL program and continues to put additional supports in place, especially as each school's population continues to enroll an increased number of ELLs each year. In alignment with Democracy Prep New York's mission and key design elements of providing an inclusive education for students, schools integrate the ELL program into the curriculum and teaching strategies. During summer professional development and other training sessions throughout the school year, ELL coordinators and the network's ELL manager and assistant director of multilingual education provide Structured English Immersion ("SEI") training to classroom teachers. Through the SEI model, teachers focus lessons within the general education curriculum to provide ELLs with more visual aids, direct vocabulary instruction, and ample opportunities to speak and practice using the English language with peers. ELL coordinators at each school provide classroom teachers with English learner plans at the beginning of the year and work with classroom teachers to understand the English language proficiency levels of ELLs in each classroom, as well as determine specific interventions and academic supports to provide ELLs with English language acquisition strategies.

ORGANIZATIONAL PERFORMANCE



IS THE EDUCATION CORPORATION AN EFFECTIVE, VIALE ORGANIZATION?

Harlem Prep is an effective and viable organization with the key design elements in place identified in the charter. Democracy Prep New York's board provides rigorous oversight to ensure that students demonstrate high levels of success.

SUNY RENEWAL BENCHMARK 2A

IS DEMOCRACY PREP NEW YORK CHARTER SCHOOLS FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

The schools within Democracy Prep New York are faithful to their mission and key design elements. These can be found in the Education Corporation Background section at the beginning of the report and Appendix A, respectively. All schools within Democracy Prep New York demonstrate rigorous learning with a rich focus on literacy. At each school, students engage with meaningful texts and engage in deep discussions during class time. Each school also develops its civic program in ways that are meaningful to the individual school. In the case of Harlem Prep, the school works with the national organization When We All Vote to support voter registration and increase voter turnout in elections.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH DEMOCRACY PREP NEW YORK CHARTER SCHOOLS?

To report on parent satisfaction with each school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from the New York City Department of Education's ("NYCDOE's") 2018-19 NYC School Survey for Harlem Prep. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2018-19, 82% of Harlem Prep families who received the survey responded. Among respondents, 91% are satisfied with the schools' programs. The survey response rate is high enough to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. The Institute speaks with a representative set of parents across the school under renewal consideration. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 10 parents who indicated strong satisfaction with the school as a whole. Parents identify communication with the school as a particular area of strength. Teachers and school leaders are regularly in touch with families regarding student academic performance and classroom events, and parents have access to updated student grades through an online platform called Jupiter. Parents note that communication from the school during the remote learning period has remained consistent.

Student Focus Group. For 2020-21, the Institute asks all schools facing renewal to convene a representative set of middle and high school level students for a focus group discussion. A representative set includes students in attendance at the school for multiple years, students new to the school, students receiving general education services, students with special needs, and students who receive English language acquisition services. The Institute met with seven middle school students and 11 high school students. Students at the middle school level shared that they appreciate how frequently teachers give them feedback on work through both public and private messages in the video chat platform, writing comments within student responses, and frequent email communication. Students at the high school level expressed strong satisfaction with the quality of academics at the school and the level of support they receive. Students appreciate that their teachers communicate with them consistently and make themselves available for academic and emotional support even during virtual instruction.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. Persistence data for the individual school under renewal consideration this year is available in Appendix A. Across the education corporation, 76% of students returned from the previous school year in 2019-20. For Harlem Prep, 78% of students returned from the previous school year in 2019-20.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

SUNY RENEWAL BENCHMARK 2C

DOES DEMOCRACY PREP NEW YORK CHARTER SCHOOLS EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

Democracy Prep New York supports the effective delivery of the network’s educational program and has a clear delineation of roles, responsibilities, and accountability. Staff members are clear at the school, network, and board levels on how each interacts in decision making. An internal school leader handbook articulates the network systems required for use in every school so leaders understand areas in which they have autonomy. The coordinated effort between the network and Democracy Prep New York schools ensures a strong collaboration and effective program delivery.

Democracy Prep New York maintains a highly structured and consistent discipline system, as one of the network’s top priorities is students’ physical safety and comfort with taking intellectual risks. School based student discipline and culture leaders and the network oversee discipline and use a robust network-created student behavior tracking system. Each school has a discipline, respect, enthusiasm, accountability, and maturity (“DREAM”) coach and/or a behavior support specialist working directly with students to support their success. A network director supports the DREAM coaches and norms behavior systems between schools. Democracy Prep New York reflects on their discipline practices and each school creates its own goals for student discipline.

The network implements a variety of initiatives to recruit and retain students and high quality staff members. DPPS has established Leader U, a resident program to develop an internal pipeline of school leaders. The network has also established a master teacher program as a pipeline to develop highly effective teachers for roles of their choice. Teachers with at least five years of teaching experience and strong performance evaluation results earn a monetary bonus and perform research related to their career goals.

To recruit students, in alignment with its mission, Democracy Prep New York enrolls students in all grades and encourages all families, including those who have students with disabilities and ELLs, to apply for their schools and actively recruits families throughout the community.

Democracy Prep New York allocates sufficient resources to fulfill its mission. To ensure all graduates are prepared to engage successfully in college level coursework, Democracy Prep New York’s goal is for all students to graduate with an Advanced Regents diploma. Democracy Prep New York carefully tracks students’ progress and is transparent with students and

families if students require an additional year to meet Advanced Regents requirements. Accordingly, Democracy Prep New York's five year graduation rates exceed the SUNY Trustees' Accountability Plan targets. Democracy Prep New York college counseling teams use support from the network college access and success team and network provided coursework to engage students in college preparation courses. The network uses an alumni captains program to monitor students' enrollment and needs in college. Democracy Prep New York nominates 12th grade students who can apply to serve as an alumni captain during their tenure in college. The network provides captains a stipend to provide regular updates on their assigned cohort of peers' academic and social emotional needs.

**SUNY
RENEWAL
BENCHMARK
2D**

DOES THE DEMOCRACY PREP NEW YORK CHARTER SCHOOLS' BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

Democracy Prep New York's board works effectively to achieve each school's Accountability Plan goals including Harlem Prep. The board oversees Harlem Prep, Bronx Prep, Democracy Prep – Harlem, Democracy Prep, and Democracy Prep – Endurance. Democracy Prep New York's board consists of members with professional backgrounds in academics, law, finance, real estate, and community engagement. The board engages in recruitment activities for new members to further diversity its membership with community representation. The board added an alumna as a trustee in 2020-21. DPPS also established an advisory board in 2020-21 with 11 alumni on the advisory board. DPPS created the advisory board to help advise the DPPS board with programming, policies, and best practices. The advisory board incorporates the voices of alumni so that both the DPPS and Democracy Prep New York boards understand the experiences of students, alumni, and families to help inform decision making.

The board uses an effective committee structure that includes academic accountability, executive, governance, finance and audit, development, and community and family engagement committees. The board structured the academic accountability committee into three subcommittees consisting of a subcommittee each for the elementary, middle, and high school levels. Members on each subcommittee meet with Democracy Prep New York principals on a regular basis to review school information. Subcommittee chairs then report out academic information to the whole board. One of the first tasks of the academic accountability committee after the merger was to establish consistent and aligned reporting metrics including streamlining academic data to ensure the network provides board members with a consistent picture of each Democracy Prep New York school to enable comparisons across schools and the network.

**SUNY
RENEWAL
BENCHMARK
2E**

The Democracy Prep New York board establishes clear lines of reporting and responsibility with DPPS with the education corporation board responsible for final approvals of annual performance goals, budgeting, and developing community relations. The board relies on the network to perform principal evaluations with full reports given on an annual basis to board members. The education corporation board appreciates the open lines of communication between the network and the board, and members find that network leaders respond promptly to requests and feedback.

DOES THE DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS' BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The Democracy Prep New York board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable. The board has also shown extraordinary aptitude in overseeing the network and ensuring the CMO delivers both academic results and fiscal soundness.

- Before renewing the annual CMO contract, the Democracy Prep New York board conducts a thorough evaluation of the network's services using a comprehensive rubric. The board's reviews have improved the fiscal standing of both the education corporation and DPPS.
- About a year ago, the board undertook a review of the education corporation's fiscal condition and implemented steps in its CMO contract to improve reporting by the network including the hiring of an outside fiscal management entity. These steps improved fiscal reporting, fiscal position, and communication with DPPS during the last fiscal year.
- The board has been actively engaged in facilities planning for new elementary schools in the Bronx, and pay scrupulous attention to conflicts of interest issues.
- The board meets monthly and regularly receives updates from staff members or DPPS on academic achievement, real estate issues, legal issues, and finances, and reserves time for public comment.
- Philanthropy has been a topic at board meetings and the board is actively encouraging giving by, and assistance to school alumni.

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SUNY RENEWAL BENCHMARK 2F

HAS DEMOCRACY PREP NEW YORK CHARTER SCHOOLS SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

Democracy Prep New York substantially complies with applicable laws, rules and regulations, and provisions of its charter with a few minor exceptions regarding the school under renewal consideration this year. The Institute will work with the education corporation to ensure Harlem Prep's compliance before the start of the next charter term.

- **Complaints.** The Institute received no formal complaints regarding the education corporation as a whole.
- **Compliance.** The Institute issued no violation letters for the education corporation as a whole during the charter term.
- **Litigation.** The education corporation has some slip and fall cases against it but nothing that would exceed the limits of insurance. As the cases are subrogated by insurance companies, the education corporation does not need to pay any legal fees.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Democracy Prep New York is fiscally sound as is its school, Harlem Prep. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Harlem Prep and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹² (The SUNY Fiscal Dashboard for Harlem Prep is included in Appendix D and the Fiscal Dashboard for the Democracy Prep New York Charter Schools education corporation is included in Appendix F). The discussion that follows relates mainly to the merged education corporation because the school is not a legally distinct fiscal entity.

Democracy Prep New York has an existing charter management agreement with DPPS, which supports Harlem Prep in the areas of curriculum, student evaluation, recruitment, training, professional development, compliance, external relations, financial management, and technology. The terms of a management contract reflect a 12% annual management fee over the charter term. The network and education corporation intend to ensure that a fully enrolled Democracy Prep New York school is financially sustainable, operating the academic programs solely through public funding.

In addition to analyzing the soundness of the individual charter schools, the Institute analyzes the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too has adequate financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally adequate prior to the merger and fiscally strong as a merged entity.

12. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

The Institute also reviews the financial condition of the network that contracts with the education corporation. In 2018, the Institute raised concerns with Democracy Prep New York and DPPS regarding the financial condition of the network. DPPS received two years of going concern financial audits. In response to these concerns, the network conducted a complete financial systems overhaul and reorganization of the network during the charter current term. This resulted in stronger internal controls and financial reporting systems, as well as more transparent and timely financial reporting to both the network board and the Democracy Prep New York board on the financial condition of the network. The Institute continues to monitor the situation and the steady progress toward stability.

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In response to the COVID-19 pandemic, Democracy Prep New York budgeted FY 2020-21 conservatively by projecting decreased revenues and lowering expenses while projecting additional costs for remote learning technologies, personal protective equipment, cleaning supplies, and other building safety measures to comply with socially distanced in-person learning. This included a 10% decrease in expected per pupil revenues giving the education corporation flexibility as the school year proceeds.

**SUNY
RENEWAL
BENCHMARK
3A**

**DOES THE EDUCATION CORPORATION OPERATE
PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES
REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS
WHEN APPROPRIATE?**

Democracy Prep New York has adequate financial resources to ensure stable operations. Working with the network, Democracy Prep New York employs clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process requires various network and school leaders to provide input on budgets. The school develops its budget using a model designed to achieve self-sufficiency offered without the use of private philanthropy. The budget team bases the budgets on historical actual revenues and expenses and programmatic changes to ensure that staff members can properly support the proposed enrollment. For the current year, the education corporation implements conservative budgets in anticipation of fiscal effects from COVID-19 including a budgeted 10% cut to per-pupil revenue which has not yet been realized.
- The projected five year renewal budget reflects anticipated stable revenues and expenses associated with planned enrollment as the school continues serving Kindergarten – 12th grade.
- Harlem Prep operates the elementary and high school levels in two privately leased locations. The middle school is located in a NYCDOE co-located space. The current sites are suitable for the next charter term and the education corporation does not anticipate any material changes.

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SUNY RENEWAL BENCHMARK 3B

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Democracy Prep New York is working to improve fiscal policies, procedures, and practices and maintains appropriate internal controls. Democracy Prep New York has a history of sound fiscal policies, procedures and practices, and maintaining appropriate internal controls. About five years ago, the education corporation showed a decline. The board was aware at the time and addressed it using an outside financial services provider.

- The Democracy Prep New York Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates. The education corporation is working to update the manual as part of the renewal process.
- The most recent audit report identifies significant deficiencies relating to record keeping and competitive bidding. The CMO contracts with fiscal consultants and expects to correct these items before the next audit.

SUNY RENEWAL BENCHMARK 3C

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Democracy Prep New York complies with financial reporting requirements.

- The Institute, NYCDOE, and NYSED received the required financial reports on time, complete and follow generally accepted accounting principles (GAAP).
- The audits provided unqualified opinions through the independent audits of annual financial statements. The education corporation is addressing and correcting management letter comments.
- The school and education corporation generally file key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The Institute received the annual audit report due June 30, 2020 before the November 1, 2020 due date.

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SUNY RENEWAL BENCHMARK 3D

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Democracy Prep New York maintains adequate financial resources to ensure stable operations.

- Democracy Prep New York reports fiscal health in two out of the last three fiscal years since its merger. The CMO financials report weak financial condition but are showing improvement. The Institute continues to work with the education corporation and network to address the fiscal condition concerns.
- Since restructuring in 2010-11, the school reports operating surpluses as well as deficits that are offset against surpluses. The school reports large surpluses in each of the last two years of the current charter term.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscally strong, with \$38.7 million in net assets and 4.1 months of cash to pay bills as of June 30, 2020.
- The education corporation benefits from a combined balance sheet, which is a combination of individual schools' assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits. For the fiscal year ended June 30, 2020, the audited financial statements report an operating surplus of \$2.7 million and total net assets of \$9.2 million for Harlem Prep.
- As a requirement of the SUNY charter agreement, Democracy Prep New York established the separate bank account for the merged dissolution fund reserve of \$225,000 for the five operating charters.

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HARLEM PREP CHARTER SCHOOL

DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Harlem Prep Charter School fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

SCHOOL BACKGROUND

Harlem Prep is the result of the first charter school restructuring in New York State. The SUNY Trustees approved a restructuring renewal for the then-named Harlem Day Charter School¹³ on March 22, 2011, and Harlem Prep opened its doors in the fall of 2011 initially serving 270 students in Kindergarten – 5th grade with the support of DPPS. Following the restructuring, the school added one middle school grade per year to grow to serve Kindergarten – 8th grade. In 2016, the SUNY Trustees approved the most recent five year renewal of the charter and authorized the school to grow to high school grades.

The school is authorized to serve 1,061 students in Kindergarten – 12th grade during the 2020-21 school year. If renewed, the school will continue to serve students in Kindergarten – 12th grade with a projected total enrollment of 1,020 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. Harlem Prep provides instruction in two locations. The school serves Kindergarten – 5th grade and 9th – 12th grade students in a leased space located at 240 East 123rd Street, New York, New York in CSD 4. The school serves 6th – 8th grade in a co-located NYCDOE building at 232 East 103rd Street, also in CSD 4. Harlem Prep shares the building with a district elementary school, P.S. 38 Roberto Clemente.

13. Originally named Riverview Charter School.

NOTEWORTHY - HARLEM PREP

Harlem Prep ensures its graduates have access to high quality college programs and prioritizes acceptance to universities with high graduation rates and a willingness to meet students' financial need. In its first graduating class, over half of students were accepted into colleges that funded at least 90% of their financial need. One-third of students matriculated into a top 50 nationally ranked university such as Brown University, Boston College, Emory University, and Wake Forest University.¹⁴

ACADEMIC PROGRAM

Harlem Prep continues to offer strong academic programming in the midst of the COVID-19 pandemic. At the time of the Institute's visit during the third week of school, the school offered 100% remote instruction for all students and was in the planning stages for reopening with a hybrid model of in-person and virtual instruction later in the fall. Harlem Prep school leaders recognized the need to solicit feedback from students and families on the school's spring 2020 remote programming, and administered surveys and held virtual question and answer sessions for families. From the feedback and experience of remote learning from spring 2020, leaders saw that high quality synchronous learning led to stronger attendance and engagement outcomes. Therefore, Harlem Prep shifted from a fully asynchronous model in the spring to primarily synchronous live instruction this fall.

The 2020-21 schedule reflects an intentional design to maximize instructional time while remaining manageable for students and families. The school follows a network-wide mandate of teaching 80% of the ELA and mathematics content, and 60% of the content in the other subject areas in order to accommodate the remote learning school schedule. Network support staff members work closely with leaders and teachers to pinpoint the specific standards, topics, and skills that will help set students up for success given the constraints of the remote learning during this school year.

At the time of the Institute's visit, the school was in the process of administering mathematics and ELA diagnostic assessments aligned to state standards to identify gaps in students' mastery of the previous grade level's standards. Teachers and leaders intend to use the results to drive curricular choices for the remainder of the year as well as inform targeted tutoring. Harlem Prep adapts its assessment strategies for the remote environment to attempt to collect valid assessment data. To that end, this year, Harlem Prep administers the

14. For additional information, visit: https://www.usnews.com/best-colleges/rankings/national-universities?_mode=table/.

diagnostic assessments through online platforms with built-in monitoring mechanisms. To encourage students to demonstrate their true understanding and promote full engagement, the assessments are shorter than an in-person diagnostic assessment and do not count as a formal grade for students. To help further ensure the assessment data are valid, leaders plan to norm teachers in assessment scoring and data analysis practices.

Teachers use the content from the bricks and mortar curricula, which is aligned to state standards and provides a clear structure for teachers to select standards to teach based on the diagnostic assessments. This year, a schoolwide focus on teachers' internalization of the key lesson concept allows teachers to ensure their lesson plans are even more targeted and focused, given the condensed amount of content that will be covered in the remote setting.

Network and school leaders effectively implement the bricks and mortar instructional leadership practices to the remote environment and maintain high expectations and accountability for teachers. Teacher evaluations incorporate adaptations for remote learning such as behavior management in a remote environment, and the network uses updated teacher evaluation criteria based on teacher feedback. To support teachers in meeting these expectations, leaders provide professional development sessions on using remote instructional platforms, instructional strategies in a virtual environment, and teacher collaboration in a remote environment.

The effectiveness of the school's professional development program is evident in the high quality remote instruction. During the renewal review, Institute team members observed 20 synchronous lessons across all grades and content areas, following a defined protocol used for school visits with remote or partially remote learning models. Teachers deliver purposeful lessons that are aligned to the school's curriculum. Harlem Prep teachers use a variety of online platforms to deliver instruction and easily fix technology glitches, such as audio and video disconnecting. To check for students' understanding, teachers consistently implement schoolwide virtual protocols such as asking students to respond through private chat messages, respond verbally, or upload work in the moment through a variety of online platforms. Teachers require a written submission for most lessons to ensure that all students have the opportunity to demonstrate understanding, regardless of accessibility during the lesson. School and network leaders recognize the need to increase student to student interaction during the lesson as a means to engage students in more critical thinking.

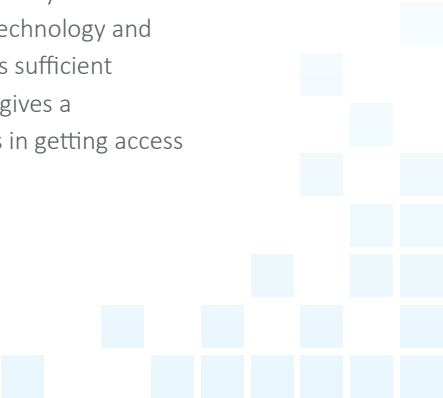
To engage students, teachers use similar techniques as those used in the brick and mortar setting, such as cold calling, wait time, and positive narration. In many remote classrooms, two teachers are present, either to provide ICT or to provide support with technology and

behavior management. The school communicates clear expectations for students on remote classroom conduct and is continuing to adapt how it holds students accountable for such. For example, Harlem Prep adapts its discipline system for the remote environment in alignment with the network-wide “Purpose Over Power” initiative. School and network leaders implement thoughtful policies for managing student behavior during synchronous lessons, such as private messaging a student, placing students in a virtual waiting room to have a one-on-one conversation, or making phone calls home.

The school is continuing to refine its services for students with disabilities, ELLs, and students who struggle academically. This fall, school leaders intentionally ensure all students with IEPs receive their mandated services. Across Kindergarten – 12th grade, the school provides ICT and SETSS. General education teachers include modifications in their instruction and ACT teachers support general education teachers in modifying student learning materials. While instruction is strong, Harlem Prep staff members recognize the need to improve their daily progress monitoring for students with disabilities and ELLs in order to determine which support strategies are most effective in the remote environment, and implement those strategies to ensure all students meet achievement targets.

The Harlem Prep college counseling team, with support from the network college access and success team, provides the same high quality services it provides in a brick and mortar setting. High school students continue to engage in college readiness courses for completing college applications, applying for financial aid, and preparing for standardized assessments like the SAT and ACT. College counselors also have one on one virtual meetings with every 12th grade student to provide individualized support and ensure that students also engage in virtual college visits and virtual conversations with college representatives. These services led to success for the school’s first graduating class in June 2020: 95% of the students who graduated matriculated to college this fall and over half of students attend a college or university that meets over 90% of their financial need.

The school organization effectively supports the delivery of the educational program. Network and school based changes in the operations staffing structure this year allow operations staff to support instructional staff with areas such as technology and preparation for reopening an in-person program. The network allocates sufficient resources for the remote learning program. For example, Harlem Prep gives a Chromebook to every student in need of a device and supports families in getting access to WiFi.



LEGAL REQUIREMENTS

Harlem Prep generally and substantially complies with applicable laws, rules and regulations, and provisions of the charter with minor exceptions. The Institute will work with the education corporation to ensure the school's compliance before the start of the next charter term.

- **Annual Reports.** While Harlem Prep properly submitted its annual reports to the Institute and NYSED, the school has not posted the most recent annual report on its website, which should include the Accountability Plan Progress Report and annual audit in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **FOIL.** The school has an appropriate Freedom of Information Law policy, but it fails to link to the site for the New York State Committee on Open Government as required.
- **Teacher Certification.** The school exceeds the allowance for uncertified teachers by a relatively small number. The Institute is working with the school to ensure it has a plan to come into compliance with its allowable number of uncertified teachers.

FINANCIAL CONDITION

Harlem Prep's projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. The school reports both operating surpluses and deficits, which were offset against surpluses during the current charter term. The school reports large surpluses in each of the last two years, which has contributed to the improved fiscal strength of the education corporation.

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SCHOOL OVERVIEW

SCHOOL LEADERS

ELEMENTARY

Bryan Stroud (2020-21 to present)
Kevin Shrum (2016-17 to 2019-20)
Katherine Perez, Lower Principal (2014-15 to 2015-16)
Alexa Miller, Upper Principal (2014-15 to 2015-16)
Tameka Royal (2013-14)
Lindsay Malanga (2011-12 to 2012-13)

MIDDLE SCHOOL

Andre Geddes (2018-19 to present)
Jason Rios (2016-17 to 2017-18)
Kimberly Darces (2012-13 to 2015-16)

HIGH SCHOOL

Greg Daniel (2016-17 to present)

SCHOOL CHARACTERISTICS - HARLEM PREP

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2016-17	818	818	100%	K-9
2017-18	918	889	97%	K-10
2018-19	981	993	101%	K-11
2019-20	1,061	1,047	98%	K-12
2020-21	1,061	1,021	96%	K-12

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE

82%

OVERALL
SATISFACTION

91%

SCHOOL
LEADERSHIP

90%

STRONG FAMILY-
COMMUNITY TIES

90%

TRUST

93%

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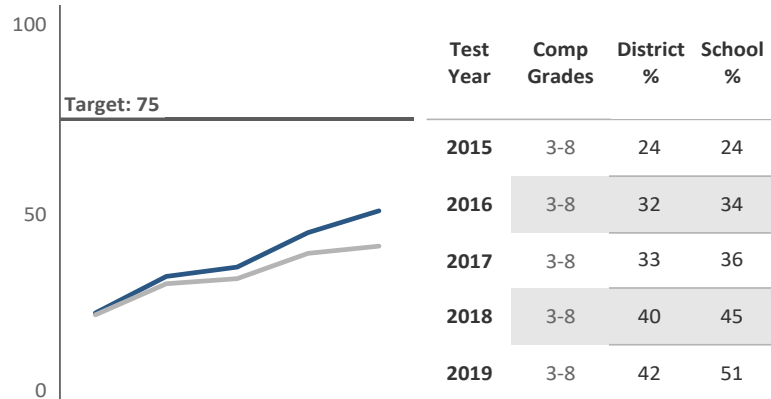
SCHOOL OVERVIEW

HARLEM PREP CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

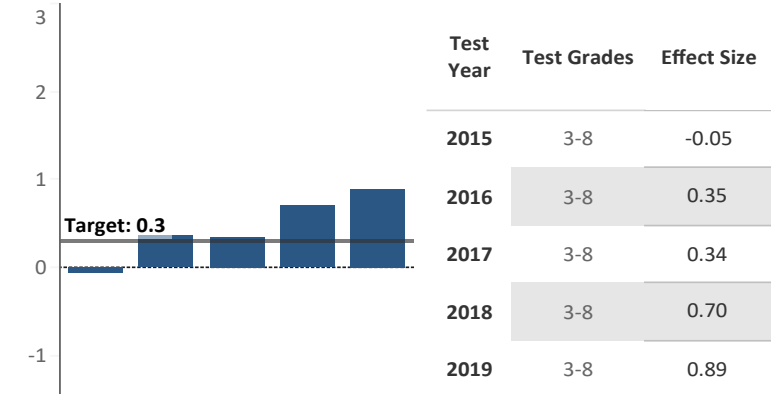
Comparative Measure:

District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



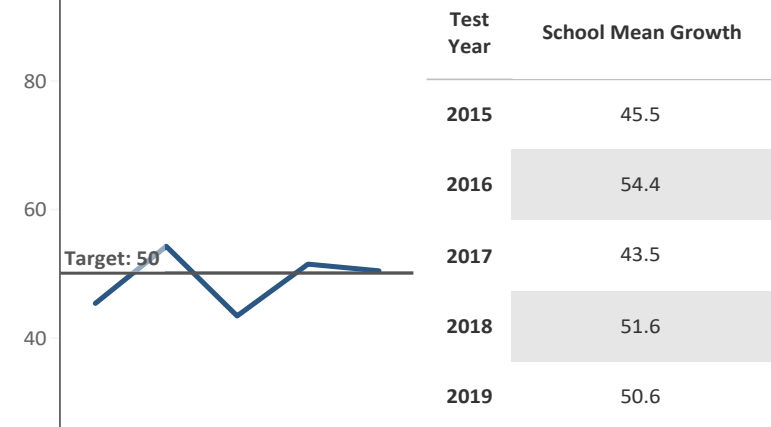
Comparative Measure:

Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth

Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



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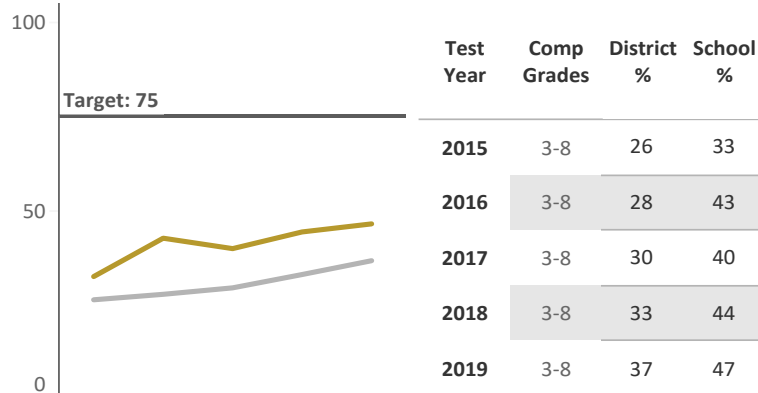
SCHOOL OVERVIEW

HARLEM PREP CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

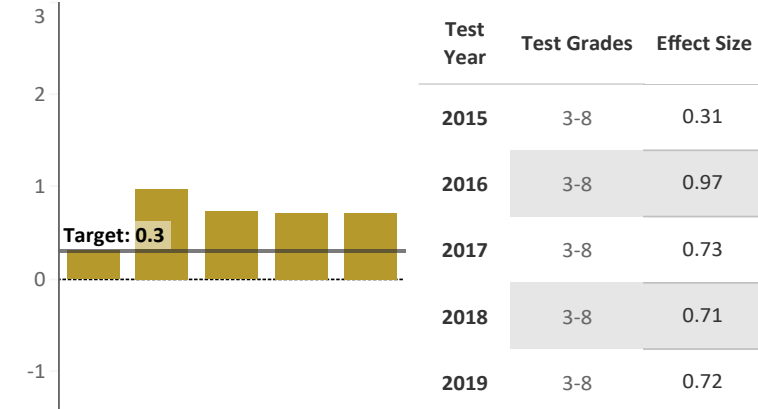
Comparative Measure:

District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



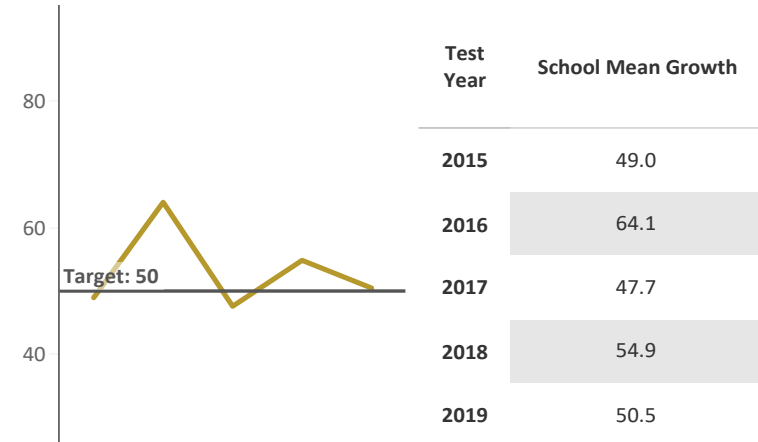
Comparative Measure: Effect

Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth

Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



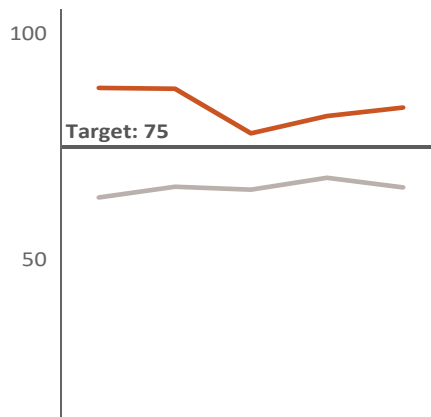
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SCHOOL OVERVIEW

HARLEM PREP CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in **the district**.



Test Year	District %	School Comp
2015	64	88
2016	66	88
2017	66	78
2018	68	82
2019	66	84

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	146	190	205
Tested on State Exam	95	102	107
School Percent Proficient on ELA Exam	9.5	14.7	20.6
District Percent Proficient	7.6	11.6	12.5
	2017	2018	2019
ELL Enrollment	50	48	59
Tested on NYSESLAT Exam	40	47	59
School Percent 'Commanding' or Making Progress on NYSESLAT	22.5	14.9	25.4

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

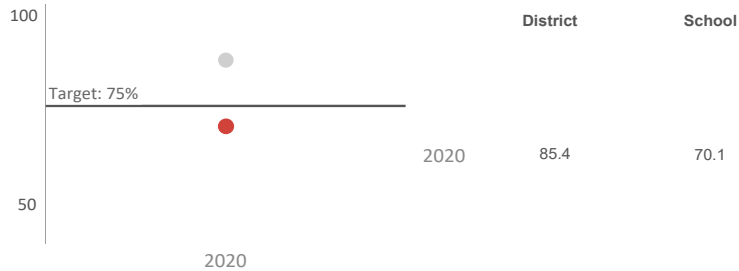
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SCHOOL OVERVIEW

HARLEM PREP CHARTER SCHOOL

HIGH SCHOOL GRADUATION RATE

Comparative Measure:
Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the District.



COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.



College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure:
District Comparison. Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the district's PI and the state's MIP.

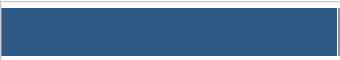





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SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on Harlem Prep’s renewal application on October 8, 2020 by videoconference. Forty-three people were present and 14 spoke in favor the renewal application. The CMO's CEO spoke of the staff’s dedication and hard work transferring to remote learning and the efforts made to ensure all students had the technology necessary. She spoke of the school’s goal that if students are going to change the world they have to see the world, so scholars have had opportunities to travel both domestically and globally during their time at Harlem Prep. School leadership spoke of 96% of the founding class of seniors graduating and receiving over 340 college acceptances this past school year. Seventy-seven percent of those students were accepted to their first or second choice. Students volunteered with a local food bank, conducted research for Breast Cancer Awareness, raised money through UNICEF, and assisted with relief to Puerto Rico after the earthquake (in May 2020). Staff also highlighted students’ opportunities in the performing arts citing the schools’ three music and performing arts showcases each year and piano band ensemble as well as the opportunity for students to attend external arts events in New York City. Parents spoke of the robust curriculum and excellent communication with the school and appreciate staff reaching out regularly. Students spoke of the connection the school has made between high expectations and their future job success. No one spoke in opposition.

ENROLLMENT AND RETENTION

Harlem Prep Charter School's Enrollment and Retention Status: 2019-20			Target	School
enrollment	economically disadvantaged		87.5	87.1
	English language learners		11.8	5.0
	students with disabilities		21.7	21.6
retention	economically disadvantaged		92.4	78.6
	English language learners		92.9	74.1
	students with disabilities		92.0	77.6

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Harlem Prep Charter School

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PERFORMANCE SUMMARIES

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2016-17 Grades Served K-9					2017-18 Grades Served K-10					2018-19 Grades Served K-11							
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET					
	3	48.2 (83)	52.8 (72)		3	59.0 (61)	61.8 (55)		3	70.2(57)	69.4(49)						
	4	28.4 (81)	28.8 (73)		4	52.9 (85)	53.9 (76)		4	42.6(61)	42.9(56)						
	5	23.2 (56)	22.9 (48)		5	33.3 (78)	32.8 (67)		5	50.6(83)	58.0(69)						
	6	22.1 (95)	30.6 (49)		6	47.3 (93)	45.2 (42)		6	45.6(103)	48.4(64)						
	7	26.0 (104)	32.0 (75)		7	36.4 (99)	36.7 (79)		7	38.4(99)	36.6(71)						
	8	40.7 (108)	43.2 (81)		8	40.4 (94)	44.6 (74)		8	50.0(94)	54.8(73)						
	All	31.9 (527)	36.2 (398)	NO	All	44.1 (510)	45.3 (393)	NO	All	48.3(497)	51.0(382)	NO					
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP						
	3-8	106	111	NO	3-8	129	101	YES	3-8	136	105	YES					
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan CSD 4			Comparison: Manhattan CSD 4			Comparison: Manhattan CSD 4			Comparison: Manhattan CSD 4							
	Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District					
	3-8	36.2	33.1	YES	3-8	45.3	39.8	YES	3-8	51.0	41.7	YES					
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES		
	3	93.1	48.2	27.7	1.15	3	98.4	59.0	34.5	1.36	3	93.3	605.0	594.0	1.27		
	4	90.8	28.4	26.5	0.11	4	83.9	52.9	38.0	0.79	4	90.8	598.0	592.9	0.62		
	5	96.6	23.2	18.6	0.34	5	96.3	33.3	21.9	0.83	5	82.6	605.0	594.9	1.24		
	6	88.0	22.1	18.9	0.25	6	91.8	47.3	33.8	0.84	6	93.4	596.0	590.1	0.67		
	7	84.3	26.0	28.9	-0.16	7	88.2	36.4	27.4	0.52	7	95.0	601.0	592.7	0.96		
	8	88.7	40.7	32.2	0.47	8	87.0	40.0	37.2	0.15	8	86.3	601.0	595.2	0.72		
All	89.5	31.9	26.1	0.34	YES	All	90.4	44.0	32.1	0.70	YES	All	90.2	600.7	593.2	0.89	YES
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State					
	4	34.2		4	35.8		4	41.5		4	41.5						
	5	42.4		5	61.0		5	55.5		5	55.5						
	6	49.7		6	57.0		6	50.4		6	50.4						
	7	38.6		7	53.9		7	53.3		7	53.3						
	8	50.5		8	50.6		8	48.8		8	48.8						
	All	43.5	50.0	NO	All	51.6	50.0	YES	All	50.6	50.0	YES					

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Harlem Prep Charter School

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PERFORMANCE SUMMARIES

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2016-17 Grades Served K-9						2017-18 Grades Served K-10						2018-19 Grades Served K-11					
	Grades	All % (N)	2+ Years % (N)	MET		Grades	All % (N)	2+ Years % (N)	MET		Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	53.7 (82)	57.7 (71)			3	50.8 (61)	50.9 (55)			3	56.1 (57)	57.1 (49)				
	4	35.0 (80)	37.5 (72)			4	51.8 (85)	52.6 (76)			4	37.7 (61)	33.9 (56)				
	5	21.8 (55)	25.5 (47)			5	51.3 (78)	52.2 (67)			5	57.8 (83)	65.2 (69)				
	6	36.8 (95)	36.7 (49)			6	32.6 (95)	35.7 (42)			6	44.0 (100)	52.5 (61)				
	7	30.8 (104)	36.5 (74)			7	41.0 (100)	42.5 (80)			7	39.6 (101)	38.9 (72)				
	8	35.6 (104)	40.3 (77)			8	26.1 (69)	24.5 (49)			8	24.6 (65)	26.7 (45)				
	All	36.2 (520)	40.0 (390)	YES		All	42.0 (488)	44.4 (369)	YES		All	43.5 (467)	46.6 (352)	YES			
	Grades	PI	AMO			Grades	PI	MIP			Grades	PI	MIP				
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	3-8	112	109	YES		3-8	123	103	YES		3-8	127	107	YES			
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan CSD 4					Comparison: Manhattan CSD 4					Comparison: Manhattan CSD 4						
	Grades	School	District			Grades	School	District			Grades	School	District				
	3-8	40.0	29.5	YES		3-8	44.4	33.1	YES		3-8	46.6	36.8	YES			
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES		
	3	93.1	53.7	32.8	1.00	3	98.4	50.8	37.3	0.65	3	93.3	602.0	593.9	0.85		
	4	90.8	35.0	26.1	0.46	4	83.9	51.8	36.9	0.71	4	90.8	596.0	593.5	0.26		
	5	96.6	21.8	22.5	-0.04	5	96.3	51.3	25.0	1.58	5	82.6	603.0	595.2	0.75		
	6	88.0	36.8	22.2	0.85	6	91.8	32.6	26.6	0.30	6	93.4	601.0	592.5	0.91		
	7	84.3	30.8	21.4	0.46	7	88.2	41.0	25.1	0.75	7	95.0	601.0	592.5	0.92		
	8	88.7	35.6	12.9	1.31	8	87.0	25.7	21.5	0.20	8	86.3	600.0	595.0	0.41		
	All	89.5	36.2	22.5	0.73	YES	All	90.6	41.9	28.4	0.71	YES	All	90.5	600.7	593.6	0.72
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State			Grades	School	State			Grades	School	State				
	4	35.6				4	42.4				4	32.3					
	5	40.0				5	56.0				5	52.0					
	6	57.7				6	67.8				6	58.5					
	7	48.7				7	50.4				7	51.6					
	8	51.5				8	59.5				8	51.3					
	All	47.7	50.0	NO		All	54.9	50.0	YES		All	50.5	50.0	YES			
	Grades	School	State			Grades	School	State			Grades	School	State				

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PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Harlem Prep Charter School

High School Graduation

High School Graduation		2017-18	2018-19		2019-20
		MET		MET	
Leading	1. Each year, 75 percent of students in the third year high school Total Graduation Cohort will score at or above proficiency on at least three different alternative exams required for graduation.	2016 Cohort N	% Passing ≥ 3 Regents	2017 Cohort N	% Passing ≥ 3 Regents
				2018 Cohort N	% Passing ≥ 3 Regents
				84	65.5
					NO
Absolute	2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2014 Cohort N	%	2015 Cohort N	%
				77	70.1
					NO
	3. Each year, 95 percent of students will graduate after the completion of their fifth year.	2013 Cohort N	% Graduating	2014 Cohort N	% Graduating
				NA	NA
					NA
Comparative	4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Comparison School District: CSD 4			
		Comparison School District: CSD 4		Comparison School District: CSD 4	
		School	District	School	District
				70.1	85.4
					NO

College Preparation

College Preparation									
2017-18			2018-19			2019-20			
MET			MET			MET			
Graduate N	%		Graduate N	%		Graduate N	%		
1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. ¹						54	88.9	YES	
2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.						54	75.9	YES	
3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.	CCCRI	MIP	CCCRI	MIP		CCCRI	MIP	NA	
Comparison School District: CSD 4			Comparison School District: CSD 4			Comparison School District: CSD 4			
School	District		School	District		School	District		
						NA	NA	NA	
4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.									

1. The indicators include, but are not limited to: passing an Advanced Placement exam with a score of 3 or higher, earning a score of 4 or higher on an International Baccalaureate exam, passing a College Level Examination Program exam, passing a college level course, achieving the college and career readiness benchmark on the SAT, earning a Regents diploma with advanced designation.

PERFORMANCE SUMMARIES

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SCHOOL PERFORMANCE SUMMARY: Harlem Prep Charter School

English Language Arts

	2017-18		2018-19		2019-20	
	MET		MET		MET	
Absolute	2014 Cohort N	%	2015 Cohort N	%	2016 Cohort N	%
	1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core).				77	54.5
Growth	2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade ELA exam will meet or exceed Common Core expectations (scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	Low Performing Entrants N	%	Low Performing Entrants N	%
Comparative	3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam (or alternative) will exceed the district.	Comparison District: CSD 4	Comparison District: CSD 4	School	School	District
					54.5	NA
	4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed that of the district.			NA	NA	NA

Mathematics

	2017-18		2018-19		2019-20	
	MET		MET		MET	
Absolute	2014 Cohort N	%	2015 Cohort N	%	2016 Cohort N	%
	1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam).				77	53.2
Growth	2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade math exam will meet or exceed Common Core expectations (scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	Low Performing Entrants N	%	Low Performing Entrants N	%
Comparative	3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam (or alternative) will exceed the district.	Comparison District: CSD 4	Comparison District: CSD 4	School	School	District
					53.2	NA
	4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed that of the district.			NA	NA	NA

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FISCAL DASHBOARD

HARLEM PREP CHARTER SCHOOL

NOTE: Effective 2017-18, the school merged finances with the education corporation, "Democracy Prep New York Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2001-02 & Restructured 2011-12

		2015-16	2016-17	2017-18	2018-19	2019-20
				MERGED	MERGED	MERGED
Current Assets						
Cash and Cash Equivalents - GRAPH 1		4,765,631	3,740,505	-	-	-
Grants and Contracts Receivable		674,683	916,490	-	-	-
Accounts Receivable		-	-	-	-	-
Prepaid Expenses		54,201	88,421	-	-	-
Contributions and Other Receivables		-	-	-	-	-
Total Current Assets - GRAPH 1		5,494,515	4,745,416	-	-	-
Property, Building and Equipment, net		1,866,128	3,050,504	-	-	-
Other Assets		75,548	138,293	-	-	-
Total Assets - GRAPH 1		7,436,191	7,934,213	-	-	-
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses		475,787	614,518	-	-	-
Accrued Payroll and Benefits		369,952	605,504	-	-	-
Deferred Revenue		-	-	-	-	-
Current Maturities of Long-Term Debt		-	-	-	-	-
Short Term Debt - Bonds, Notes Payable		32,750	-	-	-	-
Other		164,999	265,358	-	-	-
Total Current Liabilities - GRAPH 1		1,043,488	1,485,380	-	-	-
Deferred Rent/Lease Liability		-	-	-	-	-
All other L-T debt and notes payable, net current maturities		241,608	1,010,130	-	-	-
Total Liabilities - GRAPH 1		1,285,096	2,495,510	-	-	-
Net Assets						
Without Donor Restrictions		6,151,095	5,434,604	-	-	-
With Donor Restrictions		-	4,099	-	-	-
Total Net Assets		6,151,095	5,438,703	-	-	-
Total Liabilities and Net Assets		7,436,191	7,934,213	-	-	-
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment		10,217,413	11,817,931	13,232,023	14,754,935	16,963,108
Students with Disabilities		-	884,201	1,239,091	1,684,537	1,225,904
Grants and Contracts						
State and local		42,445	63,219	-	75,885	87,120
Federal - Title and IDEA		543,341	512,740	688,815	794,658	778,797
Federal - Other		-	223,044	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		-	276,683	849,712	1,183,411	818,160
Food Service/Child Nutrition Program		-	-	-	-	-
Total Operating Revenue		10,803,199	13,777,818	16,009,641	18,493,426	19,873,089
Expenses						
Regular Education		8,122,348	10,260,658	11,557,932	11,434,082	12,105,280
SPED		1,069,046	1,901,726	2,533,139	2,840,684	3,120,949
Other		4,075	3,174	-	-	-
Total Program Services		9,195,469	12,165,558	14,091,071	14,274,766	15,226,229
Management and General		1,584,633	2,337,759	2,626,893	2,535,671	1,903,210
Fundraising		-	-	-	-	113,412
Total Expenses - GRAPHS 2, 3 & 4		10,780,102	14,503,317	16,717,964	16,810,437	17,242,851
Surplus / (Deficit) From School Operations		23,097	(725,499)	(708,323)	1,682,989	2,630,238
Support and Other Revenue						
Contributions		41,798	10,500	10,000	7,149	3,653
Fundraising		-	-	-	-	299
Miscellaneous Income		95	2,607	25,567	23,123	94,144
Net assets released from restriction		-	-	-	-	-
Total Support and Other Revenue		41,893	13,107	35,567	30,272	98,096
Total Unrestricted Revenue		10,845,092	13,786,826	16,041,807	18,523,698	19,153,025
Total Temporarily Restricted Revenue		-	4,099	3,401	-	-
Total Revenue - GRAPHS 2 & 3		10,845,092	13,790,925	16,045,208	18,523,698	19,153,025
Change in Net Assets		64,990	(712,392)	(672,756)	1,713,261	2,728,334
Net Assets - Beginning of Year - GRAPH 2		6,086,105	6,151,095	5,438,703	4,765,947	6,479,208
Prior Year Adjustment(s)		-	-	-	-	-
Net Assets - End of Year - GRAPH 2		6,151,095	5,438,703	4,765,947	6,479,208	9,207,542

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SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

Total Expenses

2015-16	2016-17	2017-18	2018-19	2019-20
429,108	526,710	1,529,884	1,648,552	1,691,422
4,992,510	6,373,419	6,264,625	6,829,709	6,598,847
282,710	426,992	68,828	71,884	298,010
-	-	-	-	-
5,704,328	7,327,121	7,863,337	8,550,145	8,588,279
969,203	1,140,617	1,271,504	1,486,484	1,471,691
179,953	223,320	223,967	242,649	284,145
1,429,493	1,717,934	1,888,198	2,050,796	2,268,248
394,221	1,256,685	1,603,705	1,440,700	2,325,826
137,992	265,431	187,487	220,412	65,565
241,925	294,151	314,906	282,051	76,868
32,558	20,639	45,404	56,414	65,154
738,270	846,477	685,956	916,334	538,784
364,587	630,032	672,234	666,781	709,241
587,572	780,910	1,961,266	897,671	849,050
10,780,102	14,503,317	16,717,964	16,810,437	17,242,851

SCHOOL ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - **GRAPH 4**
Chartered Grades
Final Chartered Grades (includes any revisions)

2015-16	2016-17	2017-18	2018-19	2019-20
324	818	918	981	1,061
756	818	918	981	1,061
683	818	889	993	1,016
K-5	K-9	K-10	K-11	K-12
K-8	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

13,877	13,877	14,527	15,307	16,150
2.5%	0.0%	4.5%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support

TOTAL - GRAPH 3

15,811	16,843	18,012	18,619	19,559
61	16	40	30	97
15,873	16,859	18,052	18,650	19,655

Expenses

Program Services
Management and General, Fundraising

TOTAL - GRAPH 3

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses - **GRAPH 5**

13,458	14,872	15,853	14,372	14,985
2,319	2,858	2,955	2,553	1,985
15,778	17,730	18,808	16,925	16,970
85.3%	83.9%	84.3%	84.9%	88.3%
14.7%	16.1%	15.7%	15.1%	11.7%
0.6%	-4.9%	-4.0%	10.2%	15.8%

Student to Faculty Ratio

7.1	8.5	9.8	9.9	10.6
-----	-----	-----	-----	------

Faculty to Admin Ratio

10.9	10.7	4.1	6.7	5.3
------	------	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

2.7	2.1	0.0	0.0	0.0
Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

4,451,027	3,260,036	0	0	0
41.0%	23.6%	0.0%	0.0%	0.0%
5.3	3.2	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

5.2	3.1	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.2	0.3	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

5.3	3.1	0.0	0.0	0.0
LOW	LOW	N/A	N/A	N/A
Excellent	Excellent	N/A	N/A	N/A

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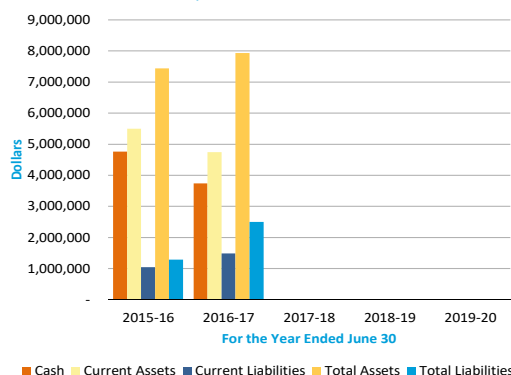
FISCAL DASHBOARD

HARLEM PREP CHARTER SCHOOL

NOTE: Effective 2017-18, the school merged finances with the education corporation, "Democracy Prep New York Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

GRAPH 1

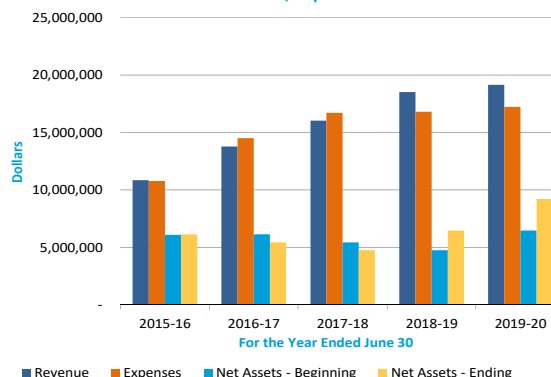
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2

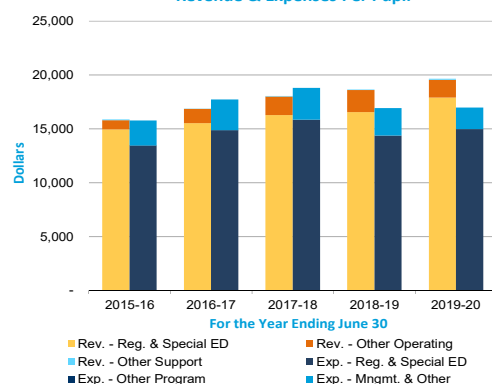
Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3

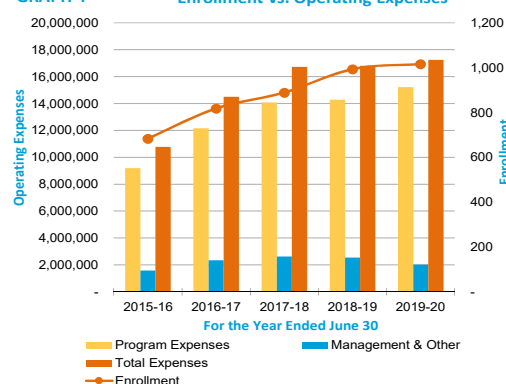
Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

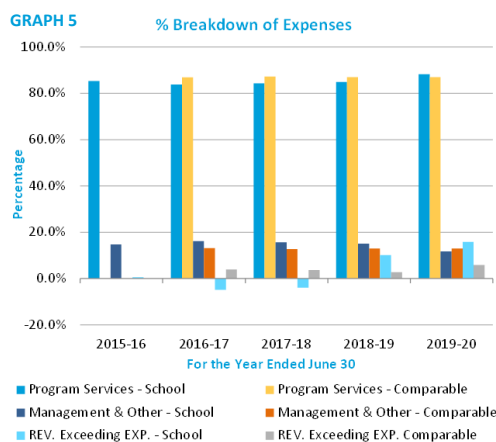
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FISCAL DASHBOARD

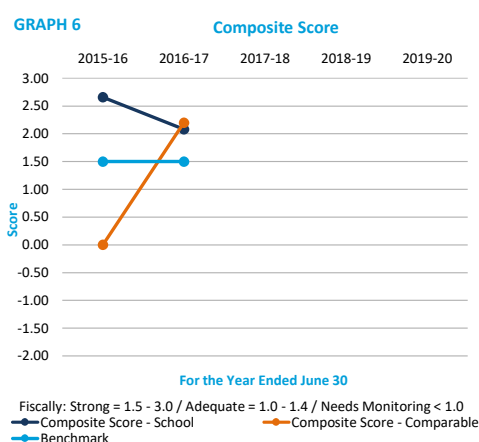
HARLEM PREP CHARTER SCHOOL

NOTE: Effective 2017-18, the school merged finances with the education corporation, "Democracy Prep New York Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

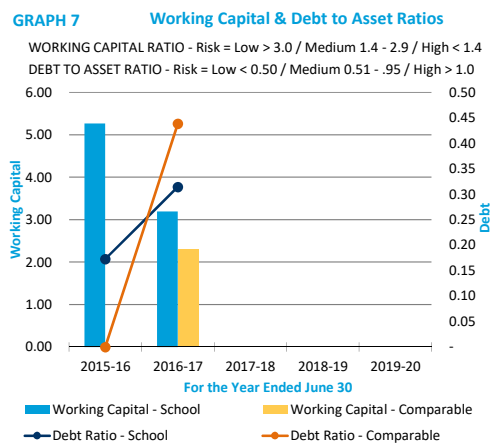
Comparable School, Region or Network: All SUNY Authorized Charter Schools (including Closed Schools)



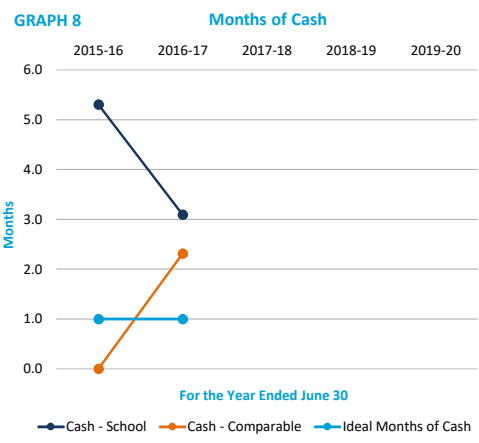
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

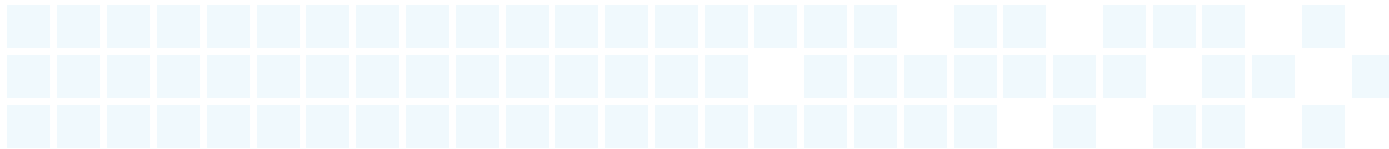
Harlem Prep is an academic success. The school operates as an effective and viable organization. Democracy Prep New York plans to continue to operate the school in the same manner, making its plans for the school's future sound.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. Harlem Prep plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, Democracy Prep New York presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

HARLEM PREP		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	1,061	1,020
Grade Span	K-12	K-12
Teaching Staff	98	102
Days of Instruction	185	185



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Harlem Prep plans to continue instruction for the elementary and high school grades in the existing privately leased sites. The middle school is operating in NYCDOE co-located space. All three sites are suitable to the schools programs' need over the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Democracy Prep New York
Charter Schools

Ax

APPENDICES

PAGES Ax 1-13

EO^A
ED CORP
OVERVIEW

PAGE Ax 1

EF^B
ED CORP FISCAL

PAGE Ax 10

APPENDIX A: Education Corporation Overview

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS BOARD OF TRUSTEES WITH AUTHORITY TO OPERATE HARLEM PREP CHARTER SCHOOL

CHAIR	TRUSTEES
Dr. Robert North	Jake Foley III
CO-VICE CHAIRS	Ross Frommer
Josh Pristaw	Trevor Gibbons
Douglas Snyder	Stephen King
TREASURER	Brittany Mullings
Brian Berger	Kenneth Weiller
SECRETARY	Greg Weston
Roger Berg	Sean Windsor
	Alastair Wood, Jr.
	Farida Ilboudo
	Khary Barnes

DEMOCRACY PREP PUBLIC SCHOOLS BOARD OF TRUSTEES

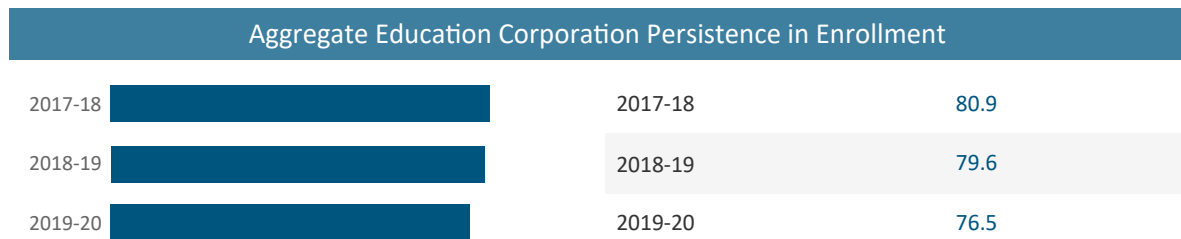
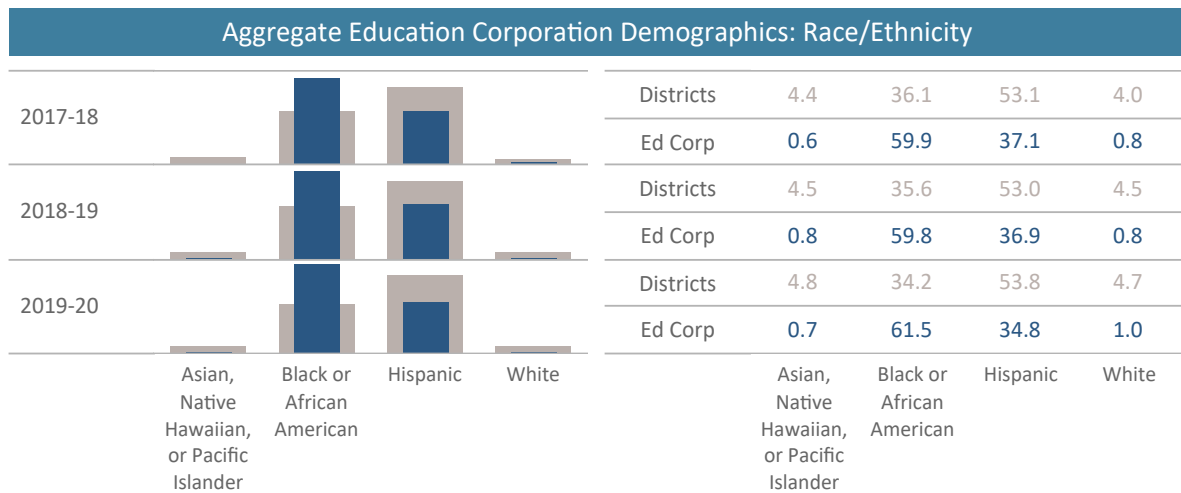
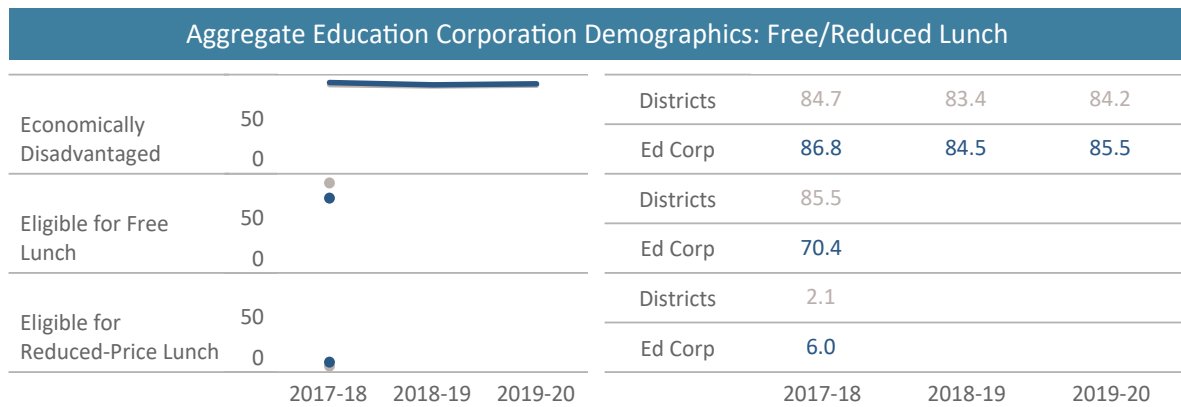
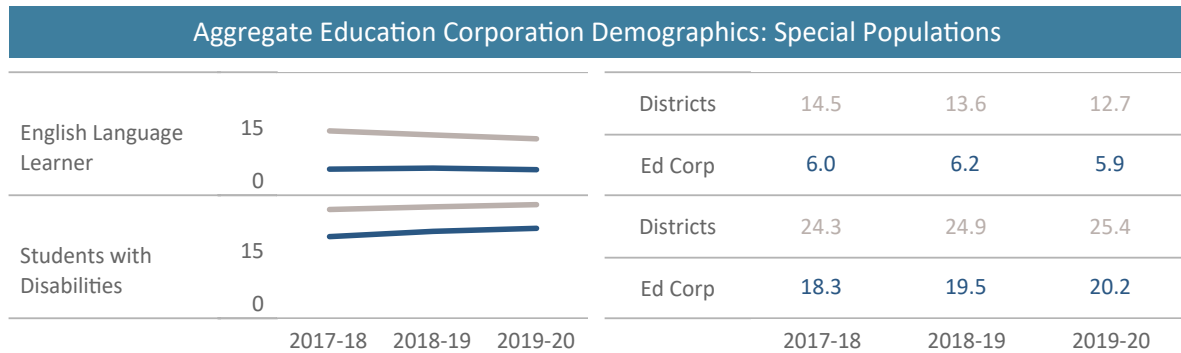
CHAIR	TRUSTEES
Ryan Offutt	Carlos Lejnieks
VICE CHAIR	Enoch Woodhouse
Chris Kraus	Damian Travier
TREASURER	Kayma Liburd
Erhard Marius	
SECRETARY	
Jeri Powell	

NETWORK LEADERS

CEO
Natasha Trivers (April 2019 to present)
Katie Duffy (July 2013 to February 2019)
Seth Andrews, Founder (2005 to July 2013)

APPENDIX A: Education Corporation Overview

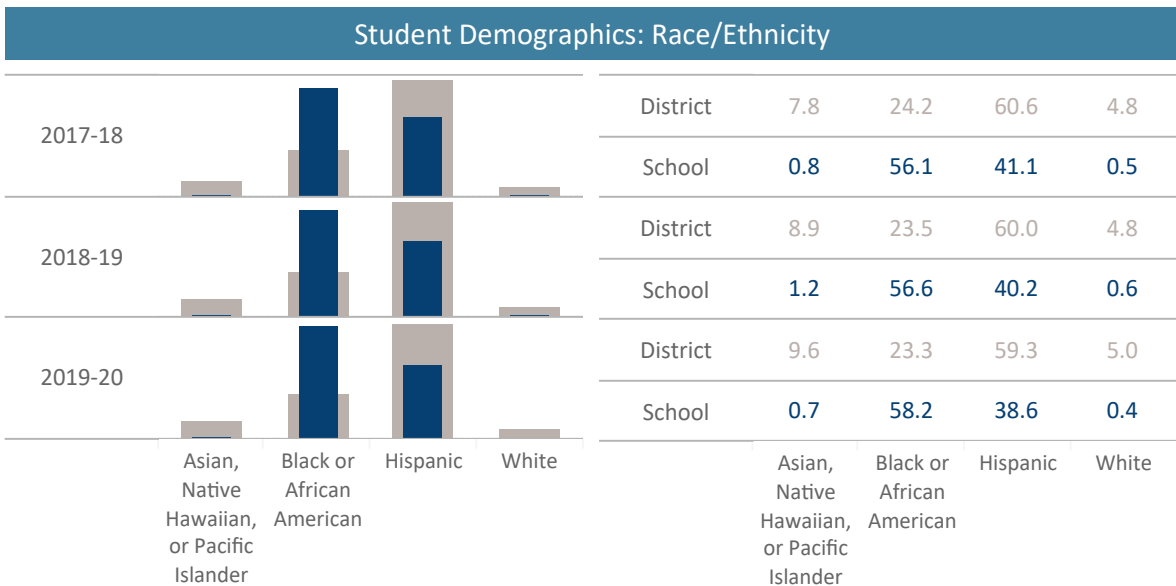
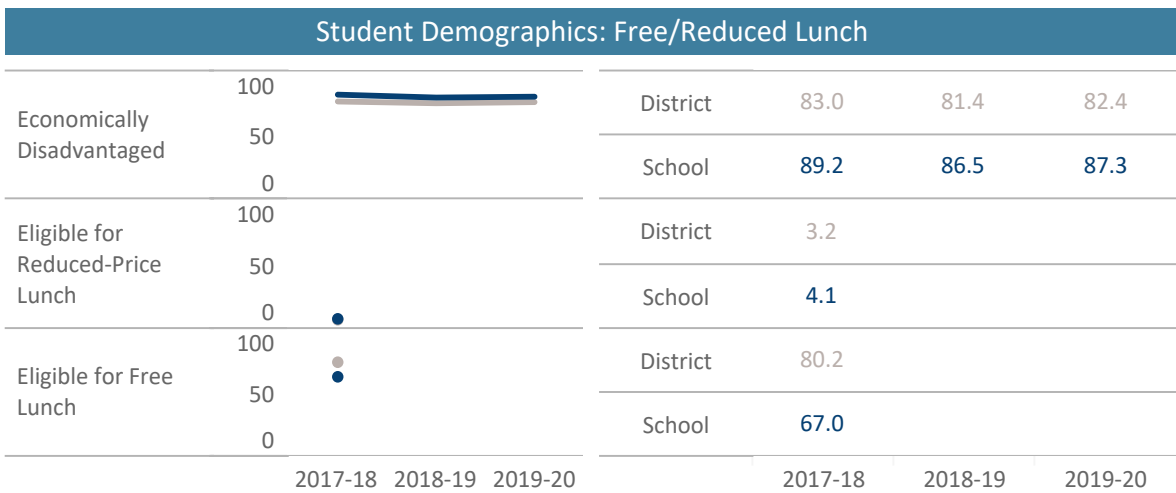
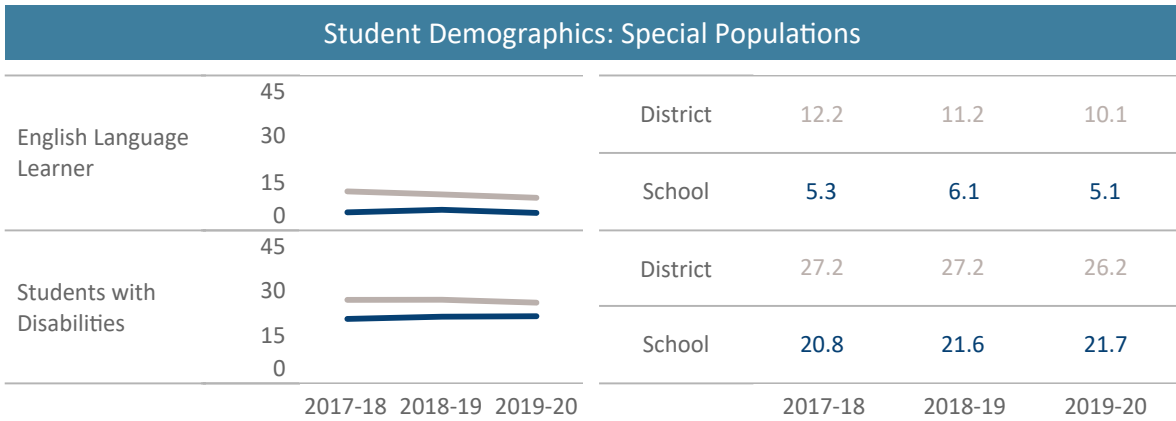
Democracy Prep New York Charter Schools Aggregate Education Corporation Enrollment and Persistence



APPENDIX A: Education Corporation Overview

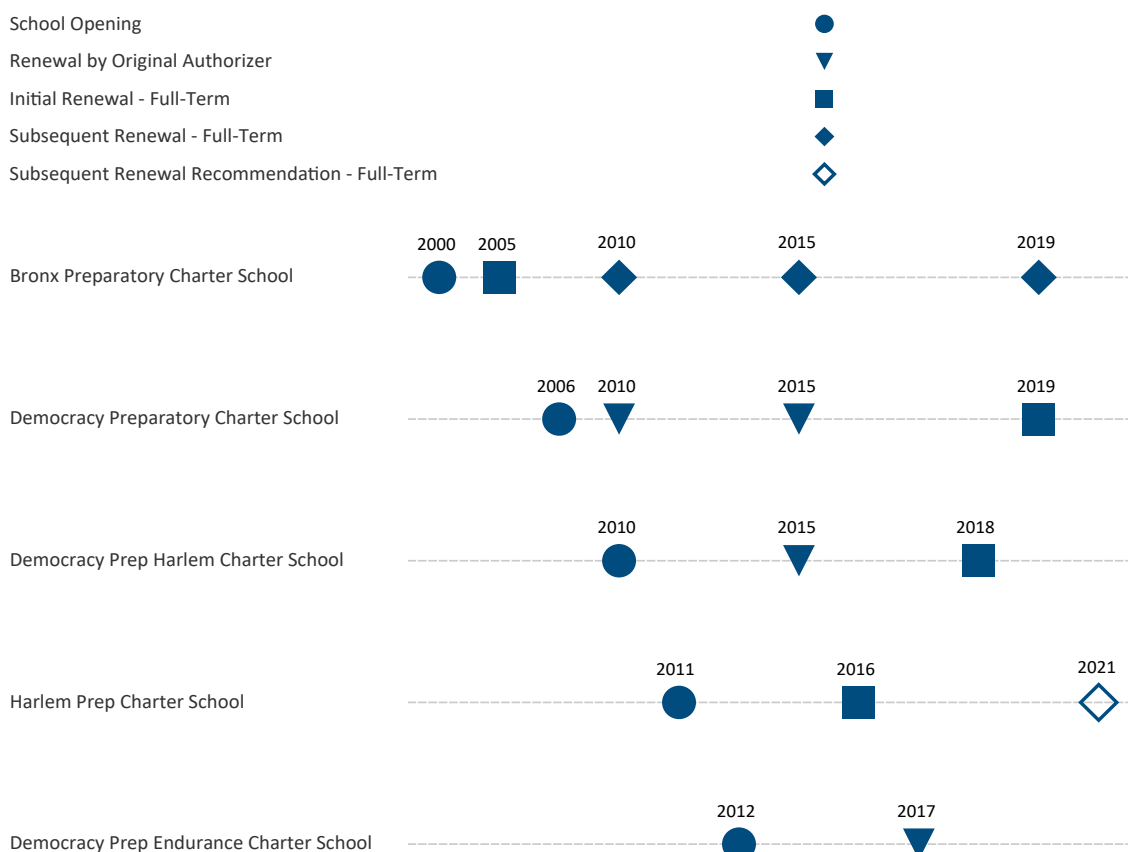
Harlem Prep Charter School

Manhattan CSD 4



APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



APPENDIX A: Education Corporation Overview

SCHOOL VISIT HISTORY

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2000-01	Bronx Prep - First Year	May 29, 2001
2001-02	Bronx Prep - Evaluation	May 7, 2002
2002-03	Bronx Prep - Evaluation	March 12-13, 2003
2004-05	Bronx Prep - Initial Renewal	September 13-15, 2004
2006-07	Bronx Prep - Evaluation	April 24, 2007
2007-08	Bronx Prep - Evaluation	March 18, 2008
2009-10	Bronx Prep - Subsequent Renewal	September 29, 2009
2011-12	Harlem Prep - First Year	April 30 - May 1, 2012
2014-15	Bronx Prep - Subsequent Renewal	December 2, 2014 and January 14, 2015
2015-16	Harlem Prep - Initial Renewal	October 5-6, 2015
2018-19	Democracy Prep - Harlem - Initial Renewal	October 1-3, 2018
2019-20	Bronx Prep - Subsequent Renewal	September 10, 2019
	Democracy Prep - Initial Renewal	September 9, 2019
2020-21	Harlem Prep - Subsequent Renewal	September 21-24, 2020
		October 27, 2020

CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 21-24, 2020 October 27, 2020	Ralph Rossi	Executive Deputy Director and General Counsel
	Barb Acenowr	Managing Director of Finance and Operations
	Kerri Martin Rizzolo	Senior Analyst
	Katherine Malitzky	School Evaluation Analyst
	Vickie Masseus	School Evaluation Analyst
	Maureen Foley	Director of New Charters
	Connor LeClair	School Finance Analyst

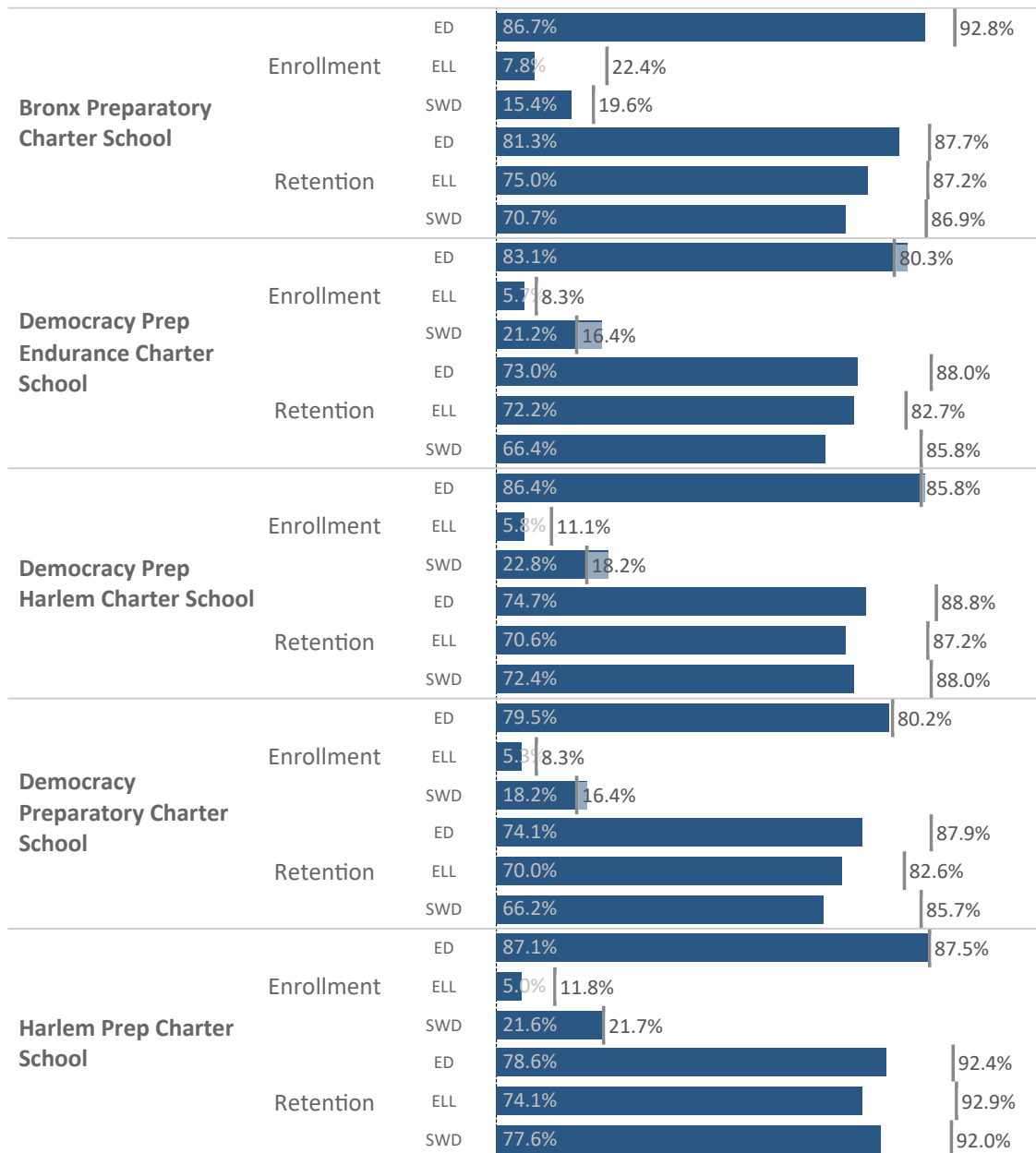
APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Bronx Preparatory Charter School	CSD 9	No	710	6-12
Democracy Preparatory Charter School	CSD 5	Yes	661	6-12
Democracy Prep Endurance Charter School	CSD 5	Yes	756	6-12
Democracy Prep Harlem Charter School	CSD 3 and CSD 5	Yes	1,181	K-12
Harlem Prep Charter School	CSD 4	No Yes	1,061	K-5, 9-12 6-8

APPENDIX A: Education Corporation Overview

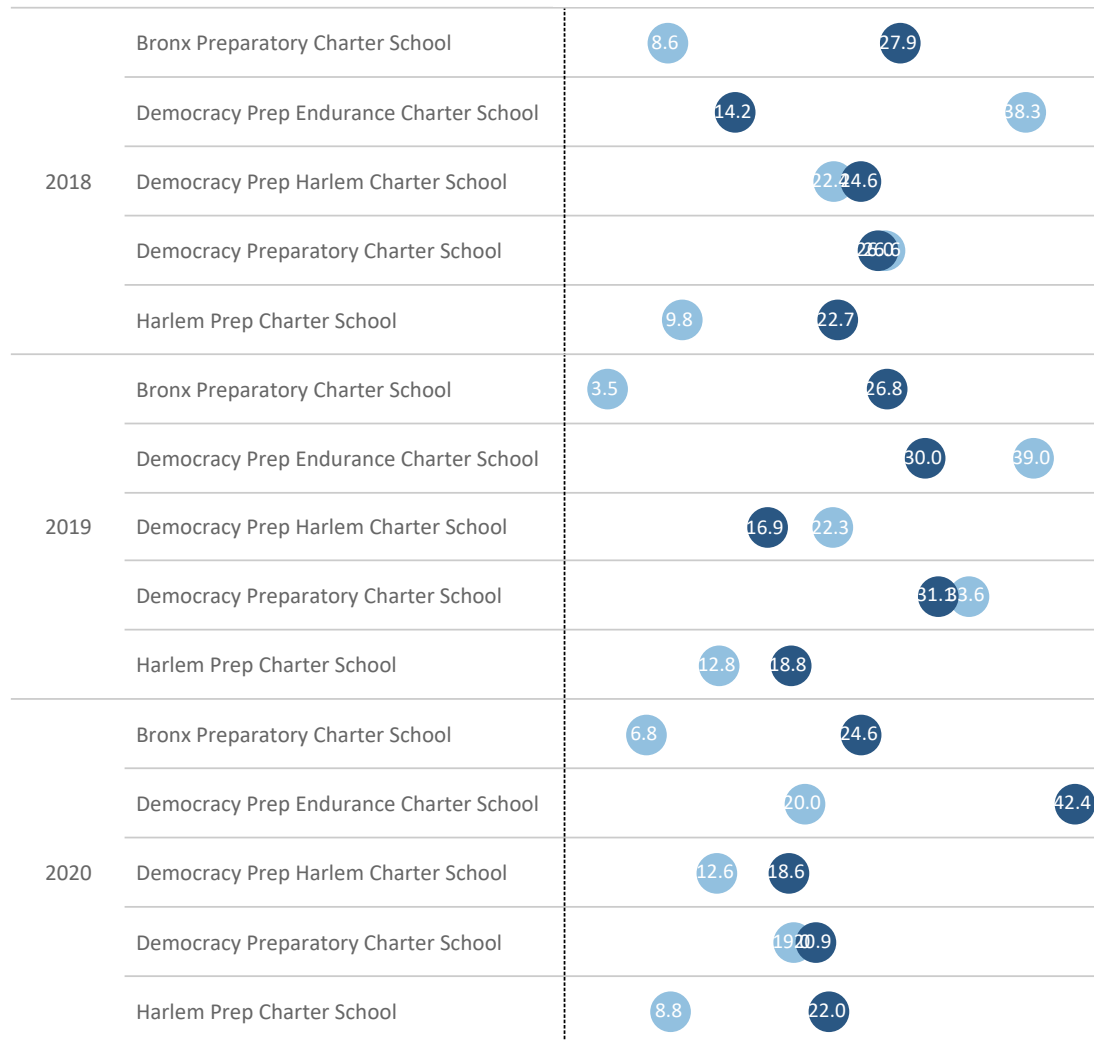
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

Suspensions: Democracy Prep New York Charter Schools's out of school suspension rate and in school suspension rate.



% of students suspended

New York City Community School District data suitable for comparison is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the school years ending in 2018, 2019, and 2020, Democracy Prep New York expelled 0 students.

APPENDIX A: Education Corporation Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Rigorous college-prep academics	+
More time to learn	+
Data driven decision making	+
Safe and supportive school culture	+
Exemplary talent	+
Commitment to educating all students, in all subjects, in all grades	+
Authentic civic leadership and engagement	+
Running schools on public funds	+

APPENDIX B: Ed Corp Fiscal Dashboard

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

		MERGED	MERGED	MERGED
2015-16	2016-17	2017-18	2018-19	2019-20
-	-	4,784,886	10,871,406	23,269,220
-	-	3,993,191	2,082,011	4,644,060
-	-	-	-	850,052
-	-	1,750,260	618,884	2,400,000
-	-	1,448,403	1,336,142	-
-	-	11,976,740	14,908,443	31,163,332
-	-	17,111,230	15,518,755	16,862,654
-	-	217,700	1,800,000	1,151,432
-	-	29,305,670	32,227,198	49,177,418

-	-	1,149,325	1,044,370	1,146,835
-	-	3,706,139	4,337,417	4,387,403
-	-	43,316	279,777	-
-	-	338,025	-	652,572
-	-	-	-	197,089
-	-	-	385,182	-
-	-	5,236,805	6,046,746	6,383,899
-	-	887,151	925,074	1,618,747
-	-	779,380	414,623	2,474,857
-	-	6,903,336	7,386,443	10,477,503

-	-	10,654,241	13,593,642	27,927,739
-	-	11,748,093	11,247,113	10,772,176
-	-	22,402,334	24,840,755	38,699,915
-	-	29,305,670	32,227,198	49,177,418

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other

NYC DoE Rental Assistance

Food Service/Child Nutrition Program

Total Operating Revenue

-	-	47,338,436	52,226,156	68,624,869
-	-	4,528,212	4,892,597	6,102,801
-	-	-	254,304	376,595
-	-	2,345,380	2,794,433	3,334,698
-	-	-	-	-
-	-	-	-	-
-	-	849,712	1,183,411	1,668,676
-	-	-	-	-
-	-	55,061,740	61,350,901	80,107,639

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

-	-	40,638,731	40,825,702	49,668,622
-	-	7,852,999	9,126,365	11,674,529
-	-	-	-	-
-	-	48,491,730	49,952,067	61,343,151
-	-	9,767,169	9,709,047	7,034,223
-	-	-	-	474,014
-	-	58,258,899	59,661,114	68,851,388
-	-	(3,197,159)	1,689,787	11,256,251

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

-	-	39,642	49,160	30,783
-	-	-	-	3,561
-	-	684,867	699,474	799,450
-	-	-	-	-
-	-	724,509	748,634	833,794
-	-	56,265,599	62,600,515	79,758,760
-	-	(479,350)	(500,980)	(486,003)
-	-	55,786,249	62,099,535	79,272,757
-	-	(2,472,650)	2,438,421	12,090,045
-	-	24,874,984	22,402,334	26,609,866
-	-	-	-	-
-	-	22,402,334	24,840,755	38,699,911

APPENDIX B: Ed Corp Fiscal Dashboard

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Service	-	-	6,295,196	6,276,856	6,965,922
Administrative Staff Personnel	-	-	-	-	-
Instructional Personnel	-	-	22,167,785	23,512,520	27,068,572
Non-Instructional Personnel	-	-	446,481	422,138	1,280,652
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	28,909,462	30,211,514	35,315,146
Fringe Benefits & Payroll Taxes	-	-	6,148,696	6,081,491	6,820,298
Retirement	-	-	979,867	975,275	1,430,772
Management Company Fees	-	-	7,340,599	7,773,302	9,480,277
Building and Land Rent / Lease	-	-	3,126,930	3,006,275	5,047,099
Staff Development	-	-	581,740	879,909	345,703
Professional Fees, Consultant & Purchased Services	-	-	1,037,596	873,664	373,903
Marketing / Recruitment	-	-	168,428	138,575	217,138
Student Supplies, Materials & Services	-	-	3,204,771	3,401,170	2,840,951
Depreciation	-	-	2,130,512	1,593,915	2,284,394
Other	-	-	4,630,298	4,726,024	4,695,707
Total Expenses	-	-	58,258,899	59,661,114	68,851,388

SCHOOL ANALYSIS

ENROLLMENT

	2015-16	2016-17	2017-18	2018-19	2019-20
Original Chartered Enrollment	-	-	3,390	3,534	4,693
Final Chartered Enrollment (includes any revisions)	-	-	3,390	3,534	4,369
Actual Enrollment - GRAPH 4	-	-	3,185	3,376	4,178
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	-	-	-	-	-
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue					
Operating	-	-	17,288	18,173	19,172
Other Revenue and Support	-	-	227	222	200
TOTAL - GRAPH 3	-	-	17,516	18,395	19,371
Expenses					
Program Services	-	-	15,225	14,797	14,681
Management and General, Fundraising	-	-	3,067	2,876	1,797
TOTAL - GRAPH 3	-	-	18,292	17,673	16,478
% of Program Services	0.0%	0.0%	83.2%	83.7%	89.1%
% of Management and Other	0.0%	0.0%	16.8%	16.3%	10.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	-4.2%	4.1%	17.6%

Student to Faculty Ratio	0.0	-	8.9	10.0	14.3
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Faculty to Admin Ratio	-	-	4.1	4.1	3.6
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Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	1.7	2.5	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	0	6,739,935	8,861,697	24,779,433
As % of Unrestricted Revenue	0.0%	0.0%	12.0%	14.2%	31.1%
Working Capital (Current) Ratio Score	0.0	0.0	2.3	2.5	4.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Good	Good	Excellent

Quick (Acid Test) Ratio

Score	0.0	0.0	2.0	2.4	4.5
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Good	Good	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.2	0.2	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Excellent	Excellent	Excellent

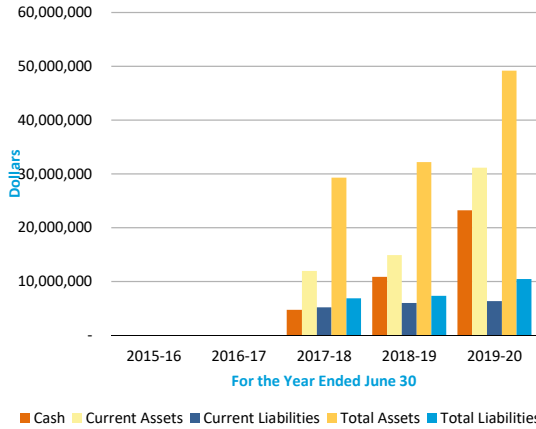
Months of Cash - GRAPH 8

Score	0.0	0.0	1.0	2.2	4.1
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	MEDIUM	MEDIUM	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Good	Good	Excellent

APPENDIX B: Ed Corp Fiscal Dashboard

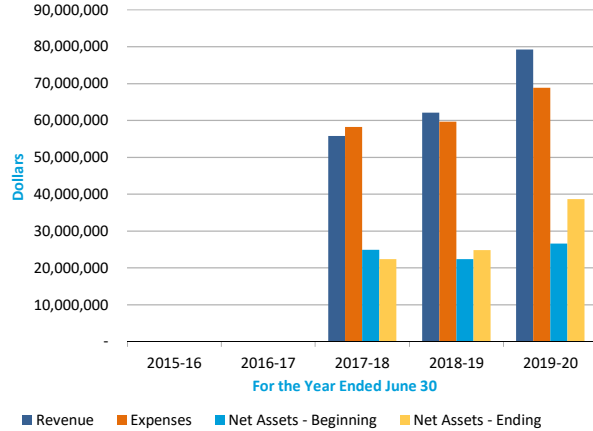
DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

GRAPH 1 Cash, Assets and Liabilities



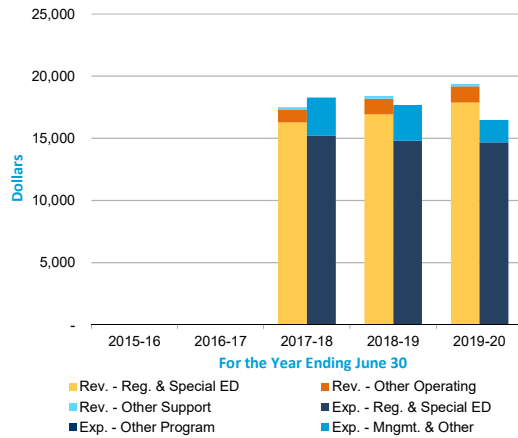
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2 Revenue, Expenses and Net Assets



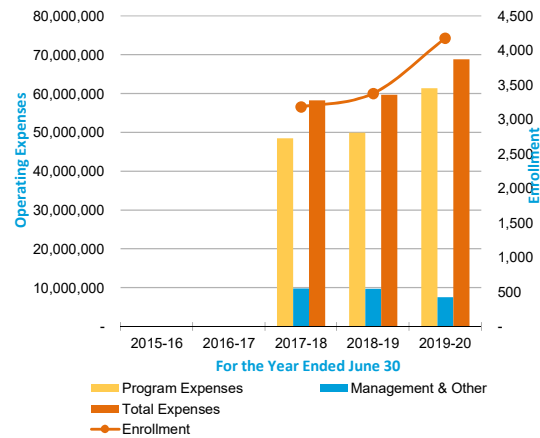
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3 Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses

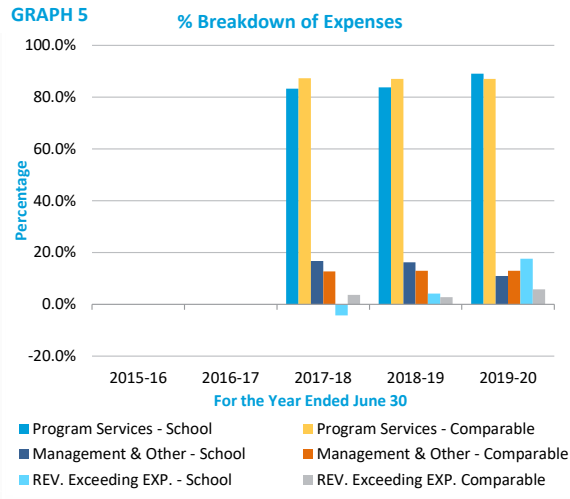


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

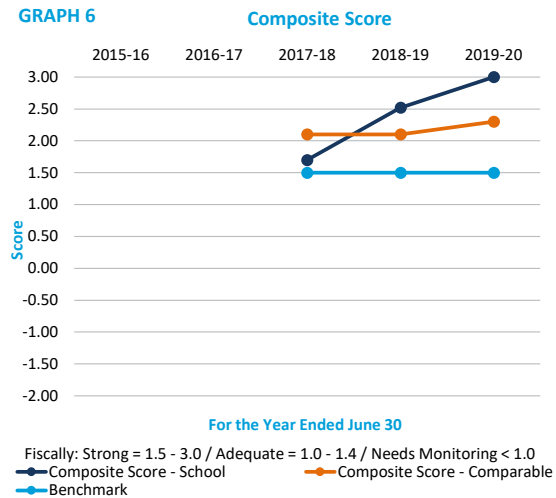
APPENDIX B: Ed Corp Fiscal Dashboard

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

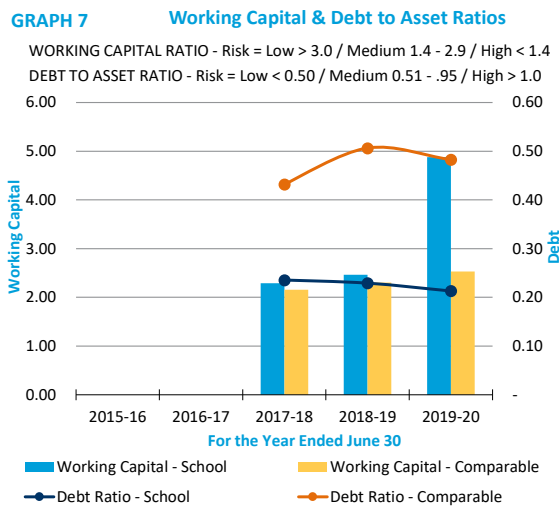
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



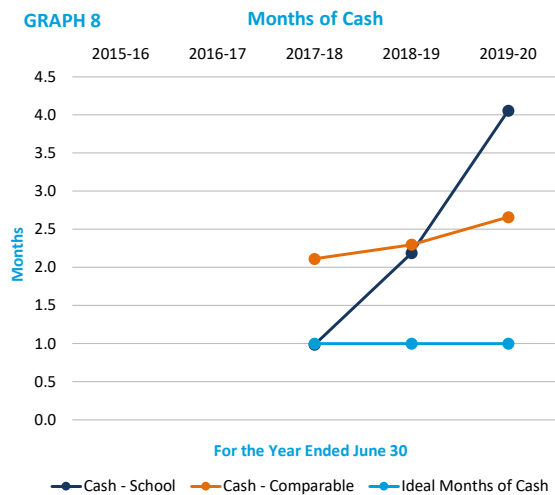
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

