



**THE SUNY CHARTER SCHOOLS**  
**INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
DEMOCRACY PREP CHARTER  
SCHOOL – HARLEM*

**Report Date: February 1, 2019**

**Visit Date: October 1–3, 2018**

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

518.445.4250  
518.320.1572 (fax)  
[www.newyorkcharters.org](http://www.newyorkcharters.org)



**Charter Schools Institute**  
The State University of New York

# CONTENTS

**2**

Introduction & Report Format

**4**

Renewal Recommendation

**7**

School Background and Executive Summary

**11**

Academic Performance

**22**

Organizational Performance

**25**

Fiscal Performance

**29**

Future Plans

## **Appendices**

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

E: Education Corporation Overview

F: Education Corporation Fiscal Dashboard

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# 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 a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case 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”).<sup>1</sup>

## 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



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,  
2013 and available at: [www.newyorkcharters.org/SUNY-Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

SUNY Charter Schools Institute  
 SUNY Plaza  
 353 Broadway  
 Albany, NY 12246

## REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



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/](http://www.newyorkcharters.org/renewal/).

## RENEWAL QUESTIONS

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

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Democracy Prep Charter School – Harlem and renew Democracy Prep New York Charter Schools’ authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten – 12<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,188 students.

To earn an **Initial Full-Term Renewal**,<sup>3</sup> a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>4</sup> is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.<sup>5</sup>

## 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;

3. SUNY Renewal Policies at pp. 12-14. This is the school’s first renewal as a SUNY authorized school. Therefore, the SUNY Trustees will consider the school’s renewal pursuant to the SUNY Renewal Policies and all initial renewal outcomes including Short-Term Renewal are available.

4. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

5. SUNY Renewal Policies (p. 12).

**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 its 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.<sup>6</sup>

### ENROLLMENT AND RETENTION TARGETS

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, English language learners (“ELLs”), and students who are eligible for the federal Free and Reduced Price Lunch (“FRPL”) program. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, ELLs, and students eligible for FRPL.

Democracy Prep - Harlem makes good faith efforts to meet or come close to meeting its enrollment and retention targets for subgroups of students. The school meets its enrollment target for economically disadvantaged students, comes close to meeting its enrollment target for students with disabilities, and meets its retention targets for ELLs. Although the school does not meet its targets for the other subgroups, the Democracy Prep New York Charter Schools board of trustees (the “board”) is aware of the targets and Democracy Prep Public Schools, Inc. (“DPPS” or the “network”), partners with the school to support it in making progress toward meeting or exceeding these targets. The vice president, communities and communications, at the network works with school leaders and school based family support specialists to oversee recruiting efforts including using data to track recruitment efforts’ success. The network plans to use the following strategies to meet targets in any future charter term:

- visiting pre-Kindergarten, elementary school, and community organization staff in Harlem;
- canvassing of housing developments in Harlem, with English, French, and Spanish speaking recruiters;
- translating recruitment materials in Spanish;
- holding open houses at each campus; and,
- providing information about the school’s services for students with disabilities at outreach events and in marketing materials.

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

For additional information on the school’s enrollment and retention target progress, see Appendix A.

#### 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 appear in Appendix C.*



# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## DEMOCRACY PREP CHARTER SCHOOL – HARLEM

### BACKGROUND

Democracy Prep – Harlem received its initial charter on February 2, 2010 on the recommendation of the New York City Schools Chancellor (“NYC Chancellor”). Democracy Prep – Harlem opened its doors in the fall of 2010. The school is authorized to serve 1,182 students in Kindergarten – 12<sup>th</sup> grade during the 2018-19 school year.

On January 10, 2015, the school received a full-term renewal of four-and-a-half years from the NYC Chancellor. Effective July 1, 2017, Democracy Prep – Harlem, the SUNY authorized Bronx Preparatory Charter School (“Bronx Prep”) and Harlem Prep Charter School (“Harlem Prep”), and NYC Chancellor authorized Democracy Preparatory Charter School, merged into one education corporation, with Bronx Prep remaining as the surviving education corporation under the name Democracy Prep New York Charter Schools (“Democracy Prep New York” or the “education corporation”).

The current charter term for Democracy Prep – Harlem expires on June 30, 2019. If granted renewal, the SUNY Trustees would approve Democracy Prep – Harlem to continue to serve students in Kindergarten – 12<sup>th</sup> grade, with a projected total enrollment of 1,188 students. A subsequent charter term would enable the school to operate through June 30, 2024. The elementary school grades of Democracy Prep – Harlem are co-located in a New York City Department of Education (“NYCDOE”) building at 2005 Madison Avenue, New York, NY, in New York City Community School District (“CSD”) 5. The building also houses The Urban Assembly School for Global Commerce, a district high school serving 9<sup>th</sup> – 12<sup>th</sup> grades, as well as Harlem Children’s Zone Promise Academy II Charter School, which serves Kindergarten – 12<sup>th</sup> grades and is authorized by the NYC Chancellor. The middle school grades of Democracy Prep – Harlem are located in privately leased space at 207 West 133<sup>rd</sup> Street, New York, NY 10030 in CSD 5. The high school grades are co-located in a NYCDOE building at 212 West 120<sup>th</sup> Street, New York, NY in CSD 3. The building also houses the Mid-Manhattan Adult Learning Center, a continuing education program for adults.

Democracy Prep – Harlem’s mission states:



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

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

Democracy Prep – Harlem contracts with DPPS, a New York not-for-profit corporation, to provide academic, operational, facilities, and back office assistance. 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 manages one other New York City charter school, Democracy Prep Endurance Charter School authorized by the New York State Board of Regents. DPPS focuses expansion efforts on turning around low performing district and charter public schools similar to its successful efforts at Harlem Prep and Bronx Prep. The network currently operates programs in New Jersey, the District of Columbia, Louisiana, Texas, and Nevada.

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

Democracy Prep – Harlem is an academic success. The school demonstrates high performance on the SUNY Trustees’ accountability measures and, had it been under SUNY authorization for the whole charter term, would have met its key Accountability Plan goals in both English language arts (“ELA”) and mathematics. The school demonstrates success in the following ways:

- Democracy Prep – Harlem’s focus on getting students to and through college is paramount to the school’s model. The school graduated 94% of its first cohort of seniors in 2016-17, compared with the 70% district graduation rate. Additionally, 88% of the 2013 Cohort who matriculated into college persisted into their second year of college, demonstrating how well the school is fulfilling its college preparatory mission.
- Democracy Prep – Harlem works closely with graduating seniors to gain acceptance and matriculate into prestigious colleges and universities. Over the past two years, students have matriculated into schools such as Barnard College, Boston College, Boston University, Brandeis University, Columbia University, Howard University, New York University, Yale University, and multiple SUNY campuses including SUNY Albany, SUNY Binghamton, SUNY Purchase, and SUNY Stonybrook.
- Democracy Prep – Harlem’s graduation rate reflects the school’s focus on strong college preparation for all students, and the school relies on the Advanced Regents diploma as its mechanism for students to demonstrate college readiness. Both the 2013 and 2014 Graduation Cohorts had 97% of its graduates earn an Advanced Regents diploma.
- Due to the rigorous expectations of the Advanced Regents diploma, Democracy Prep New York schools’ four year graduation rates do not typically meet the SUNY Trustees’ accountability measures for high school graduation. However, the schools’ fifth year graduation rates exceed the target. For example, at Democracy Prep, the education corporation’s oldest school, the 2016-17 graduation rate was 75%, and the 2017-18 five year graduation rate was 94%, demonstrating Democracy Prep’s ability to graduate college ready students. Therefore, though Democracy Prep – Harlem posted a graduation rate of 70% for 2017-18, the education corporation posts a record of ensuring that a majority of students graduate after five years and earn the Advanced Regents diploma.
- Democracy Prep – Harlem significantly increased its absolute proficiency in ELA during its charter term. From 2015-16 to 2017-18, the school’s students enrolled in at least their second year proficiency rate improved 25 percentage points. In 2017-18, the school increased the gap between the district to 26 percentage points and also posted a mean growth percentile above the SUNY growth target. The school’s Accountability

Performance Level (“APL”) under the No Child Left Behind Act (“NCLB”) exceeded both the SUNY Trustees’ targets for the state’s Annual Measurable Objective (“AMO”) and the district’s APL. The state currently is migrating from NCLB to accountability measures under the Every Student Succeeds Act (“ESSA”).

- In mathematics, the school posted exemplary performance. Most recently, in 2017-18, the school’s 3<sup>rd</sup> – 8<sup>th</sup> grade students enrolled in at least their second year outperformed the district by 31 percentage points and surpassed the SUNY Trustees’ growth goal by 12 percentile points.
- From 2015-16 to 2017-18, the school demonstrated strong supports for students with disabilities as the school almost doubled the proficiency rate of district peers on the ELA state assessment. For 2017-18, 24% of students with disabilities performed proficient as compared with 13% of district peers.
- Democracy Prep – Harlem met the SUNY Trustees’ science accountability standard over the charter term, exceeding the absolute target of 75 and outperforming the district from 2015-16 to 2017-18.

In addition to the quantitative gains made over the charter term, the school benefits from an academic program that is qualitatively strong. Students meet the high expectations that the network and school leaders set. As a result of the network’s strong curricular resources, high quality and rigorous instruction is evident across Democracy Prep – Harlem classrooms.

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 the school; a review of academic, organizational, governance, and financial documentation; and a 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 grant Democracy Prep – Harlem an Initial Full-Term Renewal of five years.

#### NOTEWORTHY

In alignment with the school’s mission to engage students in active citizenship, students run a Get Out the Vote campaign each election day to encourage their neighborhood community members to vote. Notably, a 2018 study by Mathematica Policy Research concluded that “enrolling in Democracy Prep substantially increases the probability that students will vote when they reach adulthood.”<sup>7</sup>

7. For more information visit <https://www.mathematica-mpr.com/our-publications-and-findings/publications/the-impact-of-democracy-prep-public-schools-on-civic-participation/>.

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

Democracy Prep – Harlem is an academic success. During the charter term, the school would have met or exceeded the SUNY Trustees’ key Accountability Plan goals. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, Democracy Prep – Harlem’s academic program is strong, effective, and supported by high quality instructional and organizational leadership.

The Act outlines the requirement that authorizers “change from rule-based to performance-based accountability systems by holding [charter] schools . . . accountable for meeting measurable student achievement results.”<sup>8</sup> As described in this report, Democracy Prep – Harlem has satisfied the requirements of the Act as well as the SUNY Renewal Policies<sup>9</sup> as it has made progress toward achieving its Accountability Plan goals and implements a particularly strong and effective educational program. Democracy Prep – Harlem’s curriculum, assessment system, instructional design and leadership combine into a demonstrably successful implementation of Democracy Prep New York Charter Schools’ model. The strength of that model, detailed in Appendix E, along with the strong and sustained student performance outcomes at Democracy Prep – Harlem provide the foundation for the Institute’s analysis that: 1) the school posts sufficient evidence to support the conclusion it meets the academic and organizational criteria required by the SUNY Renewal Benchmarks; and, 2) the school merits a five-year renewal recommendation.

At the beginning of the Accountability Period,<sup>10</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”<sup>11</sup> and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”<sup>12</sup> for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. 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?**

8. Education Law § 2850(2)(f).

9. SUNY Renewal Policies (pp. 12–15).

10. 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 an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

11. Education Law § 2850(2)(f).

12. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Democracy Prep – Harlem did not propose 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 the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial 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 Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the 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 – Harlem relative to all public schools statewide that serve the same grade levels and 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, the school’s performance on the measure is not relative to the test, but relative to the strength of Democracy Prep – Harlem’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.

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

The Institute uses the state’s growth percentile analysis as a measure of Democracy Prep – Harlem’s 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 50<sup>th</sup> 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.

The Accountability Plan also includes a science goal and a goal for performance under the former the No Child Left Behind (“NCLB”), accountability system, which will be replaced by Every Student Succeeds Act (“ESSA”) goals in the future.



**SUNY**  
**RENEWAL**  
**BENCHMARK**  
**:GOALS**

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

Democracy Prep – Harlem posted a high record of performance on the SUNY Trustees’ accountability measures in 2015-16, 2016-17, and 2017-18. The school would have met or come close to meeting the SUNY Trustees’ key academic required Accountability Plan goals in ELA and mathematics over those years. The school also exceeded performance targets defining the SUNY Trustees’ high school graduation and college preparation standards. Notably, the school’s record of Advanced Regents diploma attainment indicates superlative college preparation. Democracy Prep – Harlem would have also met its science, social studies, and NCLB goals.

Democracy Prep – Harlem posted high performance on the SUNY Trustees’ high school graduation standard in the first two years that the school graduated students. In 2016-17, 94% of the school’s 2013 Graduation Cohort graduated after four years exceeding the SUNY Trustees’ absolute target by 19 percentage points and the district’s graduation rate by 25 percentage points. The following year, 70% of the school’s Graduation Cohort graduated at the end of four years. While this four-year graduation rate fell below the SUNY Trustees’ absolute target, the rest of the 2014 Graduation Cohort is on track to graduate after five years. As is the policy for all Democracy Prep New York Schools, Democracy Prep – Harlem requires its students to earn the Regents diploma with advanced designation. The school believes that earning the degree promotes college preparation and success. In order to earn the credential, students must pass nine Regents exams, a requirement which may result in graduation after five years. A high majority of students who did not graduate after four years remain enrolled in the school. In 2017-18, 99% of students in the 2013 Cohort graduated after five years.

Democracy Prep – Harlem would have met the SUNY Trustees’ accountability standard for college preparation during the charter term. In 2016-17 and 2017-18 over 95% of the school’s graduating seniors matriculated into a college program the fall following graduation exceeding the target of 75% in both years. The school posts superlative results on attainment of the Advanced Regents diploma, with 97% of graduates earning a Regents diploma with advanced designation in 2016-17 and 2017-18. This performance exceeded the district’s rate by 67 percentage points in 2016-17, the most recent year with comparative data.



Democracy Prep – Harlem met or came close to meeting the SUNY Trustees’ ELA accountability standard from 2015-16 to 2017-18. In 2015-16, the school’s students in 7<sup>th</sup> – 8<sup>th</sup> grade (the school did not yet enroll 3<sup>rd</sup> – 5<sup>th</sup> grade) enrolled in at least their second year outperformed the district by seven percentage points on the state’s ELA exam. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Democracy Prep – Harlem performed slightly lower than expected. In contrast, the school demonstrated commendable growth, posting a mean growth percentile six points higher than the target of 50. The following year, the school increased its absolute proficiency by 13 percentage points and grew the gap between the school and the district to 19 percentage points. The school posted an effect size of 0.29, approximately at the SUNY Trustees’ target indicating the school performed higher than expected to a meaningful degree compared to demographically similar schools across the state. Democracy Prep – Harlem also posted a mean growth percentile about at the target of 50. In 2017-18, the school outperformed the district by over 25 percentage points, performed higher than expected to a meaningful degree with an effect size of 0.89, and exceeded the growth target by over two points.

At the high school level, 92% of the school’s Accountability Cohort met the college and career readiness benchmark in ELA by scoring at performance level 4 or higher on the Regents Common Core English Language Arts exam surpassing the SUNY Trustees’ target of 65%. The school also posted an APL of 189 exceeding both the district’s APL and the state’s AMO. In 2017-18, 56% of the school’s 3<sup>rd</sup> – 8<sup>th</sup> grade students scored at or above proficiency, outperforming the district by 26 percentage points. Further, in comparison to schools enrolling similar percentages of economically disadvantaged students, Democracy Prep – Harlem performed higher than expected to a large degree. The school exceeded the SUNY Trustees’ target under the growth measure by two percentile points. The 2014 Accountability Cohort students exceeded the SUNY Trustees’ target for achieving the college and career readiness standard when 83% of cohort members scored at performance level 4 or higher on the Regents exam.

Democracy Prep – Harlem also posted high performance in mathematics from 2015-16 to 2017-18, and would have met the SUNY Trustees’ accountability standard. In each year, the school’s students enrolled in at least their second year outperformed their district peers by at least 20 percentage points. The school also demonstrated high statewide comparative performance exceeding the SUNY Trustees’ effect size target from 2015-16 through 2017-18. Over those three years, the school performed at least higher than expected to a meaningful degree in comparison to schools across New York State enrolling similar percentages of economically disadvantaged students. Democracy Prep – Harlem

also showed strong growth posting mean growth percentiles that exceeded the SUNY target of 50 each year. At the secondary level, the school's first four-year Accountability Cohort posted strong results in 2016-17 on the mathematics Regents exams. That year, 75% of students achieved the college and career readiness standard on a Regents mathematics exam, exceeding the SUNY Trustees' target by 10 percentage points. The school posted an APL 49 points above the district and nine points above the state's AMO. In 2017-18, the 2014 Accountability Cohort continued to demonstrate success on the mathematics Regents, with 61% meeting the college and career readiness standard.

Democracy Prep – Harlem also would have met the SUNY Trustee's science accountability standard. From 2015-16 to 2017-18, the percentage of the 4<sup>th</sup> and 8<sup>th</sup> grade students scoring at or above proficiency on the state's science exam exceeded the SUNY Trustees' absolute target of 75% and the district's performance in each year. Notably, the school outperformed the district by 61 percentage points in 2016-17. The school's 2013 Accountability Cohort posted a 99% proficiency rate on a Regents science exam in 2016-17 exceeding the district by 26 percentage points. The 2014 Accountability Cohort exceeded the Trustees' absolute target of 75% by 18 percentage points in 2017-18.

Democracy Prep – Harlem would have met the SUNY Trustees' social studies accountability standard during the most recent charter term. The school's 2013 and 2014 Accountability Cohorts scored at or above proficiency on the U.S. History and Global History Regents exams at rates that exceeded the absolute target of 75% in 2016-17 and 2017-18. Further, the school's Total Cohort achieved a passing rate that exceeded the district's performance on both exams. Notably in 2016-17, the school outperformed the district by 30 percentage points on the Global History Regents exam.

Democracy Prep – Harlem has remained in good standing according to the state's accountability system having not been identified as a focus or priority school.

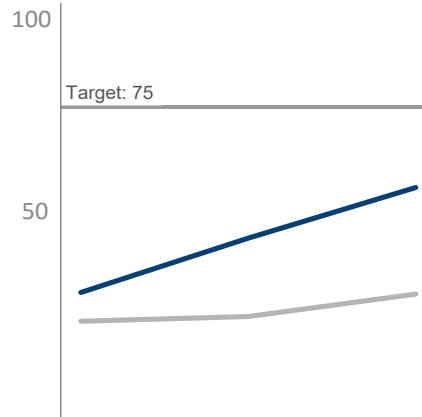
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# ACADEMIC PERFORMANCE

## DEMOCRACY PREP CHARTER SCHOOL – HARLEM

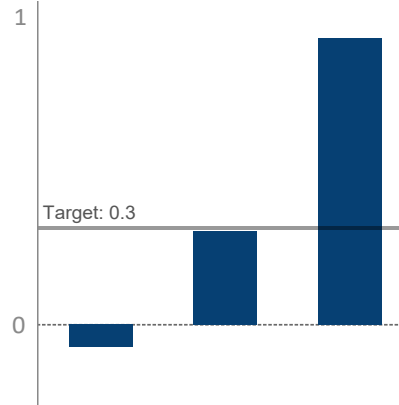
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**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**.



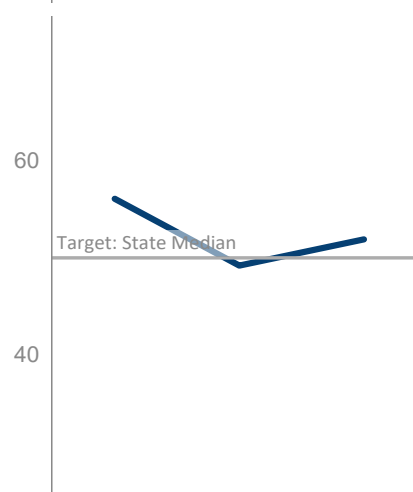
Test Year	Comp Grades	District %	School %
2016	7-8	24	31
2017	3, 7-8	27	44
2018	3-4, 7-8	30	56

**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.



Test Year	Test Grades	Effect Size
2016	6-8	-0.06
2017	3, 6-8	0.29
2018	3-4, 6-8	0.89*

**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 the state's unadjusted median growth percentile in **ELA**.



Test Year	School Mean Growth
2016	56.2
2017	49.3
2018	52.4

\*This draft effect size is based on preliminary data available for 2017-18.

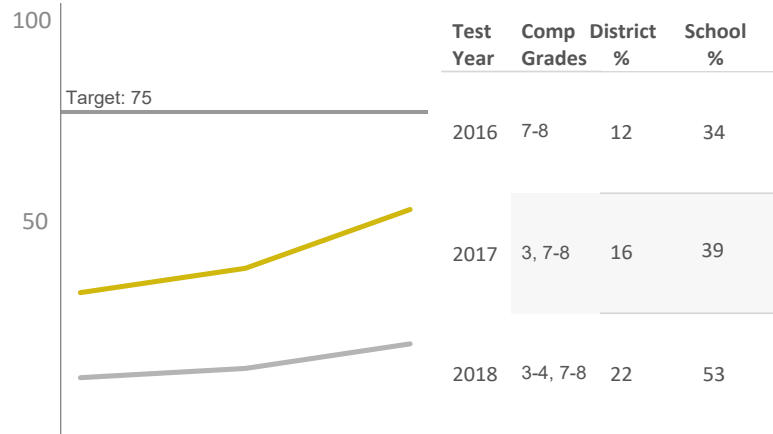
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# ACADEMIC PERFORMANCE

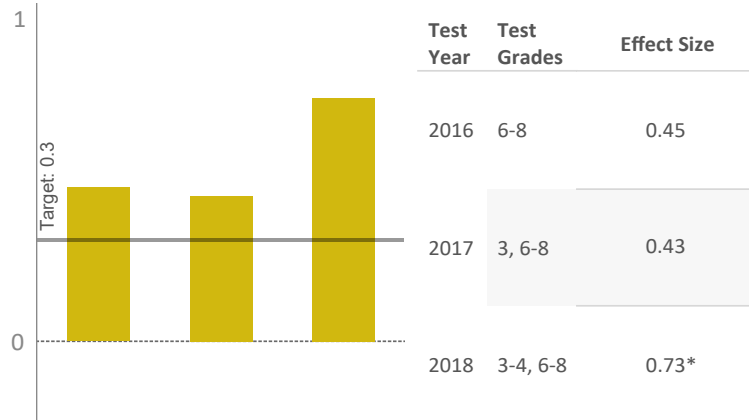
## DEMOCRACY PREP CHARTER SCHOOL – HARLEM

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

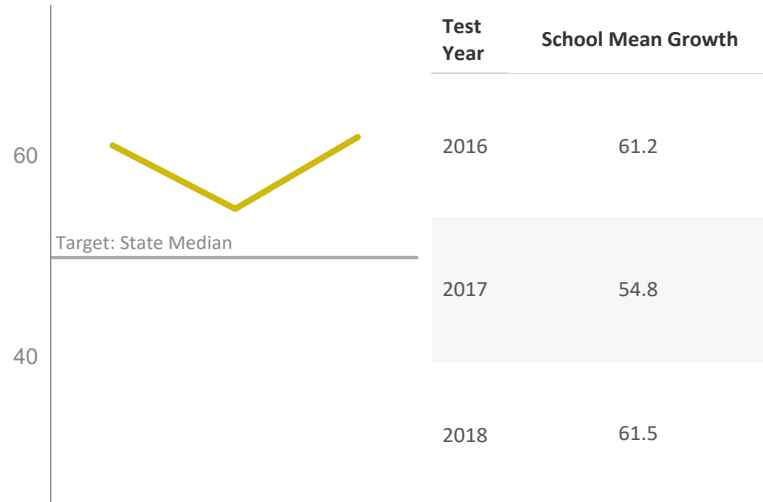
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



**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 the state's unadjusted median growth percentile in **mathematics**.



\*This draft effect size is based on preliminary data available for 2017-18.

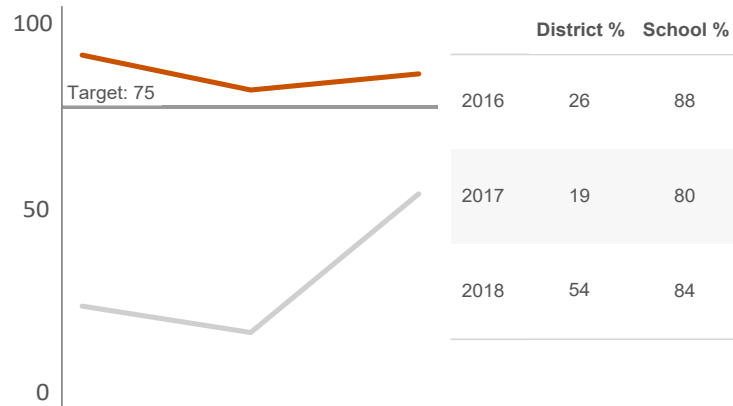
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# ACADEMIC PERFORMANCE

## DEMOCRACY PREP CHARTER SCHOOL – HARLEM

### 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**.



### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	143	139	161
Tested on State Exam	75	64	83
School Percent Proficient on ELA Exam	13.3	15.6	24.1
District Percent Proficient	4.3	7.1	12.6

	2016	2017	2018
ELL Enrollment	47	44	61
Tested on NYSESLAT Exam	39	44	59
School Percent 'Commanding' or Making Progress on NYSESLAT	10.3	20.5	20.3

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.

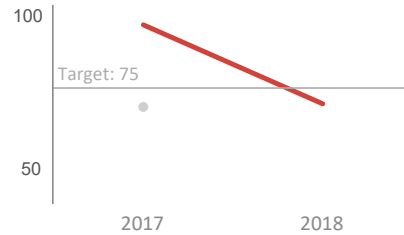
SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# ACADEMIC PERFORMANCE

## DEMOCRACY PREP CHARTER SCHOOL – HARLEM

### HIGH SCHOOL GRADUATION RATE

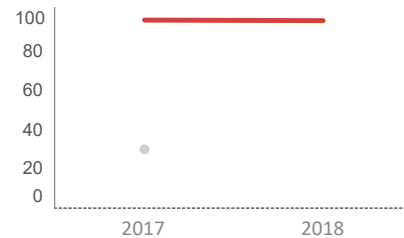
**Comparative Measure: Graduation Rate.** Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2017	69.5	94.4
2018		70.5

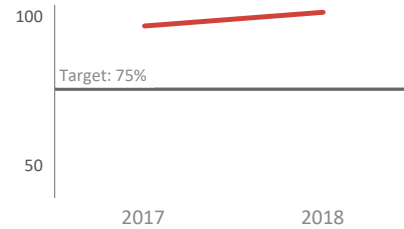
### COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure: Advanced Regents Diploma.** Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the **district**.



	District Adv Diploma	School Adv Diploma
2017	30.6	97.1
2018		96.8

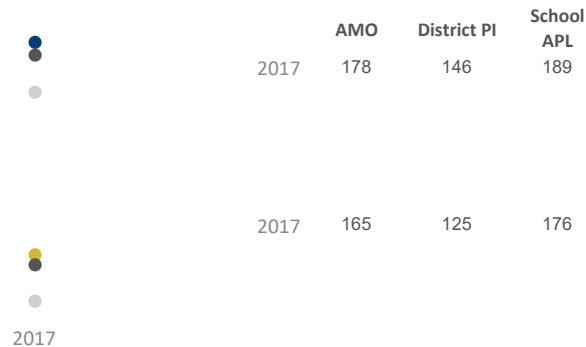
**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2017	68	95.6
2018	31	100.0

### ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. Democracy Prep - Harlem's PI in 2017-18 was 225 in ELA and 229 in mathematics.

## ACADEMIC PROGRAM SUMMARY

Democracy Prep – Harlem provides students with a rigorous educational program that not only prepares them for college, but also for civic engagement in democratic and community activities. Curriculum includes core content subjects as well as active citizenship, Korean language and culture, and college readiness. The school uses the network’s strong internally created curricula, which support teachers in their instructional planning, data driven decision making practices, and a strong student culture. Teachers and school leaders have numerous opportunities to provide input into curricular changes.

The school’s instructional leadership team provides intensive coaching that further enables teachers to serve all students. Teachers, school leaders, and network leaders use a plethora of data to identify trends in student culture, behavior, and achievement, and make adjustments to the program.

To fulfill DPPS’ mission of educating all students, Democracy Prep – Harlem enrolls new students in Kindergarten – 12<sup>th</sup> grade, provides additional supports for these students, and regularly reflects on robust programming to serve students with disabilities and ELLs. The school supports at-risk students through a clear response to intervention (“RTI”) process, integrated co-teaching (“ICT”), special education teacher support services (“SETSS”), and after school and Saturday tutoring. Students from Democracy Prep – Harlem also have access to more restrictive settings, including in a middle school 12:1:1 program and a high school 15:1:1 pilot program.

Please refer to Appendix E for additional information on the Democracy Prep – Harlem program model and how it meets the demands of the SUNY Renewal Benchmarks.

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Democracy Prep – Harlem is an effective and viable organization that has in place the key design elements identified in its charter. The Democracy Prep New York board meets regularly and ensures the school substantially complies with applicable law and regulations, and has worked effectively to oversee the school’s academic progress. Additional detail on the school’s organizational effectiveness is outlined below.

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Democracy Prep – Harlem is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Democracy Prep – Harlem is an effective and viable organization that promotes high levels of student achievement. School and network leaders consistently use data to make decisions and create a college preparatory focused school culture. The school incorporates active citizenship through numerous programs, such as the “Get Out the Vote” campaign and an annual day of service.

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used 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 NYCDOE’s 2017-18 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2017-18, 83% of families who received the survey responded. The majority of survey respondents (90%) indicated satisfaction with the school, and the response rate is sufficient 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. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents

SUNY  
RENEWAL  
BENCHMARK  
:MISSION

SUNY  
RENEWAL  
BENCHMARK  
:SATISFACTION



of students receiving general education services, parents of students with special needs, and parents of ELLs. The seven parents in attendance at the focus group indicated extreme satisfaction with the school. Parents highlighted the constant communication through email, text messages, phone calls, and the school’s online academic and general information platform. Parents appreciate staff’s positivity and dedication, and unique opportunities for their students such as traveling internationally and learning to speak the Korean language.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2017-18, 82% of Democracy Prep – Harlem students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

## DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

### SUNY RENEWAL BENCHMARK :POLICIES

The 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 and partner organization accountable for both academic results and fiscal soundness with some exception in the area of fiscal oversight, which the board is addressing.

- During the current charter term the board worked effectively to merge four charter school education corporations overseen by two authorizers into one corporation overseen by SUNY in order to streamline governance and operation of the schools.
- The 16 member board of trustees works in a well-functioning committee structure that includes regularly reporting academic accountability and finance committees.
- The academic accountability committee is broken down into three subcommittees to monitor each level (elementary, middle, and high) of the schools.
- The independent audit for the fiscal year ended June 2018 showed weaknesses in the areas of internal controls, account reconciliations, and fiscal staffing at the network level. The Institute discussed the findings with the board, which pays the network to handle day to day financial matters. The board stated that it would further investigate the issues.

- In reaction to the audit findings from the 2018 audit, the board convened a working group consisting of board members with expertise in finance, business, and operations, to evaluate the network’s current operations in regard to the audit findings. The board worked to establish a clear plan of action to correct the issues at the network and is in consistent communication with the Institute regarding the implementation of its plan to ensure the network improves its delivery of financial services.
- The board regularly receives network updates not only to stay abreast of the work of the network but to ensure that the network leverages best practices from the other schools it operates.
- Minutes reflect that the board strives for in depth understanding of the key elements of best educational practices breaking down the program to ensure its success.
- In addition to network reports, school leaders provide updates on individual schools.

**SUNY  
 RENEWAL  
 BENCHMARK  
 :COMPLIANCE**

**HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?**

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter.

- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **FERPA and IDEA.** The Institute noted a technical deficiency regarding the sharing of student records and IEP information with teachers not instructing students in violation of Family Educational Rights and Privacy Act and the privacy provisions of the Individuals with Disability Education Act. The Institute visit team corrected the school at the time of the renewal visit by providing technical assistance regarding how a school should only share certain student information with teachers with a legitimate educational interest.
- **Physical Plant.** The school should review protocols to ensure access to custodial closets, fuse boxes, and other areas that may be harmful to students are consistently locked and off limits to students.
- **Policies.** The network needs to review with the administrative staff at the elementary site of the school the required availability of policies regarding child abuse reporting, FERPA, Freedom of Information Law, and complaints.

# 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 Charter Schools is fiscally sound as is its school, Democracy Prep – Harlem. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Democracy Prep – Harlem and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>13</sup> (The SUNY Fiscal Dashboard for Democracy Prep – Harlem is included in Appendix D and the Fiscal Dashboard for the Democracy Prep New York merged education corporation is included in Appendix F). The discussion that follows relates mainly to the Democracy Prep New York education corporation because a school is not a legally distinct fiscal entity.

The network supports Democracy Prep – Harlem in the areas of curricula, assessments, recruitment, training, professional development, compliance, external relations, financial management, and technology under the terms of a management contract that reflects a 12% management fee over the charter term. The financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding. Democracy Prep New York currently has minimal fundraising or contribution income, as evidenced by its audited financial statements.

Democracy Prep – Harlem opened in 2010-11 authorized by the NYC Chancellor. Effective July 1, 2017, the school and another charter originally authorized by the NYC Chancellor merged under SUNY to join the existing Bronx Prep and Harlem Prep charters, with Bronx Prep as the surviving entity. In addition to analyzing the soundness of the individual charter schools, the Institute analyzed 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 school as fiscally sound prior to the merger and continued fiscal soundness since the merger, but it is notable that the individual school and merged education corporation had operating deficits the last three years, which will eventually deplete accumulated surpluses. The Institute is in communication with the board to monitor the fiscal situation.

13. 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.

SUNY Charter Schools Institute  
 SUNY Plaza  
 353 Broadway  
 Albany, NY 12246

The June 30, 2018 audited financial statements raised concerns regarding the fiscal health and internal control structure of the merged education corporation. The audit reported operating deficits for all four schools and an overall deficit for the year of (\$2,472,650). The external auditor identified materials weaknesses in the internal controls relating to the condition of the books and records, lack of reconciliations of accounts, and staffing levels not being adequate at the network level to manage the financial operations. The network and the board took immediate action in response and continue to address the deficiencies. The Institute will continue to work with the board to support its work in addressing and strengthening all fiscal operations associated with the education corporation.

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

### SUNY RENEWAL BENCHMARK :BUDGETS

Democracy Prep – Harlem has the financial resources to ensure stable operations but its fiscal condition is on a downward trajectory. Working with the network, Democracy Prep – Harlem has not employed clear budgetary objectives and budget preparation procedures throughout the charter term. Operating deficits for the past three years indicate that the budgeting process needs revision and strong board oversight and monitoring.

- The budget process involves various network and school leadership positions working together. The school’s budget is developed using a model designed to achieve self-sufficiency of unique requirements of any particular program offered without the use of private philanthropy. Although the school states that the budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment, the financial condition indicates that the education corporation is not properly monitoring this process, and spending more than budgeted on all schools.
- The projected five-year renewal budget reflects anticipated stable revenues and expenses associated with planned enrollment as the school continues serving Kindergarten – 12<sup>th</sup> grade.
- Democracy Prep – Harlem operates the elementary school in a NYCDOE co-location site. The middle school is located in privately leased space. The high school is located in an adult learning center facility. The current sites are suitable for the next charter term and no material changes are anticipated.

SUNY Charter Schools Institute  
 SUNY Plaza  
 353 Broadway  
 Albany, NY 12246

## SUNY RENEWAL BENCHMARK :INTERNAL CONTROLS

### DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Democracy Prep – Harlem had a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls, but the past three years has shown steady decline and documented instances of weak internal controls, which in 2017-18 turned into material weakness.

- The network Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates, yet the external auditor identified material weaknesses in the record keeping, which may be due in part to a lack of resources at the network allocated to fiscal staff.
- The most recent audit reported material weaknesses in the internal controls regarding record keeping of general ledger accounts and transactions, lack of reconciliations, and overall lack of timely analysis of the financial records and accurate reporting. This, in turn, put the board in a position of not having accurate and up to date information for fiscal decision making.

## SUNY RENEWAL BENCHMARK :FINANCIAL REPORTING

### DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Democracy Prep – Harlem and the education corporation have complied with financial reporting requirements.

- The Institute, NYCDOE, and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP) until the most recent late audit report filing.
- Independent audits of annual financial statements have received unqualified opinions but contained management letter items of material weaknesses in internal controls that need corrective action. The Institute will continue to monitor the corrective action.
- The school and education corporation have recently not filed key reports on time and accurately including audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- For the June 30, 2018 audited financial statements, due annually to the Institute by November 1 each school year, the school requested and the Institute granted, an extension to November 15, 2018. The education corporation submitted the audited financial statements late on November 21, 2018.

## SUNY RENEWAL BENCHMARK : OPERATIONS

### DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Democracy Prep – Harlem and the education corporation have adequate financial resources to ensure stable operations, but the accumulated surpluses are being strained after three years of operating deficits.

- The school has reported fiscal health but most recent years has experienced operating deficits, which need monitoring and a corrective action plan. The Institute is working with the school and network to address the fiscal condition concerns.
- The education corporation benefits from a combined balance sheet, which is a combination of individual schools' assets and liabilities. 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 ending June 30, 2018, the audited financial statements report an operating deficit of (\$201,671) for the individual school. The deficit is offset against the accumulated surpluses of approximately \$3 million, resulting in a surplus of \$2.9 million for the individual school.
- Democracy Prep New York, as a merged entity, had total net assets of approximately \$22.4 million as of June 30, 2018 and had 30 days of cash on hand to pay bills coming due shortly, which is the Institute's standard.
- As a requirement of charter agreements, Democracy Prep New York has established the separate bank account for the merged dissolution fund reserve of \$200,000.

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

# 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?

Democracy Prep – Harlem would have met its Accountability Plan goals and has a strong educational program in place. The school is an academic success, operates as an effective and viable organization, and the education corporation is fiscally sound. Therefore, Democracy Prep New York's plans to implement the educational program as proposed for the next charter term are reasonable, feasible, and achievable.

**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. 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.** Democracy Prep – Harlem plans to implement the same core elements of its academic program that have allowed it 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. Over the next charter term, Democracy Prep – Harlem will continue to serve students in Kindergarten – 12<sup>th</sup> grade.

**Plans for Board Oversight & Governance.** Current board members express interest in continuing to serve Democracy Prep New York Charter Schools in the future. The board may add new trustees in the next charter term. The board plans to increase its oversight of the network's handling of finances and operations in the next charter term, and has the expertise to do so.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	1,182	1,188
<b>Grade Span</b>	K–12	K–12
<b>Teaching Staff</b>	93	93
<b>Days of Instruction</b>	187	187

SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

**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. The Institute is working with the school and network to ensure corrective actions are properly in place to ensure sound budgets.

Democracy Prep – Harlem plans to continue instruction for the elementary and high school grades in the existing NYCDOE co-location sites. The middle school is operating in private leased space. All three sites are suitable to the school’s program needs 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 - Harlem

# Ax

APPENDICES

PAGES Ax 1-40

**SO**<sup>A</sup>

SCHOOL  
OVERVIEW

PAGE Ax 1

**PS**<sup>B</sup>

PERFORMANCE  
SUMMARIES

PAGE Ax 6

**DC**<sup>C</sup>

DISTRICT  
COMMENTS

PAGE Ax 10

**FD**<sup>D</sup>

FISCAL DASHBOARD

PAGE Ax 11

**EO**<sup>E</sup>

ED CORP OVERVIEW

PAGE Ax 15

**EF**<sup>F</sup>

ED CORP FISCAL

PAGE Ax 37

# APPENDIX A: School Overview

## CHAIR

Robert North

## VICE CHAIR

Josh Pristaw

## TREASURER

Brian Berger

## SECRETARY

Roger Berg

## TRUSTEES

Doug Snyder

Jamal Epps

Trevor Gibbons

Ken Weiller

Alistair Wood

Linda Bell

Steve Gordon

Brittany Mullings

Greg Watson

Sean Windsor

Katie Duffy

Jake Foley

## SCHOOL LEADERS

### ELEMENTARY

*Mia Backon, Principal (2017-18 to present)*

*Theresa Walsh (2014-15 to 2016-17)*

*Natalie Aronson (2013-14)*

### MIDDLE

*Jonquille Eley, Principal (2017-18 to present)*

*Jonquille Eley, Co-Principal (2015-16 to 2016-17)*

*Zachary Siegel, Co-Principal (2015-16 to 2016-17)*

*Anwar Abdul-Rahmen, Principal (2013-14 to 2014-15)*

*Emmanuel George (2010-11 to 2012-13)*

### HIGH

*Matthew Rooney, Principal (2017-18 to present)*

*Steve Popper (2014-15 to 2016-17)*

*Lisa Friscia (2013-14)*

## SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	NYCDOE	778*	N/A	K-1, 6-10	K-1, 6-12
2015-16	NYCDOE	816*	N/A	K-2, 6-11	K-2, 6-12
2016-17	NYCDOE	907*	N/A	K-3, 6-12	K-3, 6-12
2017-18	1,101	925	84%	K-4, 6-12	K-4, 6-12
2018-19	1,182	1,064	90%	K-12	K-12

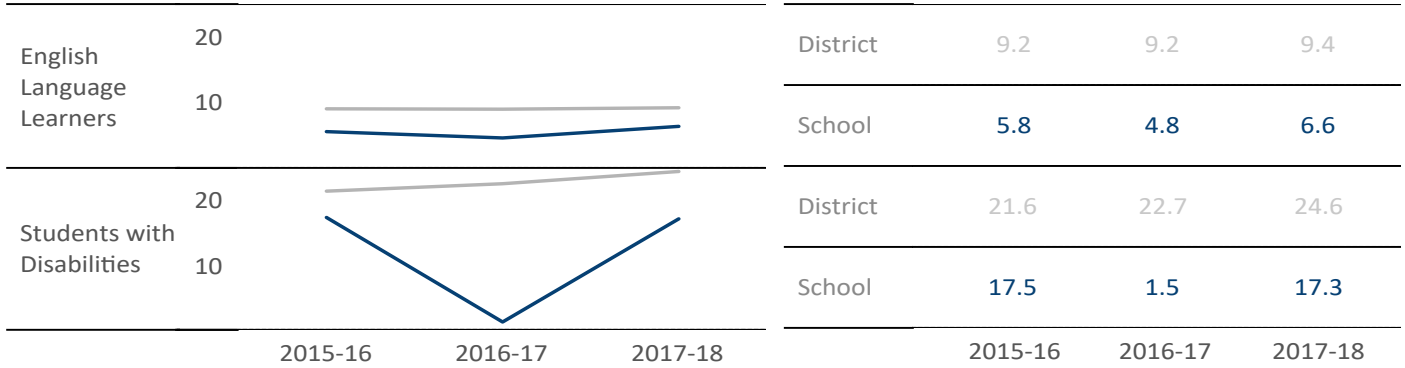
\*The Institute collected enrollment data for these years from annual reports, audits, and evaluation reports as the school was authorized by a different authorizer during this time period.

# APPENDIX A: School Overview

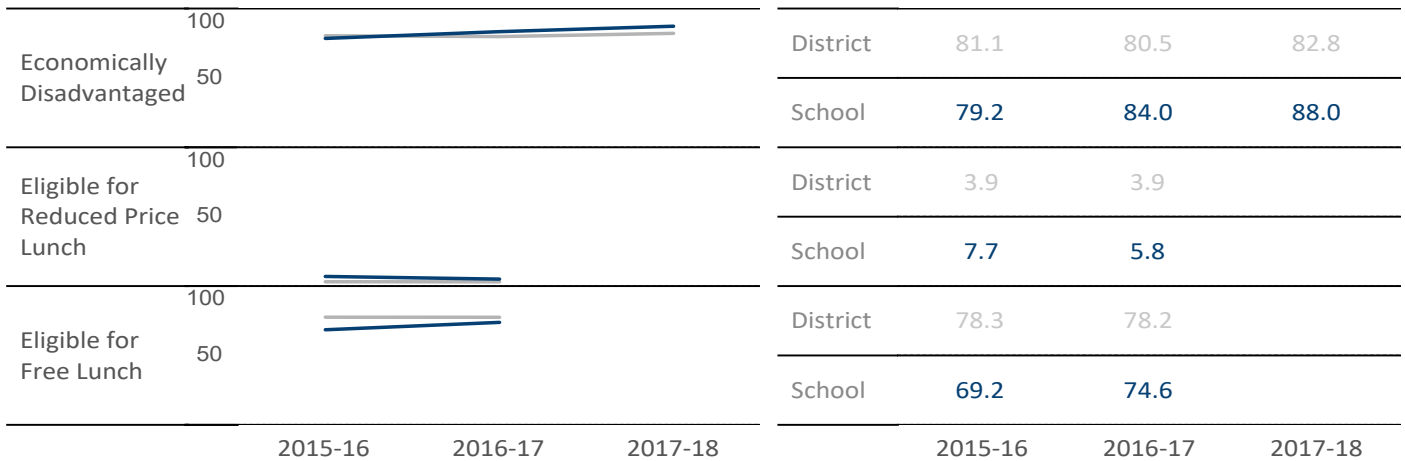
## Democracy Prep - Harlem

CSD 5

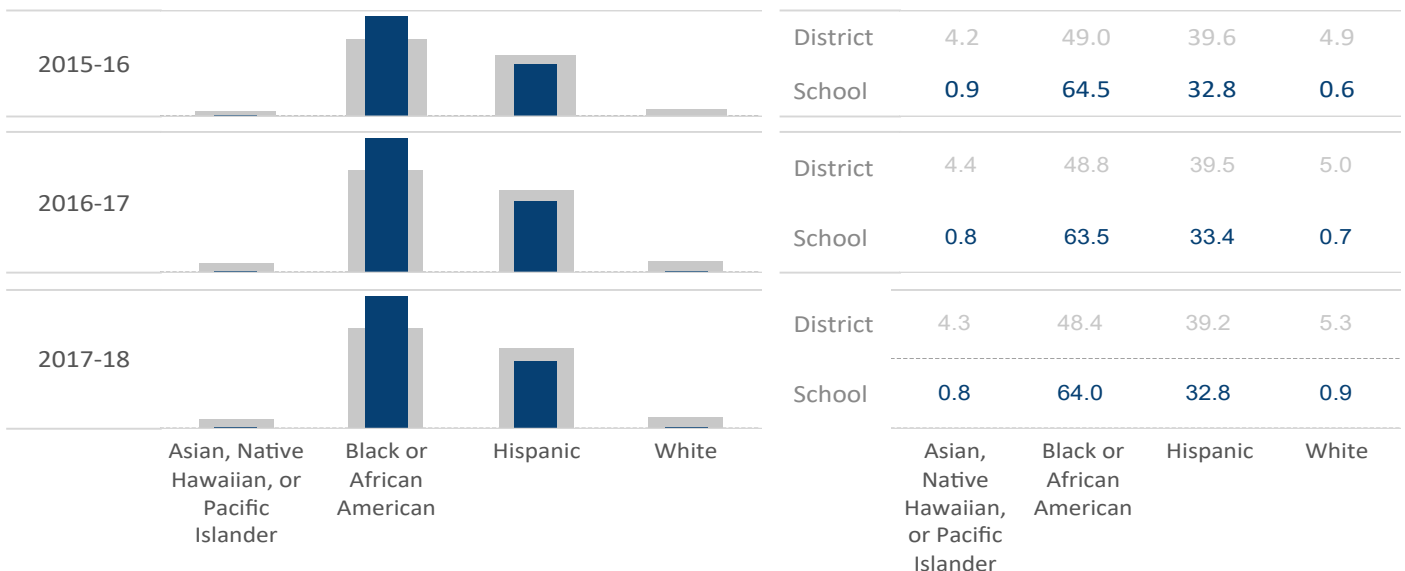
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity

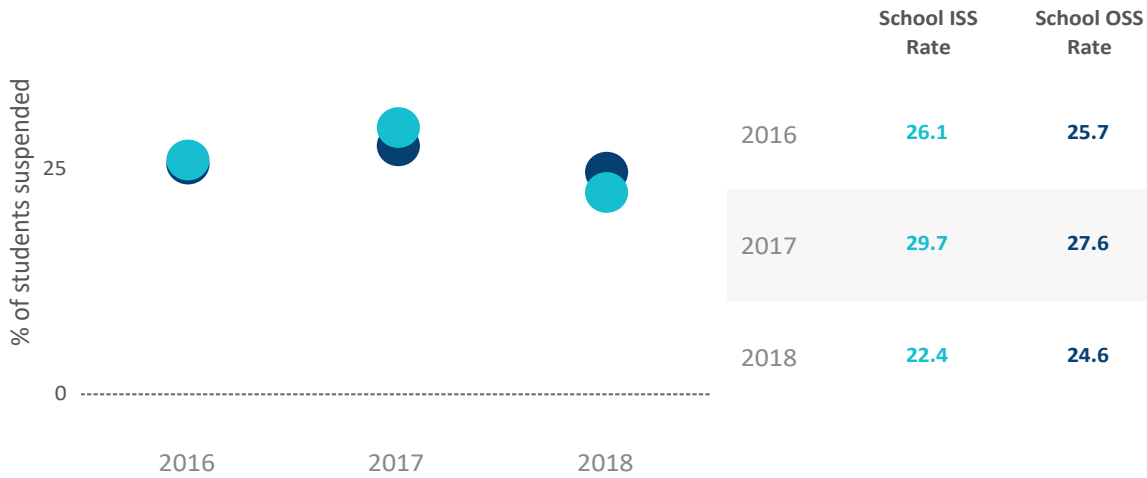


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department.

# APPENDIX A: School Overview

## Democracy Prep - Harlem

## Manhattan CSD 5



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

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the school each year.

Year	2016	2017	2018
Expulsions	0	0	0

## Democracy Prep Charter School - Harlem's Enrollment and Retention Status: 2017-18

		District Target	School
Enrollment	Economically disadvantaged	85.8	87.6
	English language learners	11.1	6.6
	Students with disabilities	18.2	16.8
Retention	Economically disadvantaged	88.8	83.6
	English language learners	87.2	95.3
	Students with disabilities	88.0	77.7

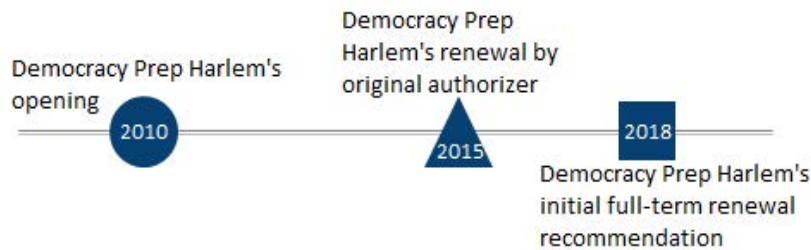
Data reported in these charts reflect information reported by the school to the Institute.

# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS



## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2018-19	Initial Renewal Visit	October 1-3, 2018

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 1-3, 2018	Kerri Rizzolo	School Evaluation Analyst
	Andrew Kile	Director of School Evaluation
	Sarah Rosskamm	External Consultant
	Jenn David-Lang	External Consultant

# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Rigorous college-prep academics;	+
More time to learn;	+
Data driven decision making;	+
Safe and supportive school culture; and,	+
Exemplary talent.	+

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: English Language Arts Democracy Prep Charter School - Harlem

	2015-16 Grades Served: K-2, 6-11			2016-17 Grades Served: K-3, 6-12			2017-18 Grades Served: K-4, 6-12			MET
	All Students % (N)	2+ Years Students % (N)	MET	All Students % (N)	2+ Years Students % (N)	MET	All Students % (N)	2+ Years Students % (N)	MET	
<b>ABSOLUTE MEASURES</b> 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.	Grades			3	52.6 (95)	52.6 (95)	3	64.7 (85)	72.5 (69)	
		4	(0)	4	(0)	(0)	4	78.1 (73)	77.1 (70)	
		5	(0)	5	(0)	(0)	5	(0)	(0)	
		6	18.0 (89)	6	16.7 (90)	15.4 (13)	6	44.2 (104)	9.1 (11)	
		7	17.6 (102)	7	28.4 (102)	31.3 (67)	7	37.9 (95)	39.2 (79)	
		8	43.0 (100)	8	43.9 (107)	47.7 (88)	8	40.6 (106)	45.5 (77)	
		All	26.5 (291)	All	30.6 (186)	43.7 (263)	All	51.2 (463)	55.9 (306)	NO
		Grades	PLI	AMO	PLI	AMO	Grades	PI	MIP	
		6-8	104	104	3, 6-8	112	111	3-4, 6-8	139	NA
<b>COMPARATIVE MEASURES</b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan District 5			Comparison: Manhattan District 5			Comparison: Manhattan District 5			
	Grades	School	District	Grades	School	District	Grades	School	District	
	7-8	30.6	24.1	3, 7-8	43.7	27.2	3-4, 7-8	55.9	29.9	YES
	% ED	Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted	Effect Size
	77.7	26.5	27.3	81.1	35.8	30.2	87.5	51.2	35.1	0.89
			-0.06	NO			NO			YES
	Grades	School	State	Grades	School	State	Grades	School	State	
	4	0.0		4	0.0		4	59.1		
	5	0.0		5	0.0		5	0.0		
6	55.6		6	42.7		6	49.4			
7	48.3		7	51.1		7	56.6			
8	63.8		8	52.4		8	46.9			
All	56.2	50.0	YES	49.3	50.0	NO	52.4	50.0	YES	
<b>GROWTH MEASURE</b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Comparison: Manhattan District 5			Comparison: Manhattan District 5			Comparison: Manhattan District 5			
	Grades	School	State	Grades	School	State	Grades	School	State	
	4	0.0		4	0.0		4	59.1		
	5	0.0		5	0.0		5	0.0		
	6	55.6		6	42.7		6	49.4		
	7	48.3		7	51.1		7	56.6		
	8	63.8		8	52.4		8	46.9		
	All	56.2	50.0	YES	49.3	50.0	NO	52.4	50.0	YES



# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: Mathematics

### Democracy Prep Charter School - Harlem

	2015-16 Grades Served: K-2, 6-11				2016-17 Grades Served: K-3, 6-12				2017-18 Grades Served: K-4, 6-12				MET
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students		
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	
<b>ABSOLUTE MEASURES</b> 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	(0)	(0)	(0)	3	61.1 (95)	61.1 (95)	3	71.1 (83)	76.5 (68)			MET
	4	(0)	(0)	(0)	4	(0)	(0)	4	84.7 (72)	84.1 (69)			
	5	(0)	(0)	(0)	5	(0)	(0)	5	(0)	(0)			
	6	25.8 (89)	16.7 (6)	6	14.6 (89)	7.7 (13)	6	28.8 (104)	0.0 (11)				
	7	35.3 (102)	35.5 (93)	7	34.7 (101)	32.8 (67)	7	24.7 (97)	26.3 (80)				
	8	29.7 (74)	32.3 (62)	8	24.3 (107)	25.0 (88)	8	28.9 (76)	29.8 (47)				
	All	30.6 (265)	33.5 (161)	All	33.7 (392)	39.2 (263)	All	45.4 (432)	52.7 (275)				
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP		NA
	6-8	109	101	YES	3, 6-8	109	109	YES	3-4, 6-8	129			
<b>COMPARATIVE MEASURES</b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan District 5				Comparison: Manhattan District 5				Comparison: Manhattan District 5				YES
	Grades	School	District		Grades	School	District		Grades	School	District		
	7-8	33.5	11.8	YES	3, 7-8	39.2	15.6	YES	3-4, 7-8	52.7	21.8	YES	
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Effect Size				Effect Size				Effect Size				YES
	% ED	Actual	Predicted		% ED	Actual	Predicted		% ED	Actual	Predicted		
	78.5	30.6	21.6	0.45	81.1	33.7	25.0	0.43	87.4	45.4	30.5	0.73	
<b>GROWTH MEASURE</b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target to 50.	Grades	School	State		Grades	School	State		Grades	School	State		YES
	4	0.0		4	0.0		4	64.0					
	5	0.0		5	0.0		5	0.0					
	6	68.5		6	47.4		6	51.4					
	7	52.1		7	58.9		7	61.6					
	8	64.3		8	56.5		8	71.6					
	All	61.2	50.0	YES	All	54.8	50.0	YES	All	61.5	50.0	YES	

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY Democracy Prep Charter School - Harlem

	2015-16	2016-17	2017-18	MET
<b>English Language Arts</b> <b>ABSOLUTE MEASURES</b> 1. Each year, 65 percent of students will score at college and career ready on the Regents English exam. 2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8 <sup>th</sup> grade ELA exam will score at college and career ready English exam. 3. Each year, the Accountability Performance Level (APL) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's accountability system. <b>COMPARATIVE MEASURE</b> 4. Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.	MET	2013 Cohort N 72 % 92 Low Performing Entrants N 19 84 APL 189 178 Comparison: Manhattan CSD 5 School 189 146	2014 Cohort N 46 % 83 Low Performing Entrants N 29 83 PI 225 Comparison: Manhattan CSD 5 School 225 NA	MET
<b>Mathematics</b> <b>ABSOLUTE MEASURES</b> 1. Each year, 65 percent of students will score at least 80 on a Regents math exam. 2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8th grade math exam will score at least 80 on the Regents math exam. 3. Each year, the Accountability Performance Level (APL)* on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's accountability system. <b>COMPARATIVE MEASURE</b> 4. Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the local school district.	MET	2013 Cohort N 72 % 75 Low Performing Entrants N 14 57 APL 174 165 Comparison: Manhattan CSD 5 School 174 125	2014 Cohort N 46 % 61 Low Performing Entrants N 13 15 PI 229 Comparison: Manhattan CSD 5 School 229 NA	MET

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY Democracy Prep Charter School - Harlem

	2015-16		2016-17		2017-18		MET			
	Cohort	N	% promoted	Cohort	N	% promoted		Cohort	N	% promoted
<b>High School Graduation</b>										
<b>ABSOLUTE MEASURES</b>										
1. Each year, 75 percent of students in the first and second year high school Total Graduation Cohort will earn enough required credits and be promoted to the next grade.	2013		% promoted	2015		% promoted	2016	66	88	YES
	2014			2016			2017	97	88	YES
	All			All			All	163	88	YES
2. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different Regents exams required for graduation.	2013 Cohort N		% passing ≥ 3 Regents	2015 Cohort N		% passing ≥ 3 Regents	2016 Cohort N		% passing ≥ 3 Regents	
3a. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.			%	2013 Cohort N		%			%	NO
3b. Each year, 95 percent of students will graduate after the completion of their fifth year.			%	2012 Cohort N		% Graduating	2013 Cohort N		% Graduating	NO
<b>COMPARATIVE MEASURE</b>				Comparison: Manhattan CSD 5 School			Comparison: Manhattan CSD 5 School			YES
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.				94	70	YES	70	NA	NA	NA
<b>College Preparation</b>										
<b>COMPARATIVE MEASURES</b>										
1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.*	Reading		N School State	Reading		N School State	Reading		N School State	
	Math			Math			Math			
2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Reading		N School State	Reading		N School State	Reading		N School State	
	Math			Math			Math			
<b>SCHOOL DESIGNED MEASURES</b>										
3. College Preparation										
The percent of students graduating with an Advanced Regents diploma will exceed that of the local school district.			%			%			%	
			97.1			30.6			96.8	NA
4. The percent of graduating students who meet the state's APM will exceed the state average.			%			%			%	
			N			N			N	%
5. Each year, 75 percent of graduating students will pass an AP exam, CLEP exam, or successfully complete college-level coursework.										
6. College Attainment and Achievement										
Each year, 75 percent of students in the fourth year graduating class will enroll in a college or university in the year after graduation.										
			68			95.6			31	100.0
			YES			YES			YES	YES

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

## SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Democracy Prep Charter School – Harlem’s renewal on November 26, 2018 at the school. Twenty-two people were present with eleven people speaking in support of the renewal application. Reasons for support from administrators, teachers, parents, and a board member included outperforming the district on state assessments, commitment to the use of data, no excuses culture, civics programming, college attendance, special education services, response to intervention programming, a safe culture, dedicated teachers and after school offerings. Supporters believed these aspects culminated in a community that teaches the whole child. Two representatives of Community Education Council 5 spoke that they wanted more collaboration from the school with the local district school. They also alleged that students at the school were “cherry picked” but provided no evidence beyond an unidentified number of students transferring mid-year.

# APPENDIX D: Fiscal Dashboard

## DEMOCRACY PREP CHARTER SCHOOL - HARLEM

NOTE: Effective 2017-18 the school merged into 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 long-term debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
 Temporarily restricted

##### 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  
 Regular Education & SPED (combined)  
 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 Temporally 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 2017-18

MERGED

	2013-14	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents - GRAPH 1	-	3,135,956	2,938,117	2,459,612	-
Grants and Contracts Receivable	-	288,559	584,692	845,375	-
Accounts Receivable	-	337,785	36,854	-	-
Prepaid Expenses	-	23,116	29,910	29,535	-
Contributions and Other Receivables	-	-	-	139,674	-
<b>Total Current Assets - GRAPH 1</b>	-	<b>3,785,416</b>	<b>3,589,573</b>	<b>3,474,196</b>	-
Property, Building and Equipment, net	-	551,742	746,650	1,245,119	-
Other Assets	-	70,395	70,466	70,521	-
<b>Total Assets - GRAPH 1</b>	-	<b>4,407,553</b>	<b>4,406,689</b>	<b>4,789,836</b>	-
Accounts Payable and Accrued Expenses	-	495,690	453,306	530,640	-
Accrued Payroll and Benefits	-	351,174	425,008	753,286	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	96,660	-
Short Term Debt - Bonds, Notes Payable	-	32,456	40,231	-	-
Other	-	29,717	19,775	25,641	-
<b>Total Current Liabilities - GRAPH 1</b>	-	<b>909,037</b>	<b>938,320</b>	<b>1,406,227</b>	-
Deferred Rent/Lease Liability	-	38,758	8,611	312,699	-
All other long-term debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	<b>947,795</b>	<b>946,931</b>	<b>1,718,926</b>	-
Unrestricted	-	3,442,415	3,441,362	3,052,535	-
Temporarily restricted	-	17,343	18,396	18,375	-
<b>Total Net Assets</b>	-	<b>3,459,758</b>	<b>3,459,758</b>	<b>3,070,910</b>	-
<b>Total Liabilities and Net Assets</b>	-	<b>4,407,553</b>	<b>4,406,689</b>	<b>4,789,836</b>	-
Resident Student Enrollment	-	11,423,907	11,722,972	13,775,830	13,732,131
Students with Disabilities	-	-	-	-	1,382,261
State and local	-	199,798	62,609	78,680	-
Federal - Title and IDEA	-	1,107,396	656,876	606,537	660,860
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	<b>12,731,101</b>	<b>12,442,457</b>	<b>14,461,047</b>	<b>15,775,252</b>
Regular Education	-	8,276,616	9,163,725	10,701,623	11,029,683
SPED	-	1,583,787	1,424,537	2,078,000	2,150,319
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Program Services</b>	-	<b>9,860,403</b>	<b>10,588,262</b>	<b>12,779,623</b>	<b>13,180,002</b>
Management and General	-	1,600,114	1,882,104	2,100,627	2,824,321
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	<b>11,460,517</b>	<b>12,470,366</b>	<b>14,880,250</b>	<b>16,004,323</b>
<b>Surplus / (Deficit) From School Operations</b>	-	<b>1,270,584</b>	<b>(27,909)</b>	<b>(419,203)</b>	<b>(229,071)</b>
Contributions	-	26,532	26,647	25,600	7,500
Fundraising	-	-	-	-	-
Miscellaneous Income	-	22,793	1,262	4,755	19,900
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	<b>49,325</b>	<b>27,909</b>	<b>30,355</b>	<b>27,400</b>
Total Unrestricted Revenue	-	12,780,426	12,470,366	14,491,423	15,802,715
Total Temporally Restricted Revenue	-	-	-	(21)	(63)
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	<b>12,780,426</b>	<b>12,470,366</b>	<b>14,491,402</b>	<b>15,802,652</b>
<b>Change in Net Assets</b>	-	<b>1,319,909</b>	-	<b>(388,848)</b>	<b>(201,671)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	<b>1,657,947</b>	<b>3,459,758</b>	<b>3,459,758</b>	<b>3,070,910</b>
Prior Year Adjustment(s)	-	481,902	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	<b>3,459,758</b>	<b>3,459,758</b>	<b>3,070,910</b>	<b>2,869,239</b>

# APPENDIX D: Fiscal Dashboard

## DEMOCRACY PREP CHARTER SCHOOL - HARLEM

NOTE: Effective 2017-18 the school merged into 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 - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	-	-	-	-	1,803,770
Instructional Personnel	-	-	-	-	6,223,309
Non-Instructional Personnel	-	-	-	-	49,438
Personnel Services (Combined)	-	5,575,994	7,121,270	8,336,158	-
<b>Total Salaries and Staff</b>	-	<b>5,575,994</b>	<b>7,121,270</b>	<b>8,336,158</b>	<b>8,076,517</b>
Fringe Benefits & Payroll Taxes	-	959,362	1,337,799	1,572,156	2,093,162
Retirement	-	-	-	-	298,227
Management Company Fees	-	1,548,570	1,172,286	1,764,127	2,169,050
Building and Land Rent / Lease	-	708,477	-	576,438	686,165
Staff Development	-	144,171	113,233	208,190	147,471
Professional Fees, Consultant & Purchased Services	-	187,341	110,461	160,918	350,940
Marketing / Recruitment	-	40,988	31,943	24,035	51,042
Student Supplies, Materials & Services	-	1,156,452	1,279,322	1,216,988	1,047,045
Depreciation	-	181,115	218,392	351,633	350,756
Other	-	958,047	1,085,660	669,607	733,948
<b>Total Expenses</b>	-	<b>11,460,517</b>	<b>12,470,366</b>	<b>14,880,250</b>	<b>16,004,323</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	-	-	-	1,101
Final Chartered Enrollment (includes any revisions)	-	-	-	-	1,101
Actual Enrollment - <b>GRAPH 4</b>	-	787	816	896	925
Chartered Grades	-	K-1, 6-10	K-2, 6-11	K-3, 6-12	K-4, 6-12
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: 0

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

	2013-14	2014-15	2015-16	2016-17	2017-18
	-	-	-	-	-
	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	-	16,177	15,248	16,140	17,046
Other Revenue and Support	-	63	34	34	30
<b>TOTAL - GRAPH 3</b>	-	<b>16,239</b>	<b>15,282</b>	<b>16,173</b>	<b>17,076</b>

##### Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	-	12,529	12,976	14,263	14,242
Management and General, Fundraising	-	2,033	2,307	2,344	3,052
<b>TOTAL - GRAPH 3</b>	-	<b>14,562</b>	<b>15,282</b>	<b>16,607</b>	<b>17,294</b>
% of Program Services	0.0%	86.0%	84.9%	85.9%	82.4%
% of Management and Other	0.0%	14.0%	15.1%	14.1%	17.6%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	<b>11.5%</b>	<b>0.0%</b>	<b>-2.6%</b>	<b>-1.3%</b>

#### Student to Faculty Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
	-	-	-	-	8.7

#### Faculty to Admin Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
	-	-	-	-	4.4

#### Financial Responsibility Composite Scores - GRAPH 6

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

	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.0	3.0	2.3	2.1	0.0
	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	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)

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	0	2,876,379	2,651,253	2,067,969	0
As % of Unrestricted Revenue	0.0%	22.5%	21.3%	14.3%	0.0%
Working Capital (Current) Ratio Score	0.0	4.2	3.8	2.5	0.0
Risk	N/A	LOW	LOW	MEDIUM	N/A
Rating	N/A	Excellent	Excellent	Good	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)

	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.0	4.1	3.8	2.4	0.0
Risk	N/A	LOW	LOW	LOW	N/A
Rating	N/A	Excellent	Excellent	Excellent	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)

	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.0	0.2	0.2	0.4	0.0
Risk	N/A	LOW	LOW	LOW	N/A
Rating	N/A	Excellent	Excellent	Excellent	N/A

#### Months of Cash - GRAPH 8

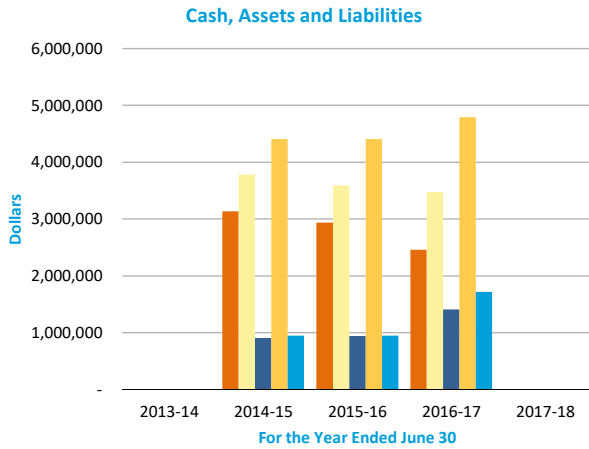
Score  
 Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
 Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.0	3.3	2.8	2.0	0.0
Risk	N/A	LOW	MEDIUM	MEDIUM	N/A
Rating	N/A	Excellent	Good	Good	N/A

# APPENDIX D: Fiscal Dashboard

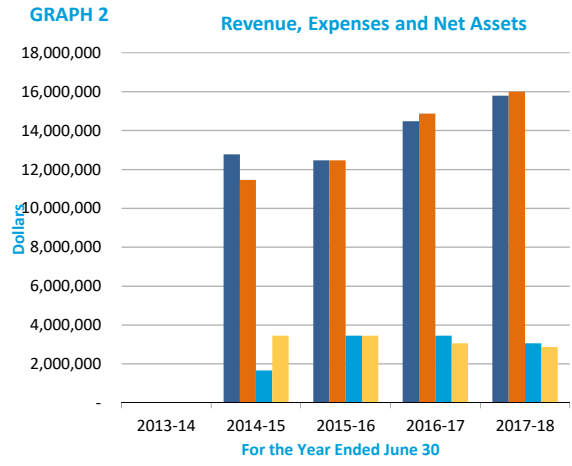
## DEMOCRACY PREP CHARTER SCHOOL - HARLEM

NOTE: Effective 2017-18 the school merged into 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.



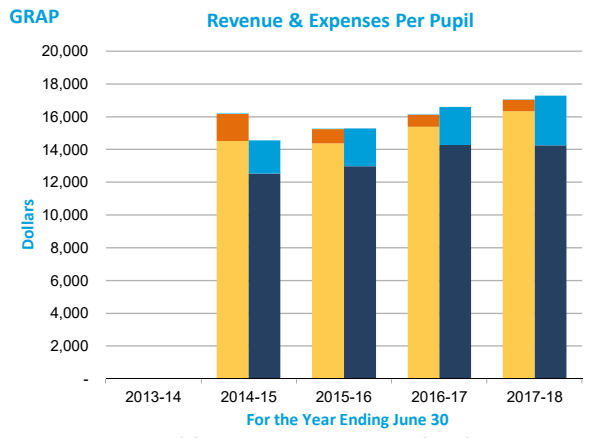
■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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.



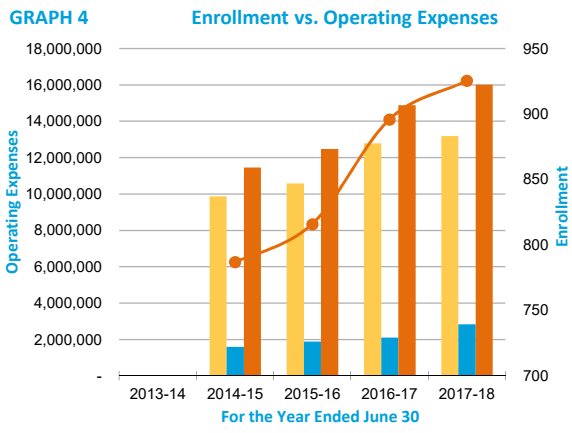
■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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.



■ Rev. - Reg. & Special ED ■ Rev. - Other Operating  
 ■ Rev. - Other Support ■ Exp. - Reg. & Special ED  
 ■ Exp. - Other Program ■ Exp. - Mngmt. & Other

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.



■ Program Expenses ■ Total Expenses ■ Management & Other  
 ● Enrollment

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 D: Fiscal Dashboard

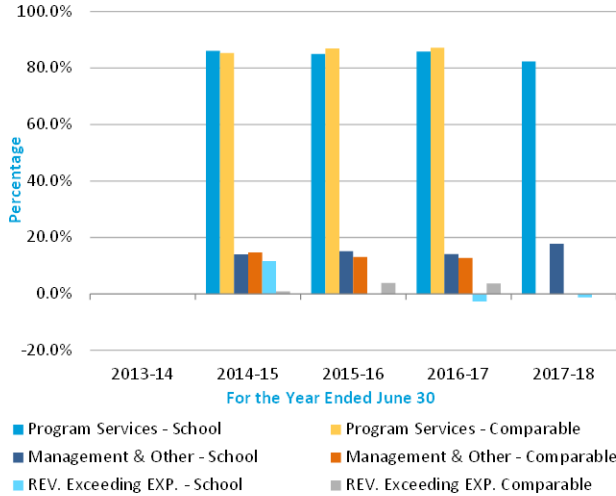
## DEMOCRACY PREP CHARTER SCHOOL - HARLEM

NOTE: Effective 2017-18 the school merged into 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)

GRAPH 5

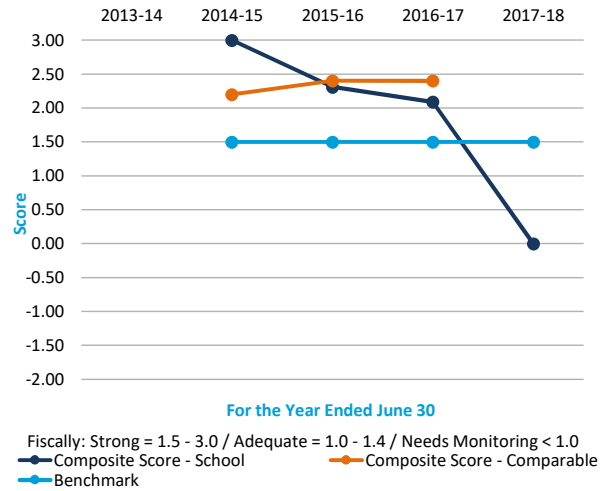
% Breakdown of Expenses



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.

GRAPH 6

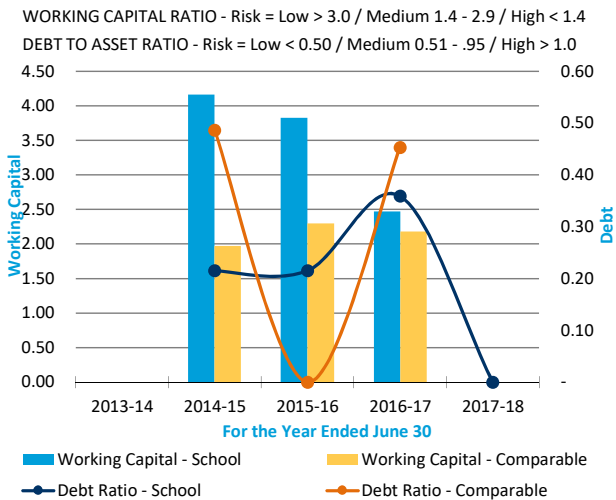
Composite Score



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.

GRA

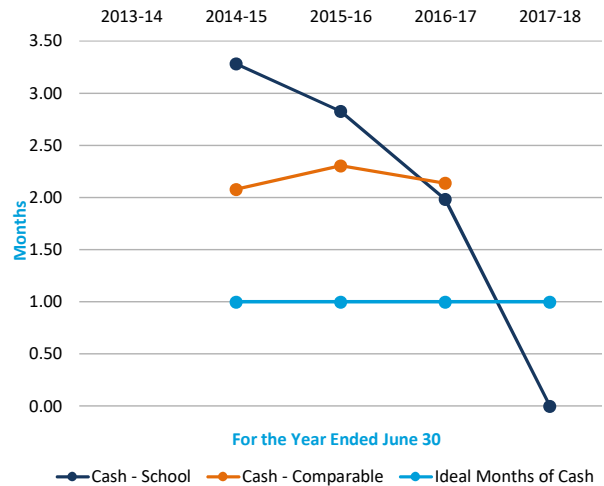
Working Capital & Debt to Asset Ratios



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.

GRAPH 8

Months of Cash



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.



# APPENDIX E: Education Corporation Overview

## SUNY RENEWAL BENCHMARK 1B

### DEMOCRACY PREP NEW YORK CHARTER SCHOOLS<sup>1</sup>

For strong performing SUNY-authorized charter schools that implement a common school design across multiple schools, the Institute provides an analysis and description of the schools' academic design structured using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, instruction, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report.

### DOES DEMOCRACY PREP NEW YORK CHARTER SCHOOLS HAVE AN ASSESSMENT SYSTEM?

Democracy Prep New York Charter Schools ("Democracy Prep New York" or the "education corporation") uses an assessment system that enables leaders and teachers to frequently collect and analyze data, 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: the Strategic Teaching and Evaluation of Progress ("STEP")<sup>2</sup> in Kindergarten – 5<sup>th</sup> grade every six to eight weeks to measure reading proficiency; Northwest Evaluation Association MAP ("MAP")<sup>3</sup> three times per year to measure 3<sup>rd</sup> – 10<sup>th</sup> grade students' growth against the growth of a national sample of similarly situated students; 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 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 network-wide assessment results to understand which schools in the education corporation and network harness best practices in certain areas. 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 evaluation.

1. Democracy Prep New York Charter Schools is a not-for-profit education corporation that is served by Democracy Prep Public Schools, Inc., a New York, not-for-profit charter management organization (the "network" or the "CMO"). For additional information, please visit [www.democracyprep.org](http://www.democracyprep.org).

2. The STEP assessment measures student reading growth and performance. For more information, please refer to [www.uchicagoimpact.org/stepm-assessment-kit/](http://www.uchicagoimpact.org/stepm-assessment-kit/).

3. The MAP assessment is a nationally normed assessment that measures student performance against grade-level standards. For more information, please refer to [www.nwea.org/](http://www.nwea.org/).

## SUNY RENEWAL BENCHMARK 1C

### DOES DEMOCRACY PREP 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 allows teachers time to focus on intellectually preparing for lessons and executing instructional strategies. The network curriculum team creates Kindergarten – 8<sup>th</sup> grade curricula for all subjects as well as 9<sup>th</sup> and 10<sup>th</sup> grade 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 – 5<sup>th</sup> grade also uses Eureka Math<sup>4</sup> 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 that are shared 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 the social studies courses. The curriculum includes learning 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.

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.

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 curricula based on assessment data, school walkthrough and classroom observation data, and teacher input. Democracy Prep New York teachers and leaders give formal feedback to the curriculum team at least three times per 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 will observe teachers at each school approximately once every three weeks. The network team will then debrief 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.

4. For additional information, please visit [www.greatminds.org/math/](http://www.greatminds.org/math/).

# APPENDIX E: Education Corporation Overview

## SUNY RENEWAL BENCHMARK 1D

### IS HIGH-QUALITY INSTRUCTION EVIDENT THROUGHOUT DEMOCRACY PREP NEW YORK CHARTER SCHOOLS?

Due to the curriculum’s strong foundation, solid 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 that is 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 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.

### DOES DEMOCRACY PREP 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 six 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. 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 University (“Leader U”) program for one to two years. Through the program, prospective leaders collaborate with other prospective leaders throughout the network to learn how to provide effective coaching and feedback and develop schoolwide instructional systems.

## SUNY RENEWAL BENCHMARK 1E

# APPENDIX E: Education Corporation Overview

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. Coaches consistently provide weekly or bi-weekly observation and feedback in addition to schoolwide 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 effectively deliver feedback to teachers.

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 through two school walkthroughs and end of trimester reviews with two additional walkthroughs for struggling schools. 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.

## DOES DEMOCRACY PREP 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 and targeted 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

**SUNY  
RENEWAL  
BENCHMARK  
1F**

# APPENDIX E: Education Corporation Overview

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 other related services. In addition to the school's strong curriculum, network ACT managers and school based ACT coordinators work alongside leaders to train classroom teachers in best practices to differentiate and modify instruction for students with disabilities through such practices as annotated work packets, small group instruction, and utilizing effective co-teaching models. On a monthly 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 in special education and meet the needs of a portion of scholars who require a more restrictive environment based on 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 work to 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 innovation with the Pathways program has led Democracy Prep New York to pilot a 15:1:1 setting for high school grades in 2018-19 at Democracy Prep CHarter School – Harlem.

Democracy Prep New York is reflective about 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 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 ("ELPs") 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.

## 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. Democracy Prep New York has a clear delineation of roles, responsibilities, and accountability. Staff members are clear at the school, network, and board levels how each interacts in decision making. An internal school leader handbook articulates the network systems required for use in every school so leaders are clear about 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 is reflective about their discipline practices and each school creates its own goals for student discipline, aligned to network expectations.

The network implements a variety of initiatives to recruit and retain high-quality staff and students. Democracy Prep 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, the 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. Democracy Prep New York’s goal is for all students to graduate with an Advanced Regents diploma so that they are fully prepared for college level coursework. Democracy Prep New York is careful to track students’ progress and is transparent with students and families if students require an additional year of preparation. As such, 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 network 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 12<sup>th</sup> 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. Democracy Prep New York’s first graduating cohort is on track to meet the network’s six year college graduation rate goal.

## SUNY RENEWAL BENCHMARK 2D

### DOES THE DEMOCRACY PREP NEW YORK CHARTER SCHOOLS EDUCATION CORPORATION BOARD WORK EFFECTIVELY TO ACHIEVE SCHOOLS' ACCOUNTABILITY PLAN GOALS?

Democracy Prep New York's board works effectively to achieve each school's Accountability Plan goals. The board oversees the schools associated with four Democracy Prep New York charters: Harlem Prep Charter School, Bronx Preparatory Charter School, Democracy Prep Harlem Charter School, and Democracy Prep Charter School. Democracy Prep New York's board consists of members with professional backgrounds in academics, law, finance, real estate, and community engagement. The board recognizes a need to diversify its members by adding more members from communities representative of the students', and is also considering the addition of four alumni as members of the board.

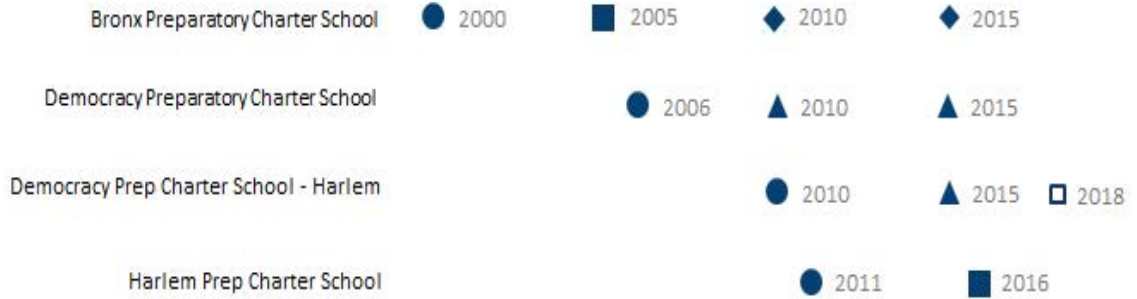
During the 2016-17 school year, the board successfully managed the merger of the four Democracy Prep New York charters by establishing an effective committee structure that includes academic accountability, executive, governance, finance and audit, development, and community and family engagement committees. The board structured the academic accountability committee into three subcommittees consisting of a subcommittee for the elementary level, middle school level, and the high school level grades. 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 larger board. One of the first main 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.

The Democracy Prep New York board establishes clear lines of reporting and responsibility with Democracy Prep Public Schools with the education corporation board responsible for final approvals of setting 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. Additionally, before renewing the annual contract, the Democracy Prep New York board conducts a thorough evaluation of the network's services using a comprehensive rubric. The 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. Board members additionally set goals that each member visits at least two Democracy Prep New York schools during a school year.

# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

● School Opening ■ Initial Renewal - Full-Term ◆ Subsequent Renewal □ Initial Renewal Recommendation - Full-Term  
▲ Renewal by Original Authorizer





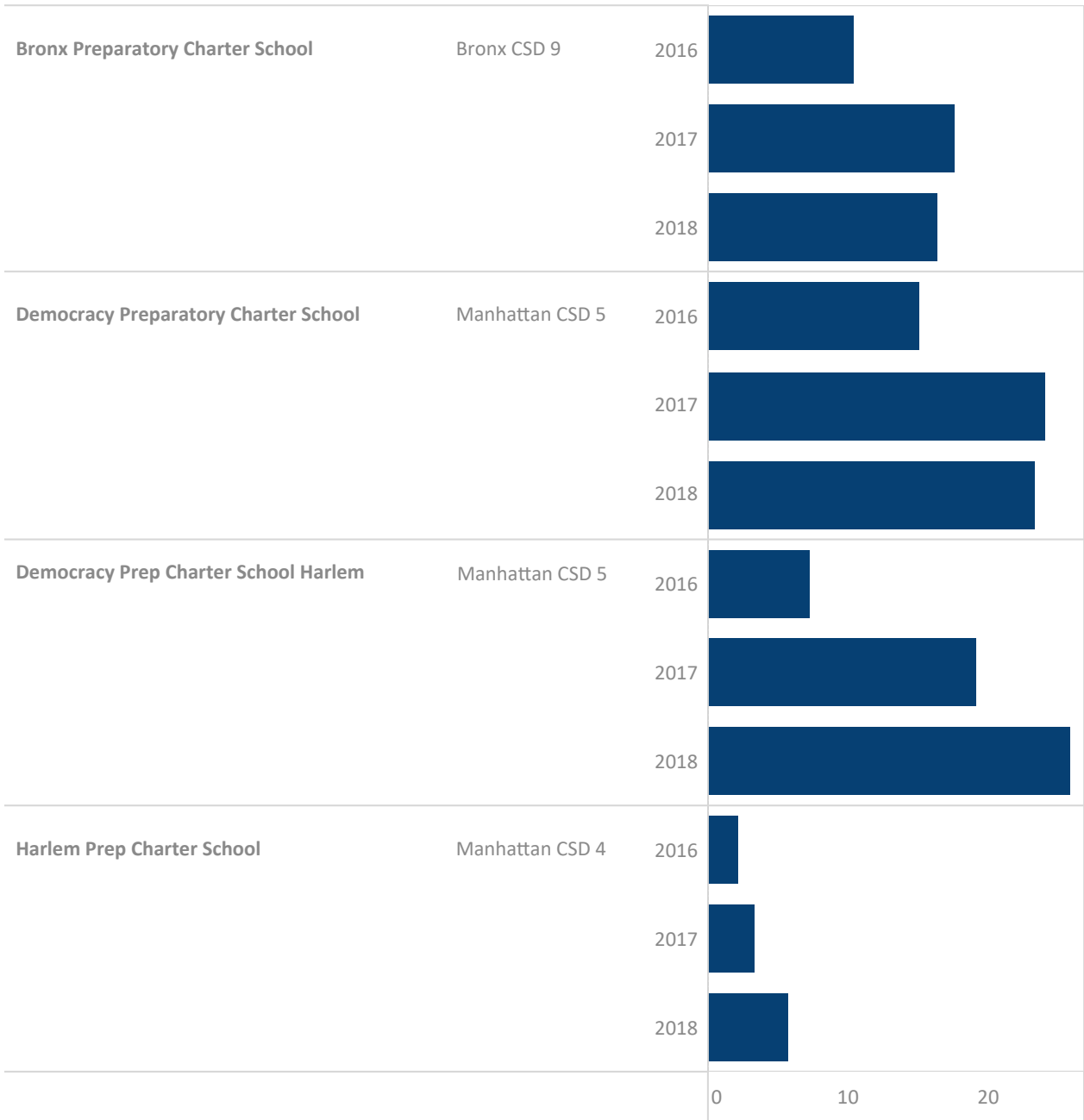
# APPENDIX E: Education Corporation Overview

## 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 Charter School - Harlem	CSD 5	Yes	1182	K-12
Harlem Prep Charter School	CSD 4	Yes	981	K-11

# APPENDIX E: Education Corporation Overview

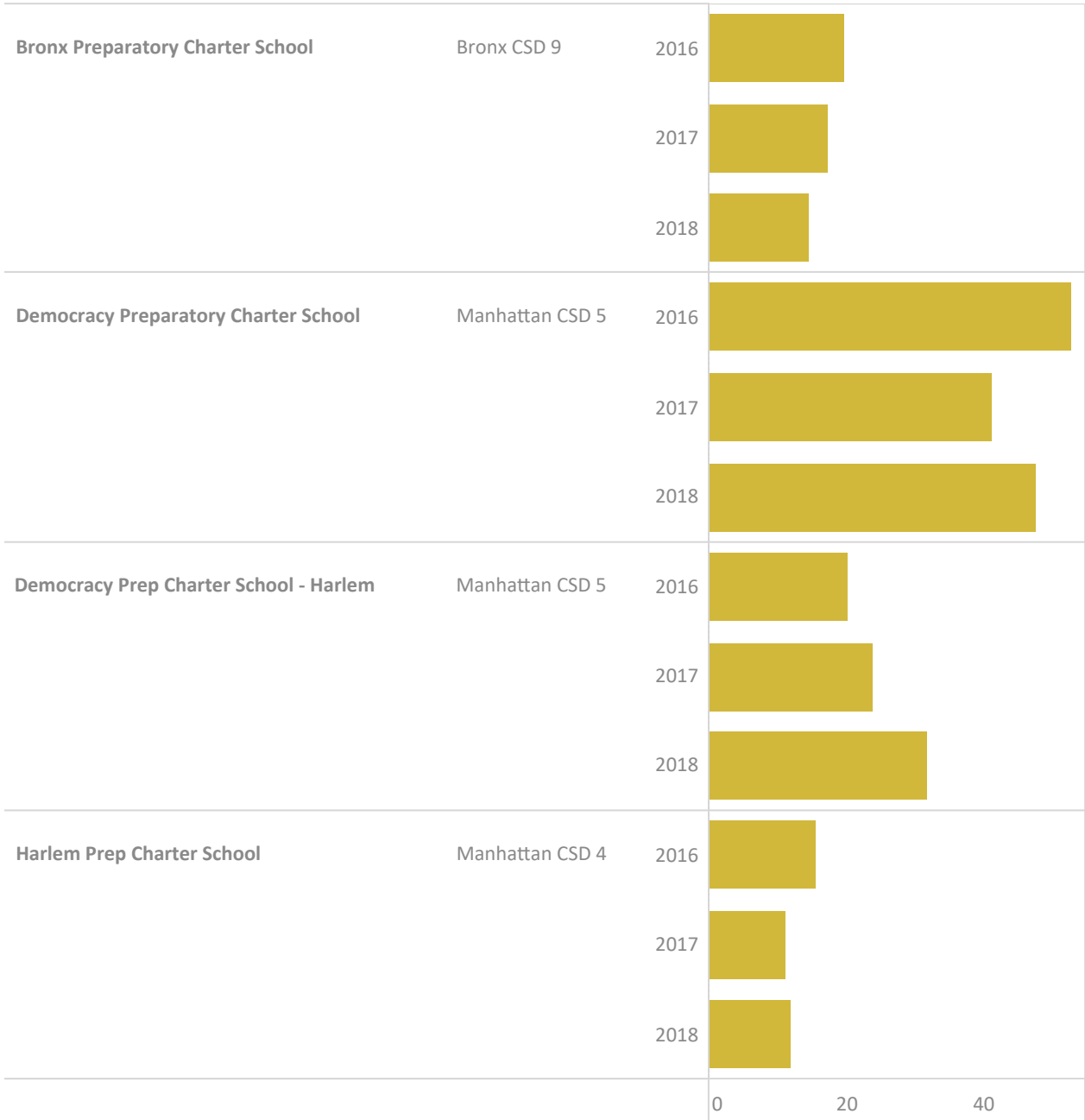
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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.

# APPENDIX E: Education Corporation Overview

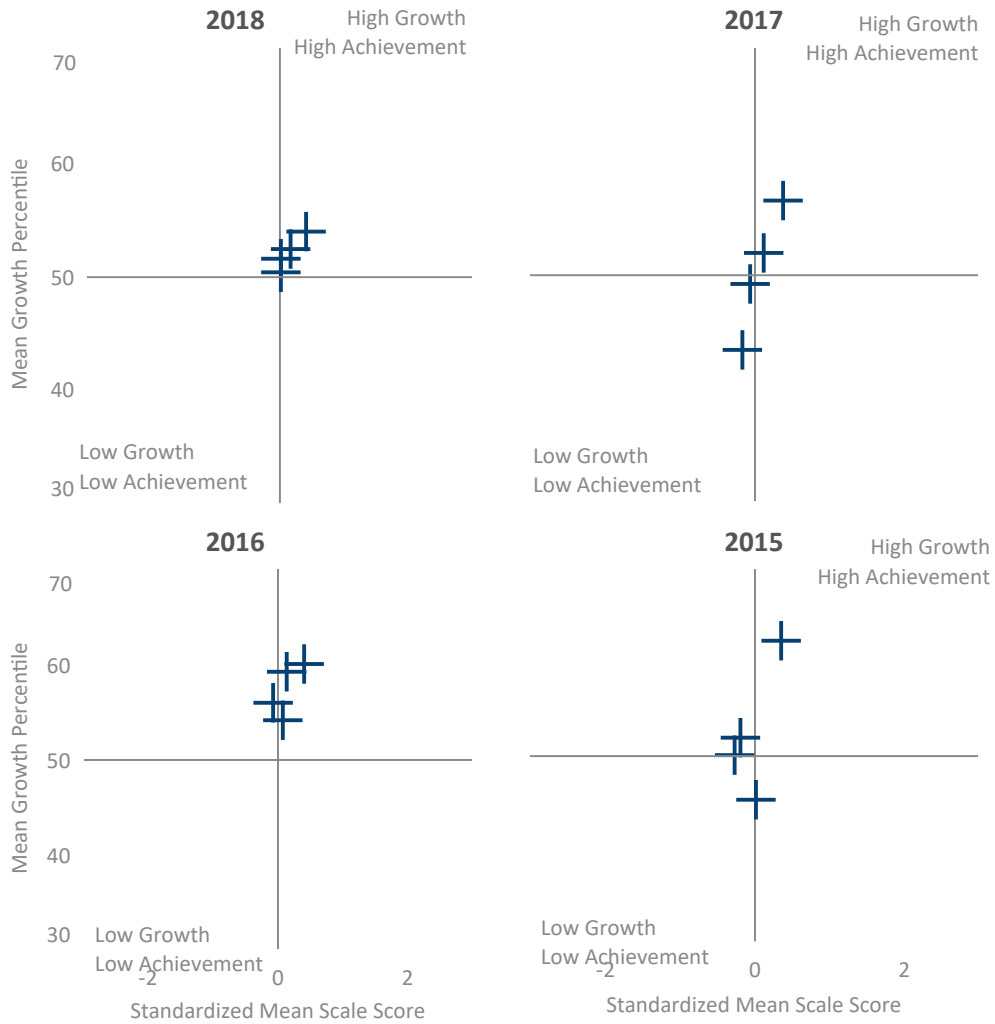
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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.

# APPENDIX E: Education Corporation Overview

## ELA GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18

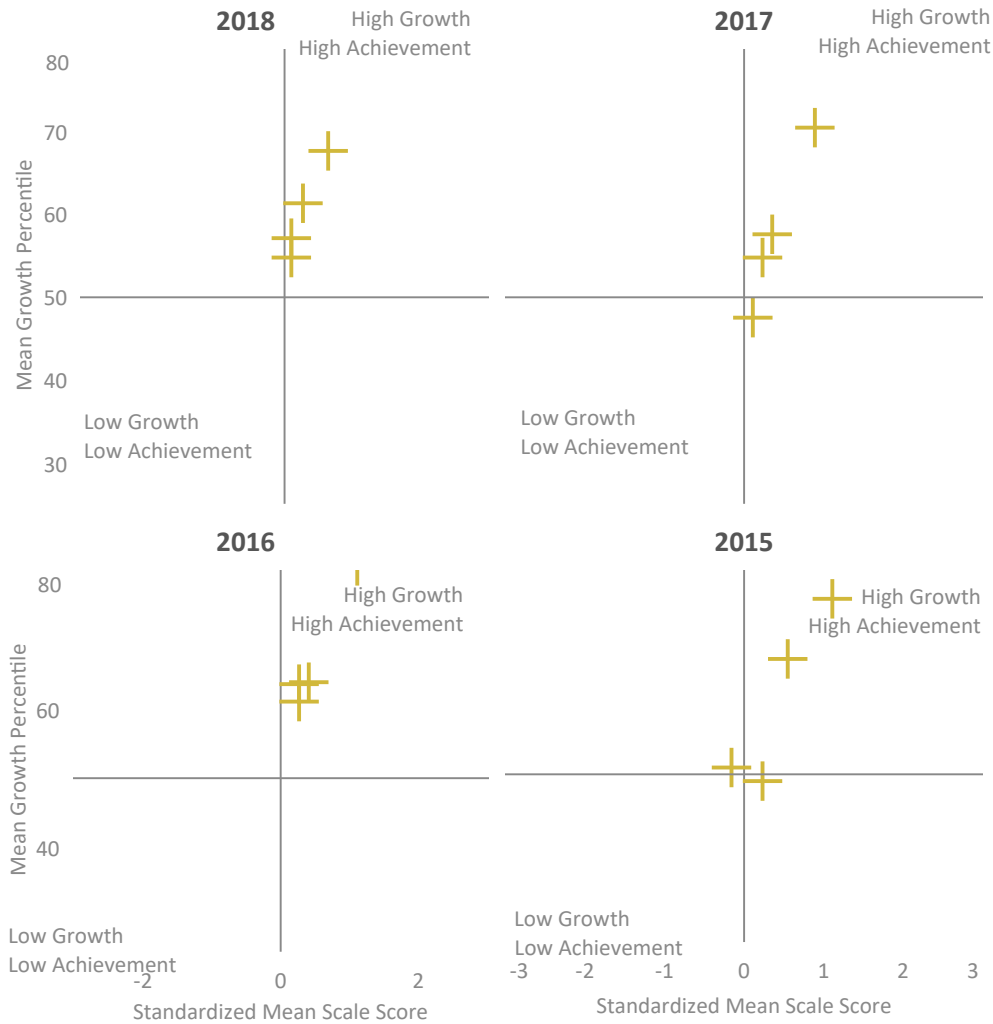


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute 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.

# APPENDIX E: Education Corporation Overview

## MATH GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18



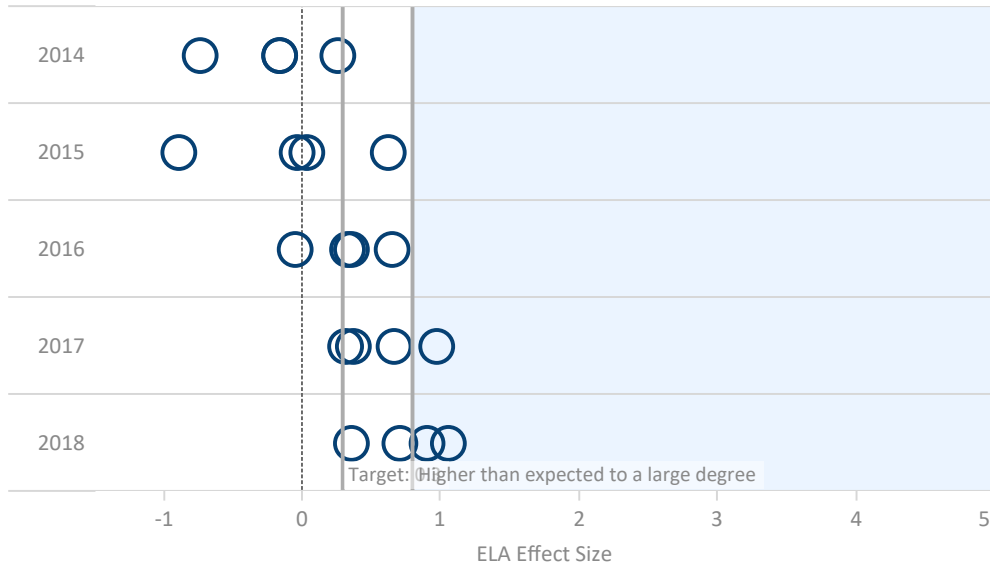
These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute 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.

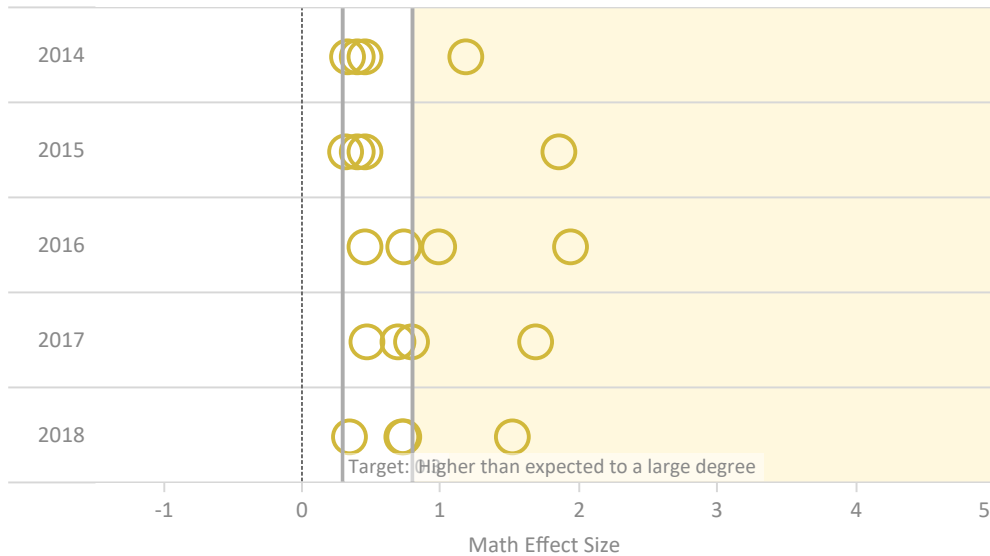
# APPENDIX E: Education Corporation Overview

## ELA AND MATH EFFECT SIZE DOT PLOTS: 2013-14 THROUGH 2017-18

**ELA Effect Size by Year and School**



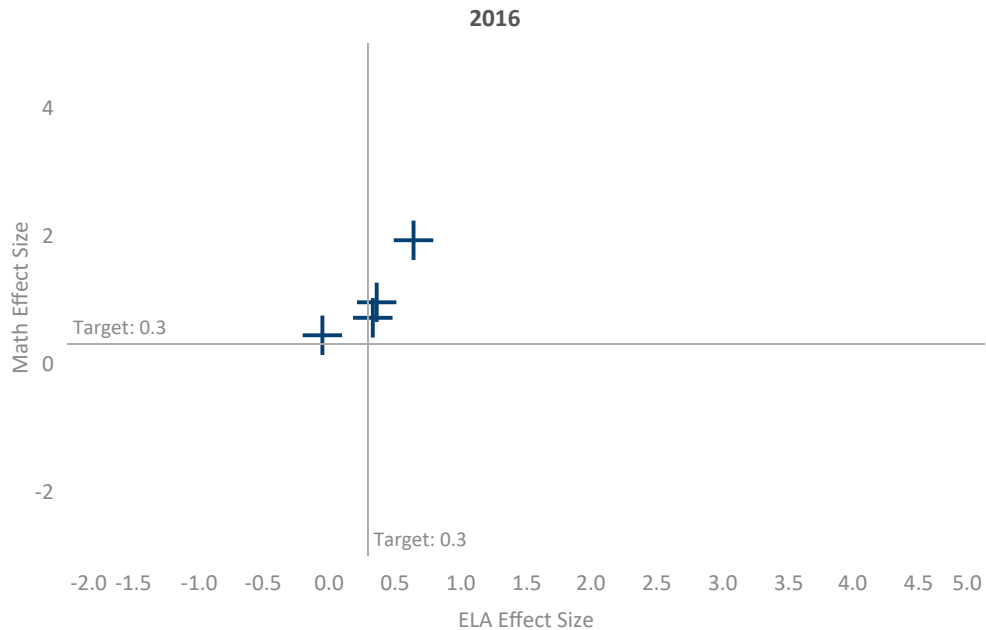
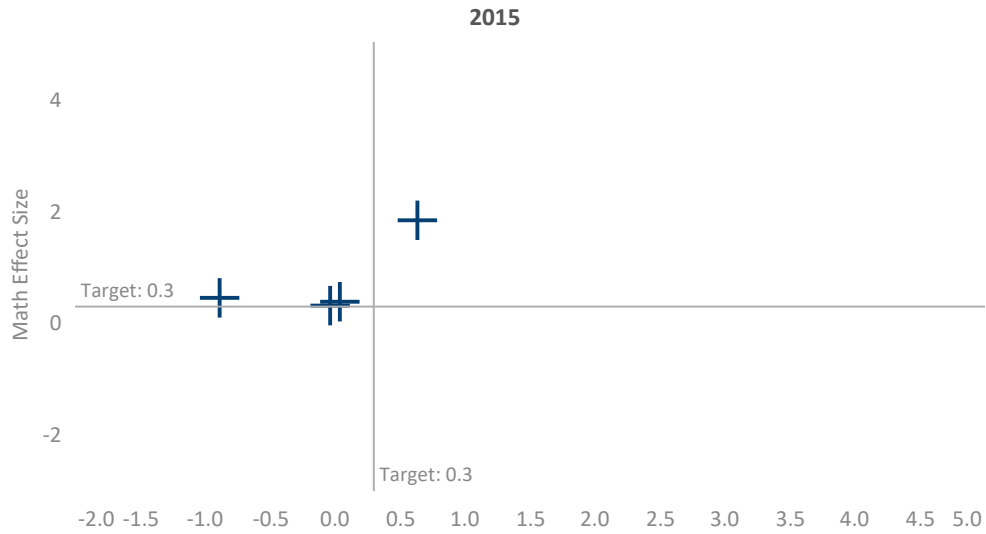
**Math Effect Size by Year and School**



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.

# APPENDIX E: Education Corporation Overview

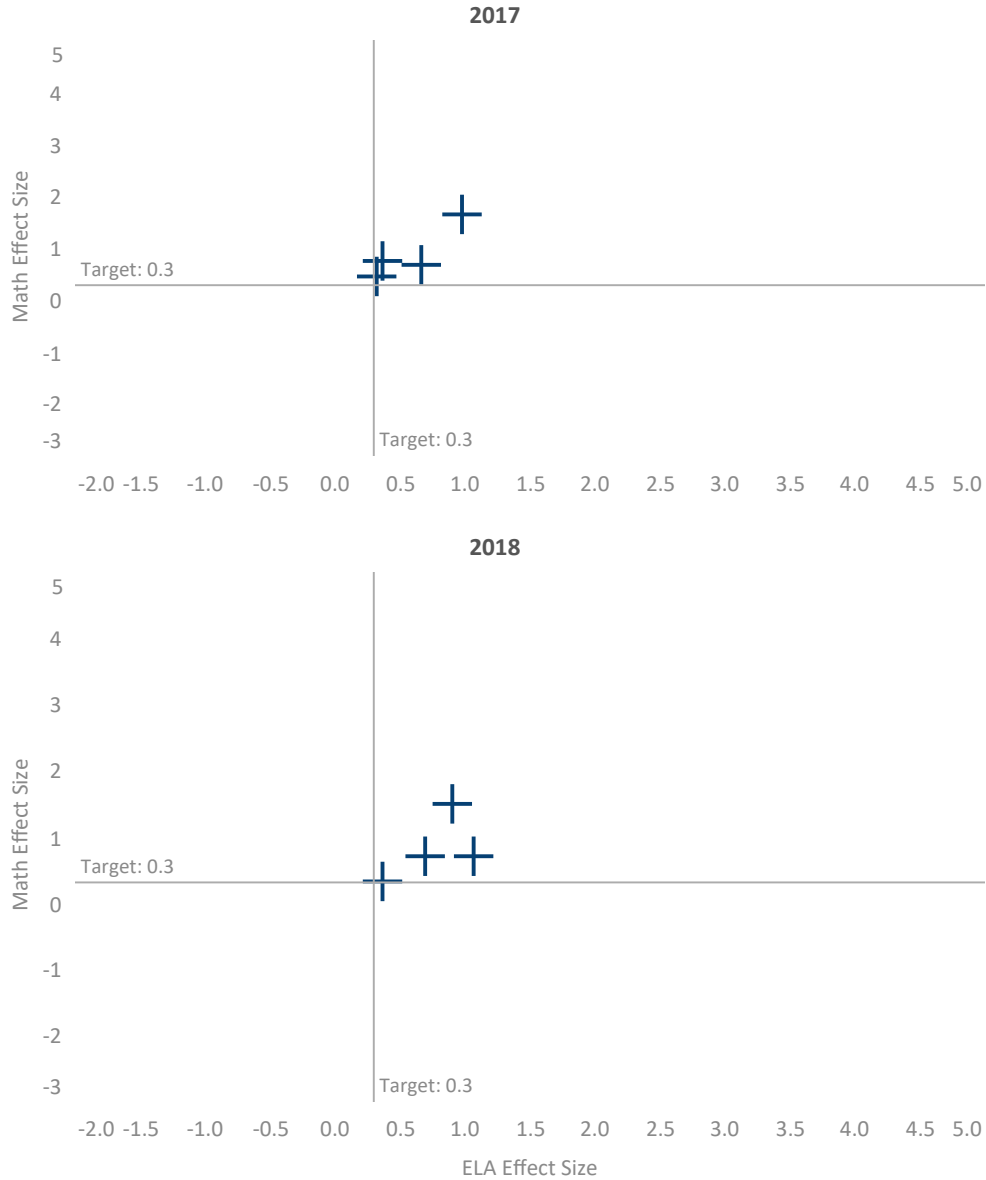
## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



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.

# APPENDIX E: Education Corporation Overview

## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2016-17 THROUGH 2017-18



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.



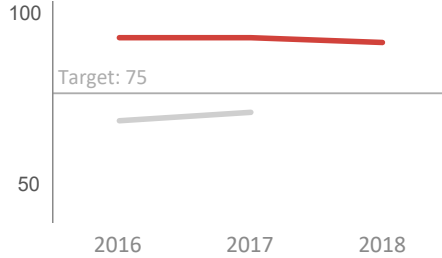
# APPENDIX E: Education Corporation Overview

Bronx Prep Charter School

Bronx CSD 9

## HIGH SCHOOL GRADUATION RATE

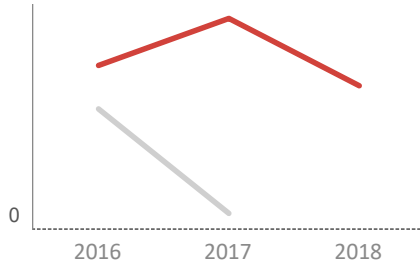
**Comparative Measure: Graduation Rate.** Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the District.



	District	School
2016	67.8	90.3
2017	70.1	90.3
2018		89.0

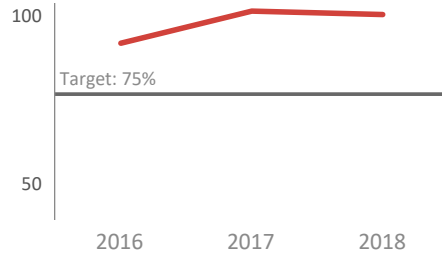
## COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure: Advanced Regents Diploma.** Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the district.



	District Adv Diploma	School Adv Diploma
2016	9.2	12.5
2017	1.3	16.1
2018		11.0

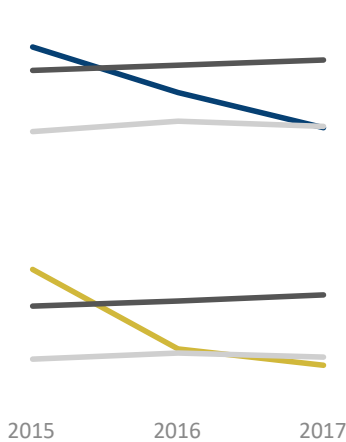
**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2016	56	89.3
2017	56	98.2
2018	73	97.3

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



	AMO	District PI	School APL
2015	170	123	188
2016	174	131	153
2017	178	127	126

	AMO	District PI	School APL
2015	154	102	190
2016	159	108	112
2017	165	104	96

In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. Bronx Prep's PI in 2017-18 was 179 in ELA and 113 in mathematics.

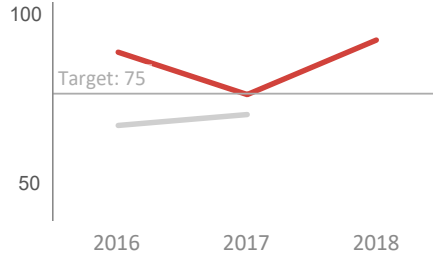
# APPENDIX E: Education Corporation Overview

Democracy Prep Charter School

Manhattan CSD 5

## HIGH SCHOOL GRADUATION RATE

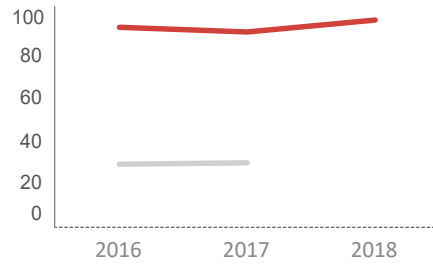
**Comparative Measure: Graduation Rate.** Each year, the percentage of the school's students graduating after completion of their fourth year will exceed the District.



	District	School
2016	66.5	86.7
2017	69.5	75.0
2018		90.0

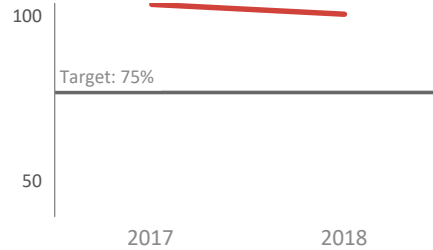
## COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure: Advanced Regents Diploma.** Each year, the percentage of students graduating with an Advanced Regents diploma will exceed that of the district.



	District Adv Diploma	School Adv Diploma
2016	30.0	93.8
2017	30.6	91.7
2018		97.2

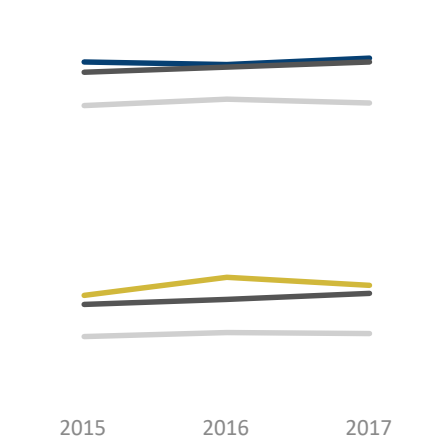
**College Attainment Measure: Matriculation into College.** Each year, 75 percent of graduating students will enroll in a college or university.



	Grad N	Matriculation %
2017	60	100.0
2018	72	97.2

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



	AMO	District PI	School APL
2015	170	144	178
2016	174	149	176
2017	178	146	181

	AMO	District PI	School APL
2015	154	122	163
2016	159	126	181
2017	165	125	173

In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. Democracy Prep Charter School's PI in 2017-18 was 218 in ELA and 166 in mathematics.

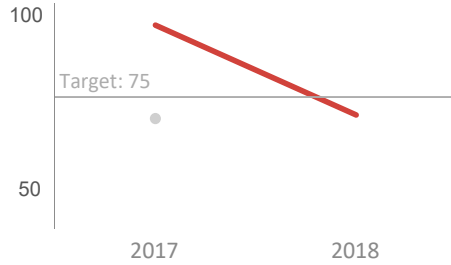
# APPENDIX E: Education Corporation Overview

Democracy Prep - Harlem

Manhattan CSD 5

## HIGH SCHOOL GRADUATION RATE

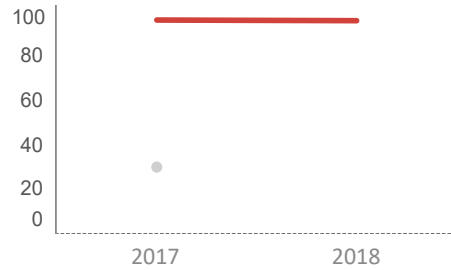
**Comparative Measure: Graduation Rate.** Each year, the percentage of the school's students graduating after completion of their fourth year will exceed the District.



	District	School
2017	69.5	94.4
2018		70.5

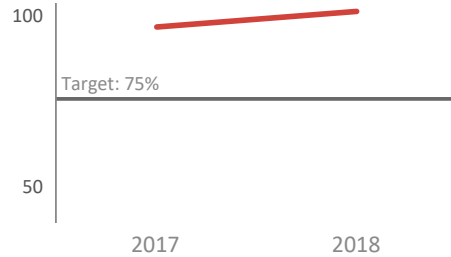
## COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure: Advanced Regents Diploma.** Each year, the percentage of students graduating with an Advanced Regents diploma will exceed that of the district.



	District Adv Diploma	School Adv Diploma
2017	30.6	97.1
2018		96.8

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



	Grad N	Matriculation %
2017	68	95.6
2018	31	100.0

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

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

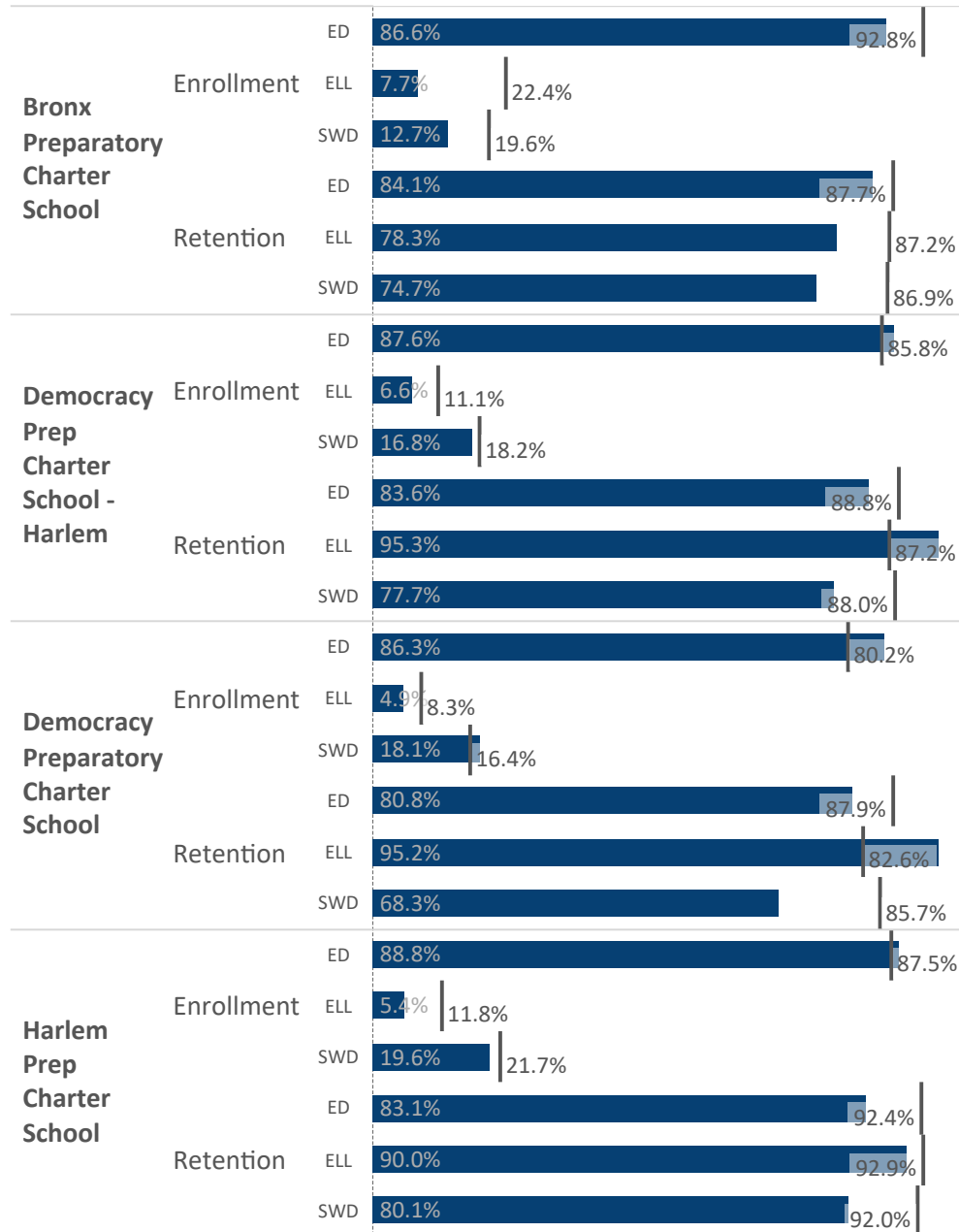


	AMO	District PI	School APL
2017	178	146	189
2017	165	125	176

In 2017-18, the state transitioned to calculating a Performance Index ("PI") for schools using a different methodology from previous years. As such, a comparison to previous years is not applicable. Democracy Prep - Harlem's PI in 2017-18 was 225 in ELA and 229 in mathematics.

# APPENDIX E: Education Corporation Overview

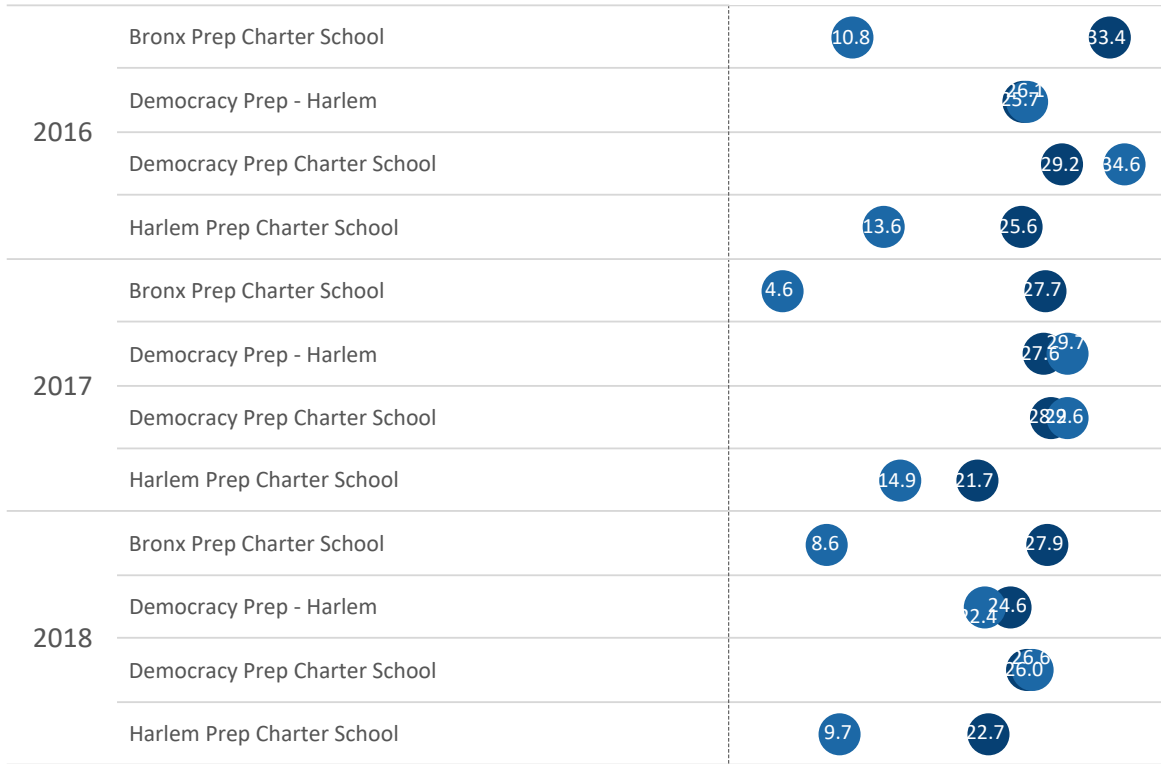
## ENROLLMENT AND RETENTION TARGETS



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 2017-18 enrollment and retention data supplied to the Institute by the network.

# APPENDIX E: Education Corporation Overview

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



% of students suspended

Community School District (“CSD”) 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 2015-16, 2016-17, and 2017-18, Democracy Prep New York Charter Schools expelled 0 students.

# APPENDIX E: Education Corporation Overview

## PERSISTENCE IN ENROLLMENT



# APPENDIX F: Ed Corp Fiscal Dashboard

## DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - <b>GRAPH 1</b>
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 long-term debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

#### Net Assets

Unrestricted
Temporarily restricted

##### 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
Regular Education & SPED (combined)
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

#### MERGED

	2013-14	2014-15	2015-16	2016-17	2017-18
-	-	10,282,545	9,131,983	6,244,250	4,784,886
-	-	2,004,085	2,335,354	3,155,408	3,993,191
-	-	1,658,023	1,357,706	1,466,482	1,448,403
-	-	48,235	272,652	219,509	1,750,260
-	-	523,838	183,634	139,674	-
-	-	14,516,726	13,281,329	11,225,323	11,976,740
-	-	17,763,085	17,669,699	19,425,137	17,111,230
-	-	603,387	517,903	1,386,563	217,700
-	-	32,883,198	31,468,931	32,037,023	29,305,670

-	-	1,729,017	1,977,356	2,308,460	1,149,325
-	-	1,283,710	1,541,567	2,478,922	3,706,139
-	-	-	-	-	-
-	-	27,990	-	144,078	338,025
-	-	62,272	104,605	-	-
-	-	1,477,163	302,377	410,004	43,316
-	-	4,580,152	3,925,905	5,341,464	5,236,805
-	-	387,513	-	1,820,575	779,380
-	-	-	-	-	887,151
-	-	4,967,665	3,925,905	7,162,039	6,903,336

-	-	14,210,365	14,560,355	12,647,541	10,654,241
-	-	13,705,168	12,711,771	12,227,443	11,748,093
-	-	27,915,533	27,272,126	24,874,984	22,402,334
-	-	32,883,198	31,198,031	32,037,023	29,305,670

-	-	41,709,440	42,264,482	46,386,678	47,338,436
-	-	1,654,830	581,753	1,508,688	4,528,212

-	-	328,563	203,473	244,081	-
-	-	3,469,433	2,255,931	2,108,014	2,345,380
-	-	158,371	-	266,618	-
-	-	-	-	-	-
-	-	-	-	276,683	849,712
-	-	755,692	-	-	-
-	-	48,076,329	45,305,639	50,790,762	55,061,740

-	-	35,641,211	34,521,998	39,230,497	40,638,731
-	-	5,441,266	5,476,056	6,918,315	7,852,999
-	-	-	-	-	-
-	-	396,712	4,075	35,720	-
-	-	41,479,189	40,002,129	46,184,532	48,491,730
-	-	5,670,200	6,646,953	7,654,777	9,767,169
-	-	-	-	-	-
-	-	47,149,389	46,649,082	53,839,309	58,258,899
-	-	926,940	(1,343,443)	(3,048,547)	(3,197,159)

-	-	449,676	186,935	82,400	39,642
-	-	14,955	-	-	-
-	-	856,954	537,639	569,005	684,867
-	-	-	(24,538)	-	-
-	-	1,321,585	700,036	651,405	724,509

-	-	49,197,914	46,689,534	51,926,495	56,265,599
-	-	200,000	(683,859)	(484,328)	(479,350)
-	-	49,397,914	46,005,675	51,442,167	55,786,249

-	-	2,248,525	(643,407)	(2,397,142)	(2,472,650)
-	-	26,776,610	27,915,533	27,272,126	24,874,984
-	-	(1,430,144)	-	-	-
-	-	27,594,991	27,272,126	24,874,984	22,402,334

# APPENDIX F: Ed Corp Fiscal Dashboard

## DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	-	803,397	1,119,431	1,009,102	6,295,196
Instructional Personnel	-	10,038,573	10,254,155	11,652,531	22,167,785
Non-Instructional Personnel	-	406,451	405,643	914,913	446,481
Personnel Services (Combined)	-	11,838,299	13,449,164	15,029,237	-
<b>Total Salaries and Staff</b>	-	<b>23,086,720</b>	<b>25,228,393</b>	<b>28,605,783</b>	<b>28,909,462</b>
Fringe Benefits & Payroll Taxes	-	4,320,775	4,747,938	5,218,872	6,148,696
Retirement	-	201,510	179,953	223,320	979,867
Management Company Fees	-	6,124,603	5,207,170	5,988,121	7,340,599
Building and Land Rent / Lease	-	2,061,344	1,403,675	2,930,057	3,126,930
Staff Development	-	525,070	445,172	782,733	581,740
Professional Fees, Consultant & Purchased Services	-	744,735	716,390	654,371	1,037,596
Marketing / Recruitment	-	133,406	108,218	104,660	168,428
Student Supplies, Materials & Services	-	3,804,182	4,025,270	4,038,468	3,204,771
Depreciation	-	1,103,323	1,543,548	2,178,308	2,130,512
Other	-	5,043,721	3,043,355	3,082,070	4,630,298
<b>Total Expenses</b>	-	<b>47,149,389</b>	<b>46,649,082</b>	<b>53,806,763</b>	<b>58,258,899</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	-	-	-	3,390
Final Chartered Enrollment (includes any revisions)	-	-	-	-	3,390
Actual Enrollment - <b>GRAPH 4</b>	-	2,941	2,917	3,110	3,185
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	16,347	15,530	16,331	17,288
Other Revenue and Support	-	449	240	209	227
<b>TOTAL - GRAPH 3</b>	-	<b>16,796</b>	<b>15,770</b>	<b>16,540</b>	<b>17,516</b>

##### Expenses

Program Services	-	14,104	13,712	14,850	15,225
Management and General, Fundraising	-	1,928	2,278	2,461	3,067
<b>TOTAL - GRAPH 3</b>	-	<b>16,032</b>	<b>15,991</b>	<b>17,311</b>	<b>18,292</b>
% of Program Services	0.0%	88.0%	85.8%	85.8%	83.2%
% of Management and Other	0.0%	12.0%	14.2%	14.2%	16.8%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	<b>4.8%</b>	<b>-1.4%</b>	<b>-4.5%</b>	<b>-4.2%</b>

#### Student to Faculty Ratio

	-	-	-	-	8.9
--	---	---	---	---	-----

#### Faculty to Admin Ratio

	-	-	-	-	4.1
--	---	---	---	---	-----

#### Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	3.0	2.5	2.4	2.4
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital	0	9,936,574	9,355,424	5,883,859	6,739,935
As % of Unrestricted Revenue	0.0%	20.2%	20.0%	11.3%	12.0%
Working Capital (Current) Ratio Score	0.0	3.2	3.4	2.1	2.3
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	LOW	LOW	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Excellent	Excellent	Good	Good

#### Quick (Acid Test) Ratio

Score	0.0	3.2	3.3	2.1	2.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	LOW	LOW	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Excellent	Excellent	Good	Good

#### Debt to Asset Ratio - GRAPH 7

Score	0.0	0.2	0.1	0.2	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent

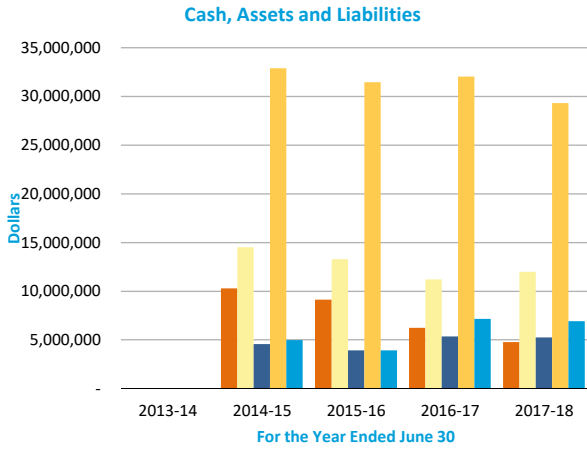
#### Months of Cash - GRAPH 8

Score	0.0	2.6	2.3	1.4	1.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Good	Good	Good

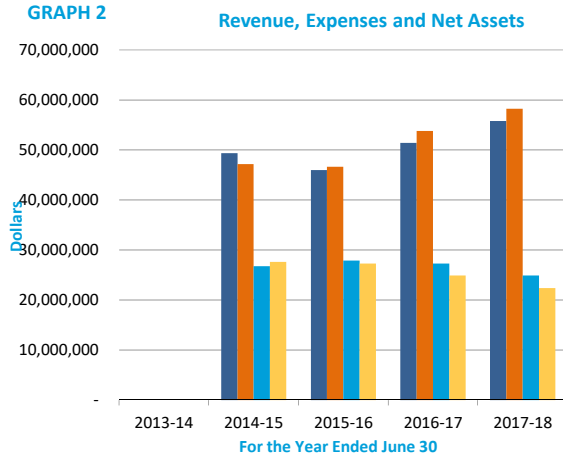


# APPENDIX F: Ed Corp Fiscal Dashboard

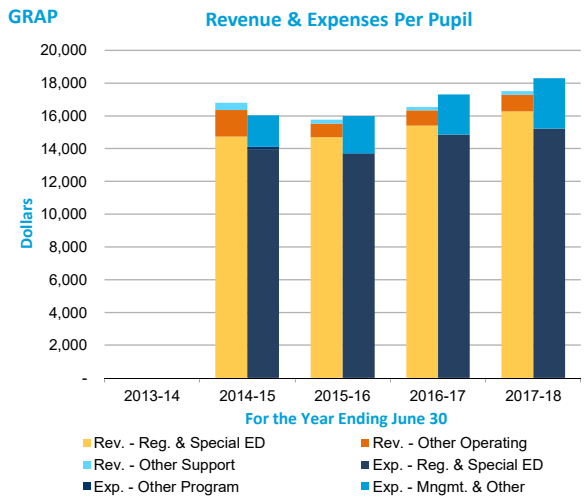
## DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)



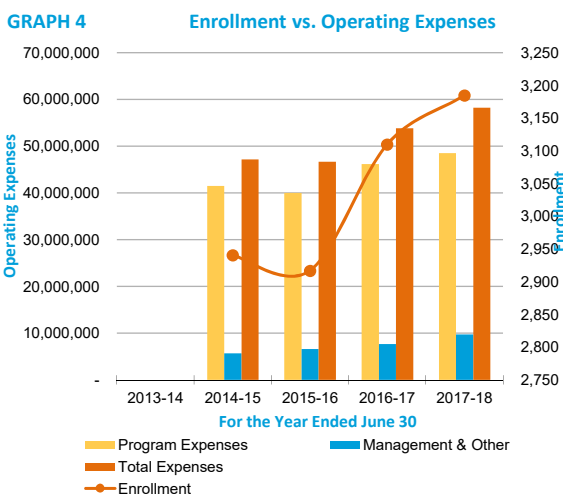
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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.



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.

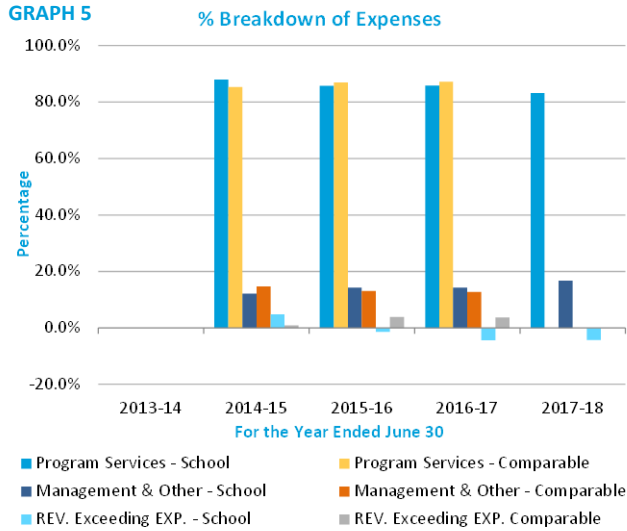


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

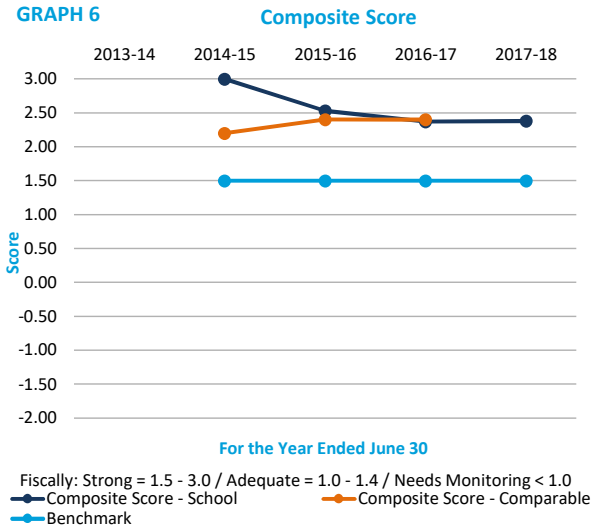
# APPENDIX F: Ed Corp Fiscal Dashboard

## DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

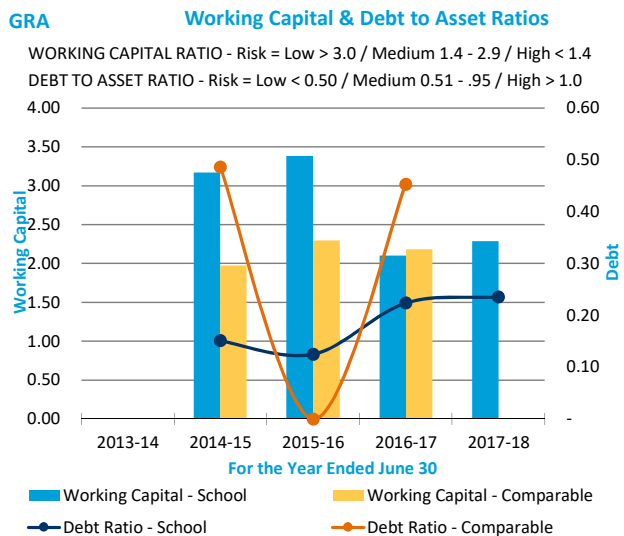
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



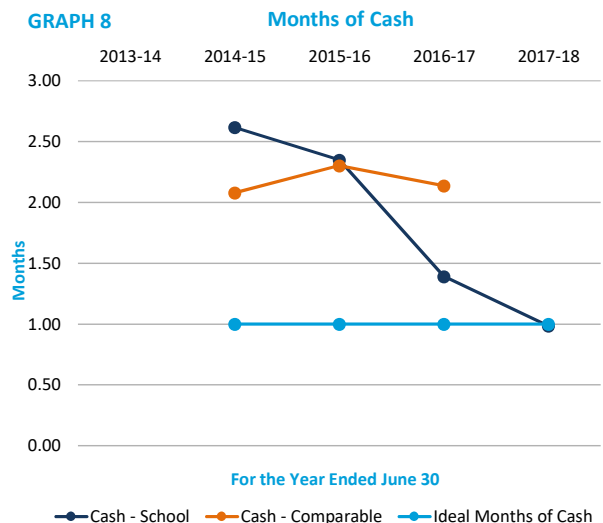
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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.

