

THE SUNY CHARTER SCHOOLS INSTITUTE

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

*BRONX PREPARATORY
CHARTER SCHOOL*

*DEMOCRACY PREPARATORY
CHARTER SCHOOL*

Report Date: February 3, 2020

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Charter Schools Institute
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CONTENTS

2

Introduction & Report Format

5

Renewal Recommendation

9

Education Corporation Background and Executive Summary

13

Academic Performance

41

Organizational Performance

47

Fiscal Performance

51

School Overviews

Appendices

A: Education Corporation Overview

B: Education Corporation Fiscal Dashboard

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INTRODUCTION & REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED
DURING THE
CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL
SOUNDNESS

LEGAL
COMPLIANCE

RENEWAL
EVALUATION VISIT



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

This renewal report presents the evidence for and merits of the renewal recommendations for several schools operating under a single education corporation. The evidence supporting the renewal recommendations for several schools is presented under a single cover when the schools all operate under one education corporation and the academic program at each school

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

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

REPORT FORMAT

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



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

RENEWAL QUESTIONS

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

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that each school under renewal consideration implements the replicated program through classroom

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

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visits, interviews, and document reviews. For schools under renewal consideration, the Institute completes compliance related checks and meets with school leaders, teachers, and families. The Institute also meets with members of the education corporation board of trustees (the “board”).

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



RENEWAL RECOMMENDATION

Full-Term Renewal. The Institute recommends that the SUNY Trustees approve the two Applications for Charter Renewal:

- Bronx Preparatory Charter School; and,
- Democracy Preparatory Charter School.

If each school is renewed, Democracy Prep New York Charter Schools will be granted the authority to continue to operate each school for a period of five years with authority to provide instruction to students in such configurations as set forth in each school's Application for Charter Renewal. The table below presents more information about the schools under renewal consideration this year.

The Institute further recommends that the SUNY Trustees renew for a full term of five years the provisional charter of Democracy Prep New York Charter Schools, the New York not-for-profit charter school education corporation that operates five charter schools including Bronx Preparatory Charter School and Democracy Preparatory Charter School.

| SCHOOL | PROJECTED GRADES FOR END OF NEXT CHARTER TERM | PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM | RENEWAL TYPE |
|--|---|---|--------------------------------|
| Bronx Preparatory Charter School ("Bronx Prep") | K-12 | 1,310 | Five-Year Subsequent |
| Democracy Preparatory Charter School ("Democracy Prep") | K-12 | 1,315 | Five-Year Initial ³ |

3. This is the school's first renewal as a SUNY authorized school. Therefore, all initial renewal outcomes including Short-Term Renewal are available.

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To earn an **Initial Full-Term Renewal**, 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,⁴ 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.⁵

To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.⁶

REQUIRED FINDINGS

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

1:

each school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

2:

the education corporation can demonstrate the ability to operate each school in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs they will offer, their structure and purpose, approving each school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁷

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for

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

5. SUNY Renewal Policies (p. 12).

6. SUNY Renewal Policies (p. 14).

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

each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

- 4:** the charter school education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5:** the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,
- 6:** approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

ENROLLMENT AND RETENTION TARGETS

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

Democracy Prep New York Charter Schools (“Democracy Prep New York” or the “education corporation”) makes good faith efforts to meet its enrollment and retention targets. The education corporation contracts with the New York not-for-profit charter management organization (“CMO”) Democracy Prep Public Schools, Inc. (“DPPS” or the “network”), for, among other things, support with monitoring the enrollment and retention targets of the schools within Democracy Prep New York. Of the two schools under renewal consideration, Democracy Prep meets its enrollment target for students with disabilities. Recognizing a need to make more progress toward meeting the other subgroup enrollment and retention targets for both Democracy Prep and Bronx Prep, the network’s recruitment team is reviewing its practices to increase its good faith efforts. For 2019-20, the network hired a new director for the external affairs team with experience leading other organizations that focused on recruiting and enrolling students for charter schools across New York City. Network leaders plan to use the following strategies to meet targets in the next charter term:

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

For additional information on each school's enrollment and retention target progress, see the School Overview sections.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter schools are located regarding the schools' Applications 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 or public comments for Bronx Prep or Democracy Prep in response to the renewal applications. A summary of public comments submitted to the Institute for the schools under renewal consideration appears in the School Overview section.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS

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

BACKGROUND

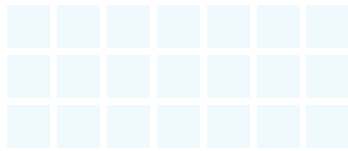
Democracy Prep New York is currently authorized to operate five charter schools. The SUNY Trustees approved the original charter for Bronx Prep on January 21, 2000, which opened in fall 2001. In November 2014, the SUNY Trustees approved a charter revision allowing DPPS to serve as the school's not-for-profit CMO. The previous Bronx Prep education board sought out support from DPPS as a CMO partner to help manage and turn around the school. The Board of Regents, upon recommendation from the New York City Schools Chancellor ("NYC Chancellor"), approved the original charter for Democracy Prep on December 5, 2005, which opened in fall 2006.

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

Democracy Prep New York's mission states:

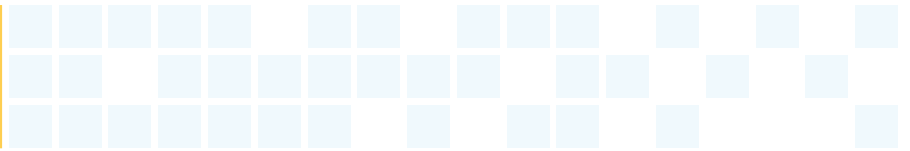


The mission of Democracy Prep New York schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.



EB
EDU CORP
BACKGROUND

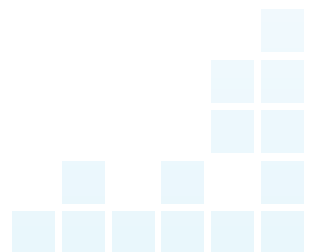
ES
EXECUTIVE
SUMMARY



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EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

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



EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Each of the two Democracy Prep New York charter schools under renewal consideration is an academic success having met or come close to meeting their Accountability Plan goals. Schools within Democracy Prep New York, and particularly Bronx Prep and Democracy Prep, demonstrate high levels of student performance in the following manner.

- Over the current charter term, the schools under renewal consideration posted a strong record of attainment according to the measures included under the high school graduation goal in their Accountability Plans. Democracy Prep exceeded the four year graduation rate target of 75% in the final four years of its charter term, notably graduating 90% of its Total Cohort in 2017-18.⁸
- Both Bronx Prep and Democracy Prep demonstrate strong college preparation through high college matriculation and advanced Regents diploma attainment rates. In 2018-19, over 98% of both schools' graduates matriculated into college the year following graduation. Notably, over 91% of Democracy Prep's graduates earned the advanced Regents diploma in each year of the term.
- In English language arts ("ELA"), Bronx Prep and Democracy Prep increased their absolute proficiency rates by 28 and 15 percentage points from 2014-15 to 2018-19, respectively. The schools outperformed their local districts each year as well.
- In mathematics, both schools exceeded all comparative and growth targets in all five years of the Accountability Period.
- The schools demonstrated strong performance for at-risk students over the charter term. Notably, students with disabilities at both schools scored at or above proficiency on the ELA state assessment at rates that exceeded their district peers in each year of the term.

Based on the visits to the two schools, the Institute finds that Democracy Prep New York, with support from the network, ensures that each school implements the education program with fidelity as evidenced by academic achievement and corroborated by classroom observations, interviews with staff members, and document reviews. The network provides supports to each school to ensure each has a high quality education program. In addition to back office supports, the network provides each school leader with a coach and supervisor as well as opportunities to meet with other Democracy Prep New York principals for collaboration. Leaders provide teachers with consistent, ongoing observation feedback with a mindset to constantly improve teaching and learning. The school's mission exudes high expectations for students, which is realized through staff members' work in classrooms across Democracy Prep New York.

8. When the Institute evaluates a school's graduation rate, it uses the 4th year Cohort as of August. Similarly, the Institute uses the district's 4th year Cohort as of August as a comparison.

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The Democracy Prep New York board provides effective oversight and governance for the schools. The board regularly reviews student achievement and demographic data from each school, and financial information from both the network and the education corporation. Current board members express interest in continuing to serve on the Democracy Prep New York board.

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

The Institute recommends that the SUNY Trustees renew Democracy Prep New York's authority to operate both Bronx Prep and Democracy Prep for a full term of five years. The Institute further recommends that the SUNY Trustees renew the provisional charter of Democracy Prep New York for a full term of five years.

NOTEWORTHY - DEMOCRACY PREP NEW YORK

In alignment with Democracy Prep New York's mission of developing active citizens who change the world, schools within the education corporation realize that mission in a variety of ways. Across all schools, students run a yearly Get Out the Vote campaign in which they actively canvass local neighborhoods to register 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."⁹

9. For the full report, please visit:

<https://www.mathematica.org/our-publications-and-findings/publications/the-impact-of-democracy-prep-public-schools-on-civic-participation>.

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ACADEMIC PERFORMANCE



IS EACH SCHOOL AN ACADEMIC SUCCESS?

Bronx Prep and Democracy Prep are each an academic success. Each school meets or comes close to meeting all of its Accountability Plan goals.

At the beginning of the Accountability Period,¹⁰ each 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”¹¹ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”¹² 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 PERFOR-
MANCE, I.E., HOW DID THE
SCHOOL DO AS COMPARED
TO SCHOOLS IN THE
DISTRICT AND SCHOOLS
THAT SERVE SIMILAR
POPULATIONS OF ECO-
NOMICALLY DISADVAN-
TAGED STUDENTS?

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

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 a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Democracy Prep New York did not include any additional measures of success in the Accountability Plan it adopted for each of the schools under renewal consideration this year.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success, including the extent to which each school under renewal consideration this year has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The Institute identifies the required measures (absolute proficiency; absolute

11. Education Law § 2850(2)(f).

12. Education Law § 2854(1)(d).

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Measure of Interim Progress (“MIP”) attainment,¹³ comparison to local district; comparison to demographically similar schools; student growth; and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in each of the individual School Overview sections.

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

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

Accountability Plans for schools enrolling students in high school grades rely on analyzing the performance of the school’s annual Accountability Cohorts for measures of academic success and the school’s annual Total Cohort for Graduation (“Total Cohort” or “Graduation Cohort”) for measures under high school graduation and college preparation goals. Additionally, the Institute uses the Total Cohort’s Regents performance as a basis for comparison with the district’s reported performance. The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day

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

(BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. Students are included in the Total Cohort also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort.

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

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

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SUNY RENEWAL BENCHMARK 1A

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

The Democracy Prep New York schools under renewal consideration demonstrate high levels of student achievement and met all their key Accountability Plan goals in high school graduation, college preparation, ELA, and mathematics over the charter term. Bronx Prep and Democracy Prep posted high four year graduation and college matriculation rates over the term. Both schools also posted proficiency rates on the 3rd – 8th grade ELA and mathematics exams that exceeded the district performance every year of the charter terms. Bronx Prep and Democracy Prep also met their science, social studies, and NCLB/ESSA goals throughout their charter terms.

Democracy Prep New York schools serving high school grades all met the graduation goal over their charter terms. Each school posted high graduation rates over the term and exceeded the graduation rates of their local districts from 2014-15 through 2018-19. Bronx Prep graduated 89% of its 2014 Graduation Cohort in 2017-18 surpassing the absolute target by 14 percentage points and the district performance by 19 points. Also in 2017-18, Democracy Prep increased its four year graduation rate by 15 percentage points from the prior year to 90%, outperforming the district by 22 points. All Democracy Prep New York schools serving high school grades posted high rates of promotion for first and second year cohorts during the charter term, a leading indicator of continued strong graduation rates in the future.

Democracy Prep New York schools serving high school grades also met the college preparation goal. Over each school's charter term, the schools' percentage of graduates earning the advanced Regents diploma exceeded the composite district's rate.¹⁴ Notably, at least 91% of Democracy Prep's graduates earned the advanced diploma in each year of the charter term exceeding the district rate by at least 61 points each year. Further, all schools posted strong results on the college matriculation measure. In 2018-19, both Bronx Prep and Democracy Prep matriculated at least 98% of their graduating students into two or four year institutions the fall following graduation far surpassing the target of 75%.

Bronx Prep and Democracy Prep met their ELA Accountability Plan goals during their charter terms. The schools exceeded the targets for the district comparative and growth measures for each year of each school's charter term. From 2014-15 through 2018-19, both schools' students enrolled in at least their second year scored at or above proficiency at rates that exceeded students in similar grades in each school's local district for 3rd – 8th grade. In

14. To appropriately compare an aggregate of all Democracy Prep New York' student performance, the Institute compiled an aggregate of each New York City Community School District ("CSD") in which each school is a part of including CSDs 4, 5, and 9.

comparison to demographically similar schools across the state, both schools also performed higher than expected to a meaningful degree for the majority of each of their terms. Bronx Prep posted an effect size that fell below the target of 0.3 in the first year of its Accountability Period, but subsequently exceeded the target in the remaining four years of its term. The two schools under renewal consideration also posted mean growth percentiles that exceeded the target of 50 every year from 2014-15 through 2018-19 demonstrating that the schools increased the learning of their students relative to their peers statewide.

The schools under renewal consideration in 2019-20 met their mathematics Accountability Plan goals over the charter term. From 2016-17 through 2018-19, students across the education corporation enrolled in at least their second year posted proficiency rates on the state mathematics exam that exceeded the performance of the composite district by at least 19 percentage points. Bronx Prep and Democracy Prep demonstrated strong achievement over their charter terms by exceeding the target for all comparative and growth measures included in their Accountability Plans. Notably in 2018-19, Bronx Prep's students enrolled for at least two years increased their proficiency rate by nine points from the previous year and exceeded the district's performance by 20 percentage points. In comparison to demographically similar schools statewide, the schools performed higher than expected to a meaningful degree each year. The schools also posted high mean growth percentiles over the term exceeding the target of 50 every year. Notably, Democracy Prep posted high mean growth scores consistently over the term, exceeding the target by as much as 31 percentile points in 2015-16.

The schools under renewal consideration met their science goals over the majority of their charter terms. Democracy Prep New York schools' 4th and 8th grade students enrolled in at least their second year posted proficiency rates on the state's science exam that exceeded the absolute target of 75% and outperformed the composite district by at least 37 percentage points in 2016-17 and 2017-18. Although Democracy Prep's proficiency rate on the state science exam dipped just below the absolute target of 75% for the only time in 2018-19, the school consistently outperformed the district by as much as 69 points every other year. At the high school level, all Democracy Prep New York schools exceeded both their absolute and comparative targets each year. The schools' Accountability Cohorts posted passing rates on a Regents science exam that were far above the target of 75% each year, and exceeded the districts' performance each year.

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All Democracy Prep New York schools serving high school grades met the social studies goal from 2014-15 through 2018-19. The schools' Accountability Cohorts scored at or above proficiency on the U.S. History Regents and Global History Regents exams at rates that exceeded the target of 75%. Each school's Total Cohort exceeded its local district's passing rates each year of the charter term in which comparison data are available.

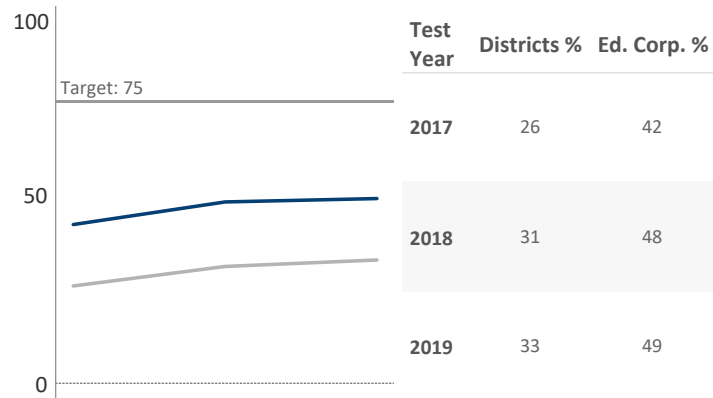
The schools under renewal consideration met their NCLB goal, and more recently the ESSA goal following the expiration of NCLB, and remained in good standing under the state accountability system during the charter term.

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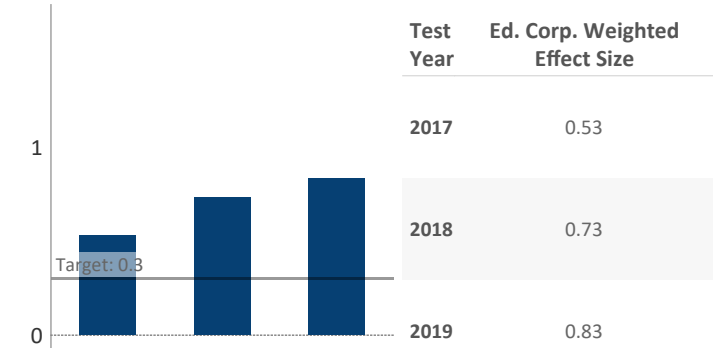
ACADEMIC PERFORMANCE

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

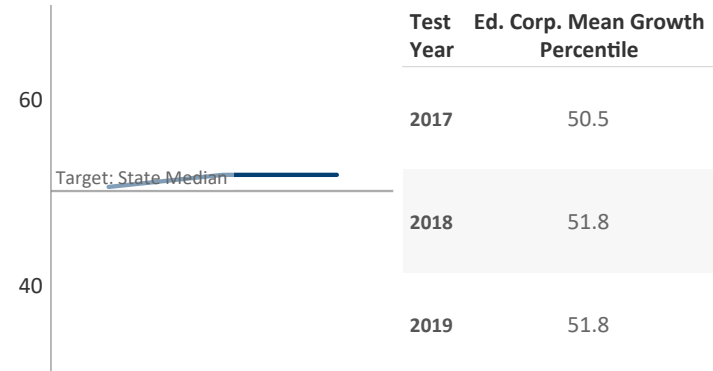
Comparative Measure: Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at the **education corporation's schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



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



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



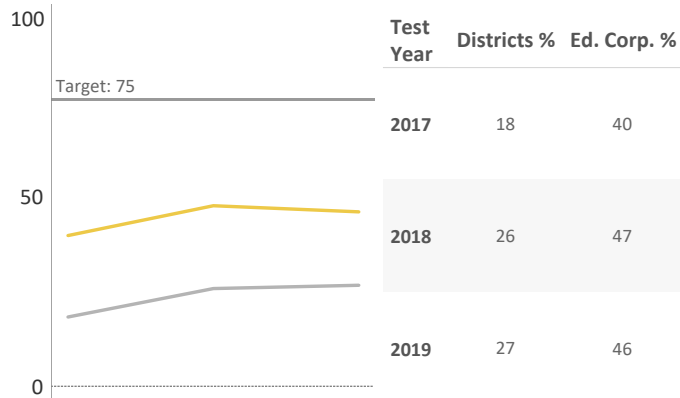
*The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which a Democracy Prep New York Charter Schools charter school is located.

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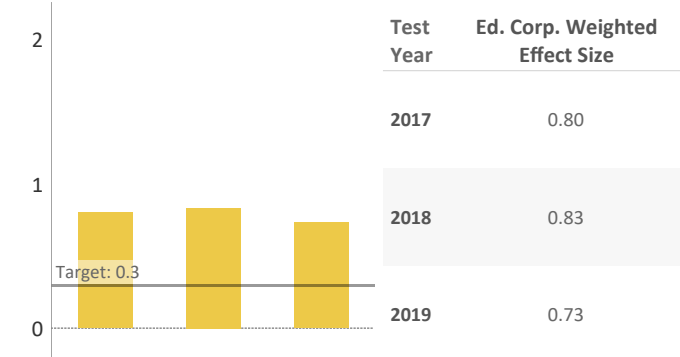
ACADEMIC PERFORMANCE

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

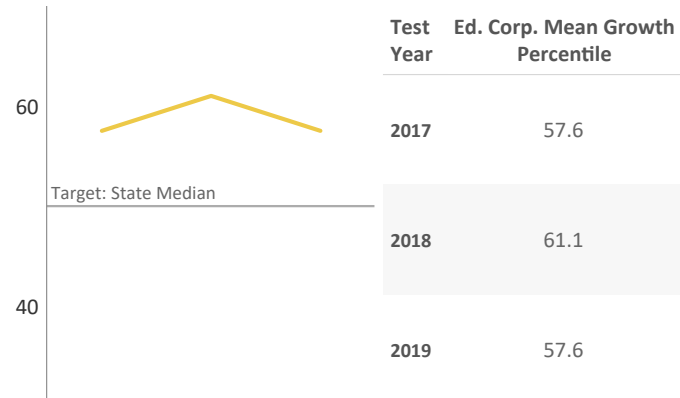
Comparative Measure: Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **education corporation schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



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



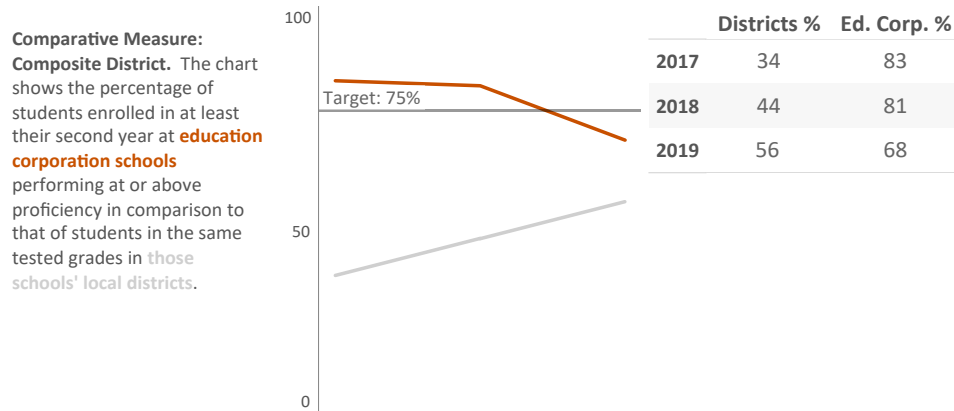
Comparative Growth Measure: Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **education corporation schools**.



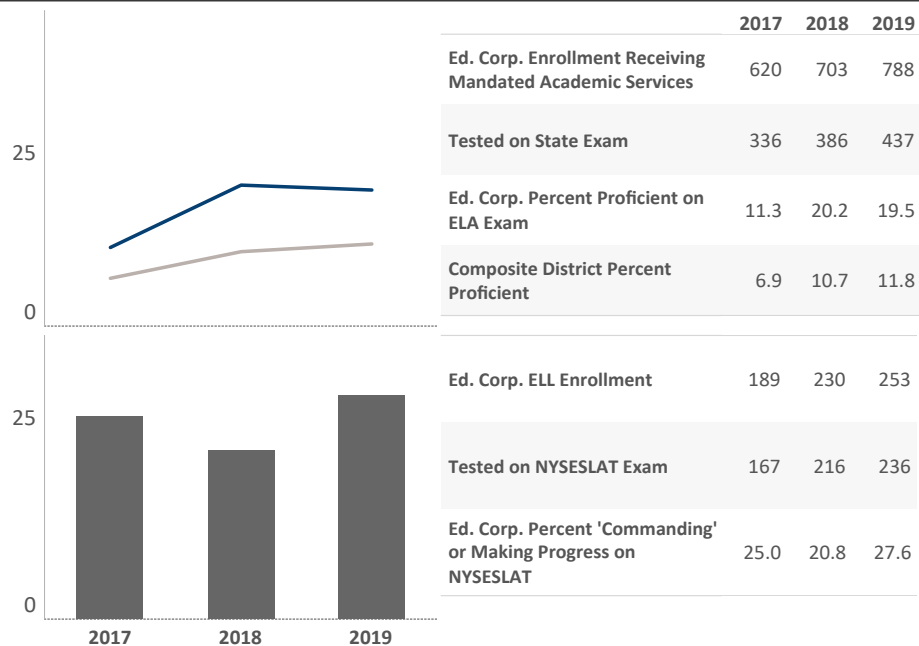
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ACADEMIC PERFORMANCE

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



AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR ALL SCHOOLS



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

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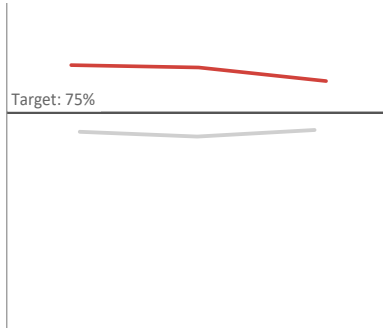
ACADEMIC PERFORMANCE

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

HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate.* Each year, the percentage of the education corporation's schools' students graduating after completion of their fourth year will exceed the rate of the schools' local districts.

100
50

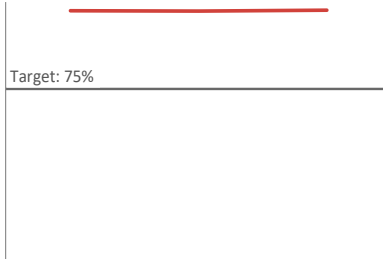


| | Composite District % | Ed. Corp. % |
|------|----------------------|-------------|
| 2017 | 69.8 | 86.0 |
| 2018 | 68.7 | 85.4 |
| 2019 | 70.2 | 82.3 |

COLLEGE PREPARATION AND ATTAINMENT

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

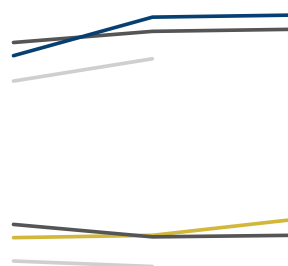
100
50



| | Total Graduates | Matriculation Rate |
|------|-----------------|--------------------|
| 2017 | 184 | 97.8 |
| 2018 | 176 | 97.7 |
| 2019 | 149 | 98.0 |

ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



| | State MIP | PI District | PI Ed. Corp. |
|------|-----------|-------------|--------------|
| 2017 | 178 | 140 | 165 |
| 2018 | 189 | 162 | 203 |
| 2019 | 191 | | 205 |

| | State MIP | PI District | PI Ed. Corp. |
|------|-----------|-------------|--------------|
| 2017 | 165 | 118 | 148 |
| 2018 | 149 | 111 | 151 |
| 2019 | 151 | | 171 |

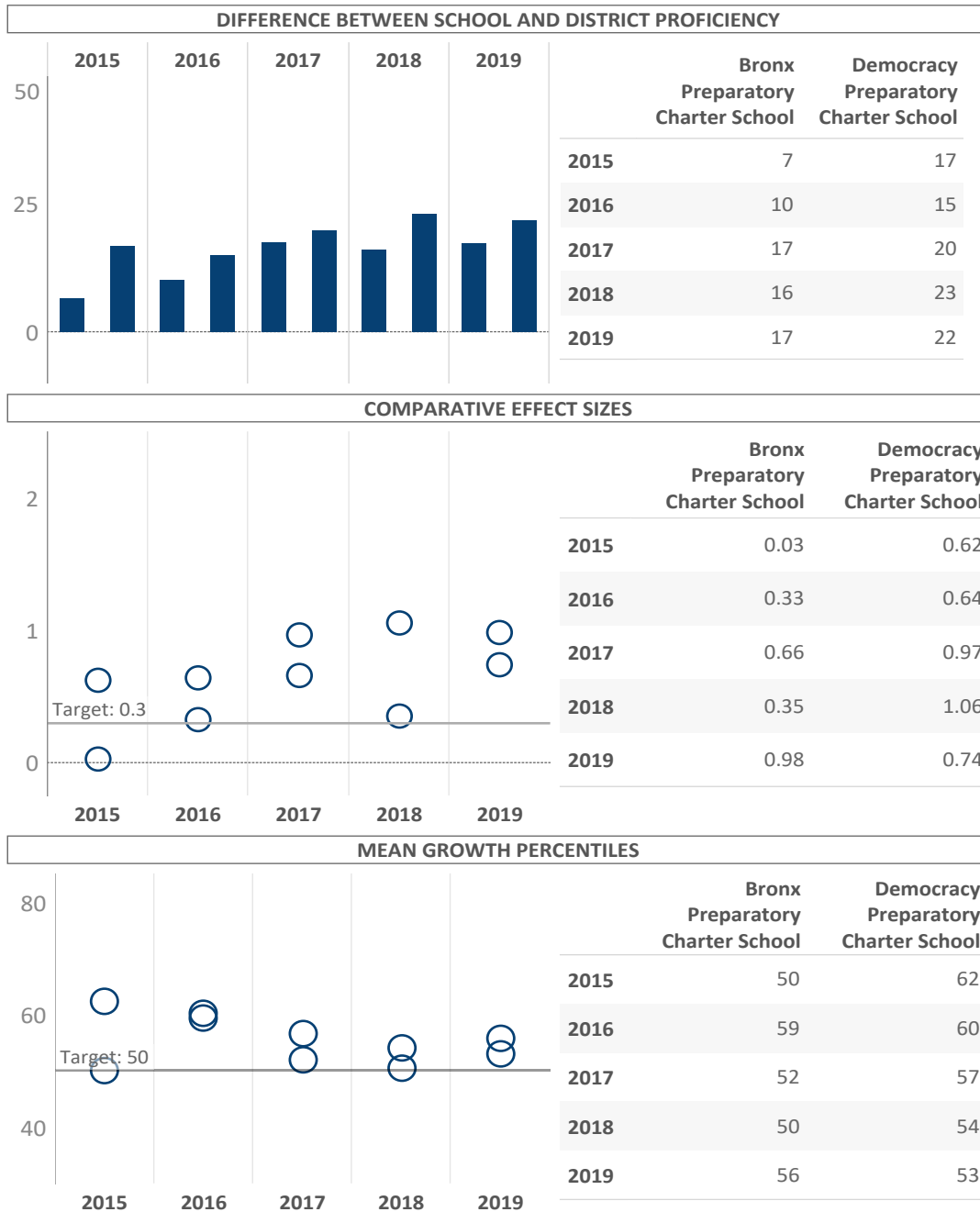
*The composite district comparison is a weighted rate including all Total Cohort members in New York City CSDs in which a Democracy Prep New York Charter Schools charter school is located.

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

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ACADEMIC PERFORMANCE

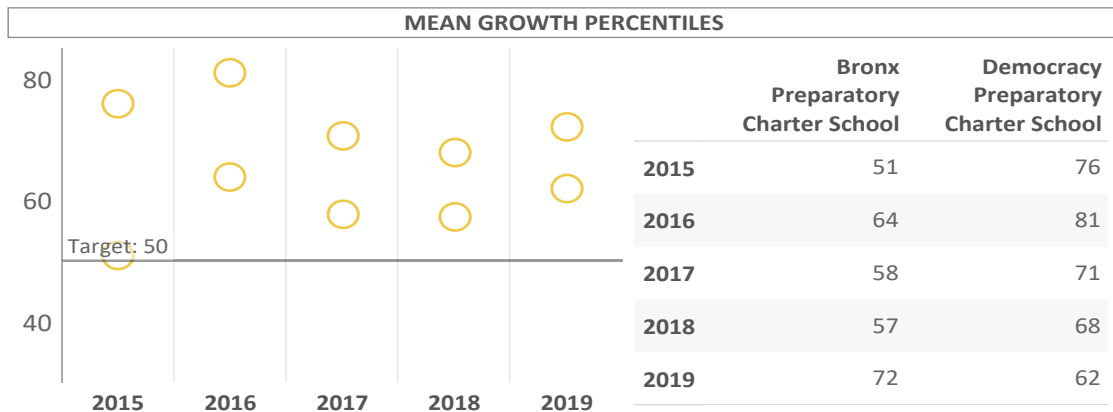
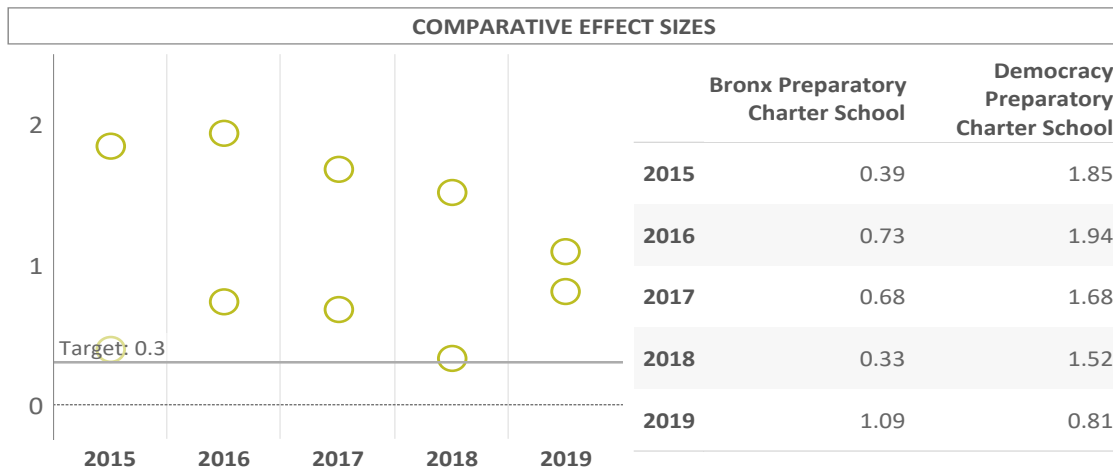
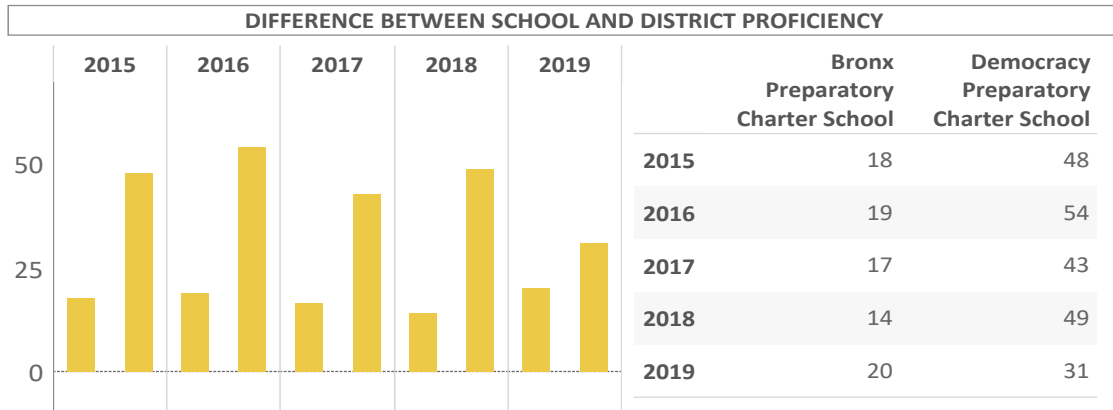
DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS: 2018-19 RENEWAL COHORT ENGLISH LANGUAGE ARTS GOAL ATTAINMENT



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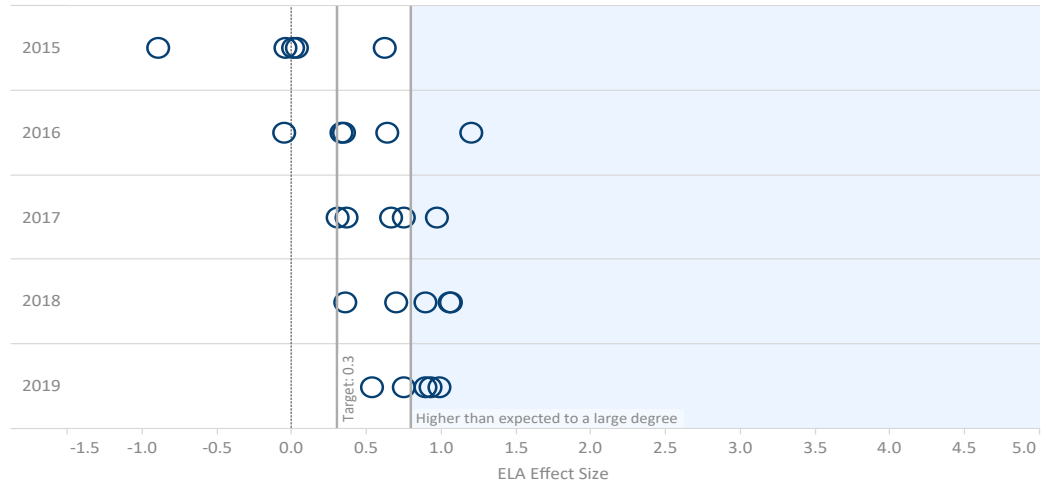
DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS: 2018-19 RENEWAL COHORT MATHEMATICS GOAL ATTAINMENT



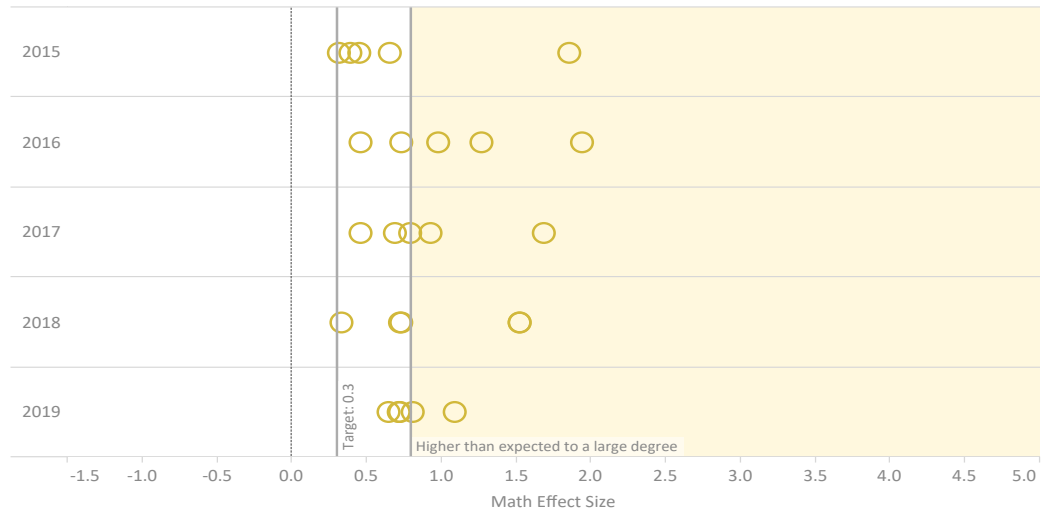
ACADEMIC PERFORMANCE

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

ELA Effect Size by Year and School



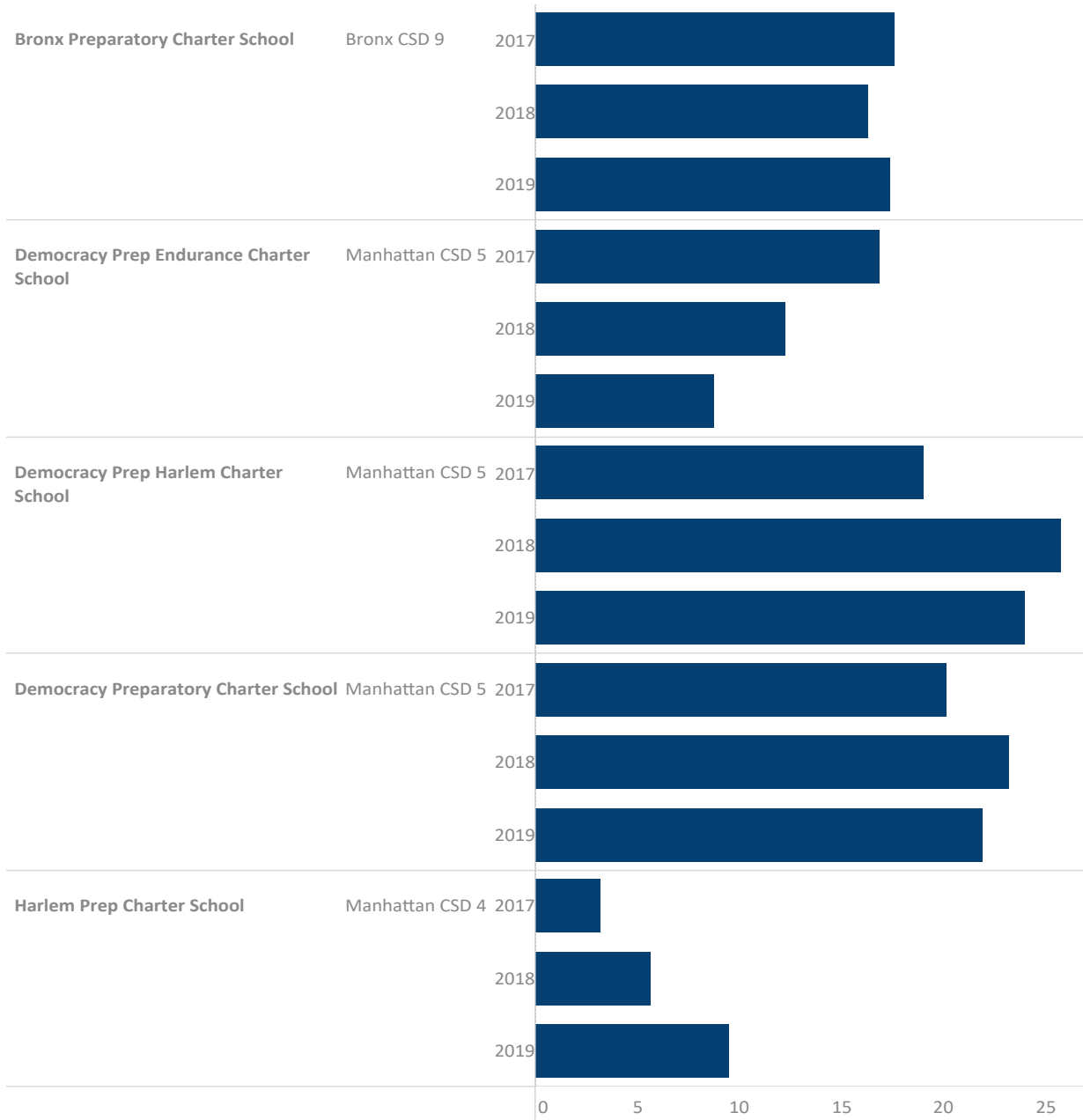
Math Effect Size by Year and School



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

ACADEMIC PERFORMANCE

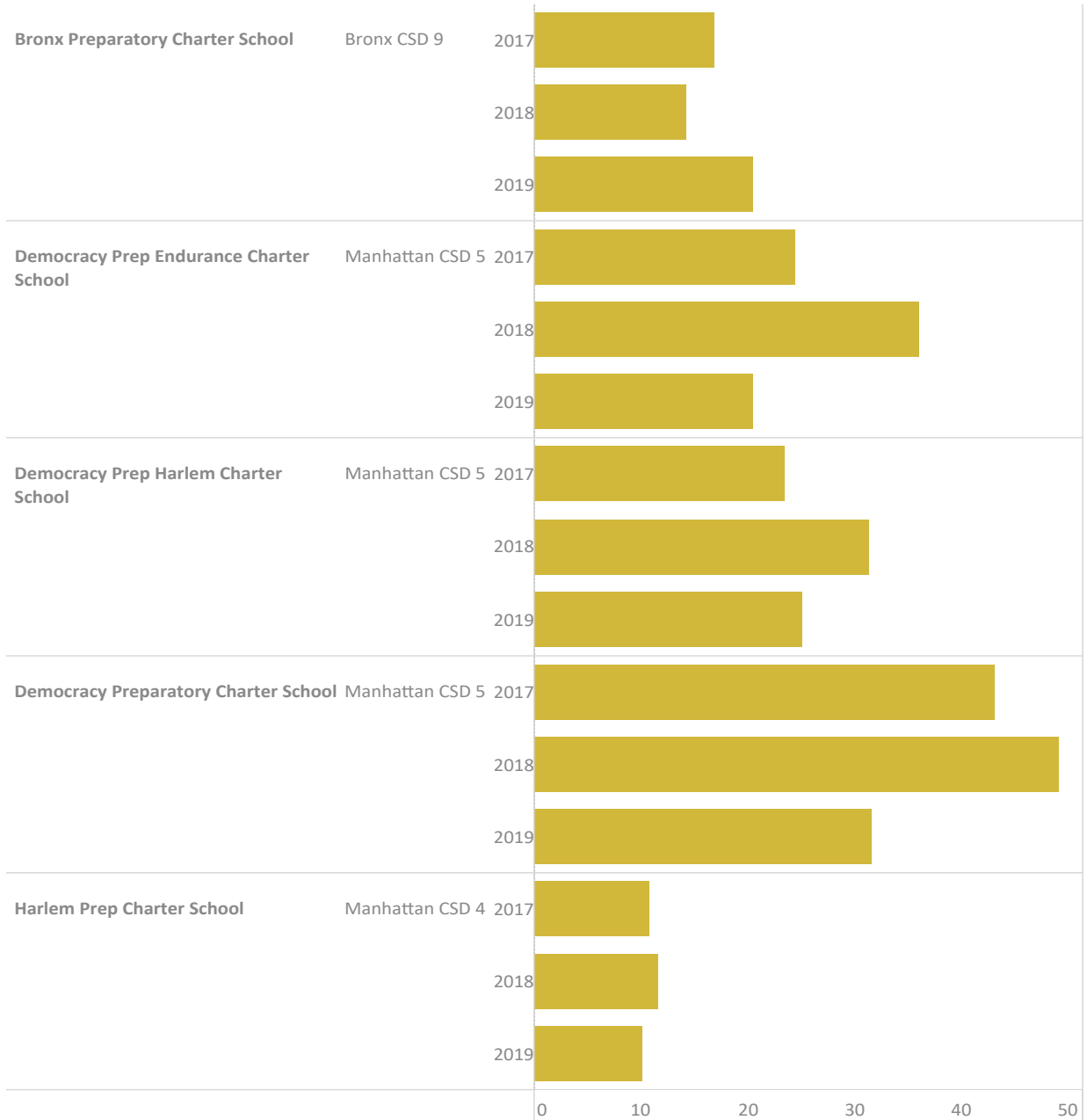
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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

ACADEMIC PERFORMANCE

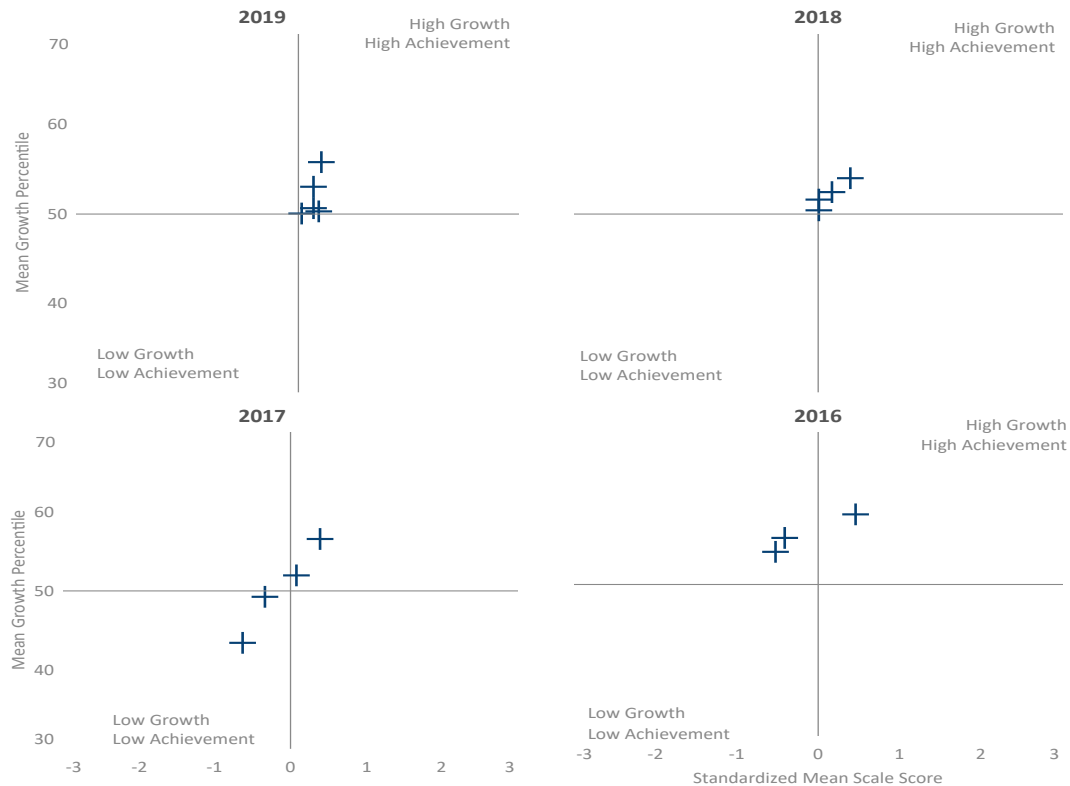
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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

ACADEMIC PERFORMANCE

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

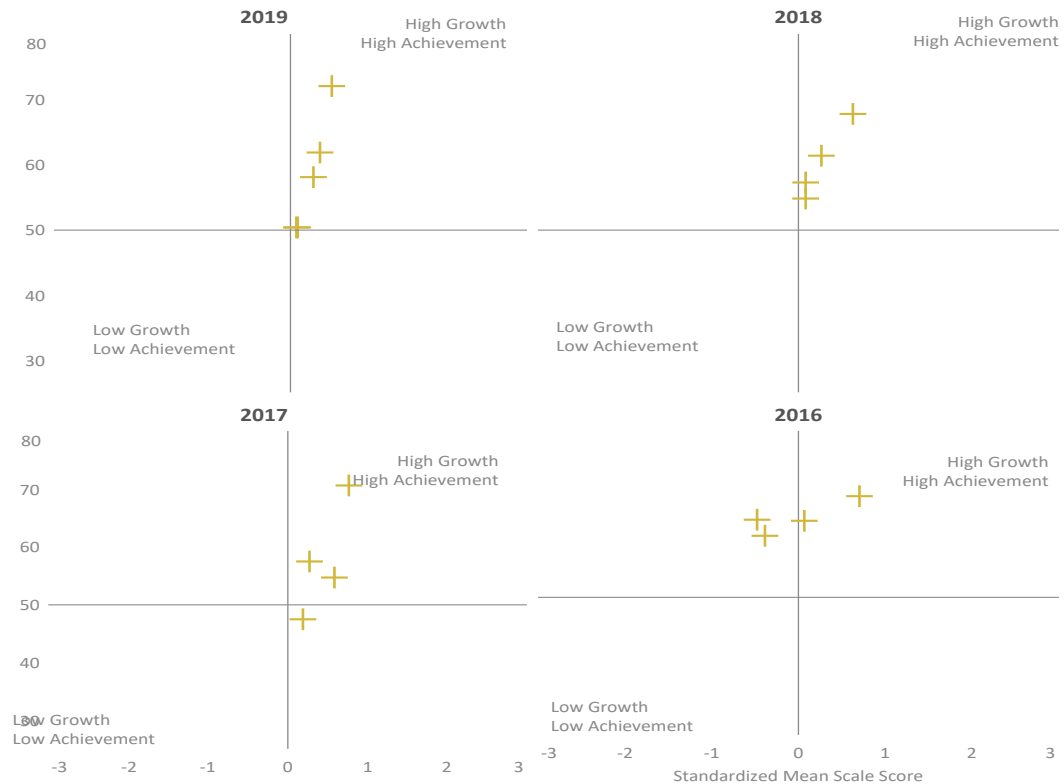


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

ACADEMIC PERFORMANCE

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

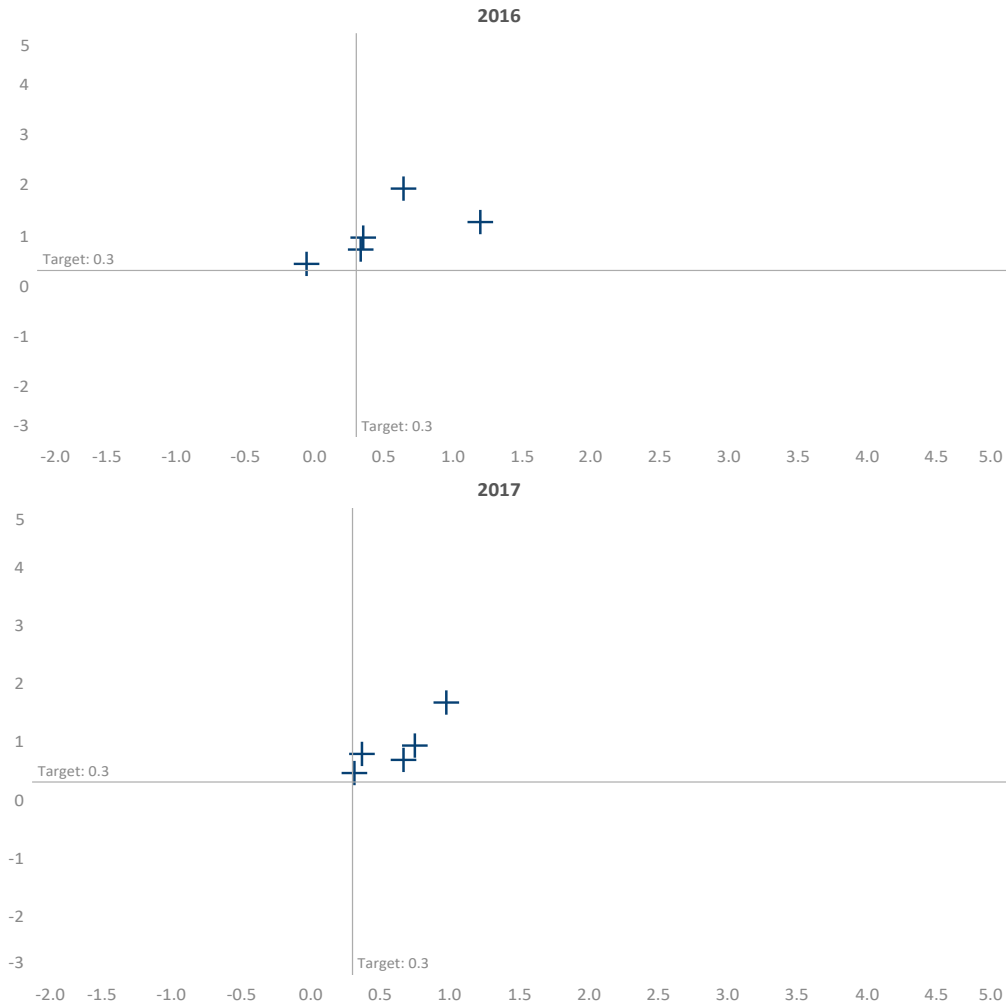


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

ACADEMIC PERFORMANCE

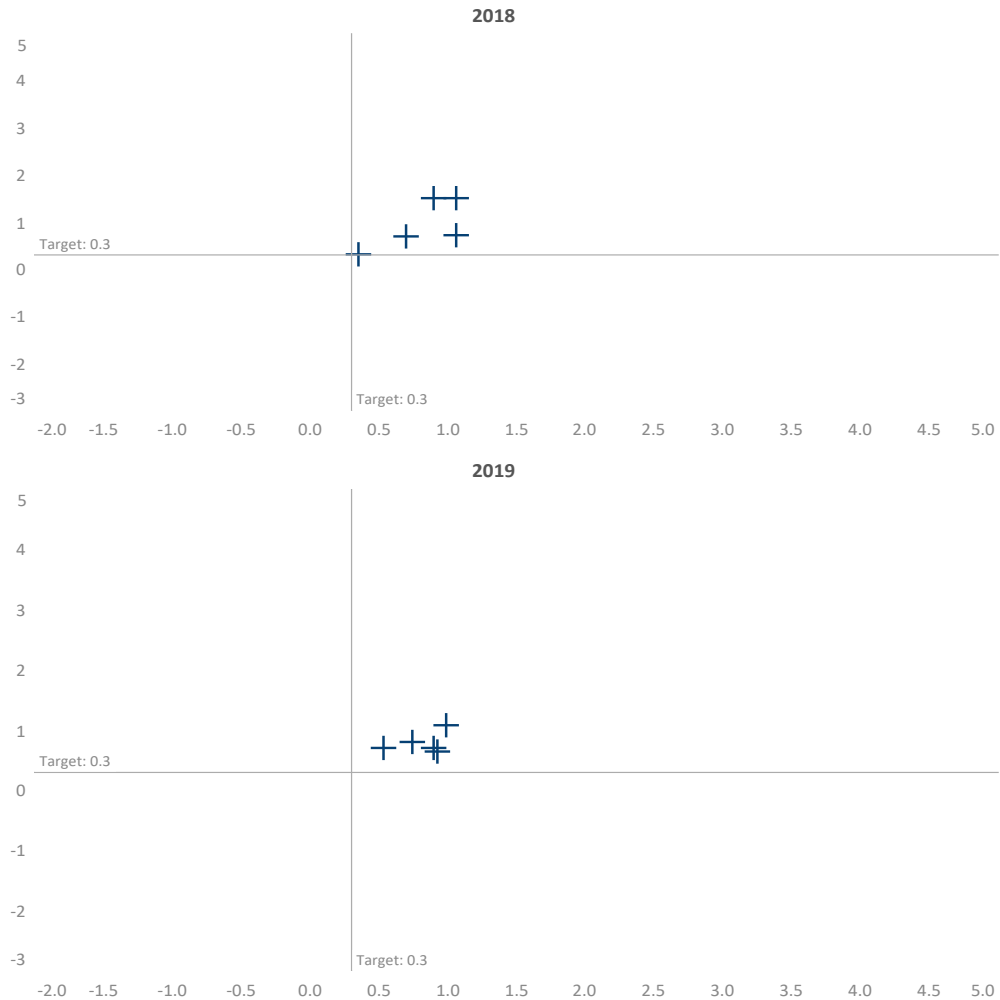
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2016-17



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.

ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2017-8 THROUGH 2018-19



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

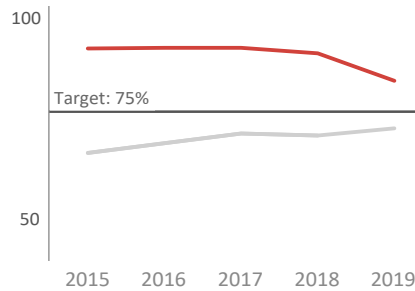
ACADEMIC PERFORMANCE

Bronx Preparatory Charter School

Bronx CSD 9

HIGH SCHOOL GRADUATION RATE

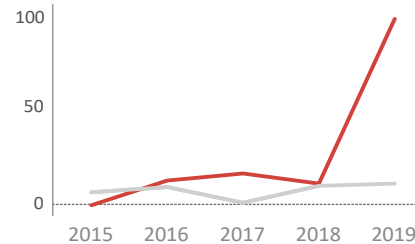
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



| | District | School |
|------|----------|--------|
| 2015 | 65.5 | 90.2 |
| 2016 | 67.8 | 90.3 |
| 2017 | 70.1 | 90.3 |
| 2018 | 69.6 | 89.0 |
| 2019 | 71.3 | 82.5 |

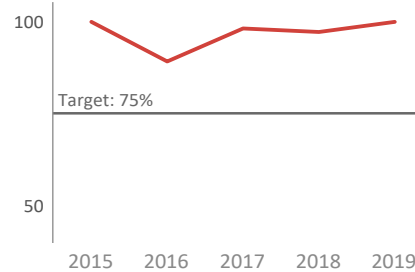
COLLEGE PREPARATION AND ATTAINMENT

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 |
|------|----------------------|--------------------|
| 2015 | 6.5 | 0.0 |
| 2016 | 9.2 | 12.5 |
| 2017 | 1.3 | 16.1 |
| 2018 | 9.8 | 11.0 |
| 2019 | 11.0 | 94.2 |

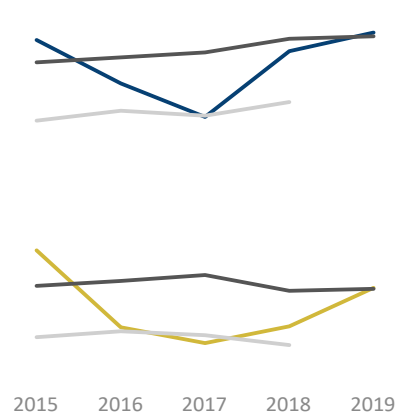
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



| | Grad N | Matriculation % |
|------|--------|-----------------|
| 2015 | 55 | 100.0 |
| 2016 | 56 | 89.3 |
| 2017 | 56 | 98.2 |
| 2018 | 73 | 97.3 |
| 2019 | 52 | 100.0 |

ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



| | MIP | District PI | School PI |
|------|-----|-------------|-----------|
| 2015 | 170 | 123 | 188 |
| 2016 | 174 | 131 | 153 |
| 2017 | 178 | 127 | 126 |
| 2018 | 189 | 138 | 179 |
| 2019 | 191 | | 194 |

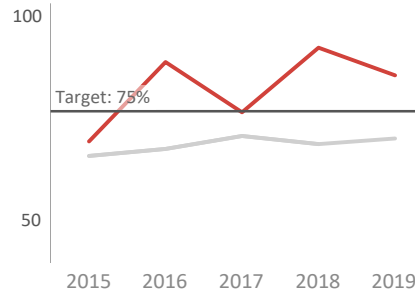
ACADEMIC PERFORMANCE

Democracy Preparatory Charter School

Manhattan CSD 5

HIGH SCHOOL GRADUATION RATE

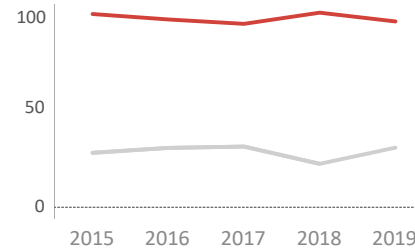
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the District.



| | District | School |
|------|----------|--------|
| 2015 | 64.9 | 68.2 |
| 2016 | 66.5 | 86.7 |
| 2017 | 69.5 | 75.0 |
| 2018 | 67.6 | 90.0 |
| 2019 | 68.9 | 83.6 |

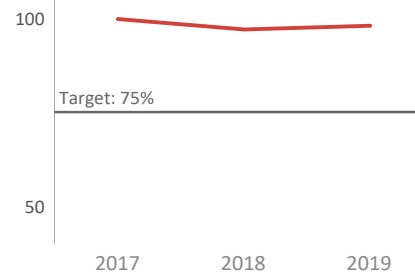
COLLEGE PREPARATION AND ATTAINMENT

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 |
|------|----------------------|--------------------|
| 2015 | 27.5 | 96.6 |
| 2016 | 30.0 | 93.8 |
| 2017 | 30.6 | 91.7 |
| 2018 | 22.1 | 97.2 |
| 2019 | 30.1 | 92.9 |

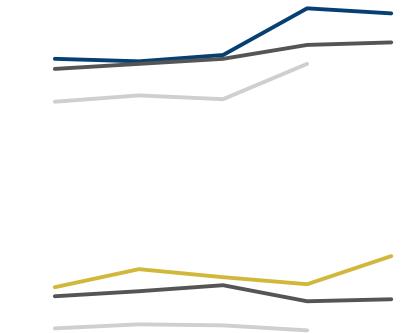
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



| | Grad N | Matriculation % |
|------|--------|-----------------|
| 2017 | 60 | 100.0 |
| 2018 | 72 | 97.2 |
| 2019 | 56 | 98.2 |

ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



| | MIP | District PI | School PI |
|------|-----|-------------|-----------|
| 2015 | 170 | 144 | 178 |
| 2016 | 174 | 149 | 176 |
| 2017 | 178 | 146 | 181 |
| 2018 | 189 | 174 | 218 |
| 2019 | 191 | 214 | 214 |

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SUNY RENEWAL BENCHMARK 1B

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

Democracy Prep New York uses an assessment system that enables leaders and teachers to 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 including but not limited to: the Strategic Teaching and Evaluation of Progress ("STEP")¹⁵ in Kindergarten – 5th grade every six to eight weeks to measure reading proficiency; internally created practice state tests and midterm and trimester exams to measure students' mastery of core content aligned to state standards; the US Citizenship Civics Exam; Regents exams; the Korean Languages Other Than English exam; and, teacher created unit tests, quizzes, exit tickets, essays, projects, and other formative assessments.

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

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

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

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SUNY RENEWAL BENCHMARK 1C

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

Democracy Prep New York's strong network-created curricula prepare students for college level coursework and allow teachers time to focus on deep diving into content through an intellectual preparation process for lessons and executing instructional strategies. The network curriculum team creates Kindergarten – 8th grade curricula for all subjects as well as high school level ELA, science, mathematics, history, and Korean. The curricula include lesson plans, scope and sequence documents, unit assessments, and trimester assessments. Network content specialists write each subject's curricula for several grades, which ensures vertical alignment. Kindergarten – 5th grade also use Eureka Math¹⁶ 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.

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

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

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

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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 feedback to the curriculum team regularly throughout the year. School leaders also meet with the network team approximately twice per month to review how teachers implement the curricula and changes that can be made. Representatives from the network curriculum team observe teachers at each school approximately once every three weeks. The network team then debriefs with the teacher and provide strengths and areas of growth for implementing the curriculum. This system of ongoing feedback allows the network to regularly make adjustments to the curricula and support the schools with instructional planning.

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

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 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.

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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 PREPARATORY NEW YORK CHARTER SCHOOLS HAVE STRONG INSTRUCTIONAL LEADERSHIP?

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

Democracy Prep New York leaders hold teachers accountable for teaching practices and student achievement. Schools' instructional leadership team includes a principal and assistant principal at the elementary, middle school, and high school levels. Principals and assistant principals are responsible for developing and coaching teachers. Coaches consistently provide weekly or bi-weekly observation and feedback. Each school also provides professional development for four weeks at the beginning of the school year and weekly throughout the year, differentiated by grade level and content area. This high level of support and collaboration ensures that all teachers continuously learn and grow their instructional practice. School leaders evaluate teachers three times a year at the end of each trimester. Evaluations include a qualitative component that makes up 60% of the evaluation and focuses on a set of teaching skills organized in the following three categories: teaching and learning; student citizenship and discipline; and, team oriented behaviors. Each evaluation also includes a quantitative component that makes up 40% of the evaluation and focuses on student

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

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

SUNY RENEWAL BENCHMARK 1F

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

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

uses multiple intervention programs to address reading and mathematics deficiencies, and after a six week period, teachers revisit each student during grade team meetings to monitor progress and determine next steps.

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

In addition to the effective supports at each school, the network established the Democracy Prep Pathways ("Pathways") special education program in 2015-16 to innovate practices in special education and meet the needs of a portion of scholars who require a more restrictive environment based on recommended special education services. The program serves over 30 students from across Democracy Prep New York schools and services high need middle school students with disabilities through small class sizes, individualized attention, and a differentiated curriculum to meet specific needs and 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 establish the Plan for Advocacy and Collaborative Education ("PACE") program, a 12:1:1 setting for high school grades in 2019-20 at Democracy Prep Charter School – Harlem and Bronx Prep.

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

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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.

ORGANIZATIONAL PERFORMANCE



IS THE EDUCATION CORPORATION AN EFFECTIVE, VIABLE ORGANIZATION?

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

SUNY RENEWAL BENCHMARK 2A

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

The schools within Democracy Prep New York are faithful to their mission and key design elements. These can be found in the Education Corporation Background section at the beginning of the report and Appendix A, respectively. Each school within Democracy Prep New York demonstrates rigorous learning with a rich focus on literacy. At each school, students engage with meaningful texts and engage in deep discussions during class time. Each school also develops its civic programs in ways that are meaningful to each school. Both Bronx Prep and Democracy Prep work with local organizations near the school buildings during a day of service.

SUNY RENEWAL BENCHMARK 2B

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

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

Parent Survey Data. The Institute compiled data from the New York City Department of Education's ("NYCDOE's") 2018-19 NYC School Survey for all schools under renewal consideration. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2018-19, across each of the renewal schools 60% of families who received the survey responded. Among respondents, 88% are satisfied with the schools' programs. The survey response rate is high enough to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For a high performing education corporation, the Institute speaks with a representative set of parents across all schools under renewal consideration. A representative set includes parents of students in attendance at the schools for multiple years, parents of students new to the schools, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 26 parent representatives of the two charter schools under renewal consideration. Parents appreciate the school’s culture with its focus on structure and the college preparatory academic program. Families expressed that they can easily communicate with teachers and staff. Parents also expressed a desire to be more involved in the decision making of the school, such as through a more formalized family organization, as well as having more support with understanding the legal rights of students with disabilities.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. Persistence data for each individual school under renewal consideration this year is available in Appendix A. Across the education corporation, 76% of students returned from the previous school year in 2018-19. For the schools under renewal consideration this year, 79% of students returned from the previous school year in 2018-19.

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

Democracy Prep New York supports the effective delivery of the network’s educational program and has a clear delineation of roles, responsibilities, and accountability. Staff members are clear at the school, network, and board levels 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 students and high quality staff members. DPPS has established Leader U, a resident program to develop an internal pipeline of school leaders. The network has also established a master teacher program as a pipeline to develop highly effective teachers for roles of their choice. Teachers with at least five years of teaching experience and strong performance evaluation results earn a monetary bonus and perform research related to their career goals. To recruit students, in alignment with its mission, Democracy Prep New York enrolls students in all grades and encourages all families, including those who have students with disabilities and ELLs, to apply for their schools and actively recruits families throughout the community.

Democracy Prep New York allocates sufficient resources to fulfill its mission. To ensure all graduates are prepared to successfully engage college level coursework, Democracy Prep New York's goal is for all students to graduate with an Advanced Regents diploma. 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. Accordingly, Democracy Prep New York's five year graduation rates exceed the SUNY Trustees' Accountability Plan targets. Democracy Prep New York college counseling teams use support from the network college access and success 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 12th grade students who can apply to serve as an alumni captain during their tenure in college. The network provides captains a stipend to provide regular updates on their assigned cohort of peers' academic and social emotional needs. Democracy Prep New York's first graduating cohort is on track to meet the network's six year college graduation rate goal.

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SUNY RENEWAL BENCHMARK 2D

DOES THE DEMOCRACY PREPARATORY NEW YORK CHARTER SCHOOLS' BOARD WORK EFFECTIVELY TO ACHIEVE THE 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 five Democracy Prep New York charters: Harlem Prep, Bronx Prep, Democracy Prep – Harlem, Democracy Prep, and Democracy Prep Endurance. Democracy Prep New York's board consists of members with professional backgrounds in academics, law, finance, real estate, and community engagement. The board 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.

The board uses an effective committee structure that includes academic accountability, executive, governance, finance and audit, development, and community and family engagement committees. The board structured the academic accountability committee into three subcommittees consisting of a subcommittee 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.

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RENEWAL
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2E**

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

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 network accountable for both academic results and fiscal soundness.

- During the current charter term, the board successfully merged its schools in two separate mergers to streamline governance and operations.
- Toward the end of the fourth year of the charter term, the Institute informed the Democracy Prep New York Board that the education corporation's audit revealed deficits. Due to lack of staff and resources the network had not provided timely and accurate fiscal information to the board, which did not allow the board to exercise proper fiscal oversight. In response, the board took immediate steps to determine the education corporation's fiscal condition and improve reporting to it by the network including the hiring of an outside fiscal management entity.
- In order to insulate Democracy Prep New York from fiscal challenges and enhance the fiscal accountability of the network, the board, among other things, renegotiated its management contract with the network for the current school year.

**SUNY
RENEWAL
BENCHMARK
2F**

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

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter with a few minor exceptions across the schools under renewal consideration this year. In each of the areas out of compliance, the Institute will work with the education corporation to ensure compliance before the start of the next charter term.

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- **Complaints.** The Institute received no formal complaints regarding the education corporation as a whole.
- **Compliance.** The Institute issued no violation letters for the education corporation as a whole during the charter term.
- **Board meeting minutes.** In some cases, the board did not send minutes of its meetings to the Institute within 30 days in violation of the monitoring plan in the charter.
- **Litigation.** The education corporation has some slip and fall type cases against it but nothing that would exceed the limits of insurance. As the cases are subrogated by insurance companies, no legal fees need be paid by the education corporation.

An early stage New York Division of Human Rights complaint brought against the network in September 2019 by an employee should have been filed against the education corporation, which will notify its insurance carrier and defend if properly named.

Please refer to the School Overview sections for information on each individual school.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Democracy Prep New York is fiscally sound as are its schools, Bronx Prep and Democracy Prep. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Democracy Prep New York and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹⁷ (The SUNY Fiscal Dashboards for Bronx Prep and Democracy Prep are included in the corresponding School Overviews and the Fiscal Dashboard for Democracy Prep New York is included in Appendix B). The discussion that follows relates mainly to the merged education corporation because the schools are not legally distinct fiscal entities.

The network supports Democracy Prep New York 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 declining scale of 14.5% to 12% management fee, determined by individual school, 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.

In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit, merged education corporation granted the authority to operate the schools and finds it too has adequate financial resources to ensure stable operations. The fiscal dashboards reflect the schools as fiscally sound prior to each merger and continued fiscal soundness since the mergers.

The 2018-19 audited financial statements report net assets of the education corporation increased to approximately \$24.8 million. In addition, the recent audited financial statements continued to identify concerns regarding the internal control structure of the merged education corporation and network. The independent auditor identified material weaknesses in internal controls relating to the condition of the books and records, lack of timely reconciliations of accounts, lack of supporting expenditure receipts, and lack of sufficient competitive bidding. Staffing levels were found to be inadequate at the network

17. 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.

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**SUNY
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3A**

level to manage the financial operations. The network and the board took immediate action in response starting in 2018 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.

Recently, a network contractor discovered a theft of approximately \$142,000 in two of the education corporations dissolution reserve fund bank accounts during the 2018-19 fiscal year. The auditor deemed these amounts to be uncollectible and wrote them off in the financial statements.

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

Democracy Prep New York has the financial resources to ensure stable operations. Working with the network, Democracy Prep New York is implementing clear budgetary objectives and budget preparation procedures. Operating deficits for three out of five years indicated that the budgeting process needed revision and strong board oversight and monitoring, which the board addressed late in the charter term.

- The budget process involves various network and school leadership positions working together. Each 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 schools state budgets are based on historical and actual revenues and expenses, and programmatic changes to ensure staff can properly support the proposed enrollment, earlier in the charter term, the financial condition indicated the education corporation was not properly monitoring this process, and spending more than budgeted resources on all schools. The process improved at the end of the charter term, and the network and the education corporation continue to implement stronger controls and oversight.
- The projected five year renewal budgets reflect requested growth for both charters to add elementary programs. The budgets anticipate revenue and expense adjustments as the enrollments at each charter grows to approximately 1,300 in Kindergarten – 12th grade.

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- Bronx Prep operates in privately leased space. Democracy Prep operates in co-located space.

Please refer to the School Overview sections for budgeting and long range planning information for each individual school.

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3B**

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Democracy Prep New York has a history of sound fiscal policies, procedures and practices and maintains appropriate internal controls, but starting four years ago showed steady decline. Recent audits have documented instances of weak internal controls, which, in 2017-18, turned into material weaknesses that continued into the 2018-19 audit.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The external auditor identified material weaknesses in record keeping, which may be in part due to the network's lack of resources allocated to fiscal staff. The manual is currently being reviewed and updated as a part of the current scope of work between the network and the external financial consultant.
- The most recent audit report for June 30, 2019 reported material weaknesses in 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. In addition, a cash theft from inactive bank accounts went undetected for months during 2018-19. The network has hired an external financial service provider to assist with implementing strong internal controls over financial operations.

**SUNY
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BENCHMARK
3C**

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Democracy Prep New York complies with financial reporting requirements.

- The Institute and NYSED receive the required financial reports on time, complete, and following generally accepted accounting principles (GAAP). The education corporation requested and received an extension of time to file and met extension requirements.

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- Independent audits of annual financial statements have received unqualified opinions but contained management letter findings identifying material weaknesses regarding internal controls that need corrective action. The Institute will continue to monitor the corrective action.
- The schools and education corporation do not consistently file key reports in a timely and accurate manner including: audit reports, budgets, and unaudited quarterly reports of revenue, expenses, and enrollment. The Institute is working with the network and education corporation to strengthen process and compliance with charter agreement requirements.

SUNY RENEWAL BENCHMARK 3D

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

Democracy Prep New York has necessary financial resources to ensure stable operations.

- The education corporation has reported fiscal health but three out of five years have experienced operating deficits, which need close monitoring and a corrective action plan. The Institute continues to work with the education corporation 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, 2019, the audited financial statements report an operating deficit of \$1,397,503 for Bronx Prep and an operating surplus of \$574,493 for Democracy Prep. The deficit for Bronx Prep is offset against the accumulated surpluses, resulting in net assets of \$11.4 million for Bronx Prep. Democracy Prep shows \$2.5 million in net assets as of June 30, 2019.
- The merged education corporation had total net assets of approximately \$24.8 million as of June 30, 2019, which is an increase from \$22.4 million the year before.
- As a requirement of the SUNY charter agreement, Democracy Prep New York must establish a separate dissolution reserve fund account for the merged education corporation of \$200,000.

Please refer to the School Overview sections for information on each individual school's financial condition.

SCHOOL OVERVIEWS



52 Bronx Preparatory Charter School

72 Democracy Preparatory Charter School

BRONX PREPARATORY CHARTER SCHOOL

So

SCHOOL OVERVIEW

PAGES: 53-71

SO
SCHOOL
OVERVIEW

PS
PERFORMANCE
SUMMARIES

FD
FISCAL DASHBOARD

FP
FUTURE PLANS

BRONX PREPARATORY CHARTER SCHOOL

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

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

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Bronx Prep in January 2000. The school opened its doors in the fall of 2001 initially serving 100 students in 5th and 6th grade. In November 2014, the SUNY Trustees approved a charter revision allowing DPPS to serve as the school's not-for-profit CMO. The previous Bronx Prep education corporation board sought out support from DPPS as a CMO partner to help manage and turn around the school, due to the organization's success with the previous turnaround of Harlem Day Charter School.

The school is authorized to serve 710 students in 6th – 12th grade during the 2019-20 school year. If renewed, the school will grow to serve students in Kindergarten – 12th grade with a projected total enrollment of 1,310 students.

The current charter term expires on June 30, 2020. A subsequent charter term would enable the school to operate through June 30, 2025. The school is located in privately leased space at 3872 3rd Avenue, Bronx, New York in CSD 9.

NOTEWORTHY - BRONX PREP

School leaders at Bronx Prep recognize the value in involving families in the daily life and decision making of the school. For example, at the start of the 2018-19 school year, the Bronx Prep middle school level hosted a whole school barbeque to welcome students back to school and show appreciation for parents. Parents and students also participate in the interview process for hiring new teachers.

ACADEMIC PROGRAM

Bronx Prep offers a high quality education program. As Democracy Prep New York's only school in the Bronx, the school is uniquely positioned to build a strong connection with its surrounding community, as well as with community members in Harlem through partnering with the other education corporation schools.

For 2019-20, Bronx Prep initiated the education corporation's second 12:1:1 special education program to serve students with disabilities who require a more restrictive setting in 9th and 10th grade. The school structures mathematics and ELA classes to focus on specific individual needs of students, aligned to grade level and Regents standards. To provide the least restrictive environment to students, the program provides students an opportunity to learn in inclusive general education settings for courses like physical education, arts, and other content areas.

The 2019-20 school year marks the end of Bronx Prep's first full charter term of support from DPPS. Over time the school has fully implemented the network's practices for curriculum, assessments, instructional coaching and professional development, intervention, student culture, and operations support. These structures, along with high expectations for teachers and students and clear methods for accountability, have enabled Bronx Prep's 6th - 8th grade performance to steadily improve and its 9th - 12th grade achievement to remain strong.

LEGAL REQUIREMENTS

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

- **Complaints.** The U.S. Department of Education's Office of Civil Rights ("OCR") pursued a complaint based on alleged violations of Section 504 of the Rehabilitation Act of 1973 and denial of a free and appropriate public education (FAPE). In April 2019, the school settled the matter without admission of wrongdoing and agreed to provide training to its staff. The education corporation board also received a student with disabilities due process complaint (jointly with the NYCDOE) against Bronx Prep Middle School alleging violation of the Individuals with Disabilities Act ("IDEA") based on the school not providing all of certain counseling and ICT settings. The parties resolved the matter through mediation.

- **Litigation.** Three minor lawsuits related to the school are pending in Bronx County Supreme Court. None of the lawsuits would jeopardize the school or the education corporation.
- **Annual Reports.** Charter school are required to post annual reports to their websites. The school posted the 2016-17 report but no subsequent reports.

FINANCIAL CONDITION

Bronx Prep's projected five year budget reflects growing revenues and expenses associated with the planned enrollment growth. Bronx Prep operates the middle and high school levels in one privately leased facility and the school is confident that all of the grade levels will have the opportunity to remain in their current space for the full course of the new charter term. If approved to grow to elementary grades, the board will work with network representatives to secure a temporary co-located space with Democracy Prep Endurance and/or Democracy Prep Charter School while a permanent facility is either built or renovated.

For the fiscal year ended June 30, 2018, the audited financial statements reported an operating deficit of \$1,304,616, which when offset against surpluses resulted in net assets of \$12.8 million for Bronx Prep. At the end of the 2019 fiscal year, Bronx Prep had an operating deficit of \$1,397,503 that resulted in net assets of \$11.4 million.

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SCHOOL OVERVIEW

SCHOOL LEADERS

Ryan Silver, Middle School Principal (2018-19 to present)

Tracey DeOliveira, Middle School Principal (2014-15 to 2017-18)

Lourdes Flores, High School Principal (2014-15 to present)

Emmanuel George, Executive Director (2014-15 to 2017-18)

Edwina Branch-Smith, Head of School (2011-12 to 2013-14)

Dr. Samona Tait, Head of School (2007-08 to 2010-11)

Kristin Kearns-Jordan, Executive Director (2000-01 to 2006-07)

SCHOOL CHARACTERISTICS - BRONX PREP

| SCHOOL YEAR | CHARTERED ENROLLMENT | ACTUAL ENROLLMENT | ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT | PROPOSED GRADES | ACTUAL GRADES |
|-------------|----------------------|-------------------|--|-----------------|---------------|
| 2015-16 | 693 | 696 | 100% | 6-12 | 6-12 |
| 2016-17 | 710 | 691 | 97% | 6-12 | 6-12 |
| 2017-18 | 710 | 702 | 99% | 6-12 | 6-12 |
| 2018-19 | 710 | 693 | 98% | 6-12 | 6-12 |
| 2019-20 | 710 | 735 | 104% | 6-12 | 6-12 |

PARENT SATISFACTION: SURVEY RESULTS

| RESPONSE RATE | OVERALL SATISFACTION | SCHOOL LEADERSHIP | STRONG FAMILY-COMMUNITY TIES | TRUST |
|---------------|----------------------|-------------------|------------------------------|-------|
| 57% | 87% | 88% | 85% | 89% |

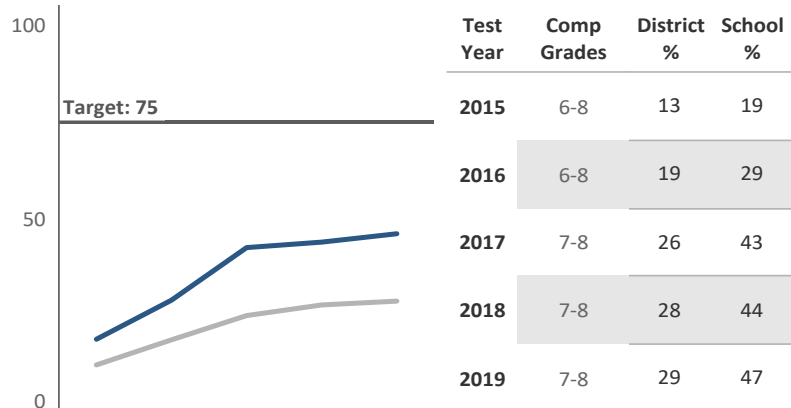
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SCHOOL OVERVIEW

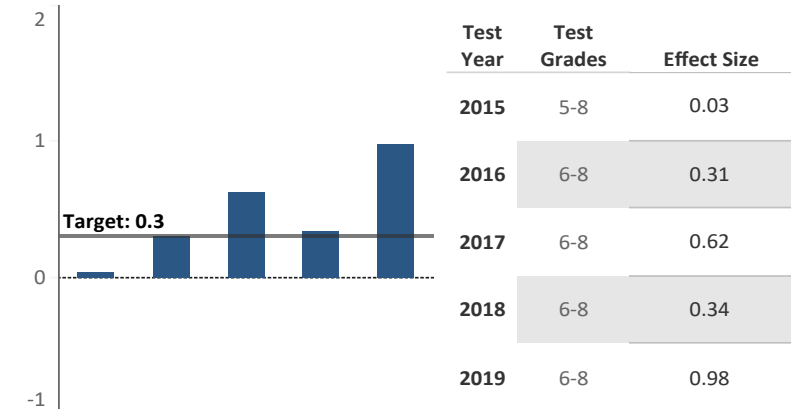
BRONX PREPARATORY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

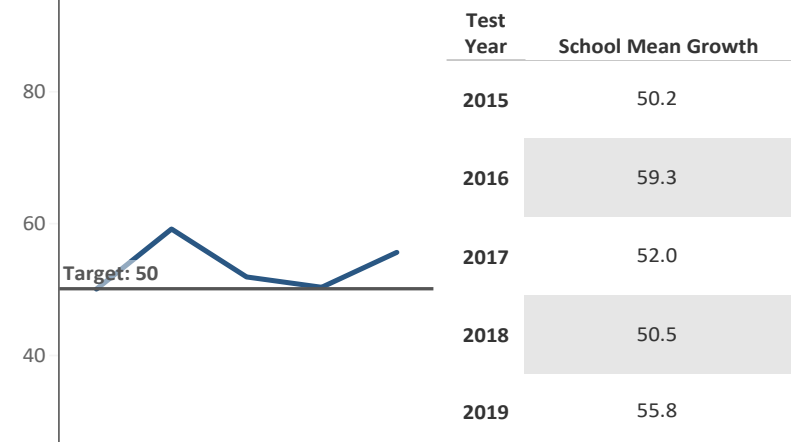
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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



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



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Albany, NY 12246

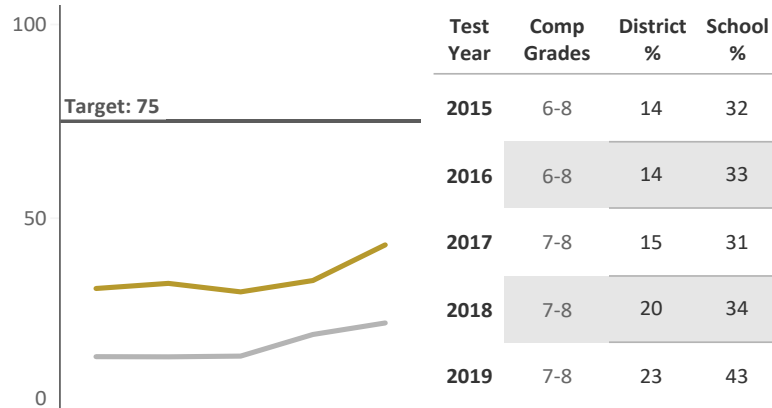
SCHOOL OVERVIEW

BRONX PREPARATORY CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

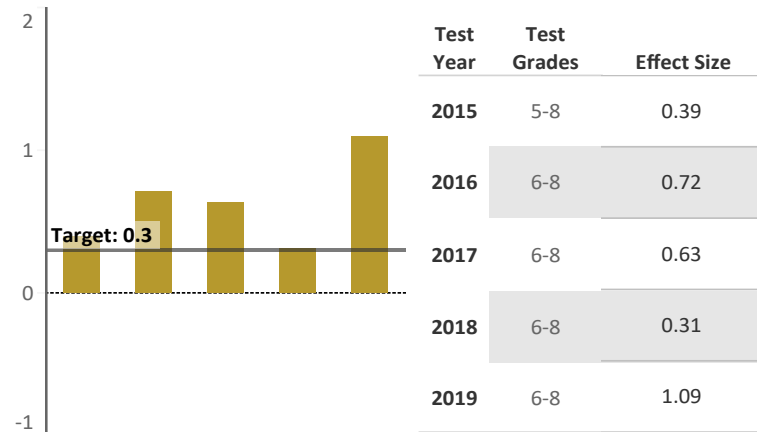
Comparative Measure:

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



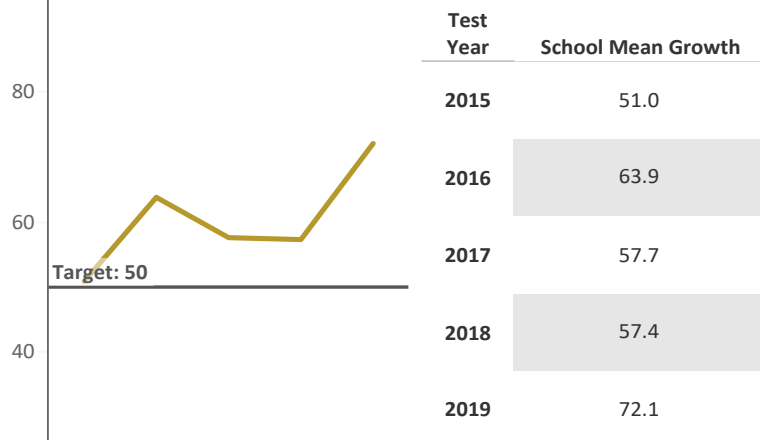
Comparative Measure: Effect

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



Comparative Growth

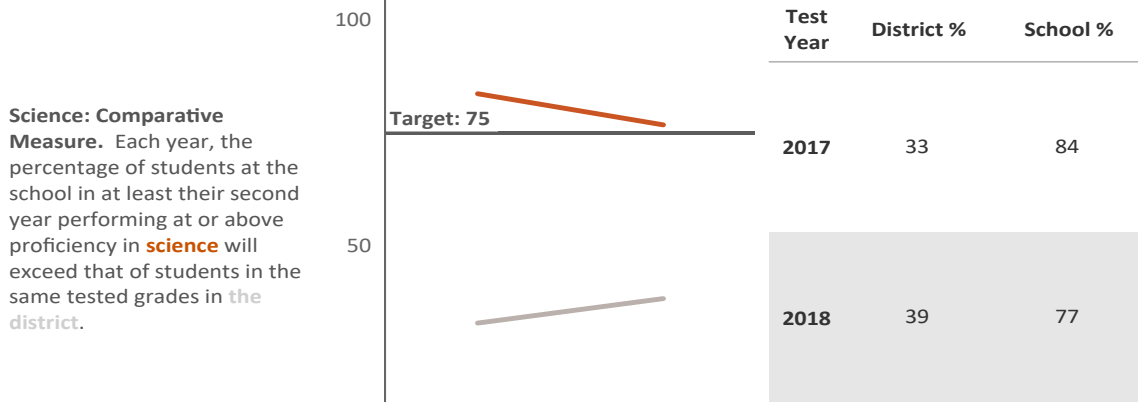
Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



SCHOOL OVERVIEW

BRONX PREPARATORY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



The chart above shows student performance on the 8th grade science exam. In 2018-19, the school only administered the Living Environment Regents exam in lieu of the 8th grade science test. The performance on the Regents exam is reflected in the narrative of this report.

SPECIAL POPULATIONS PERFORMANCE

| | 2017 | 2018 | 2019 |
|---|------|------|------|
| Enrollment Receiving Mandated Academic Services | 90 | 96 | 100 |
| Tested on State Exam | 48 | 56 | 61 |
| School Percent Proficient on ELA Exam | 8.3 | 14.3 | 21.3 |
| District Percent Proficient | 5.9 | 9.4 | 8.5 |
| | 2017 | 2018 | 2019 |
| ELL Enrollment | 46 | 56 | 60 |
| Tested on NYSESLAT Exam | 36 | 52 | 54 |
| School Percent 'Commanding' or Making Progress on NYSESLAT | 41.7 | 25.0 | 35.2 |

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

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

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

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

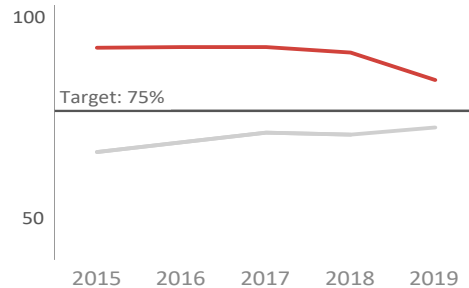
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SCHOOL OVERVIEW

BRONX PREPARATORY CHARTER SCHOOL

HIGH SCHOOL GRADUATION RATE

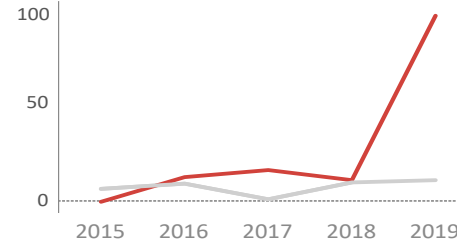
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



| | District | School |
|------|----------|--------|
| 2015 | 65.5 | 90.2 |
| 2016 | 67.8 | 90.3 |
| 2017 | 70.1 | 90.3 |
| 2018 | 69.6 | 89.0 |
| 2019 | 71.3 | 82.5 |

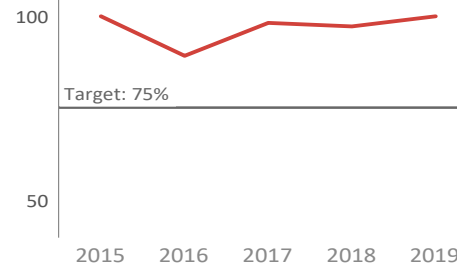
COLLEGE PREPARATION AND ATTAINMENT

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 |
|------|----------------------|--------------------|
| 2015 | 6.5 | 0.0 |
| 2016 | 9.2 | 12.5 |
| 2017 | 1.3 | 16.1 |
| 2018 | 9.8 | 11.0 |
| 2019 | 11.0 | 94.2 |

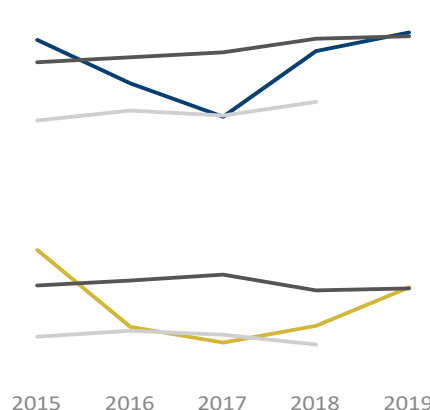
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



| | Grad N | Matriculation % |
|------|--------|-----------------|
| 2015 | 55 | 100.0 |
| 2016 | 56 | 89.3 |
| 2017 | 56 | 98.2 |
| 2018 | 73 | 97.3 |
| 2019 | 52 | 100.0 |

ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



| | MIP | District PI | School PI |
|------|-----|-------------|-----------|
| 2015 | 170 | 123 | 188 |
| 2016 | 174 | 131 | 153 |
| 2017 | 178 | 127 | 126 |
| 2018 | 189 | 138 | 179 |
| 2019 | 191 | | 194 |

| | MIP | District PI | School PI |
|------|-----|-------------|-----------|
| 2015 | 154 | 102 | 190 |
| 2016 | 159 | 108 | 112 |
| 2017 | 165 | 104 | 96 |
| 2018 | 149 | 94 | 113 |
| 2019 | 151 | | 152 |

SCHOOL OVERVIEW







SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on Bronx Prep's renewal on October 24, 2019 at a centralized Bronx location. Twenty people were present and seven spoke in support of the renewal application. No one spoke in opposition. Staff spoke to rising test scores, opportunities to travel, speakers at the school including Pulitzer Prize winners and journalists, athletic teams, production of a podcast, and a robust arts program, which includes a 40 member student orchestra. The chair of the board spoke to his continued commitment to the organization. Parents expressed their appreciation for the discipline system and how the curriculum matched student needs. Other parents spoke of the rigorous environment that saw their children rise to the challenges and become avid scholars.

Several students wrote letters of support for renewal. Students cited academics, teacher culture, curriculum, access to extracurricular activities and preparation for college as the reasons the school has benefitted them. Students stated that teachers work with students and everyone is treated equally and respectfully no matter their background. The school instills a sense that everyone can go to college.

ENROLLMENT AND RETENTION

Bronx Preparatory Charter School's Enrollment and Retention Status: 2018-19

| | | | District Target | School |
|------------|----------------------------|--|-----------------|--------|
| Enrollment | economically disadvantaged |  | 92.8 | 85.7 |
| | English language learners |  | 22.4 | 8.8 |
| | students with disabilities |  | 19.6 | 13.1 |
| Retention | economically disadvantaged |  | 87.7 | 74.2 |
| | English language learners |  | 87.2 | 64.3 |
| | students with disabilities |  | 86.9 | 70.8 |

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Bronx Preparatory Charter School

SUNY Charter Schools Institute
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353 Broadway
Albany, NY 12246

PERFORMANCE SUMMARIES

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| 2016-17 Grades Served 6-12 | | | | | 2017-18 Grades Served 6-12 | | | | | 2018-19 Grades Served 6-12 | | | | | | | | | | |
|---|-------------------------|-------------------|------------|-----------|-------------------------------|-------------------|------------|-----------|--------------|-------------------------------|-----------|--------|--------------|-------------------|-----------|-------|--------|-----------|-------|-------|
| Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | | | | | |
| 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam. | 3 | (0) | (0) | | 3 | (0) | (0) | | 3 | (0) | (0) | | 3 | (0) | (0) | | | | | |
| | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | | | | |
| | 5 | (0) | (0) | | 5 | (0) | (0) | | 5 | (0) | (0) | | 5 | (0) | (0) | | | | | |
| | 6 | 20.0 (115) | 8.0 (25) | | 6 | 33.9 (109) | 20.0 (15) | | 6 | 48.7(113) | 0.0(5) | | 6 | 48.7(113) | 0.0(5) | | | | | |
| | 7 | 39.3 (107) | 43.7 (87) | | 7 | 36.6 (112) | 40.9 (88) | | 7 | 39.8(118) | 37.0(100) | | 7 | 39.8(118) | 37.0(100) | | | | | |
| | 8 | 49.6 (121) | 50.0 (116) | | 8 | 46.4 (110) | 51.6 (93) | | 8 | 53.4(116) | 58.8(97) | | 8 | 53.4(116) | 58.8(97) | | | | | |
| | All | 36.4 (343) | 43.0 (228) | NO | All | 39.0 (331) | 44.4 (196) | NO | All | 47.3(347) | 46.5(202) | NO | All | 47.3(347) | 46.5(202) | | | | | |
| | Grades | PI | MIP | | Grades | PI | MIP | | Grades | PI | MIP | | Grades | PI | MIP | | | | | |
| | 6-8 | 119 | 111 | YES | 6-8 | 124 | 101 | YES | 6-8 | 140 | 105 | YES | 6-8 | 140 | 105 | | | | | |
| 2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system. | | | | | | | | | | | | | | | | | | | | |
| | Comparison: Bronx CSD 9 | | | | | | | | | | | | | | | | | | | |
| | Grades | School | District | | Grades | School | District | | Grades | School | District | | Grades | School | District | | | | | |
| | 7-8 | 43.0 | 25.5 | YES | 7-8 | 44.4 | 28.3 | YES | 7-8 | 46.5 | 29.2 | YES | 7-8 | 46.5 | 29.2 | | | | | |
| | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | | | | | |
| 3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district. | 3 | | | | 3 | | | | 3 | | | | 3 | | | | | | | |
| | 4 | | | | 4 | | | | 4 | | | | 4 | | | | | | | |
| | 5 | | | | 5 | | | | 5 | | | | 5 | | | | | | | |
| | 6 | 91.5 | 19.8 | 17.5 | 0.19 | 88.1 | 33.9 | 35.5 | -0.09 | 92.5 | 600 | 590.4 | 1.11 | 92.5 | 600 | 590.4 | | | | |
| | 7 | 91.9 | 39.3 | 25.7 | 0.77 | 89.8 | 36.6 | 26.7 | 0.64 | 86.8 | 603 | 594.3 | 1.01 | 86.8 | 603 | 594.3 | | | | |
| | 8 | 86.3 | 49.6 | 33.1 | 0.91 | 86.8 | 45.9 | 37.3 | 0.45 | 89.5 | 602 | 594.7 | 0.83 | 89.5 | 602 | 594.7 | | | | |
| | All | 89.8 | 36.3 | 25.5 | 0.62 | YES | 88.3 | 38.9 | 33.1 | 0.34 | YES | 89.6 | 601.7 | 593.2 | 0.98 | YES | | | | |
| | Grades | School | State | | Grades | School | State | | Grades | School | State | | Grades | School | State | | | | | |
| | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | | | | | |
| 4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide. | 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | | | | | |
| | 6 | 50.9 | | | 6 | 39.4 | | | 6 | 52.5 | | | 6 | 52.5 | | | | | | |
| | 7 | 57.1 | | | 7 | 56.7 | | | 7 | 61.9 | | | 7 | 61.9 | | | | | | |
| | 8 | 49.1 | | | 8 | 54.0 | | | 8 | 52.9 | | | 8 | 52.9 | | | | | | |
| | All | 52.0 | 50 | YES | All | 50.5 | 50 | YES | All | 55.8 | 50 | YES | All | 55.8 | 50 | YES | | | | |
| | Grades | PI | MIP | | Grades | PI | MIP | | Grades | PI | MIP | | Grades | PI | MIP | | | | | |
| | 6-8 | 119 | 111 | YES | 6-8 | 124 | 101 | YES | 6-8 | 140 | 105 | YES | 6-8 | 140 | 105 | YES | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | Comparison: Bronx CSD 9 | | | | | | | | | | | | | | | | | | | |
| Grades | School | District | | Grades | School | District | | Grades | School | District | | Grades | School | District | | | | | | |
| 7-8 | 43.0 | 25.5 | YES | 7-8 | 44.4 | 28.3 | YES | 7-8 | 46.5 | 29.2 | YES | 7-8 | 46.5 | 29.2 | YES | | | | | |
| Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | |
| 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50. | 3 | | | | 3 | | | | 3 | | | | 3 | | | | 3 | | | |
| | 4 | | | | 4 | | | | 4 | | | | 4 | | | | 4 | | | |
| | 5 | | | | 5 | | | | 5 | | | | 5 | | | | 5 | | | |
| | 6 | 91.5 | 19.8 | 17.5 | 0.19 | 88.1 | 33.9 | 35.5 | -0.09 | 92.5 | 600 | 590.4 | 1.11 | 92.5 | 600 | 590.4 | 1.11 | 92.5 | 600 | 590.4 |
| | 7 | 91.9 | 39.3 | 25.7 | 0.77 | 89.8 | 36.6 | 26.7 | 0.64 | 86.8 | 603 | 594.3 | 1.01 | 86.8 | 603 | 594.3 | 1.01 | 86.8 | 603 | 594.3 |
| | 8 | 86.3 | 49.6 | 33.1 | 0.91 | 86.8 | 45.9 | 37.3 | 0.45 | 89.5 | 602 | 594.7 | 0.83 | 89.5 | 602 | 594.7 | 0.83 | 89.5 | 602 | 594.7 |
| | All | 89.8 | 36.3 | 25.5 | 0.62 | YES | 88.3 | 38.9 | 33.1 | 0.34 | YES | 89.6 | 601.7 | 593.2 | 0.98 | YES | 89.6 | 601.7 | 593.2 | 0.98 |
| | Grades | School | State | | Grades | School | State | | Grades | School | State | | Grades | School | State | | Grades | School | State | |
| | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | |
| 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | | |
| 6 | 50.9 | | | 6 | 39.4 | | | 6 | 52.5 | | | 6 | 52.5 | | | 6 | 52.5 | | | |
| 7 | 57.1 | | | 7 | 56.7 | | | 7 | 61.9 | | | 7 | 61.9 | | | 7 | 61.9 | | | |
| 8 | 49.1 | | | 8 | 54.0 | | | 8 | 52.9 | | | 8 | 52.9 | | | 8 | 52.9 | | | |
| All | 52.0 | 50 | YES | All | 50.5 | 50 | YES | All | 55.8 | 50 | YES | All | 55.8 | 50 | YES | All | 55.8 | 50 | YES | |

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Bronx Preparatory Charter School

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

PERFORMANCE SUMMARIES

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| 2016-17 Grades Served 6-12 | | | | | | | | | | 2017-18 Grades Served 6-12 | | | | | | | | | | 2018-19 Grades Served 6-12 | | | | | | | | | |
|---|---------------------|-------------------------|--------------|-------------------|-----------|----------|-------------------------|-------------------|--------|-------------------------------|--------------|-------------------------|--------|----------|--------------|-------------------|-------|------|-----|-------------------------------|--|--|--|--|--|--|--|--|--|
| | | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | | | | | | | | | | | | |
| 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam. | Absolute Measure | 3 | (0) | (0) | | 3 | (0) | (0) | | 3 | (0) | (0) | | 3 | (0) | (0) | | | | | | | | | | | | | |
| | | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | | | | | | | | | | | | |
| | | 5 | (0) | (0) | | 5 | (0) | (0) | | 5 | (0) | (0) | | 5 | (0) | (0) | | | | | | | | | | | | | |
| | | 6 | 16.1 (112) | 0.0 (23) | | 6 | 26.6 (109) | 0.0 (15) | | 6 | 58.3 (115) | 20.0 (5) | | 6 | 58.3 (115) | 20.0 (5) | | | | | | | | | | | | | |
| | | 7 | 25.7 (109) | 25.8 (89) | | 7 | 26.8 (112) | 30.7 (88) | | 7 | 46.7 (105) | 44.3 (88) | | 7 | 46.7 (105) | 44.3 (88) | | | | | | | | | | | | | |
| | | 8 | 41.9 (117) | 42.0 (112) | | 8 | 40.9 (110) | 43.0 (93) | | 8 | 43.5 (85) | 43.9 (66) | | 8 | 43.5 (85) | 43.9 (66) | | | | | | | | | | | | | |
| | | All | 28.1 (338) | 31.3 (224) | NO | All | 31.4 (331) | 34.2 (196) | NO | All | 50.2 (305) | 43.4 (159) | NO | All | 50.2 (305) | 43.4 (159) | NO | | | | | | | | | | | | |
| | | Grades | PI | MIP | | Grades | PI | MIP | | Grades | PI | MIP | | | | | | | | | | | | | | | | | |
| 2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system. | | 6-8 | 106 | 109 | NO | 6-8 | 106 | 103 | YES | 6-8 | 142 | 107 | YES | 6-8 | 142 | 107 | YES | | | | | | | | | | | | |
| 3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district. | | Comparison: Bronx CSD 9 | | | | | Comparison: Bronx CSD 9 | | | | | Comparison: Bronx CSD 9 | | | | | | | | | | | | | | | | | |
| Grades | School | District | | Grades | School | District | | Grades | School | District | | Grades | School | District | | | | | | | | | | | | | | | |
| 7-8 | 31.3 | 14.6 | YES | 7-8 | 34.2 | 20.2 | YES | 7-8 | 43.4 | 23.2 | YES | 7-8 | 43.4 | 23.2 | YES | | | | | | | | | | | | | | |
| | | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | | | | | | | | | | | | | |
| 4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide. | Comparative Measure | 3 | | | | | 3 | | | | | 3 | | | | | | | | | | | | | | | | | |
| | | 4 | | | | | 4 | | | | | 4 | | | | | | | | | | | | | | | | | |
| | | 5 | | | | | 5 | | | | | 5 | | | | | | | | | | | | | | | | | |
| | | 6 | 91.5 | 15.9 | 20.2 | -0.25 | 6 | 88.1 | 26.6 | 28.6 | -0.1 | 6 | 92.5 | 606 | 592.7 | 1.42 | | | | | | | | | | | | | |
| | | 7 | 91.9 | 25.7 | 17.3 | 0.45 | 7 | 89.8 | 26.8 | 24.3 | 0.14 | 7 | 86.8 | 604 | 594.4 | 0.93 | | | | | | | | | | | | | |
| | | 8 | 86.3 | 41.9 | 13.3 | 1.66 | 8 | 86.8 | 40.5 | 21.6 | 0.89 | 8 | 89.5 | 605 | 594.6 | 0.85 | | | | | | | | | | | | | |
| | | All | 89.8 | 28.0 | 16.9 | 0.63 | YES | All | 88.3 | 31.3 | 24.8 | 0.31 | YES | All | 89.7 | 605.0 | 593.8 | 1.09 | YES | | | | | | | | | | |
| | | Grades | School | State | | Grades | School | State | | Grades | School | State | | | | | | | | | | | | | | | | | |
| 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50. | Growth Measure | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | | | | | | | | | | | | | |
| | | 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | | | | | | | | | | | | | |
| | | 6 | 49.0 | | | 6 | 46.2 | | | 6 | 72.3 | | | 6 | 72.3 | | | | | | | | | | | | | | |
| | | 7 | 69.6 | | | 7 | 60.1 | | | 7 | 72.8 | | | 7 | 72.8 | | | | | | | | | | | | | | |
| | | 8 | 54.8 | | | 8 | 64.3 | | | 8 | 71.1 | | | 8 | 71.1 | | | | | | | | | | | | | | |
| | | All | 57.7 | 50 | YES | All | 57.4 | 50 | YES | All | 72.1 | 50 | YES | All | 72.1 | 50 | YES | | | | | | | | | | | | |

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Bronx Preparatory Charter School

High School Graduation

| | 2016-17 | | 2017-18 | | 2018-19 | |
|---|-----------------------------------|-----------------------|-----------------------------------|-----------------------|-----------------------------------|-----------------------|
| | MET | | MET | | MET | |
| 1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation. | 2015 Cohort N | % Passing ≥ 3 Regents | 2016 Cohort N | % Passing ≥ 3 Regents | 2017 Cohort N | % Passing ≥ 3 Regents |
| | 114 | 76.3 | 67 | 62.7 | 77 | 83.1 |
| | | YES | | NO | | YES |
| 2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year. | 2013 Cohort N | % | 2014 Cohort N | % | 2015 Cohort N | % |
| | 62 | 90.3 | 82 | 89.0 | 63 | 82.5 |
| | | YES | | YES | | YES |
| 3. Each year, 95 percent of students will graduate after the completion of their fifth year. | 2012 Cohort N | % Graduating | 2013 Cohort N | % Graduating | 2014 Cohort N | % Graduating |
| | 59 | 94.9 | 62 | 98.4 | 82 | 97.6 |
| | | YES | | YES | | YES |
| 4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district. | Comparison School District: CSD 9 | | Comparison School District: CSD 9 | | Comparison School District: CSD 9 | |
| | School | District | School | District | School | District |
| | 90.3 | 70.1 | 89.0 | 69.6 | 82.5 | 71.3 |
| | | YES | | YES | | YES |

College Preparation

| | 2016-17 | | 2017-18 | | 2018-19 | |
|---|-----------------------------------|----------|-----------------------------------|----------|-----------------------------------|----------|
| | MET | | MET | | MET | |
| 1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. ¹ | 2013 Cohort N | % | 2014 Cohort N | % | 2015 Cohort N | % |
| | 56 | 98.2 | 73 | 97.3 | 52 | 100.0 |
| | | YES | | YES | | YES |
| 2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation. | | | | | | |
| | | | CCCRI | MIP | CCCRI | MIP |
| | | | 84 | 128 | 165 | 130 |
| | | | | NO | | YES |
| 3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system. | Comparison School District: CSD 9 | | Comparison School District: CSD 9 | | Comparison School District: CSD 9 | |
| | School | District | School | District | School | District |
| | 84 | 87 | 84 | 87 | 84 | NA |
| | | NO | | NO | | NA |
| 4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort. | Comparison School District: CSD 9 | | Comparison School District: CSD 9 | | Comparison School District: CSD 9 | |

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

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Bronx Preparatory Charter School

English Language Arts

| | 2016-17 | | 2017-18 | | 2018-19 | |
|--|----------------------------|----------|----------------------------|----------|----------------------------|----------|
| | MET | | MET | | MET | |
| 1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)). | 2013 Cohort N | % | 2014 Cohort N | % | 2015 Cohort N | % |
| | 62 | 50.0 | 82 | 63.4 | 63 | 76.2 |
| 2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam). | Low Performing Entrants N | % | Low Performing Entrants N | % | Low Performing Entrants N | % |
| | 53 | 49.1 | 39 | 66.7 | 29 | 75.9 |
| 3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district. | Comparison District: CSD 9 | | Comparison District: CSD 9 | | Comparison District: CSD 9 | |
| | School | District | School | District | School | District |
| | 50.0 | 40.8 | 63.4 | 40.5 | 76.2 | 43.9 |
| 4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed that of the district. | 126 | 127 | 179 | 138 | 194 | NA |

Mathematics

| | 2016-17 | | 2017-18 | | 2018-19 | |
|---|----------------------------|----------|----------------------------|----------|----------------------------|----------|
| | MET | | MET | | MET | |
| 1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam). | 2013 Cohort N | % | 2014 Cohort N | % | 2015 Cohort N | % |
| | 62 | 4.8 | 82 | 12.2 | 63 | 50.8 |
| 2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam). | Low Performing Entrants N | % | Low Performing Entrants N | % | Low Performing Entrants N | % |
| | 47 | 0.0 | 40 | 10.0 | 23 | 39.1 |
| 3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district. | Comparison District: CSD 9 | | Comparison District: CSD 9 | | Comparison District: CSD 9 | |
| | School | District | School | District | School | District |
| | 4.8 | 8.4 | 12.2 | 9.1 | 50.8 | 12.6 |
| 4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed that of the district. | 96 | 104 | 113 | 94 | 152 | NA |

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FISCAL DASHBOARD

BRONX PREPARATORY CHARTER SCHOOL

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 L-T 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
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2001-02

| | | | MERGED | MERGED |
|---------------------------------------|-------------------|-------------------|-------------------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| | | | | 2018-19 |
| Cash and Cash Equivalents - GRAPH 1 | 1,124,788 | 1,027,735 | 739,054 | - |
| Grants and Contracts Receivable | 270,261 | 502,704 | 710,947 | - |
| Accounts Receivable | - | - | - | - |
| Prepaid Expenses | - | 119,313 | 24,631 | - |
| Contributions and Other Receivables | 523,838 | 183,634 | - | - |
| Total Current Assets - GRAPH 1 | 1,918,887 | 1,833,386 | 1,474,632 | - |
| Property, Building and Equipment, net | 14,523,596 | 14,052,907 | 13,979,815 | - |
| Other Assets | 86,174 | - | 75,000 | - |
| Total Assets - GRAPH 1 | 16,528,657 | 15,886,293 | 15,529,447 | - |

| | | | | |
|--|----------------|----------------|------------------|----------|
| Accounts Payable and Accrued Expenses | 452,360 | 397,087 | 487,584 | - |
| Accrued Payroll and Benefits | 223,316 | 354,230 | 547,768 | - |
| Deferred Revenue | - | - | - | - |
| Current Maturities of Long-Term Debt | - | - | - | - |
| Short Term Debt - Bonds, Notes Payable | - | - | - | - |
| Other | 73,477 | 36,216 | 92,704 | - |
| Total Current Liabilities - GRAPH 1 | 749,153 | 787,533 | 1,128,056 | - |
| Deferred Rent/Lease Liability | - | - | - | - |
| All other L-T debt and notes payable, net current maturities | - | 3,115 | 271,844 | - |
| Total Liabilities - GRAPH 1 | 749,153 | 790,648 | 1,399,900 | - |

| | | | | |
|---|-------------------|-------------------|-------------------|----------|
| Unrestricted | 2,430,384 | 2,430,384 | 1,943,321 | - |
| Temporarily restricted | 13,349,120 | 12,665,261 | 12,186,226 | - |
| Total Net Assets | 15,779,504 | 15,095,645 | 14,129,547 | - |
| Total Liabilities and Net Assets | 16,528,657 | 15,886,293 | 15,529,447 | - |

| | | | | |
|-----------------------------|------------|-----------|-----------|------------|
| Resident Student Enrollment | 10,169,951 | 9,804,985 | 9,997,730 | 10,432,822 |
| Students with Disabilities | 788,515 | 581,753 | 624,487 | 669,273 |

| | | | | |
|--------------------------------------|-------------------|-------------------|-------------------|-------------------|
| State and local | - | 43,243 | 53,876 | - |
| Federal - Title and IDEA | 452,264 | 491,015 | 471,581 | 504,476 |
| Federal - Other | - | - | 43,574 | - |
| Other | - | - | - | - |
| NYC DoE Rental Assistance | - | - | - | - |
| Food Service/Child Nutrition Program | 747,769 | - | - | - |
| Total Operating Revenue | 12,158,499 | 10,920,996 | 11,191,248 | 11,606,571 |

| | | | | |
|---|-------------------|-------------------|-------------------|--------------------|
| Regular Education | 10,150,393 | 8,973,194 | 10,005,874 | 9,138,769 |
| SPED | 731,060 | 1,335,094 | 1,235,892 | 1,255,214 |
| Other | 390,883 | - | - | - |
| Total Program Services | 11,272,336 | 10,308,288 | 11,241,766 | 10,393,983 |
| Management and General | 1,209,838 | 1,327,875 | 947,150 | 2,556,394 |
| Fundraising | - | - | - | - |
| Total Expenses - GRAPHS 2, 3 & 4 | 12,482,174 | 11,636,163 | 12,188,916 | 12,950,377 |
| Surplus / (Deficit) From School Operations | (323,675) | (715,167) | (997,668) | (1,343,806) |

| | | | | |
|--|----------------|---------------|---------------|---------------|
| Contributions | 203,000 | 25,800 | 10,800 | 11,142 |
| Fundraising | 14,955 | - | - | - |
| Miscellaneous Income | 132,162 | 5,508 | 20,770 | 28,048 |
| Net assets released from restriction | - | - | - | - |
| Total Support and Other Revenue | 350,117 | 31,308 | 31,570 | 39,190 |

| | | | | |
|---|-------------------|-------------------|-------------------|-------------------|
| Total Unrestricted Revenue | 12,308,616 | 11,636,163 | 11,701,853 | 12,132,129 |
| Total Temporarily Restricted Revenue | 200,000 | (683,859) | (479,035) | (486,368) |
| Total Revenue - GRAPHS 2 & 3 | 12,508,616 | 10,952,304 | 11,222,818 | 11,645,761 |

| | | | | |
|---|-------------------|-------------------|-------------------|-------------------|
| Change in Net Assets | 26,442 | (683,859) | (966,098) | (1,304,616) |
| Net Assets - Beginning of Year - GRAPH 2 | 18,004,977 | 15,779,504 | 15,095,645 | 14,129,547 |
| Prior Year Adjustment(s) | (2,251,915) | - | - | - |
| Net Assets - End of Year - GRAPH 2 | 15,779,504 | 15,095,645 | 14,129,547 | 12,824,931 |

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FISCAL DASHBOARD

BRONX PREPARATORY CHARTER SCHOOL

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

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

Total Expenses

| 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|-------------------|-------------------|-------------------|-------------------|-------------------|
| 362,800 | 690,323 | 482,392 | 1,534,112 | 1,162,664 |
| 5,453,668 | 5,261,645 | 5,279,112 | 4,587,998 | 4,821,833 |
| 241,780 | 122,933 | 487,921 | 225,987 | 234,244 |
| - | - | - | - | - |
| 6,058,248 | 6,074,901 | 6,249,425 | 6,348,097 | 6,218,741 |
| 1,250,662 | 1,179,527 | 1,198,799 | 1,670,703 | 1,723,020 |
| 87,250 | - | - | 218,583 | 196,818 |
| 1,714,702 | 1,405,800 | 1,323,457 | 1,613,133 | 2,048,385 |
| 61,231 | 225,811 | 241,816 | 66,959 | 61,992 |
| 53,498 | 84,782 | 135,121 | 118,253 | 175,910 |
| 109,335 | 259,645 | 127,057 | 134,999 | 82,024 |
| 21,025 | 28,596 | 44,438 | 24,634 | 9,914 |
| 543,440 | 872,010 | 1,021,184 | 718,088 | 756,557 |
| 208,470 | 771,535 | 929,571 | 860,800 | 344,427 |
| 2,374,313 | 733,556 | 918,048 | 1,176,128 | 1,749,685 |
| 12,482,174 | 11,636,163 | 12,188,916 | 12,950,377 | 13,367,473 |

SCHOOL ANALYSIS

ENROLLMENT

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

| 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------|---------|---------|---------|---------|
| 691 | 693 | 710 | 710 | 710 |
| 755 | 693 | 710 | 710 | 710 |
| 733 | 696 | 691 | 702 | 693 |
| 5-12 | 6-12 | 6-12 | 6-12 | 6-12 |
| - | - | - | - | - |

Primary School District: NYC CHANCELLOR'S OFFICE

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

| | | | | |
|--------|--------|--------|--------|--------|
| 13,877 | 13,877 | 14,027 | 14,527 | 15,307 |
| 2.5% | 0.0% | 1.1% | 3.4% | 5.1% |

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| 16,587 | 15,691 | 16,194 | 16,531 | 17,236 |
| 478 | 45 | 46 | 56 | 37 |
| 17,065 | 15,736 | 16,240 | 16,586 | 17,273 |

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other
% of Revenue Exceeding Expenses - GRAPH 5

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| 15,378 | 14,811 | 16,267 | 14,804 | 16,561 |
| 1,651 | 1,908 | 1,371 | 3,641 | 2,729 |
| 17,029 | 16,719 | 17,638 | 18,445 | 19,289 |
| 90.3% | 88.6% | 92.2% | 80.3% | 85.9% |
| 9.7% | 11.4% | 7.8% | 19.7% | 14.1% |
| 0.2% | -5.9% | -7.9% | -10.1% | -10.5% |

Student to Faculty Ratio

| | | | | |
|-----|-----|-----|-----|------|
| 7.0 | 9.7 | 9.2 | 8.8 | 10.5 |
|-----|-----|-----|-----|------|

Faculty to Admin Ratio

| | | | | |
|-----|-----|-----|-----|-----|
| 6.2 | 8.0 | 6.3 | 4.0 | 2.5 |
|-----|-----|-----|-----|-----|

Financial Responsibility Composite Scores - GRAPH 6

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

| | | | | |
|-----------------|-----------------|-------------------|-----|-----|
| 1.7 | 1.6 | 1.3 | 0.0 | 0.0 |
| Fiscally Strong | Fiscally Strong | Fiscally Adequate | N/A | N/A |

Working Capital - GRAPH 7

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

| | | | | |
|-----------|-----------|---------|------|------|
| 1,169,734 | 1,045,853 | 346,576 | 0 | 0 |
| 9.5% | 9.0% | 3.0% | 0.0% | 0.0% |
| 2.6 | 2.3 | 1.3 | 0.0 | 0.0 |
| MEDIUM | MEDIUM | HIGH | N/A | N/A |
| Good | Good | Poor | N/A | N/A |

Quick (Acid Test) Ratio

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

| | | | | |
|-----------|--------|--------|-----|-----|
| 2.6 | 2.2 | 1.3 | 0.0 | 0.0 |
| LOW | MEDIUM | MEDIUM | N/A | N/A |
| Excellent | Good | Good | N/A | N/A |

Debt to Asset Ratio - GRAPH 7

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

| | | | | |
|-----------|-----------|-----------|-----|-----|
| 0.0 | 0.0 | 0.1 | 0.0 | 0.0 |
| LOW | LOW | LOW | N/A | N/A |
| Excellent | Excellent | Excellent | N/A | N/A |

Months of Cash - GRAPH 8

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

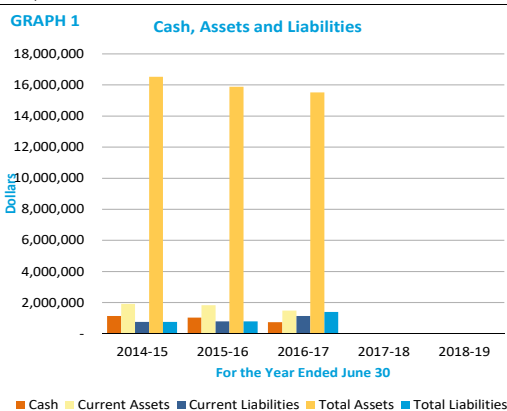
| | | | | |
|--------|--------|------|-----|-----|
| 1.1 | 1.1 | 0.7 | 0.0 | 0.0 |
| MEDIUM | MEDIUM | HIGH | N/A | N/A |
| Good | Good | Poor | N/A | N/A |

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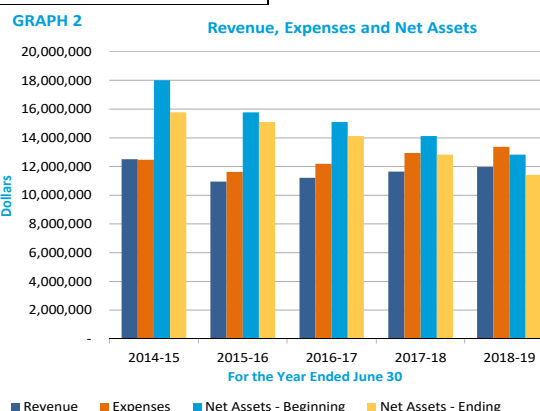
FISCAL DASHBOARD

BRONX PREPARATORY CHARTER SCHOOL

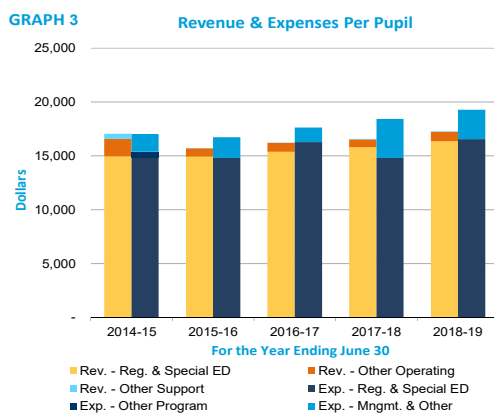
NOTE: Effective 2017-18 the school merged into the education corporation, "Democracy Prep New York Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



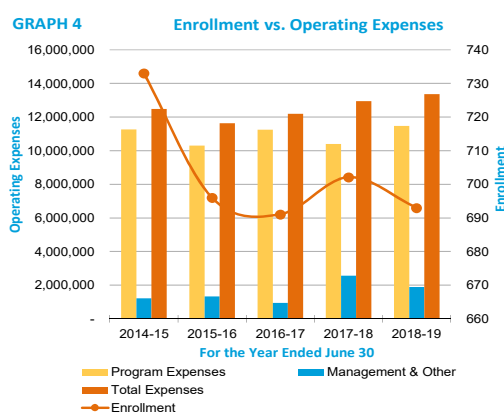
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

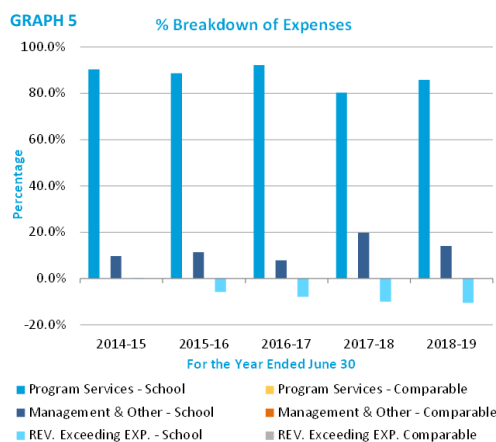
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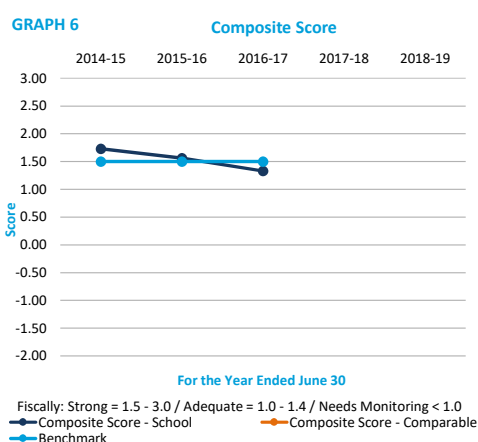
BRONX PREPARATORY CHARTER SCHOOL

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.

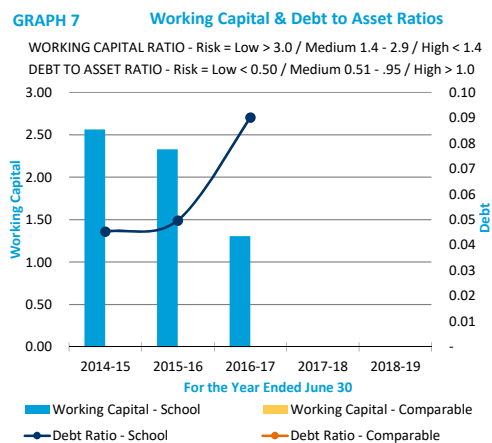
Comparable School, Region or Network: -



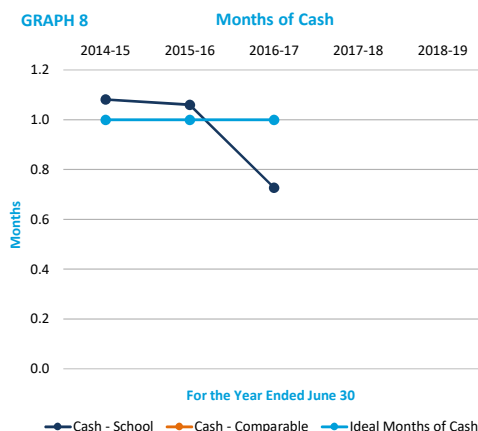
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

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FUTURE PLANS



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

Bronx Prep is an academic success. The school operates as an effective and viable organization. Democracy Prep New York plans to continue to operate the school in the same manner with the addition of elementary grades at some point in the next charter term, making its plans for the school's future sound.

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

Plans for the Educational Program. Bronx Prep plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. If approved, at some point in the next charter term, Bronx Prep will grow to serve elementary grades and implement the same strong elementary program currently implemented at other Democracy Prep New York schools. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, Bronx Prep 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 with continued monitoring. The Institute has reviewed the current annual contract and will continue to review each negotiated contract into the next charter term. The Institute is working with the educational corporation and network to ensure corrective actions are properly in place to ensure sound internal controls and budgets.

| BRONX PREP | | |
|---------------------|---------|--------------------------|
| | CURRENT | END OF NEXT CHARTER TERM |
| Enrollment | 710 | 1,310 |
| Grade Span | 6-12 | K-12 |
| Teaching Staff | 63 | 96 |
| Days of Instruction | 185 | 185 |

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Bronx Prep will continue to operate its middle and high school at full capacity in its current location, which is privately leased space. With this renewal, Bronx Prep is requesting to grow to serve Kindergarten – 12th grade at some point in the next charter term. Currently, NYCDOE has denied the school space within an existing NYCDOE facility, and the Democracy Prep New York board is working with network representatives to secure a temporary space co-located with Democracy Prep Endurance Elementary School and Democracy Prep Charter Elementary School (if approved) while a permanent facility is either built or renovated.

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 PREPARATORY CHARTER SCHOOL

So

SCHOOL OVERVIEW

PAGES: 73-92

SO

SCHOOL
OVERVIEW

PS

PERFORMANCE
SUMMARIES

FD

FISCAL DASHBOARD

FP

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DEMOCRACY PREPARATORY CHARTER SCHOOL

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

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

SCHOOL BACKGROUND

The NYC Chancellor recommended approval of the charter for Democracy Prep on December 5, 2005. The school opened its doors in the fall of 2006. The SUNY Trustees approved the merger of Democracy Prep with three other schools that contract with DPPS on February 24, 2017, effective July 1, 2017. The school is authorized to serve 661 students in 6th – 12th grade during the 2019-20 school year. If renewed, the school will expand to serve students in Kindergarten – 12th grade with a projected total enrollment of 1,315 students.

The school's 6th – 8th grade is co-located in a NYCDOE district school building at 2230 5th Avenue, New York, New York in CSD 5. The building also houses P.S. 197 John B. Russwurm, a district school serving students in pre-Kindergarten – 5th grade.

The school's 9th – 12th grade is co-located in a NYCDOE district school building at 222 West 134th Street, New York, New York also in CSD 5. The building also houses St. HOPE Leadership Academy Charter School, a NYC Chancellor authorized charter school serving students in 6th – 8th grade, and P.S. 092 Mary McLeod Bethune, a district school serving students in pre-Kindergarten – 8th grade.

The current charter term expires on June 30, 2020. A subsequent charter term would enable the school to operate through June 30, 2025.

NOTEWORTHY - DEM PREP

As the network's flagship school, Democracy Prep has enabled students to become change agents in their neighborhood. This school year, five alumni of Democracy Prep middle school are teachers or coaches at the middle and high school levels.

ACADEMIC PROGRAM

In addition to implementing a strong academic program at both the middle school and high school levels, Democracy Prep, as the flagship school of the Democracy Prep New York schools, helps to set the tone of academic excellence across all schools within the education corporation. Early in the school year, teachers set a tone of high expectations and begin building relationships and dive into content areas to ensure that students engage in rigorous work right away.

As a testament to the network's efforts to build a strong pipeline of leaders, at the middle school level, both the principal and the assistant principal came into their leadership roles through the Leader U program. The assistant principal completed the two year residency program while the principal engaged in the one year fellowship. Both leaders had a year of the responsibilities of a school leader with oversight for specific initiatives supported by mentoring, professional development, and coaching from a network leader.

At the high school level, Democracy Prep comes together weekly at a town hall for community building and celebration. The school selects a "nerd of the week" to help encourage and celebrate student academic success. The school also uses this time to emphasize the school's DREAM (Discipline, Respect, Enthusiasm, Accountability, and Maturity) values.

At both levels, school and network leaders have prioritized lowering suspensions with the purpose over power priority, which empowers teachers and students to consider the reasoning behind rules and actions rather than simply exerting power and authority. For example, leaders conducted a review of last year's suspension and send out data with teachers to provide a high level context of what discipline looked like at Democracy Prep for the 2018-19 school year. Through the development plan for this school year, leaders plan to revisit these data with teachers and consistently reinforce and address expectations for reducing send outs and suspensions.

LEGAL REQUIREMENTS

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

- **Annual Reports.** Charter schools are required to post annual reports on their websites. The school posted the 2016-17 report but no subsequent reports.

FINANCIAL CONDITION

Democracy Prep's projected five year budget reflects growing revenues and expenses associated with the planned enrollment growth. Democracy Prep operates the middle and high school levels in two separate co-located facilities and the school is confident that all of the grade levels will have the opportunity to remain in their current spaces for the full course of the new charter term. If approved, Democracy Prep will grow to serve elementary grades at some point in the next charter term and is planning to incubate those grades at Democracy Prep Endurance while a permanent facility is either built or renovated.

For the fiscal year ended June 30, 2018, the audited financial statements reported an operating deficit of \$293,607 which when offset against surpluses resulted in net assets of \$1.9 million for Democracy Prep. At the end of the 2019 fiscal year, the school has an operating surplus of \$574,493 resulting in net assets of \$2.5 million.

SUNY Charter Schools Institute
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SCHOOL OVERVIEW

SCHOOL LEADERS

Nakita Green, Middle School Principal (2019-20 to present)
Tanya Nunez, Middle School Principal (2015-16 to 2018-19)
Ajaka Roth and Tanya Nunez, Middle School Co-Principals (2013-14 to 2014-15)
Ajaka Roth and Tanya Nunez, Middle School Co-Campus Directors (2012-13)
Bill Cook, Middle School Principal (2011-12)
Elizabeth Raji and Bill Cook, Middle School Co-Campus Directors (2009-10 to 2010-11)
Jamie White and Hannah Solomon, Middle School Co-Campus Directors (2008-09)
Seth Andrew, Middle School Principal and Executive Director (2006-07 to 2007-08)

Elisa DiMauro, High School Principal (2017-18 to present)
Natasha Trivers, High School Principal (2013-14 to 2016-17)
Lisa Friscia, High School Principal (2009-10 to 2012-13)

SCHOOL CHARACTERISTICS - DEMOCRACY PREP

| SCHOOL YEAR | CHARTERED ENROLLMENT | ACTUAL ENROLLMENT | ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT | PROPOSED GRADES | ACTUAL GRADES |
|-------------|----------------------|-------------------|--|-----------------|---------------|
| 2015-16 | NYCDOE* | NYCDOE | NYCDOE | NYCDOE | NYCDOE |
| 2016-17 | NYCDOE* | NYCDOE | NYCDOE | NYCDOE | NYCDOE |
| 2017-18 | 661 | 669 | 101% | 6-12 | 6-12 |
| 2018-19 | 661 | 670 | 101% | 6-12 | 6-12 |
| 2019-20 | 661 | 734 | 111% | 6-12 | 6-12 |

PARENT SATISFACTION: SURVEY RESULTS

| RESPONSE RATE | OVERALL SATISFACTION | SCHOOL LEADERSHIP | STRONG FAMILY-COMMUNITY TIES | TRUST |
|---------------|----------------------|-------------------|------------------------------|-------|
| 63% | 88% | 90% | 88% | 91% |

* The Institute does not have verifiable data as the school was authorized by the NYC Chancellor.

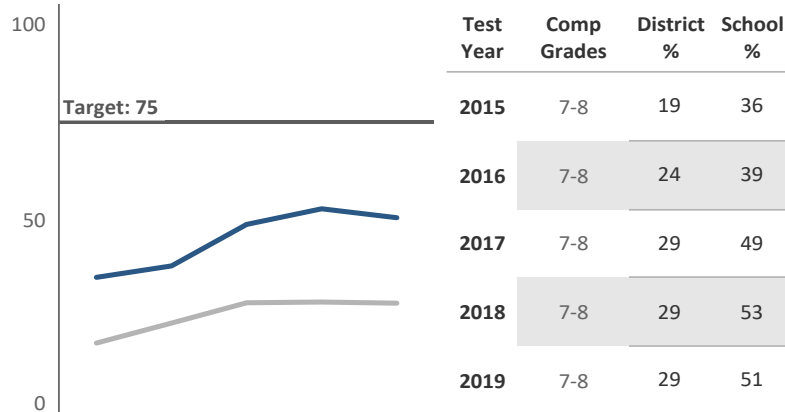
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Albany, NY 12246

SCHOOL OVERVIEW

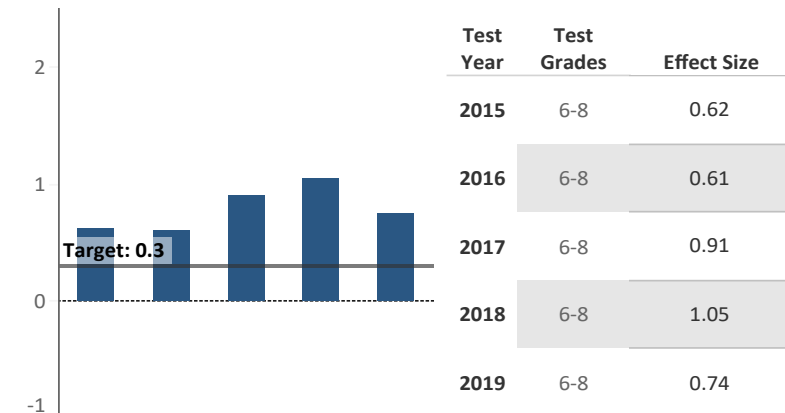
DEMOCRACY PREPARATORY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

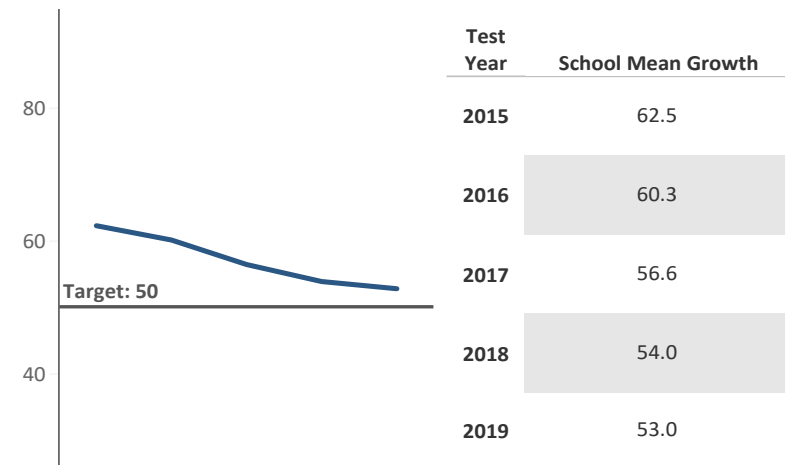
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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



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

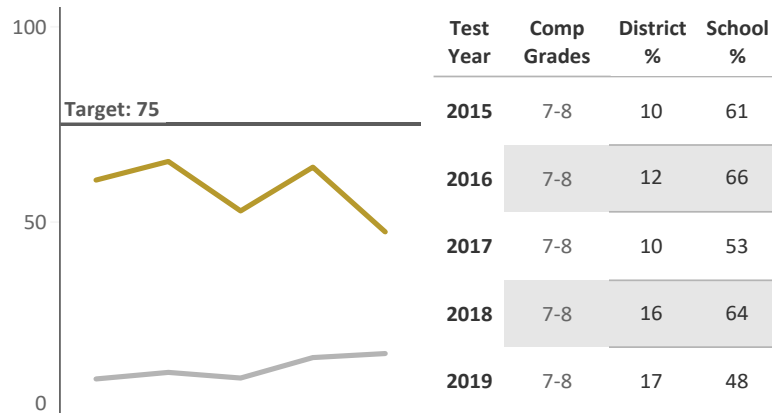


SCHOOL OVERVIEW

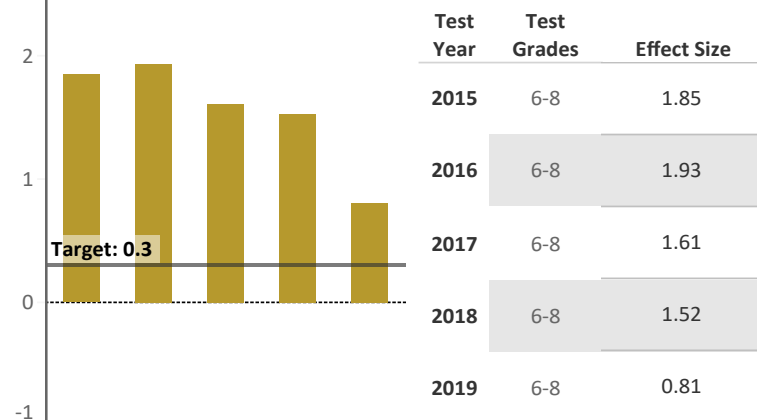
DEMOCRACY PREPARATORY CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

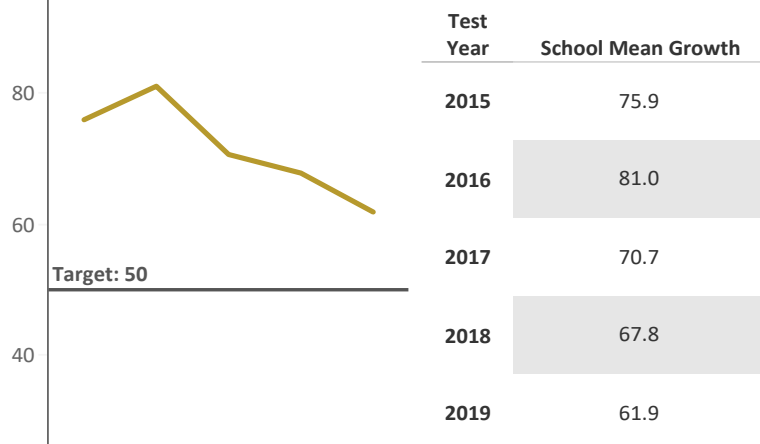
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



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



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



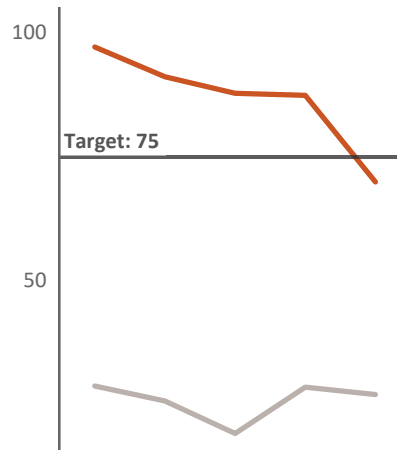
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SCHOOL OVERVIEW

DEMOCRACY PREPARATORY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

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



| Test Year | District % | School % |
|-----------|------------|----------|
| 2015 | 29 | 97 |
| 2016 | 26 | 91 |
| 2017 | 19 | 88 |
| 2018 | 29 | 88 |
| 2019 | 27 | 70 |

SPECIAL POPULATIONS PERFORMANCE

| | 2017 | 2018 | 2019 |
|---|------|------|------|
| Enrollment Receiving Mandated Academic Services | 131 | 127 | 143 |
| Tested on State Exam | 61 | 65 | 82 |
| School Percent Proficient on ELA Exam | 9.8 | 26.2 | 18.3 |
| District Percent Proficient | 7.0 | 10.3 | 13.3 |
| | 2017 | 2018 | 2019 |
| ELL Enrollment | 21 | 34 | 30 |
| Tested on NYSESLAT Exam | 20 | 32 | 26 |
| School Percent 'Commanding' or Making Progress on NYSESLAT | 15.0 | 34.4 | 30.8 |

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

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

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

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

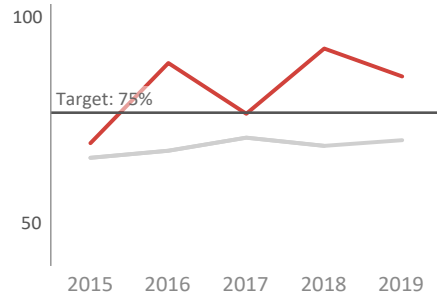
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SCHOOL OVERVIEW

DEMOCRACY PREPARATORY CHARTER SCHOOL

HIGH SCHOOL GRADUATION RATE

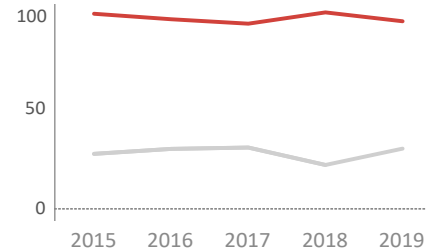
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the District.



| | District | School |
|------|----------|--------|
| 2015 | 64.9 | 68.2 |
| 2016 | 66.5 | 86.7 |
| 2017 | 69.5 | 75.0 |
| 2018 | 67.6 | 90.0 |
| 2019 | 68.9 | 83.6 |

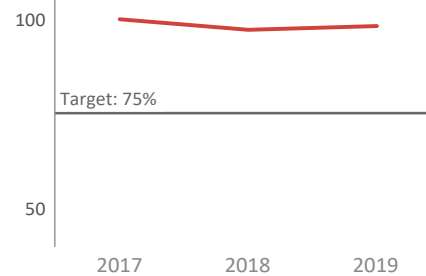
COLLEGE PREPARATION AND ATTAINMENT

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 |
|------|----------------------|--------------------|
| 2015 | 27.5 | 96.6 |
| 2016 | 30.0 | 93.8 |
| 2017 | 30.6 | 91.7 |
| 2018 | 22.1 | 97.2 |
| 2019 | 30.1 | 92.9 |

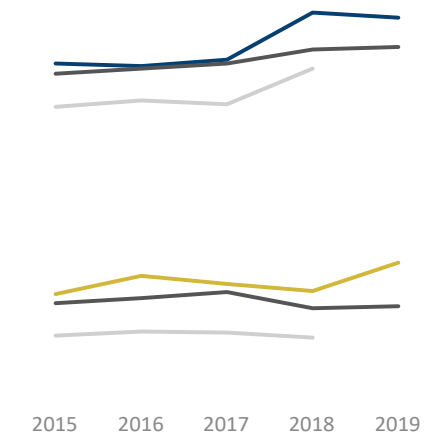
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



| | Grad N | Matriculation % |
|------|--------|-----------------|
| 2017 | 60 | 100.0 |
| 2018 | 72 | 97.2 |
| 2019 | 56 | 98.2 |

ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



| | MIP | District PI | School PI |
|------|-----|-------------|-----------|
| 2015 | 170 | 144 | 178 |
| 2016 | 174 | 149 | 176 |
| 2017 | 178 | 146 | 181 |
| 2018 | 189 | 174 | 218 |
| 2019 | 191 | | 214 |

SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on Democracy Prep’s renewal on November 4, 2019 at the school. Forty-five people were present and 21 people spoke in support of renewal. Administrators spoke of students, even those with significant obstacles or who are at-risk of academic failure, who have excelled at the school. Staff members stated they were deeply proud of student successes including Regents exam results, college acceptances, community projects, Korean language exchange program, activism, and alumni coming back to be teachers.

Students spoke of how teachers push them to think critically and tie skills to future job skills. Students cited great relationships with teachers. Students said they love the opportunities to travel and experience “real-life” items like voter registration, polling and how to stand up for what you believe in. Students felt these experiences allow them to become more independent and think about the future.

A staff member who is also a former student spoke of how the school exposes students to places outside their zone and to help them understand the impact they can have on the world from the Civics program where they have registered dozens of Harlem residents to vote to the thousands of pounds of food they have donated to the Food Bank of New York City.

Parents spoke of how their children have grown academically and socially. They said their scholars are inspired to go to college and to make a difference in the community. Parents said they appreciate the level of communication and relationship with staff.

Six people spoke in opposition to the renewal. Comments centered on the proposed growth of elementary school and a belief that the school only benefits certain students. Community members expressed their desire for more collaboration and for the school to attend community forums. District teachers from the co-located school stated their school is great, too, and there should be more collaboration between the schools. District teachers said they were not against the charter school but against resources being taken away. One teacher stated she believes charters push students out and the district does just as good of a job with all students.

The Community Education Council 5 (“CEC 5”) president wanted to know why the hearing, which includes a proposed expansion into CSD 7, was held in CSD 5. The president opposed the application stating the school is not a good partner and does not share information. The president also stated that there should not be an expansion until it can be explained where the additional students are specifically going. A CEC 5 member stated the NYCDOE should provide adequate matching funds and that all should find a way to work together and collaborate.

SCHOOL OVERVIEW

ENROLLMENT AND RETENTION

| Democracy Preparatory Charter School's Enrollment and Retention Status: 2018-19 | | | District Target | School |
|---|----------------------------|------------------------|-----------------|--------|
| Enrollment | economically disadvantaged | <div><div></div></div> | 80.2 | 75.6 |
| | English language learners | <div><div></div></div> | 8.3 | 4.2 |
| | students with disabilities | <div><div></div></div> | 16.4 | 17.8 |
| Retention | economically disadvantaged | <div><div></div></div> | 87.9 | 68.1 |
| | English language learners | <div><div></div></div> | 82.6 | 67.7 |
| | students with disabilities | <div><div></div></div> | 85.7 | 67.3 |

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Democracy Preparatory Charter School

SUNY Charter Schools Institute
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PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

| 2016-17 Grades Served 6-12 | | | | | 2017-18 Grades Served 6-12 | | | | | 2018-19 Grades Served 6-12 | | | | | |
|---|-----------------------------|--------------|-------------------|-----------|-------------------------------|--------------|-------------------|--------|-----------------------------|-------------------------------|-------------------|------|--------|-----------|------|
| | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | | | |
| 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam. | 3 | (0) | (0) | | 3 | (0) | (0) | | 3 | (0) | (0) | | | | |
| | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | | | |
| | 5 | (0) | (0) | | 5 | (0) | (0) | | 5 | (0) | (0) | | | | |
| | 6 | 25.6 (90) | 0.0 (10) | | 6 | 49.5 (95) | 30.0 (10) | | 6 | 50.5(105) | 20.0(5) | | | | |
| | 7 | 50.0 (108) | 50.6 (85) | | 7 | 48.6 (107) | 49.3 (75) | | 7 | 37.2(113) | 40.8(76) | | | | |
| | 8 | 54.5 (110) | 53.3 (92) | | 8 | 55.9 (102) | 59.1 (88) | | 8 | 57.1(112) | 61.9(84) | | | | |
| | All | 44.5 (308) | 49.2 (187) | NO | All | 51.3 (304) | 53.2 (173) | NO | All | 48.2(330) | 50.9(165) | NO | | | |
| | Grades | PI | MIP | | Grades | PI | MIP | | Grades | PI | MIP | | | | |
| 2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system. | 6-8 | 129 | 111 | YES | 6-8 | 147 | 101 | YES | 6-8 | 137 | 105 | YES | | | |
| | | | | | | | | | | | | | | | |
| 3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be grater than that of students in the same grades in the local district. | Comparison: Manhattan CSD 5 | | | | Comparison: Manhattan CSD 5 | | | | Comparison: Manhattan CSD 5 | | | | | | |
| | Grades | School | District | | Grades | School | District | | Grades | School | District | | | | |
| 4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide. | 7-8 | 49.2 | 29.2 | YES | 7-8 | 53.2 | 29.4 | YES | 7-8 | 50.9 | 29.1 | YES | | | |
| | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES |
| | 3 | | | | 3 | | | | 3 | | | | | | |
| | 4 | | | | 4 | | | | 4 | | | | | | |
| | 5 | | | | 5 | | | | 5 | | | | | | |
| | 6 | 85.9 | 25.6 | 19.7 | 0.39 | 6 | 91.4 | 49.5 | 34.0 | 0.96 | 6 | 86.5 | 597 | 591.7 | 0.60 |
| | 7 | 87.7 | 50.0 | 27.4 | 1.28 | 7 | 87.9 | 48.6 | 27.5 | 1.23 | 7 | 86.2 | 600 | 594.4 | 0.65 |
| | 8 | 79.6 | 54.5 | 35.7 | 0.98 | 8 | 85.7 | 55.9 | 37.6 | 0.95 | 8 | 81.0 | 604 | 596.1 | 0.97 |
| | All | 84.3 | 44.5 | 28.1 | 0.91 | All | 88.3 | 51.3 | 32.9 | 1.05 | All | 84.5 | 600.4 | 594.1 | 0.74 |
| | | | | | | | | | | | | | | | |
| 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50. | Grades | School | State | | Grades | School | State | | Grades | School | State | | | | |
| | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | | | | |
| | 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | | | | |
| | 6 | 58.3 | | | 6 | 57.6 | | | 6 | 49.3 | | | | | |
| | 7 | 58.6 | | | 7 | 59.3 | | | 7 | 52.9 | | | | | |
| | 8 | 53.6 | | | 8 | 45.8 | | | 8 | 56.1 | | | | | |
| | All | 56.6 | 50 | YES | All | 54.0 | 50 | YES | All | 53.0 | 50 | YES | | | |
| | | | | | | | | | | | | | | | |

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Democracy Preparatory Charter School

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

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

| 2016-17 Grades Served 6-12 | | | | | 2017-18 Grades Served 6-12 | | | | | 2018-19 Grades Served 6-12 | | | | | | |
|---|-----------------------------|--------------|-------------------|-----------|-------------------------------|-----------------------------|-------------------|--------|-----------|-------------------------------|-----------------------------|------|--------|--------------|-------------------|-----|
| | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET | Grades | All % (N) | 2+ Years % (N) | MET |
| 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam. | 3 | (0) | (0) | | 3 | (0) | (0) | | 3 | (0) | (0) | | 3 | (0) | (0) | |
| | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | |
| | 5 | (0) | (0) | | 5 | (0) | (0) | | 5 | (0) | (0) | | 5 | (0) | (0) | |
| | 6 | 46.2 (91) | 20.0 (10) | | 6 | 49.5 (95) | 20.0 (10) | | 6 | 59.6 (104) | 0.0 (5) | | 6 | 59.6 (104) | 0.0 (5) | |
| | 7 | 48.1 (108) | 51.2 (84) | | 7 | 56.4 (110) | 65.8 (76) | | 7 | 43.4 (113) | 50.0 (76) | | 7 | 43.4 (113) | 50.0 (76) | |
| | 8 | 56.3 (80) | 60.9 (64) | | 8 | 62.2 (74) | 70.0 (60) | | 8 | 45.7 (81) | 49.1 (55) | | 8 | 45.7 (81) | 49.1 (55) | |
| | All | 49.8 (279) | 53.2 (158) | NO | All | 55.6 (279) | 64.4 (146) | NO | All | 49.7 (298) | 47.8 (136) | NO | All | 49.7 (298) | 47.8 (136) | NO |
| | Grades | PI | MIP | | Grades | PI | MIP | | Grades | PI | MIP | | Grades | PI | MIP | |
| 6-8 | 137 | 109 | YES | 6-8 | 148 | 103 | YES | 6-8 | 138 | 107 | YES | 6-8 | 138 | 107 | YES | |
| 3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district. | Comparison: Manhattan CSD 5 | | | | | Comparison: Manhattan CSD 5 | | | | | Comparison: Manhattan CSD 5 | | | | | |
| | Grades | School | District | | Grades | School | District | | Grades | School | District | | Grades | School | District | |
| | 7-8 | 53.2 | 10.3 | YES | 7-8 | 64.4 | 15.5 | YES | 7-8 | 47.8 | 16.6 | YES | 7-8 | 47.8 | 16.6 | YES |
| 4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide. | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | Grade | % ED | Actual | Predicted | ES | |
| | 3 | | | | | 3 | | | | | 3 | | | | | |
| | 4 | | | | | 4 | | | | | 4 | | | | | |
| | 5 | | | | | 5 | | | | | 5 | | | | | |
| | 6 | 85.9 | 46.2 | 23.4 | 1.16 | 6 | 91.4 | 49.5 | 26.8 | 1.3 | 6 | 86.5 | 602 | 594.1 | 0.80 | |
| | 7 | 87.7 | 48.1 | 19.6 | 1.52 | 7 | 87.9 | 56.4 | 25.3 | 1.47 | 7 | 86.2 | 602 | 594.5 | 0.72 | |
| | 8 | 79.6 | 57.3 | 14.4 | 2.27 | 8 | 85.7 | 62.2 | 21.8 | 1.89 | 8 | 81.0 | 607 | 595.7 | 0.94 | |
| | All | 84.9 | 50.0 | 19.4 | 1.61 | All | 88.5 | 55.6 | 24.9 | 1.52 | All | 84.9 | 603.4 | 594.7 | 0.81 | |
| 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50. | Grades | School | State | | Grades | School | State | | Grades | School | State | | Grades | School | State | |
| | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | | 4 | 0.0 | | |
| | 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | | 5 | 0.0 | | |
| | 6 | 75.5 | | | 6 | 69.5 | | | 6 | 66.6 | | | 6 | 66.6 | | |
| | 7 | 63.6 | | | 7 | 62.4 | | | 7 | 59.5 | | | 7 | 59.5 | | |
| | 8 | 75.6 | | | 8 | 73.6 | | | 8 | 59.7 | | | 8 | 59.7 | | |
| | All | 70.7 | 50 | YES | All | 67.8 | 50 | YES | All | 61.9 | 50 | YES | All | 61.9 | 50 | YES |

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Albany, NY 12246

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Democracy Preparatory Charter School

High School Graduation

| | 2016-17 | | | 2017-18 | | | 2018-19 | | |
|---|-----------------------------------|-----------------------|-----|-----------------------------------|-----------------------|-----|-----------------------------------|-----------------------|-----|
| | MET | | | MET | | | MET | | |
| 1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation. | 2015 Cohort N | % Passing ≥ 3 Regents | | 2016 Cohort N | % Passing ≥ 3 Regents | | 2016 Cohort N | % Passing ≥ 3 Regents | |
| | | | | 82 | 69.5 | | 92 | 76.1 | |
| 2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year. | 2013 Cohort N | % | | 2014 Cohort N | % | | 2015 Cohort N | % | |
| | 80 | 75.0 | YES | 80 | 90.0 | YES | 67 | 83.6 | YES |
| 3. Each year, 95 percent of students will graduate after the completion of their fifth year. | 2012 Cohort N | % Graduating | | 2013 Cohort N | % Graduating | | 2014 Cohort N | % Graduating | |
| | 75 | 94.7 | YES | 80 | 81.3 | NO | 80 | 93.8 | NO |
| 4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district. | Comparison School District: CSD 5 | | | Comparison School District: CSD 5 | | | Comparison School District: CSD 5 | | |
| | School | District | | School | District | | School | District | |
| | 75.0 | 69.5 | YES | 90.0 | 67.6 | YES | 83.6 | 71.3 | YES |

College Preparation

| | 2016-17 | | | 2017-18 | | | 2018-19 | | |
|--|------------|-------|-----|-----------------------------------|----------|-----|-----------------------------------|----------|-----|
| | MET | | | MET | | | MET | | |
| 1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. ¹ | Graduate N | % | | Graduate N | % | | Graduate N | % | |
| | 60 | 100.0 | YES | 72 | 97.2 | YES | 56 | 92.9 | YES |
| 2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation. | Graduate N | % | | Graduate N | % | | Graduate N | % | |
| | 60 | 100.0 | YES | 72 | 97.2 | YES | 56 | 98.2 | YES |
| 3. Each year, the College Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system. | | | | CCCRI | MIP | | CCCRI | MIP | |
| | | | | 179 | 128 | YES | 157 | 130 | YES |
| 4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort. | | | | Comparison School District: CSD 5 | | | Comparison School District: CSD 5 | | |
| | | | | School | District | | School | District | |
| | | | | 179 | 95 | YES | 157 | | NA |

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

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PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Democracy Preparatory Charter School

English Language Arts

| | 2016-17 | | 2017-18 | | 2018-19 | |
|--|----------------------------|----------|----------------------------|----------|----------------------------|----------|
| | MET | | MET | | MET | |
| 1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)). | 2013 Cohort N | % | 2014 Cohort N | % | 2015 Cohort N | % |
| | 82 | 84.1 | YES | 85.1 | 67 | 85.1 |
| 2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam). | Low Performing Entrants N | % | Low Performing Entrants N | % | Low Performing Entrants N | % |
| | 30 | 86.7 | YES | 66.7 | 21 | 66.7 |
| 3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district. | Comparison District: CSD 5 | | Comparison District: CSD 5 | | Comparison District: CSD 5 | |
| | School | District | School | District | School | District |
| | 84.1 | 54.9 | YES | 57.0 | 85.1 | 57.0 |
| 4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed the PI of the district. | 218 | 174 | YES | 214 | 214 | NA |

Mathematics

| | 2016-17 | | 2017-18 | | 2018-19 | |
|---|----------------------------|----------|----------------------------|----------|----------------------------|----------|
| | MET | | MET | | MET | |
| 1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam). | 2013 Cohort N | % | 2014 Cohort N | % | 2015 Cohort N | % |
| | 82 | 56.1 | NO | 74.6 | 67 | 74.6 |
| 2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam). | Low Performing Entrants N | % | Low Performing Entrants N | % | Low Performing Entrants N | % |
| | 13 | 23.1 | NO | 54.5 | 11 | 54.5 |
| 3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district. | Comparison District: CSD 5 | | Comparison District: CSD 5 | | Comparison District: CSD 5 | |
| | School | District | School | District | School | District |
| | 56.1 | 21.3 | YES | 26.1 | 74.6 | 26.1 |
| 4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed the PI of the district. | 166 | 120 | YES | 194 | 194 | NA |

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FISCAL DASHBOARD

DEMOCRACY PREPARATORY CHARTER SCHOOL

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

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|-------------------|-------------------|
| Personnel Service | - | - | - | 1,427,430 | 1,487,027 |
| Administrative Staff Personnel | - | - | - | 5,091,853 | 4,634,475 |
| Instructional Personnel | - | - | - | 102,228 | 116,010 |
| Non-Instructional Personnel | - | - | - | - | - |
| Personnel Services (Combined) | - | - | - | - | - |
| Total Salaries and Staff | - | - | - | 6,621,511 | 6,237,512 |
| Fringe Benefits & Payroll Taxes | - | - | - | 1,113,327 | 1,155,244 |
| Retirement | - | - | - | 239,090 | 200,251 |
| Management Company Fees | - | - | - | 1,670,218 | 1,451,851 |
| Building and Land Rent / Lease | - | - | - | 770,101 | 760,708 |
| Staff Development | - | - | - | 128,529 | 189,593 |
| Professional Fees, Consultant & Purchased Services | - | - | - | 236,751 | 211,975 |
| Marketing / Recruitment | - | - | - | 47,348 | 36,223 |
| Student Supplies, Materials & Services | - | - | - | 753,682 | 676,312 |
| Depreciation | - | - | - | 246,722 | 242,213 |
| Other | - | - | - | 758,956 | 1,182,074 |
| Total Expenses | - | - | - | 12,586,235 | 12,343,956 |

SCHOOL ANALYSIS

ENROLLMENT

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|---------|---------|
| Original Chartered Enrollment | - | - | - | 661 | 661 |
| Final Chartered Enrollment (includes any revisions) | - | - | - | 661 | 661 |
| Actual Enrollment - GRAPH 4 | - | - | - | 669 | 670 |
| Chartered Grades | - | - | - | 6-12 | 6-12 |
| Final Chartered Grades (includes any revisions) | - | - | - | - | - |

Primary School District: NYC CHANCELLOR'S OFFICE

| Per Pupil Funding (Weighted Avg of All Districts) | | | | | |
|---|------|------|------|--------|--------|
| Increase over prior year | - | - | - | 14,527 | 15,307 |
| | 0.0% | 0.0% | 0.0% | 100.0% | 5.1% |

PER STUDENT BREAKDOWN

| | | | | | |
|--|------|------|------|---------------|---------------|
| Revenue | | | | | |
| Operating | - | - | - | 17,456 | 18,281 |
| Other Revenue and Support | - | - | - | 931 | 1,013 |
| TOTAL - GRAPH 3 | - | - | - | 18,387 | 19,294 |
| Expenses | | | | | |
| Program Services | - | - | - | 16,195 | 15,238 |
| Management and General, Fundraising | - | - | - | 2,632 | 3,198 |
| TOTAL - GRAPH 3 | - | - | - | 18,826 | 18,436 |
| % of Program Services | 0.0% | 0.0% | 0.0% | 86.0% | 82.7% |
| % of Management and Other | 0.0% | 0.0% | 0.0% | 14.0% | 17.3% |
| % of Revenue Exceeding Expenses - GRAPH 5 | 0.0% | 0.0% | 0.0% | -2.3% | 4.7% |

Student to Faculty Ratio

| | | | | | |
|--|---|---|---|-----|-----|
| | - | - | - | 8.5 | 9.8 |
|--|---|---|---|-----|-----|

Faculty to Admin Ratio

| | | | | | |
|--|---|---|---|-----|-----|
| | - | - | - | 4.0 | 4.3 |
|--|---|---|---|-----|-----|

Financial Responsibility Composite Scores - GRAPH 6

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

Working Capital - GRAPH 7

| | | | | | |
|--|------|------|------|------|------|
| Net Working Capital | 0 | 0 | 0 | 0 | 0 |
| As % of Unrestricted Revenue | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Working Capital (Current) Ratio Score | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4) | N/A | N/A | N/A | N/A | N/A |
| Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4) | N/A | N/A | N/A | N/A | N/A |

Quick (Acid Test) Ratio

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

Debt to Asset Ratio - GRAPH 7

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

Months of Cash - GRAPH 8

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Score | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.) | N/A | N/A | N/A | N/A | N/A |
| Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.) | N/A | N/A | N/A | N/A | N/A |

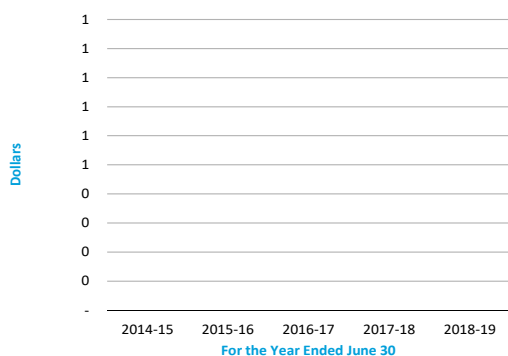
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FISCAL DASHBOARD

DEMOCRACY PREPARATORY CHARTER SCHOOL

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.

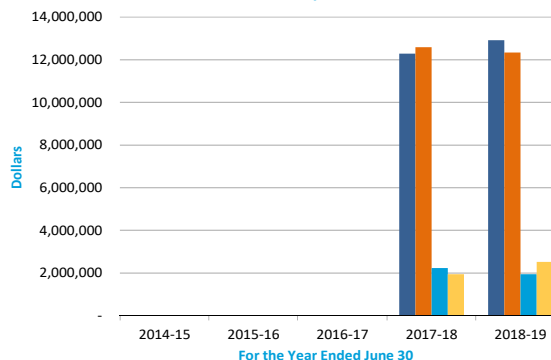
GRAPH 1 Cash, Assets and Liabilities



■ 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.

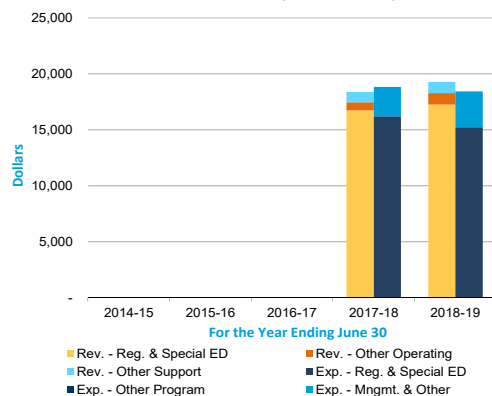
GRAPH 2 Revenue, Expenses and Net Assets



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

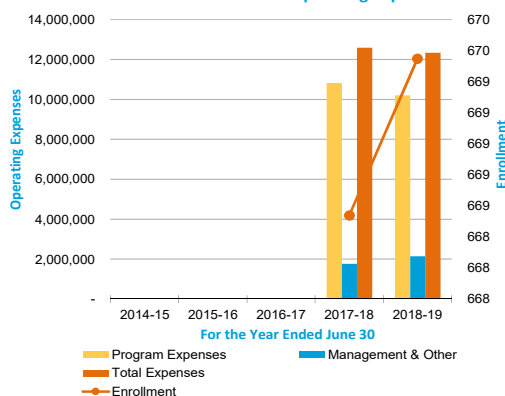
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year,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

GRAPH 3 Revenue & Expenses Per Pupil



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

GRAPH 4 Enrollment vs. Operating Expenses



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

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FISCAL DASHBOARD

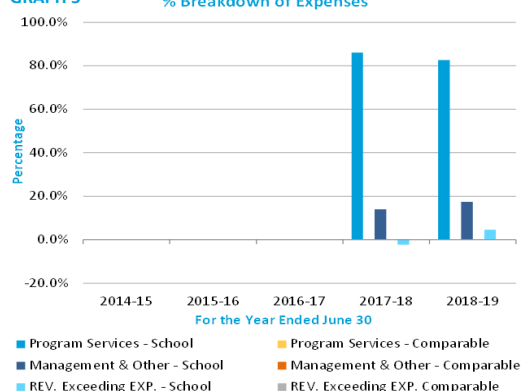
DEMOCRACY PREPARATORY CHARTER SCHOOL

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: -

GRAPH 5

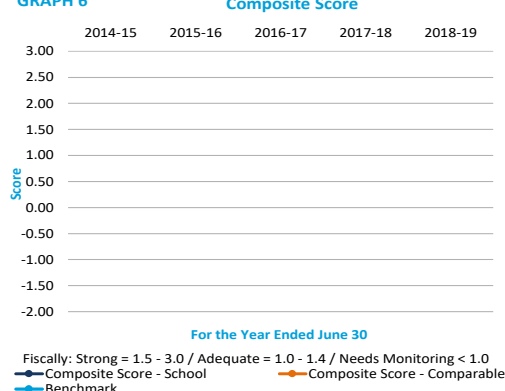
% Breakdown of Expenses



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

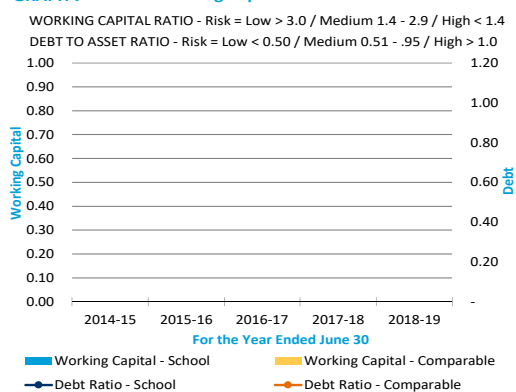
Composite Score



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.

GRAPH 7

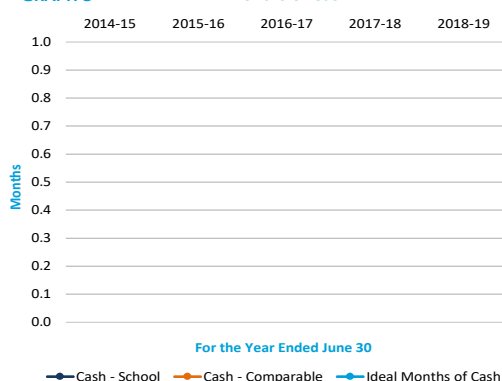
Working Capital & Debt to Asset Ratios



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.

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FUTURE PLANS



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

Democracy Prep is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Democracy Prep New York plans to grow to serve students in Kindergarten – 12th grade adding the elementary grades beginning in 2020-21.

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

Plans for the Educational Program. Democracy Prep plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. If approved, Democracy Prep will grow to serve elementary grades and implement the same strong elementary program currently implemented at other Democracy Prep New York schools in the next charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, Democracy Prep 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 with monitoring. The Institute has reviewed the proposed terms of such annual contract and will continue to review each negotiated contract into the next charter term. The Institute is working with the education corporation and network to ensure sound internal controls and budgets.

| DEMOCRACY PREP | | |
|---------------------|---------|--------------------------|
| | CURRENT | END OF NEXT CHARTER TERM |
| Enrollment | 661 | 1,315 |
| Grade Span | 6-12 | K-12 |
| Teaching Staff | 60 | 94 |
| Days of Instruction | 185 | 185 |

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Democracy Prep will continue to operate its middle and high school at full capacity at their current respective locations. The middle school operates in co-located space at 2230 5th Avenue, and the high school operates in co-located space at 222 West 134th Street. Democracy Prep plans to open an elementary program offering Kindergarten – 5th grade during the next charter term starting in the 2020-21 school year with Kindergarten and 1st grade. Currently, NYCDOE has denied the school space within an existing NYCDOE facility. The school is working with network representatives to secure a temporary space co-located with Democracy Prep Endurance Elementary School and Bronx Prep Elementary School (if approved) while a permanent facility is either built or renovated.

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

Democracy Prep New
York Charter Schools

Ax

APPENDICES

PAGES Ax 1-13

EO^A
ED CORP
OVERVIEW

PAGE Ax 1

EF^B
ED CORP FISCAL

PAGE Ax 10

APPENDIX A: Education Corporation Overview

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS BOARD OF TRUSTEES

CHAIR

Dr. Robert North

CO-VICE CHAIRS

Khary Barnes

Josh Pristaw

Douglas Snyder

Brian Berger

TREASURER

Brian Berger

SECRETARY

Roger Berg

TRUSTEES

Jamal Epps

Jake Foley III

Ross Frommer

Trevor Gibbons

Stephen Phillip Gordon

Brittany Mullings

Kenneth Weiller

Greg Weston

Sean Windsor

Alastair Wood, Jr.

DEMOCRACY PREP PUBLIC SCHOOLS BOARD OF TRUSTEES

CHAIR

Ryan Offutt

VICE CHAIR

Chris Kraus

TREASURER

Erhard Marius

TREASURER

Jeri Powell

TRUSTEES

Carlos Lejnieks

Pallavi Verma

Sam Schaeffer

Enoch Woodhouse

NETWORK LEADERS

NETWORK

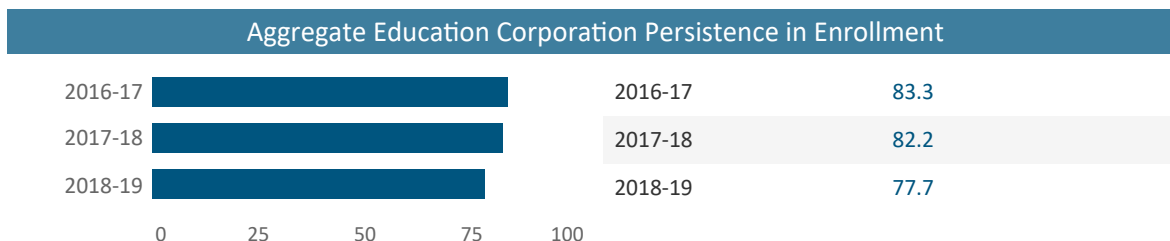
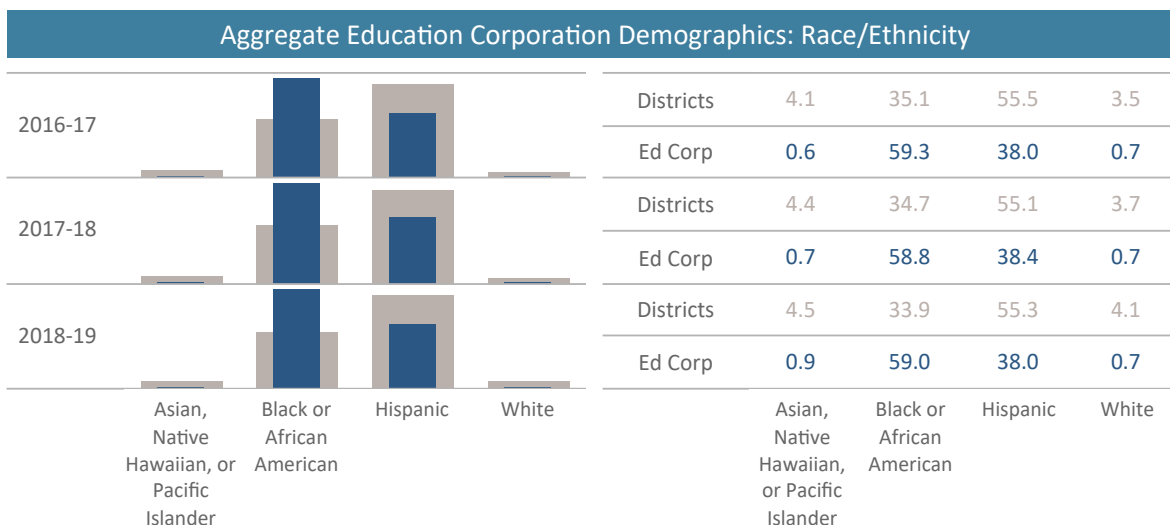
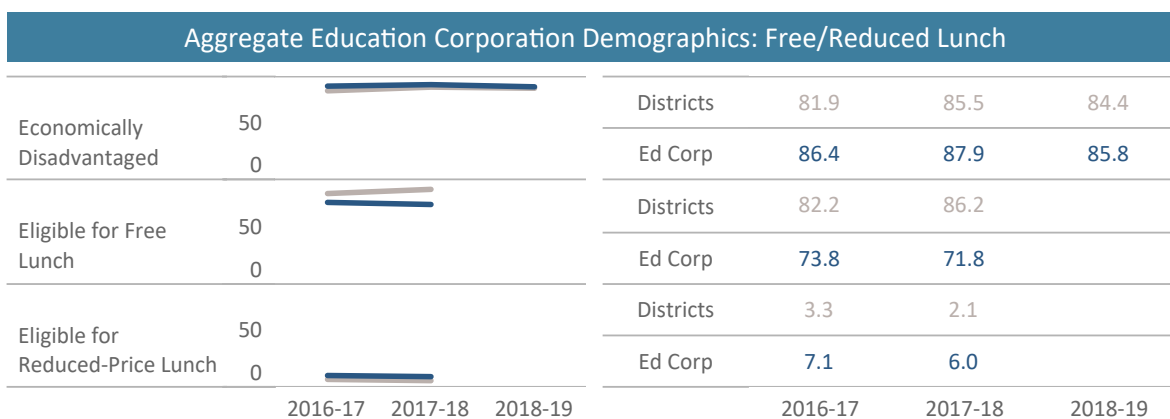
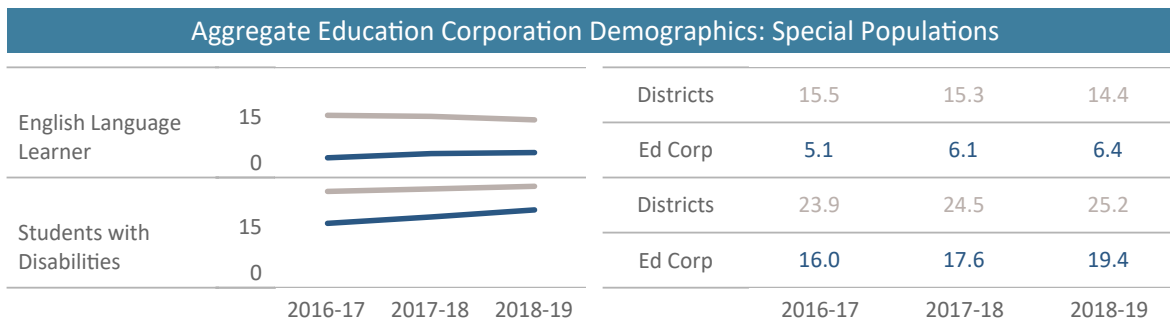
Natasha Trivers, CEO (April 2019 to present)

Katie Duffy, CEO (July 2013 to February 2019)

Seth Andrews, Founding CEO (2005 to July 2013)

APPENDIX A: Education Corporation Overview

Democracy Prep Charter Schools Aggregate Education Corporation Enrollment and Persistence

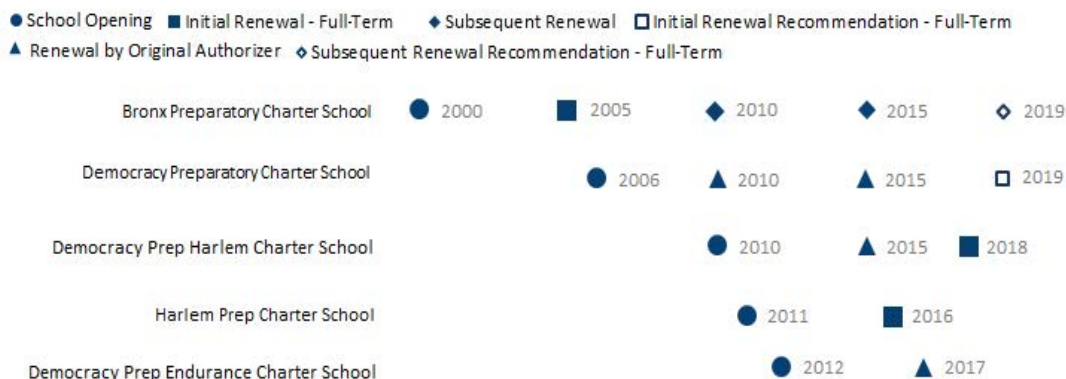


APPENDIX A: Education Corporation Overview

| Democracy Prep New York Charter Schools 2019-20 Renewal Schools Demographics and Persistence | | | | | | | | | | | | |
|--|---------|--------------------------------------|---|----------|----|---|--------|----------------------------|----------|------|------|------|
| Persistence in Enrollment | | Student Demographics: Race/Ethnicity | | | | Student Demographics: Special Populations | | | | | | |
| | | 2018-19 | | 2017-18 | | 2016-17 | | | | | | |
| Bronx Preparatory Charter School | 2018-19 | 76.1 | Asian, Native Hawaiian, or Pacific Islander | District | 2 | 2 | 2 | Economically Disadvantaged | District | 90.1 | 91.5 | 86.0 |
| | | | School | 0 | 0 | 0 | School | 87.1 | 87.2 | 88.7 | | |
| | | | Black or African American | District | 27 | 28 | 28 | English Language Learners | District | 22.6 | 23.7 | 24.1 |
| | | | School | 49 | 48 | 50 | School | | 8.5 | 7.7 | 6.4 | |
| | | | Hispanic | District | 69 | 68 | 68 | Students with Disabilities | District | 23.6 | 23.9 | 23.1 |
| | | | School | 49 | 50 | 48 | School | | 14.2 | 13.3 | 12.6 | |
| | 2016-17 | 84.9 | White | District | 1 | 1 | 1 | Economically Disadvantaged | District | 74.4 | 77.8 | 75.6 |
| | | | School | 1 | 1 | 1 | School | | 79.3 | 86.8 | 81.6 | |
| | 2018-19 | 81.0 | Asian, Native Hawaiian, or Pacific Islander | District | 5 | 6 | 6 | English Language Learners | District | 7.5 | 7.4 | 7.2 |
| | | | School | 1 | 1 | 1 | School | | 4.3 | 4.9 | 3.0 | |
| Democracy Preparatory Charter School | 2017-18 | 78.3 | Black or African American | District | 47 | 48 | 49 | Students with Disabilities | District | 23.0 | 21.5 | 20.8 |
| | | | School | 65 | 67 | 65 | School | | 20.3 | 18.4 | 18.6 | |
| | | | Hispanic | District | 37 | 37 | 37 | | District | | | |
| | | | School | 32 | 30 | 31 | School | | | | | |
| | 2016-17 | 83.5 | White | District | 8 | 6 | 6 | | District | | | |
| | | | School | 1 | 1 | 1 | School | | | | | |

APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



APPENDIX A: Education Corporation Overview

SCHOOL VISIT HISTORY

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

CONDUCT OF THE VISIT

| DATE(S) OF VISIT | EVALUATION TEAM MEMBERS | TITLE |
|----------------------|-------------------------|--|
| September 9-11, 2019 | Susie Miller Carello | Executive Director |
| | Ralph Rossi | Executive Deputy Director and General Counsel |
| | Barb Acenowr | Managing Director of Finance and Operations |
| | Andrew Kile | Director of School Evaluation |
| | Kerri Martin Rizzolo | Senior Analyst |
| | Denise Gaffor | School Evaluation Analyst |
| | Connor LeClair | School Finance Analyst |
| | Matt Shaw | External Consultant |

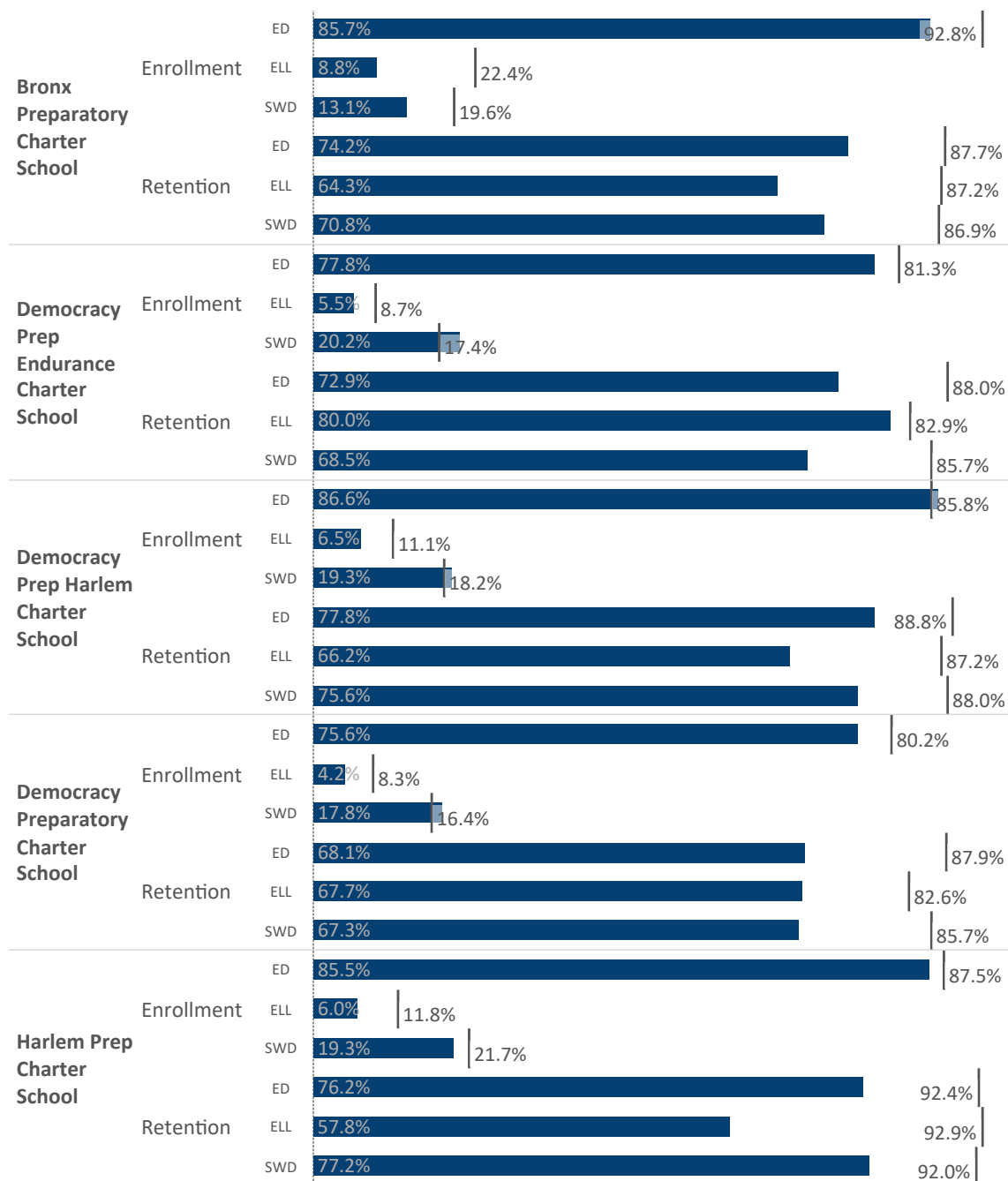
APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

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

APPENDIX A: Education Corporation Overview

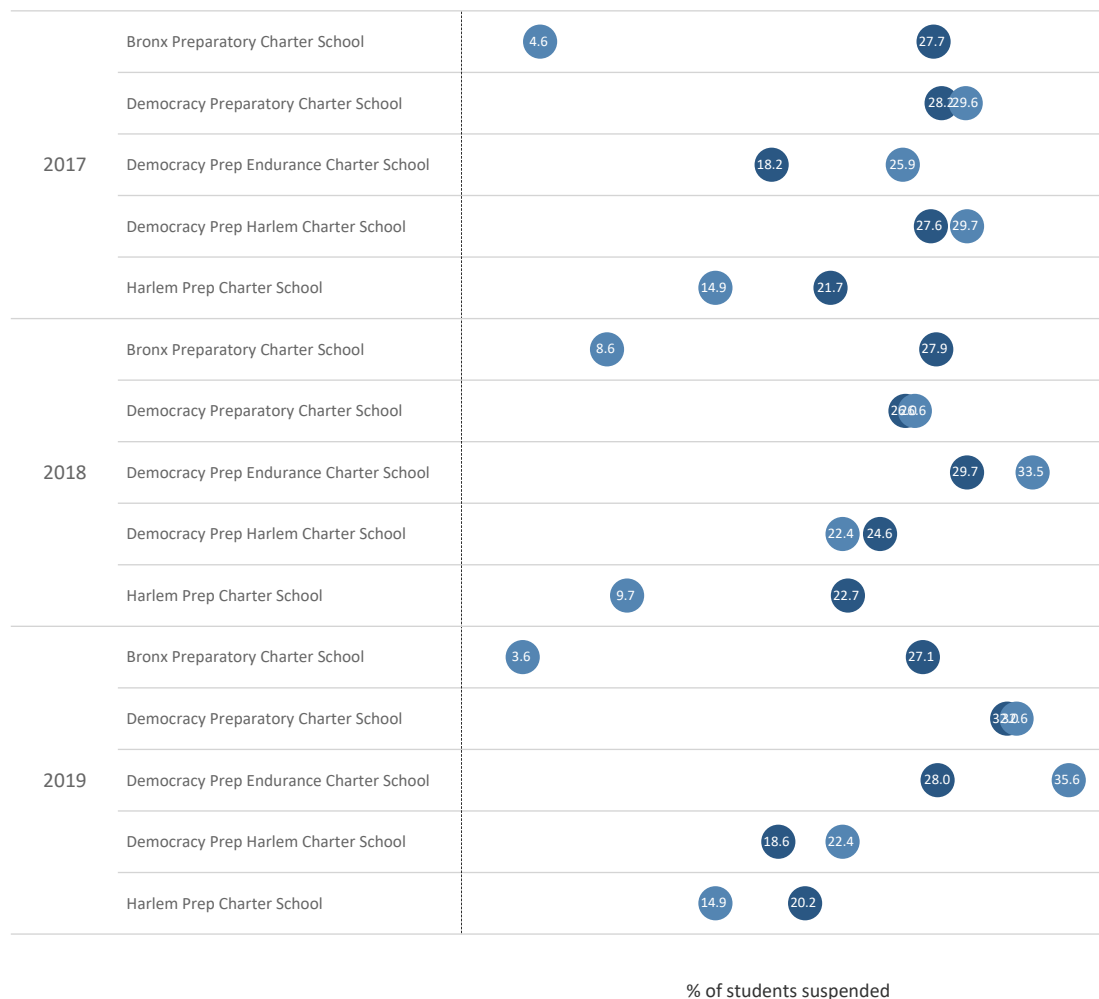
ENROLLMENT AND RETENTION TARGETS



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

APPENDIX A: Education Corporation Overview

Suspensions: Democracy Prep New York Charter Schools¹ out of school suspension rate and in school suspension rate.



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

During the school years 2016-17, 2017-18, and 2018-19, Democracy Prep New York expelled 0 students.

APPENDIX A: Education Corporation Overview

KEY DESIGN ELEMENTS:

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

APPENDIX B: Ed Corp Fiscal Dashboard

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

| | MERGED | | | MERGED |
|--|---------|---------|---------|------------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| | - | - | - | 4,784,886 |
| | - | - | - | 3,993,191 |
| | - | - | - | - |
| | - | - | - | 1,750,260 |
| | - | - | - | 1,448,403 |
| | - | - | - | 1,336,142 |
| | - | - | - | 11,976,740 |
| | - | - | - | 14,908,443 |
| | - | - | - | 17,111,230 |
| | - | - | - | 15,518,755 |
| | - | - | - | 217,700 |
| | - | - | - | 1,800,000 |
| | - | - | - | 29,305,670 |
| | - | - | - | 32,227,198 |

| | | | | | |
|--|---|---|---|-----------|-----------|
| | - | - | - | 1,149,325 | 1,044,370 |
| | - | - | - | 3,706,139 | 4,337,417 |
| | - | - | - | 43,316 | 279,777 |
| | - | - | - | 338,025 | - |
| | - | - | - | - | - |
| | - | - | - | - | 385,182 |
| | - | - | - | 5,236,805 | 6,046,746 |
| | - | - | - | 887,151 | 925,074 |
| | - | - | - | 779,380 | 414,623 |
| | - | - | - | 6,903,336 | 7,386,443 |

| | | | | | |
|--|---|---|---|------------|------------|
| | - | - | - | 10,654,241 | 13,593,642 |
| | - | - | - | 11,748,093 | 11,247,113 |
| | - | - | - | 22,402,334 | 24,840,755 |
| | - | - | - | 29,305,670 | 32,227,198 |

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

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

NYC DoE Rental Assistance

Food Service/Child Nutrition Program

Total Operating Revenue

| | | | | | |
|--|---|---|---|------------|------------|
| | - | - | - | 47,338,436 | 52,226,156 |
| | - | - | - | 4,528,212 | 4,892,597 |
| | - | - | - | - | 254,304 |
| | - | - | - | 2,345,380 | 2,794,433 |
| | - | - | - | - | - |
| | - | - | - | - | - |
| | - | - | - | 849,712 | 1,183,411 |
| | - | - | - | - | - |
| | - | - | - | 55,061,740 | 61,350,901 |

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

| | | | | | |
|--|---|---|---|-------------|------------|
| | - | - | - | 40,638,731 | 40,825,702 |
| | - | - | - | 7,852,999 | 9,126,365 |
| | - | - | - | - | - |
| | - | - | - | 48,491,730 | 49,952,067 |
| | - | - | - | 9,767,169 | 9,709,047 |
| | - | - | - | - | - |
| | - | - | - | 58,258,899 | 59,661,114 |
| | - | - | - | (3,197,159) | 1,689,787 |

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

| | | | | | |
|--|---|---|---|-------------|------------|
| | - | - | - | 39,642 | 49,160 |
| | - | - | - | - | - |
| | - | - | - | 684,867 | 699,474 |
| | - | - | - | - | - |
| | - | - | - | 724,509 | 748,634 |
| | - | - | - | 56,265,599 | 62,600,515 |
| | - | - | - | (479,350) | (500,980) |
| | - | - | - | 55,786,249 | 62,099,535 |
| | - | - | - | (2,472,650) | 2,438,421 |
| | - | - | - | 24,874,984 | 22,402,334 |
| | - | - | - | - | - |
| | - | - | - | 22,402,334 | 24,840,755 |

APPENDIX B: Ed Corp Fiscal Dashboard

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|-------------------|-------------------|
| Personnel Service | - | - | - | 6,295,196 | 6,276,856 |
| Administrative Staff Personnel | - | - | - | 22,167,785 | 23,512,520 |
| Instructional Personnel | - | - | - | 446,481 | 422,138 |
| Non-Instructional Personnel | - | - | - | - | - |
| Personnel Services (Combined) | - | - | - | - | - |
| Total Salaries and Staff | - | - | - | 28,909,462 | 30,211,514 |
| Fringe Benefits & Payroll Taxes | - | - | - | 6,148,696 | 6,081,491 |
| Retirement | - | - | - | 979,867 | 975,275 |
| Management Company Fees | - | - | - | 7,340,599 | 7,773,302 |
| Building and Land Rent / Lease | - | - | - | 3,126,930 | 3,006,275 |
| Staff Development | - | - | - | 581,740 | 879,909 |
| Professional Fees, Consultant & Purchased Services | - | - | - | 1,037,596 | 873,664 |
| Marketing / Recruitment | - | - | - | 168,428 | 138,575 |
| Student Supplies, Materials & Services | - | - | - | 3,204,771 | 3,401,170 |
| Depreciation | - | - | - | 2,130,512 | 1,593,915 |
| Other | - | - | - | 4,630,298 | 4,726,024 |
| Total Expenses | - | - | - | 58,258,899 | 59,661,114 |

SCHOOL ANALYSIS

ENROLLMENT

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|---------|---------|
| Original Chartered Enrollment | - | - | - | 3,390 | 3,534 |
| Final Chartered Enrollment (includes any revisions) | - | - | - | 3,390 | 3,534 |
| Actual Enrollment - GRAPH 4 | - | - | - | 3,185 | 3,376 |
| Chartered Grades | - | - | - | - | - |
| Final Chartered Grades (includes any revisions) | - | - | - | - | - |

Primary School District:

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

PER STUDENT BREAKDOWN

Revenue

| | | | | | |
|---------------------------|---|---|---|---------------|---------------|
| Operating | - | - | - | 17,288 | 18,173 |
| Other Revenue and Support | - | - | - | 227 | 222 |
| TOTAL - GRAPH 3 | - | - | - | 17,516 | 18,395 |

Expenses

| | | | | | |
|--|------|------|------|---------------|---------------|
| Program Services | - | - | - | 15,225 | 14,797 |
| Management and General, Fundraising | - | - | - | 3,067 | 2,876 |
| TOTAL - GRAPH 3 | - | - | - | 18,292 | 17,673 |
| % of Program Services | 0.0% | 0.0% | 0.0% | 83.2% | 83.7% |
| % of Management and Other | 0.0% | 0.0% | 0.0% | 16.8% | 16.3% |
| % of Revenue Exceeding Expenses - GRAPH 5 | 0.0% | 0.0% | 0.0% | -4.2% | 4.1% |

Student to Faculty Ratio

| | | | | |
|---|---|---|-----|------|
| - | - | - | 8.9 | 10.0 |
|---|---|---|-----|------|

Faculty to Admin Ratio

| | | | | |
|---|---|---|-----|-----|
| - | - | - | 4.1 | 4.1 |
|---|---|---|-----|-----|

Financial Responsibility Composite Scores - GRAPH 6

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

Working Capital - GRAPH 7

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

Quick (Acid Test) Ratio

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

Debt to Asset Ratio - GRAPH 7

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

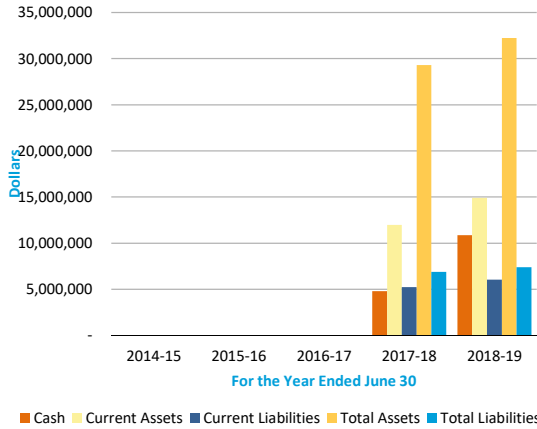
Months of Cash - GRAPH 8

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

APPENDIX B: Ed Corp Fiscal Dashboard

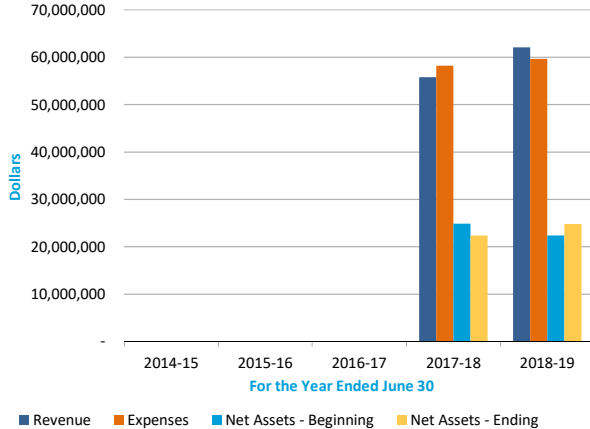
DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

GRAPH 1 Cash, Assets and Liabilities



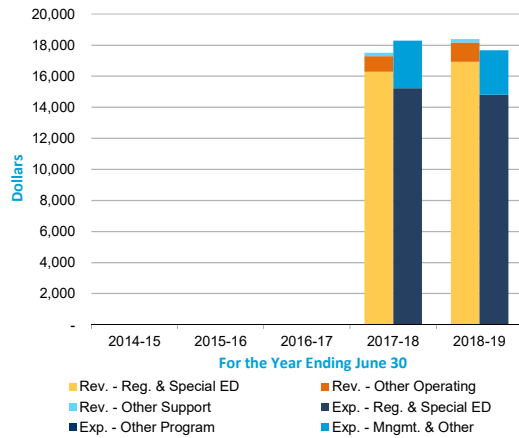
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2 Revenue, Expenses and Net Assets



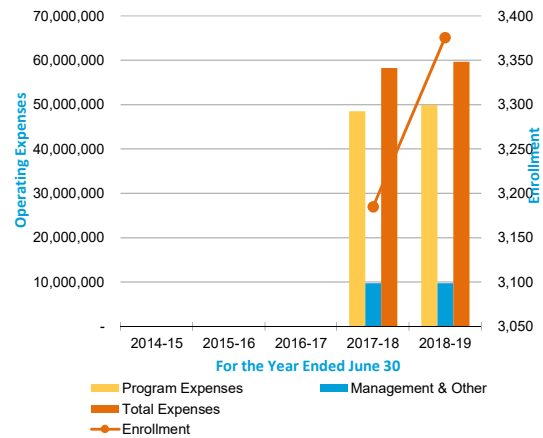
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year,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

GRAPH 3 Revenue & Expenses Per Pupil



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

GRAPH 4 Enrollment vs. Operating Expenses

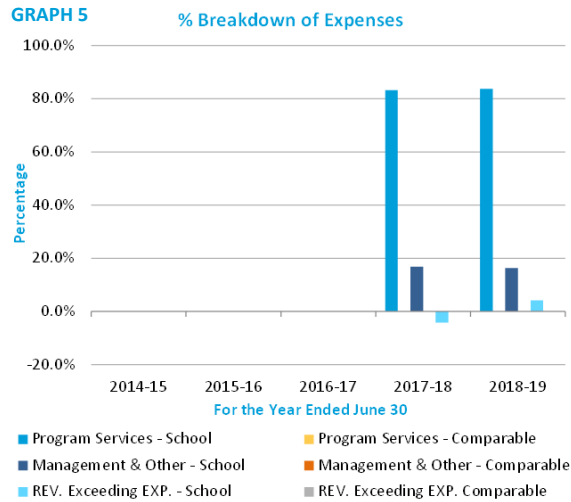


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

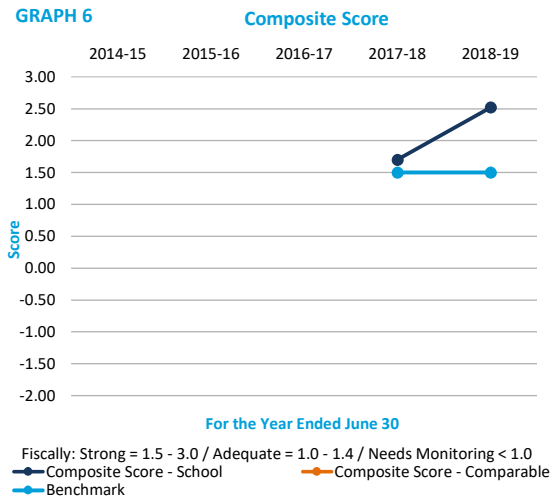
APPENDIX B: Ed Corp Fiscal Dashboard

DEMOCRACY PREP NEW YORK CHARTER SCHOOLS (COMBINED)

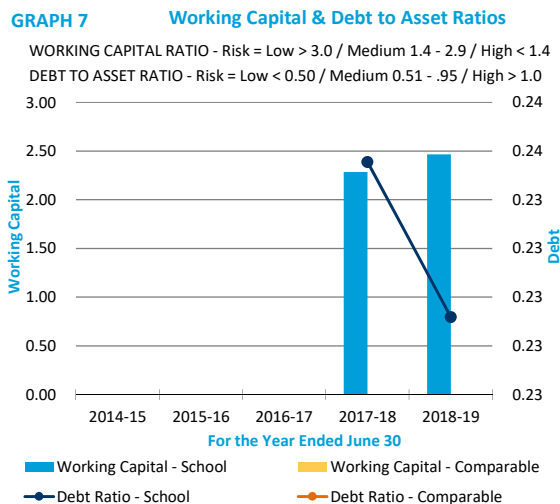
Comparable School, Region or Network: -



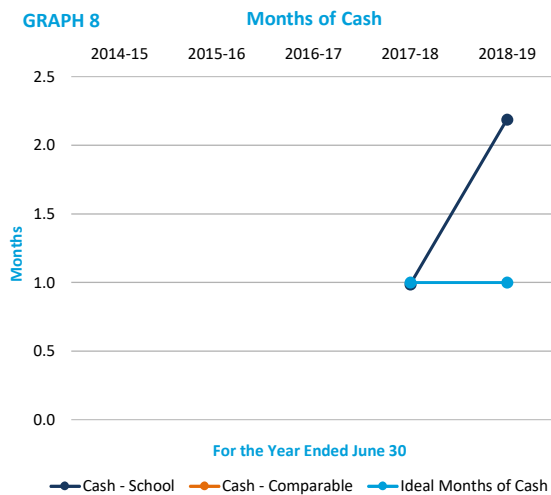
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

