



**Department of  
Education**

*Carmen Fariña, Chancellor*

# Annual Comprehensive Review Report for Democracy Prep Harlem Charter School

## SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

## PART 1: SCHOOL OVERVIEW

### CHARTER SCHOOL BACKGROUND

Democracy Prep Harlem Charter School ("DPH") is an elementary, middle and high school serving kindergarten to grade two, grades six to eight and grades nine to eleven in the Harlem neighborhood of Manhattan. The school is sited in three separate locations. The elementary school is located in a NYC DOE-operated building in Community School District 5 and is co-located with IS201. The middle school is located in Community School District 5 and is not colocated with any other school or program. The high school is located in Community School District 3 and is colocated with the Mid Manhattan and Regional Adult Learning Networks Program and offices.

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Co-Principal, Zach Siegel, has been at the school for four years; Co-Principal, Jonquille Eley-Richards, has been at the school for five years; Campus Director, Steve Popper, has been at the school for three years; Campus Director, Theresa Walsh, has been at the school for three years; and Assistant Campus Director, Pia Dandiya, has been at the school for one year.

### SCHOOL HIGHLIGHTS

During its fifth year of operation, DPH made steady progress toward fulfilling each of the academic goals in its accountability plan. On the 2014-15 State Math Exam, proficiency scores posted by Grade 6 and Grade 8 scholars at DPH exceeded those of their peers from across Community School District 5 (CSD 5) and the City of New York. Grade 6 and Grade 8 scholars outperformed CSD 5 proficiency rates 17% and 13%, respectively. Grade 7 scholars one percentage point shy of the citywide math proficiency rates; however, scholars outscored CSD 5 by 18%. Grade 8 scholars were also outstanding on the 2014- 2015 State Science Exam. At 73%, their proficiency rating was more than double that of CSD 5.

## CURRENT SCHOOL SNAPSHOT

<b>Democracy Prep Harlem Charter School</b>	
DBN	84M481
School Leader(s)	Theresa Walsh (ES), Jonquille Eley and Zachary Siegel (MS), Steve Popper (HS)
Board Chair(s)	Dr. Robert North
Charter Management Organization (if applicable)	Democracy Prep Public Schools Inc.
Other Partner(s)	N/A
District(s) of Location	5 (Grades K-2, 6-8), 3 (Grades 9-11)
Physical Address(es)	2005 Madison Avenue, Manhattan, NY 10035 (K-2) 207 West 133rd Street, Manhattan, NY 10030 (6-8) 212 West 120th Street, Manhattan, NY 10027 (9-11)
Facility Owner(s)	DOE & Private
Enrollment <sup>1</sup>	829
Grades Served	K-2, 6-11

## CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>2</sup>
1. Robert North	Chair	Governance; Academic	1	7/7
2. Stephen Gordon		Family and Community; Development	6	6/7
3. Kent Anker		Finance; Academic	3	6/7

<sup>1</sup> According to ATS data as of October 14, 2015.

<sup>2</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

4.	Sean Windsor	Treasurer	Finance and Audit, Development	4	6/7
5.	Derrick Bryant		Finance	4	4/7
6.	Sam Mathias		Academic Accountability	3	6/7
7.	Anthony Shropshire		Governance	3	4/7
8.	Katie Duffy			10	5/7

## CHARTER AUTHORIZATION PROFILE

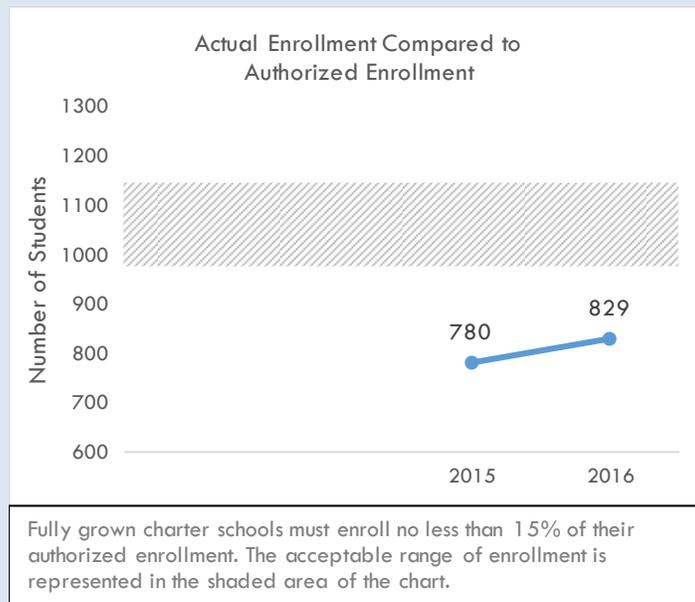
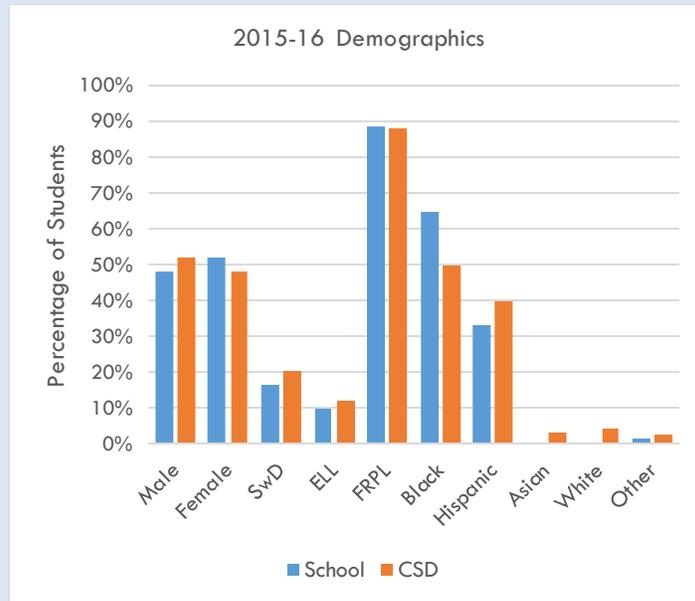
Democracy Prep Harlem Charter School	
School Opened For Instruction	2010-2011
Date of First Renewal	2014-2015
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2019
Current Authorized Grade Span	K-12
Current Authorized Enrollment	1147

DPH name was renewed for a full 4.5 year term in the 2014-15 academic year with the following conditions:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. As part of its oversight of Democracy Prep Harlem Charter School in its next term, the NYC DOE will require the school to submit English Language Arts (ELA) interim assessment data for grades three through eight within 30 days of receiving results to the NYC DOE for continued monitoring.	Not On Target	The ELA interim assessment data for grades 3-8 were submitted late.
2. As part of its oversight of Democracy Prep Harlem Charter School in its next term, the NYC DOE will require the school to submit a corrective action plan to address the high rate of uncertified teachers employed by the school. This plan should include how the school will make significant progress in reducing the number of uncertified teachers by the start of the 2015-2016 school year, and how the school will be in compliance with the Charter Schools Act, which prohibits more than five staff members or more than 30% of the teaching staff from not being	On Target	

certified in accordance with requirements applicable to other public schools, by the end of the next charter term. A draft of the corrective action plan should be submitted to the NYC DOE no later than March 26, 2015.

## ENROLLMENT AND DEMOGRAPHICS



## PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

### FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

### ESSENTIAL QUESTIONS AND STANDARDS

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#### ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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#### ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

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#### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

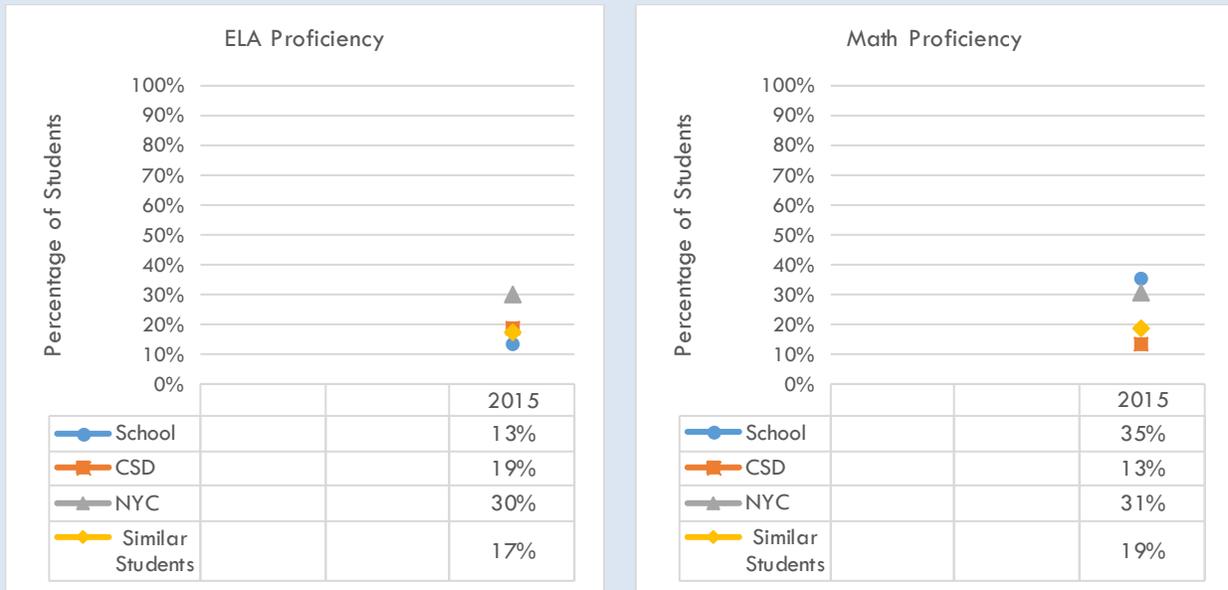
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?<sup>3</sup>

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E.<sup>4</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY<sup>5</sup>



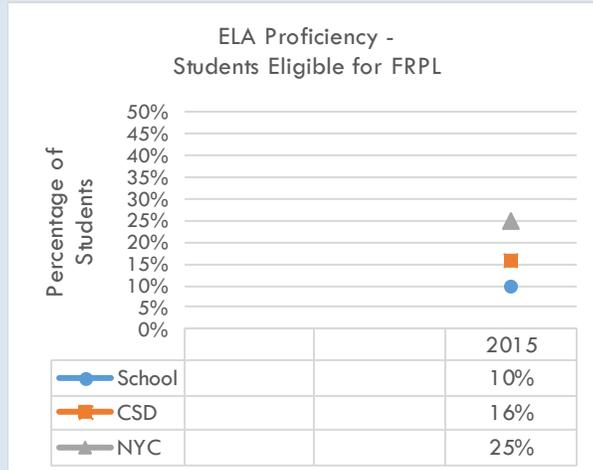
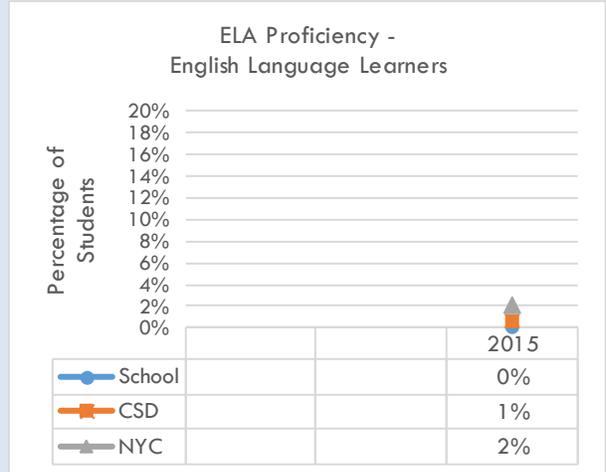
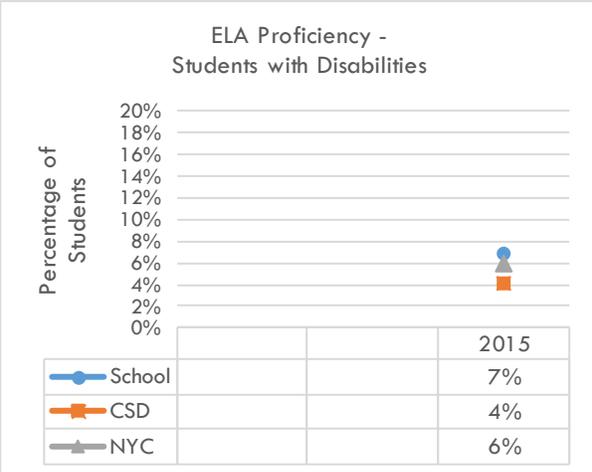
<sup>3</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

<sup>4</sup> Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

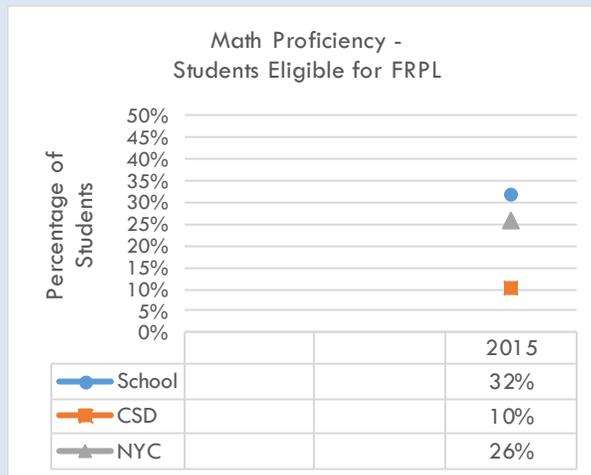
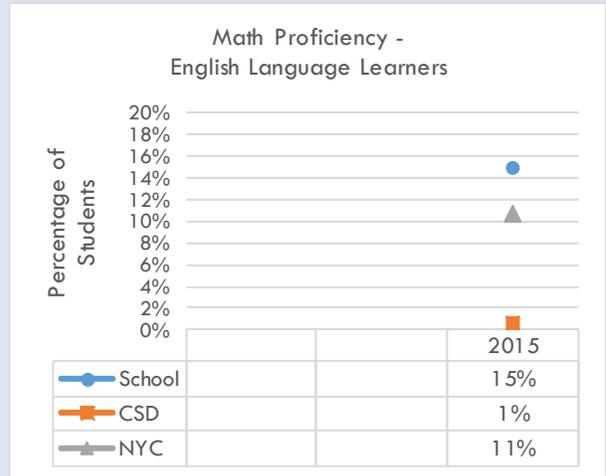
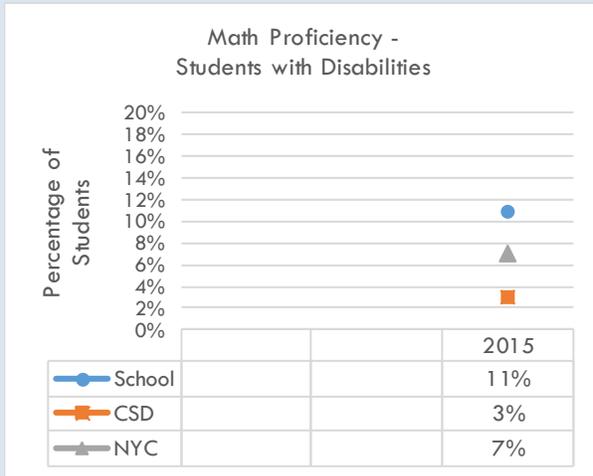
<sup>5</sup> For more on the NYC DOE's similar students comparisons, please see the information here:

[http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

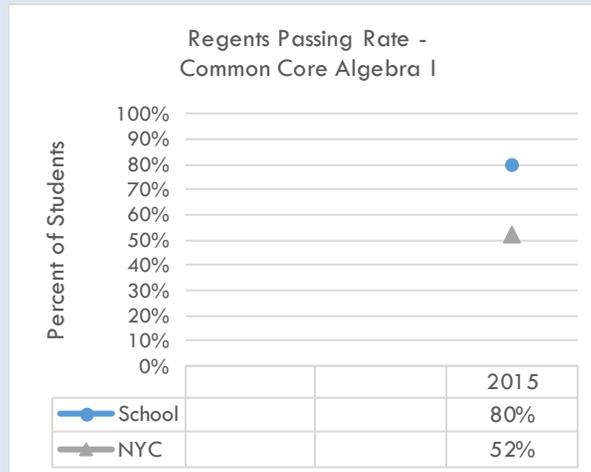
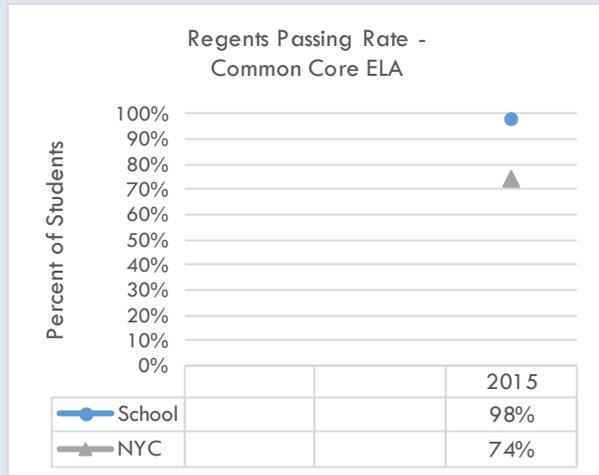
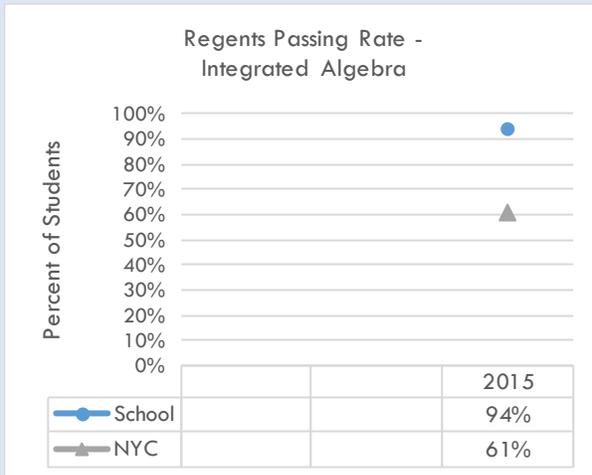
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES<sup>6</sup>



<sup>6</sup> For additional Regents information, please see Appendix D.

## ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

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### RIGOROUS ACADEMICS

DPH operates academically rigorous, college preparatory campuses. Students are challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school.

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### THOUGHTFUL DATA

DPH utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide dashboard tool, interim assessments, and comparative academic measures to drive effective instruction at the student, class, teacher, grade, school, and network levels.

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### JOYOUS CULTURE

DPH was founded on the belief that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students. DPH adheres to a “tipping point” approach to school culture. Teachers focus relentlessly on appropriate consequences for small issues to ensure that more significant negative behaviors are unlikely to occur.

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### EXEMPLARY TALENT

DPH has an extremely selective staff application process; fewer than the top 1% of applicants are hired. All staff members undergo extensive performance reviews and receive weekly professional development.

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### SPECIAL EDUCATION

One of DPH's goals is to teach every student, including those needing special education services. It does so by implementing co-planning between Academic Collaboration Team (ACT) teachers and general teachers. This type of collaboration ensures that lesson plans are reaching more scholars with IEPs.

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## CITIZENSHIP

DPH believes in preparing responsible citizen-scholars for a life of active citizenship. This is accomplished by focusing on what the school calls “authentic civic education.”

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## MORE TIME TO LEARN

All DPH scholars attend academic classes for at least eight hours each day for 190 days each year and are offered additional summer and Saturday academies for extra support.

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## GOVERNANCE

DPH’s Board of Trustees has seven members, most of whom have been on the board between three and ten years. According to the DPH’s website, the board has held seven meetings as of February 2016. However, the Board has scheduled 12 meetings dates for the year. If all 12 meetings are held, the Board will be in compliance with the recently revised law requiring 12 annual meetings.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix F.

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## SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

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**OPERATIONAL STABILITY**

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum <sup>7</sup>	Compliant	

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**COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)**

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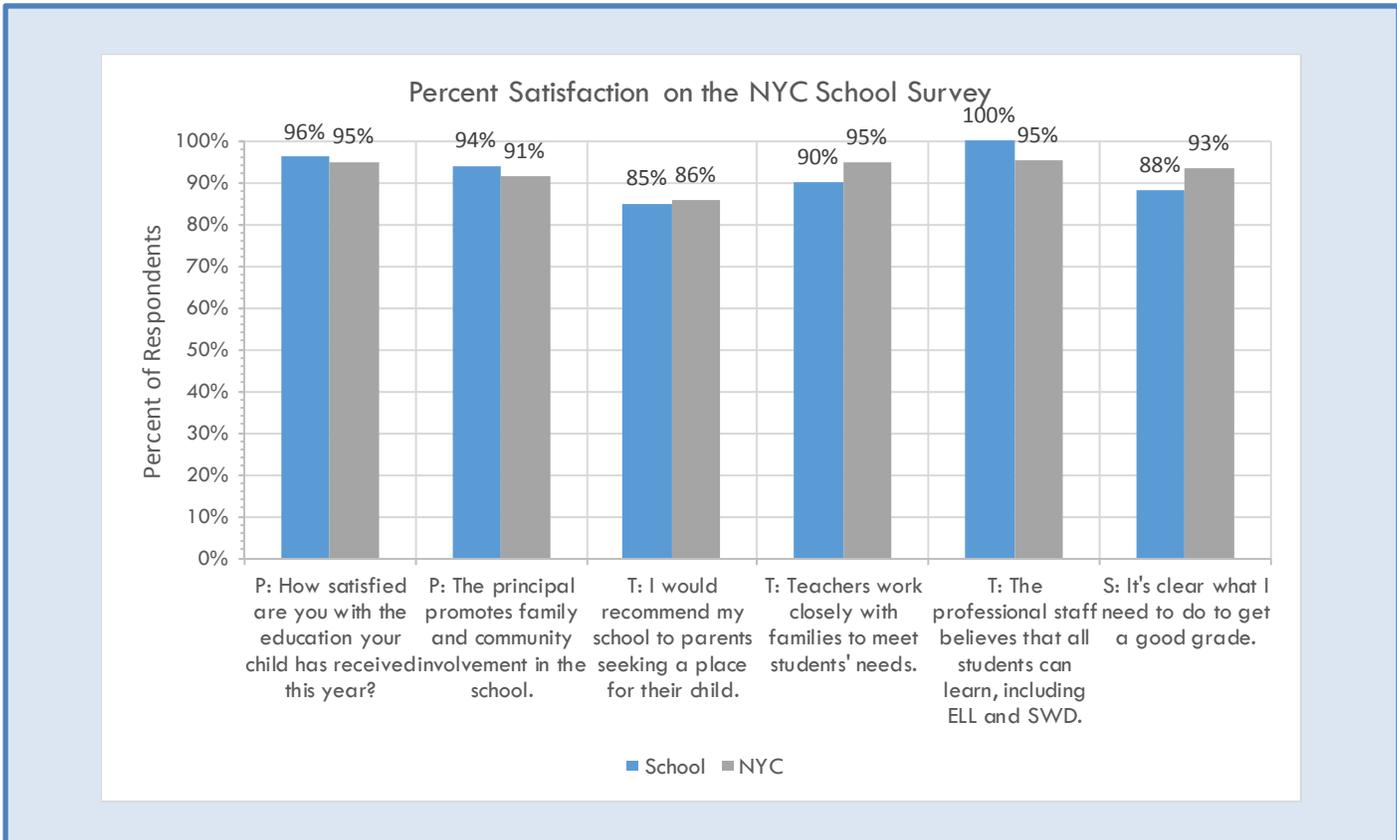
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	The school has more than 15 uncertified teachers.
School is in compliance with employee fingerprinting requirements	Not Compliant	The school has staff members whose fingerprint clearance date is after their start date in the 2015-16 school year.

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<sup>7</sup> Quorum is defined is 50% of the board members plus one member present at a board meeting.

School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 98.3% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

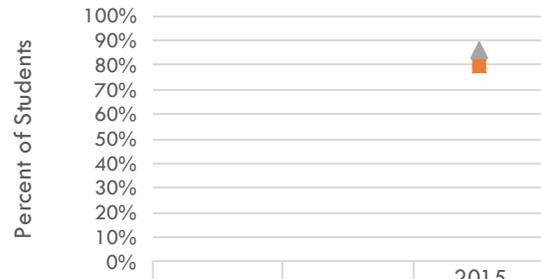


### Attendance Rates



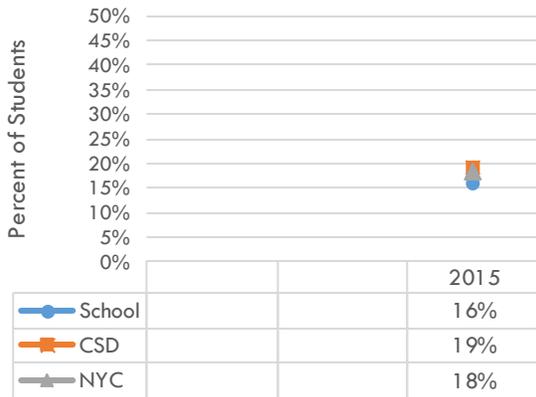
	2015
School	94%
CSD	90%
NYC	92%

### Retention Rates

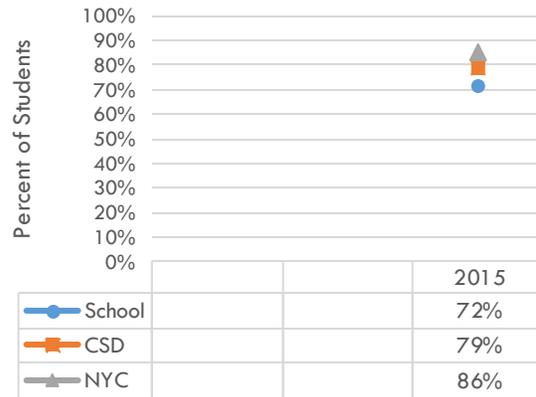


	2015
School	80%
CSD	80%
NYC	86%

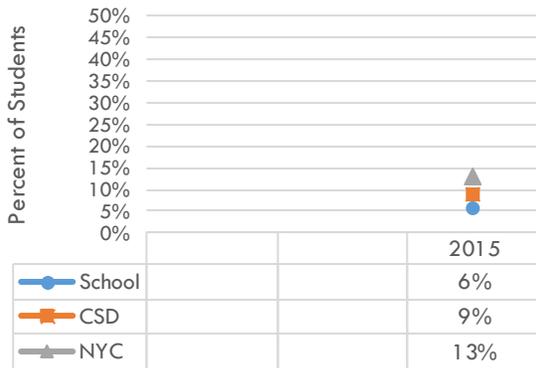
Enrollment Rates - Students with Disabilities



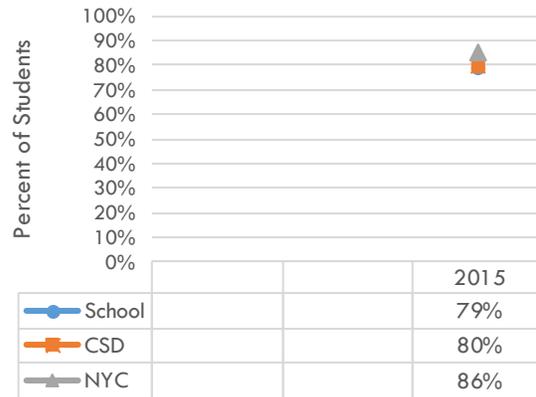
Retention Rates - Students with Disabilities



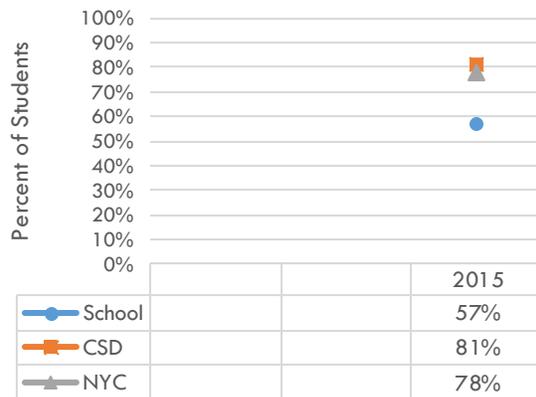
Enrollment Rates - English Language Learners



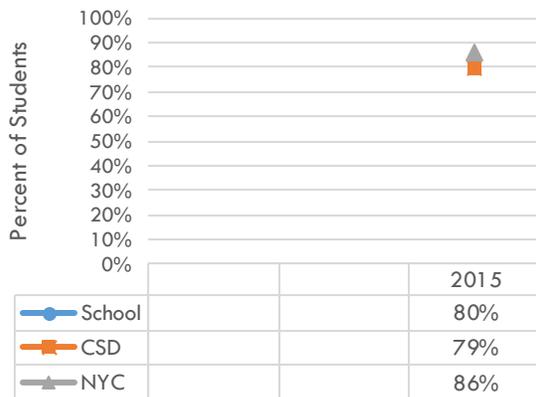
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Democracy Prep Harlem Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please Appendix E. These goals relate to short- and long-term financial viability.

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#### SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

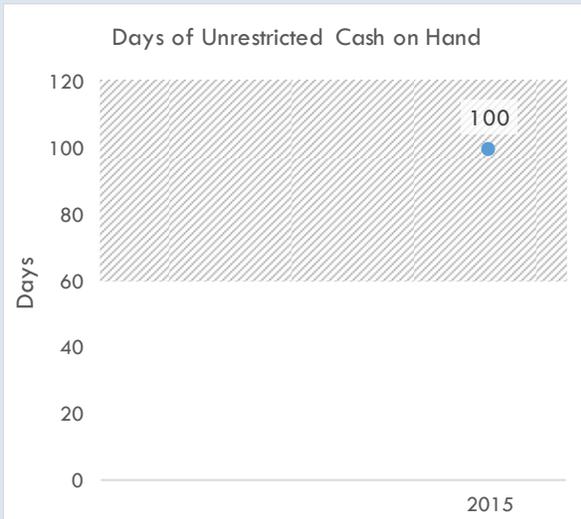
The school has a management agreement with Democracy Prep Public Schools ("DPPS") a not for profit charter management organization. The school entered into a management agreement with DPPS to assume responsibility for the School's educational process, management and operations. For the years ended June 30, 2015 and 2014, DPPS charged an annual management fee to the School of 13% and 13.5% respectively.

The School is an affiliate of DPPS, a New York State not-for-profit charter management organization. The School entered into a management agreement with DPPS to assume responsibility for the School's educational process, management and operations. As compensation to DPPS for these services rendered, the School shall pay to DPPS an annual fee equal to 13% of the School's non-competitive public revenue in the initial term. The initial term is for one year beginning July 1, 2010 and ending June 30, 2011. The percentage will decrease by one-half percent (0.5%) in each renewal term until it reaches a minimum of 12% of the non-competitive public revenue of the School and will remain in effect for all subsequent renewal terms. Following the initial term, the agreement will automatically extend for successive one-year periods unless terminated by either party. For the years ended June 30, 2015 and 2014, DPPS charged an annual management fee to the School of 12%. For the years ended June 30, 2015 and 2014, the School incurred \$1,377,625 and \$1,263,015 in management fees, respectively.

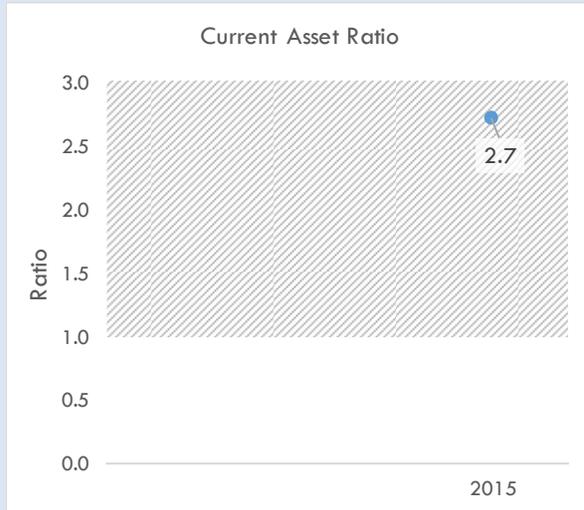
The School is an affiliate of Democracy Builders, Inc. ("DBI"), a 501(c)(4) national advocacy organization that organizes parents to advocate for better school choices and educational outcomes for the children in their communities. The School entered into a consulting agreement with DBI to conduct charitable, scientific and educational activities. For the years ended June 30, 2015 and 2014, the School incurred \$109,060 and \$100,677 in consulting fees, respectively.

As of June 2015, the school has \$70,395.21 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY<sup>8</sup>



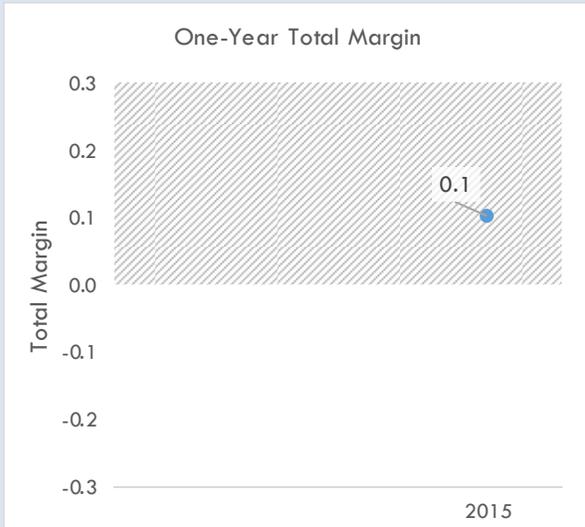
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



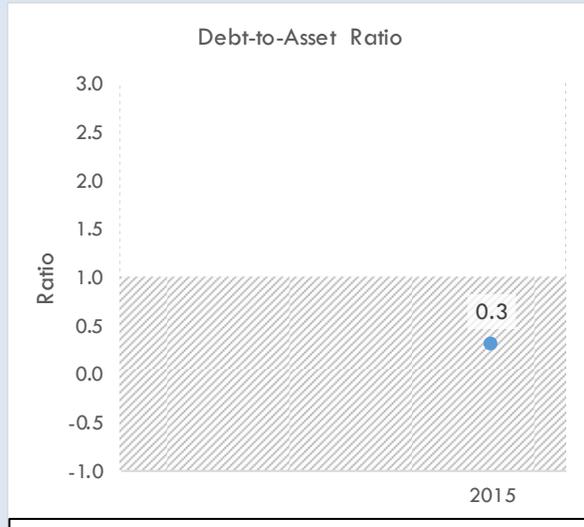
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

<sup>8</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

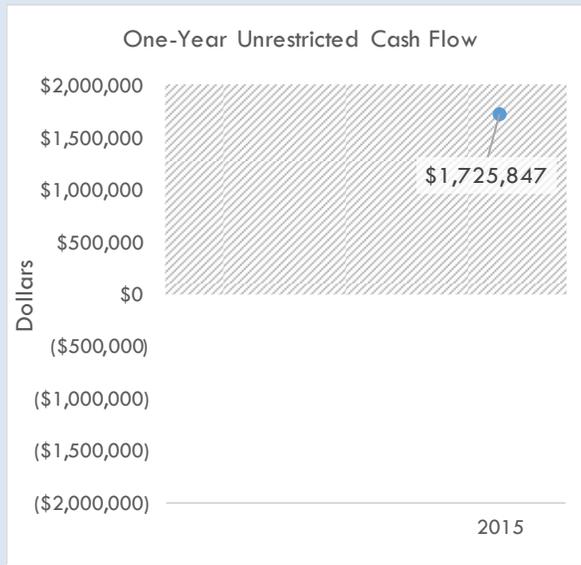
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

## APPENDIX A: SCHOOL OVERVIEW

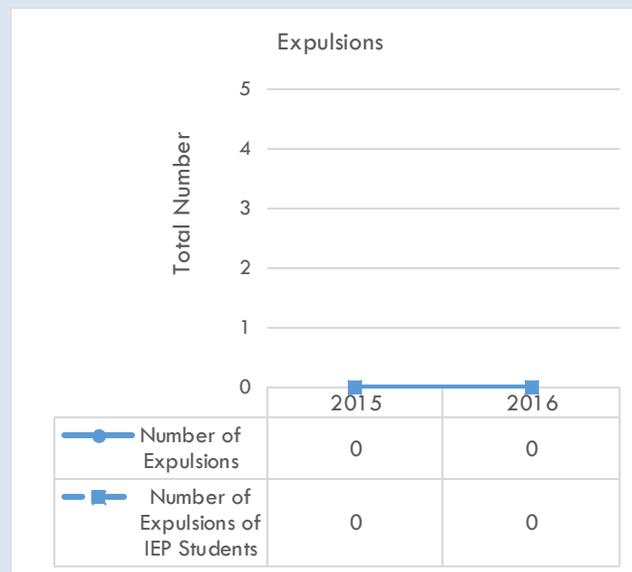
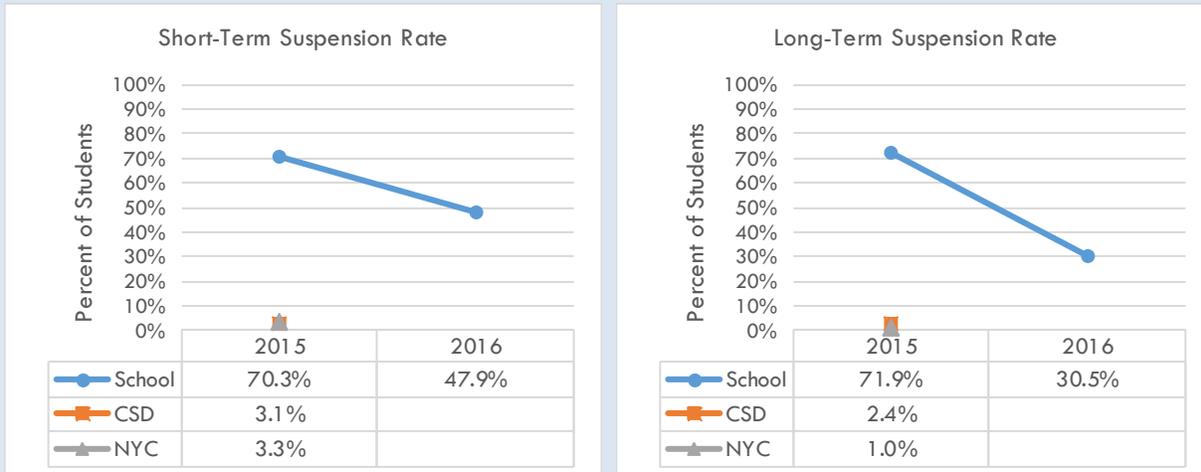
All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grades K and 1: 3 sections Grade 2: 4 sections Grade 6: 5 sections Grades 7-10 : 4 sections Grade 11: 3 sections
Primary Entry Grade(s)	K, 6
Additional Grade(s) for which Student Applications are Accepted	1-2, 7-11
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	6852
Number of Students Accepted via the Lottery (School Year 2015-16)	70 (Grade K), 2 (Grade 1), 111 (Grade 6), 11 (Grade 7), 12 (Grade 8), 10 (Grade 9), 5 (Grade 10)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

## SUSPENSION AND EXPULSION RATES<sup>9</sup>

Due to a cap on the number of suspensions NYC DOE allowed schools to report, the short- and long-term rates below are potentially lower than actual rates.



<sup>9</sup> City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

## APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

### GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
<b>Democracy Prep Harlem Charter School</b>			
Grade 6	3.6%	10.1%	12.0%
Grade 7	12.7%	11.7%	6.0%
Grade 8	32.4%	22.8%	22.5%
<b>DIFFERENCE FROM CSD</b>			
Grade 6	-10.3%	-5.6%	-7.0%
Grade 7	-2.3%	-5.1%	-9.8%
Grade 8	17.7%	5.9%	0.5%

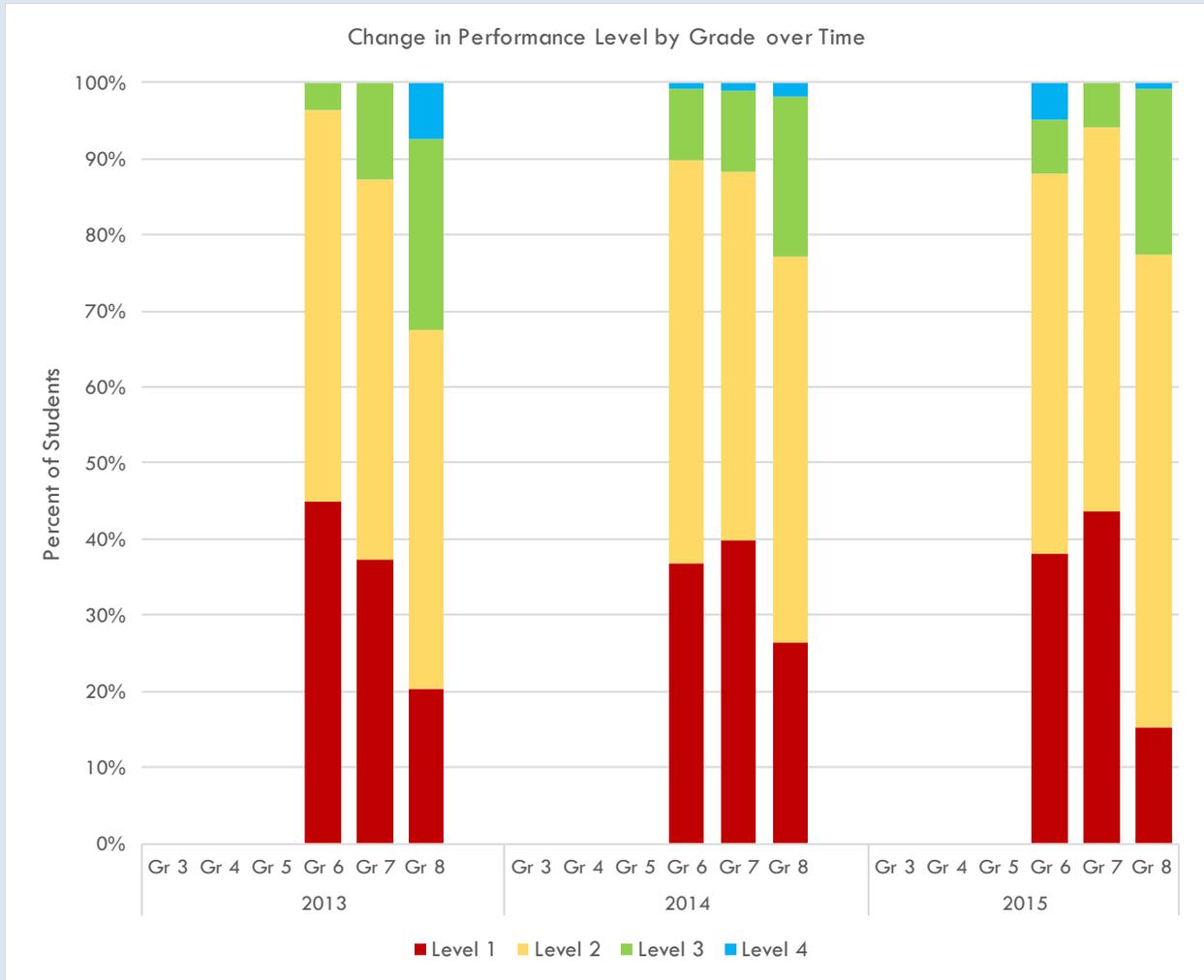
### GRADE-LEVEL PROFICIENCY IN MATH

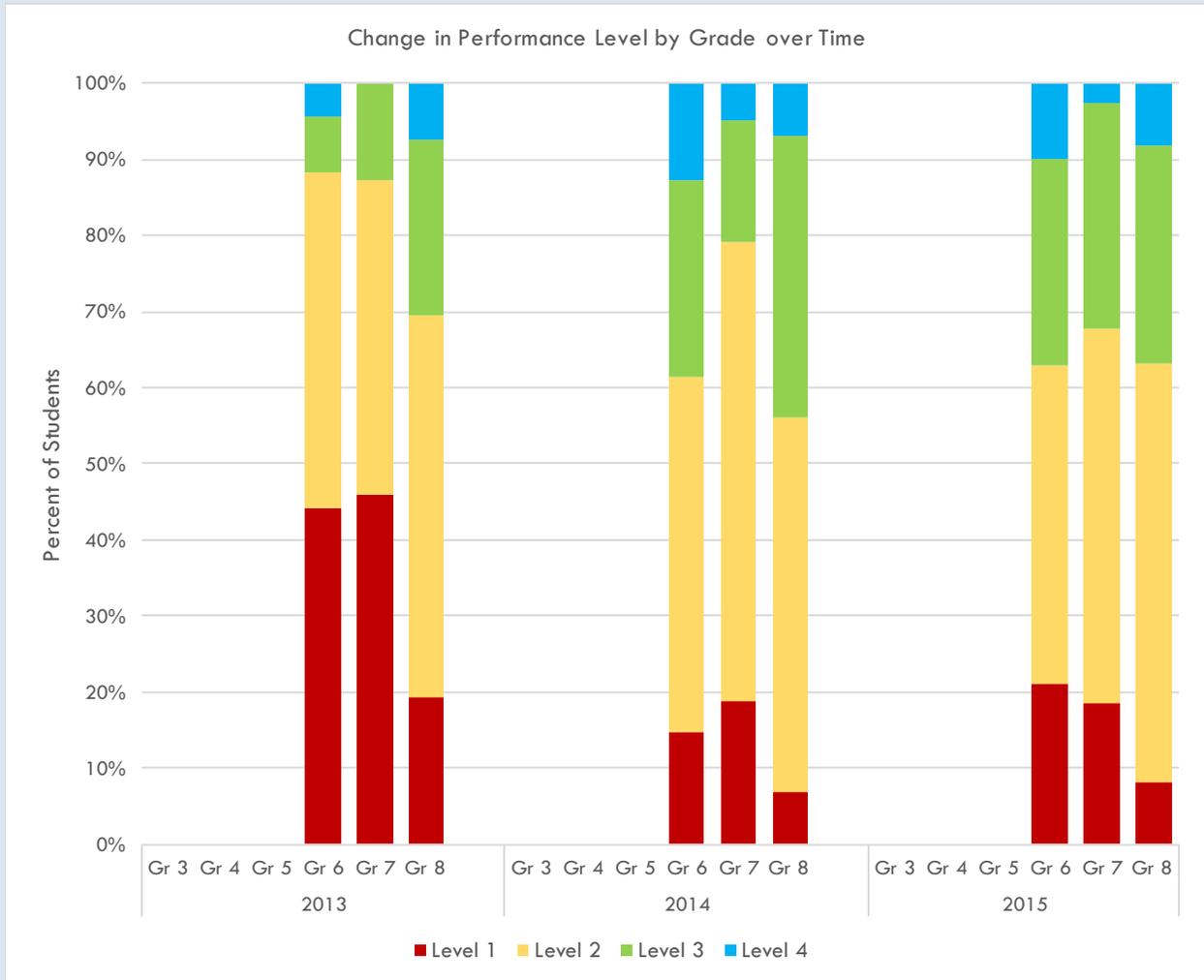
	2012-2013	2013-2014	2014-2015
<b>Democracy Prep Harlem Charter School</b>			
Grade 6	12%	39%	37%
Grade 7	13%	21%	32%
Grade 8	31%	44%	37%
<b>DIFFERENCE FROM CSD</b>			
Grade 6	-5%	19%	17%
Grade 7	2%	8%	18%
Grade 8	20%	37%	31%

**APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME**

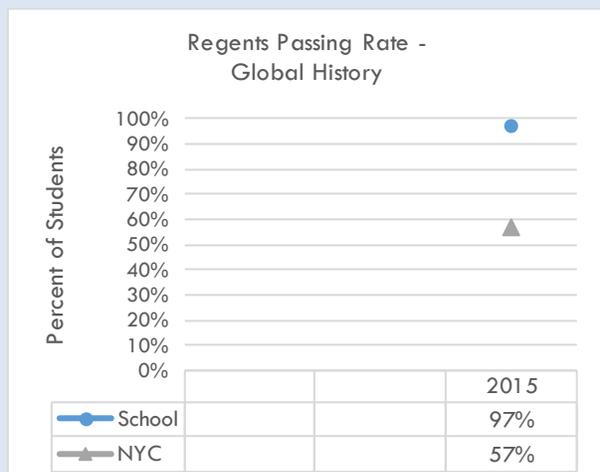
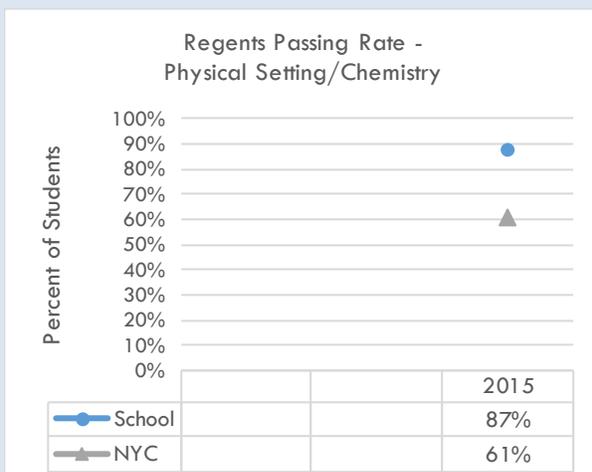
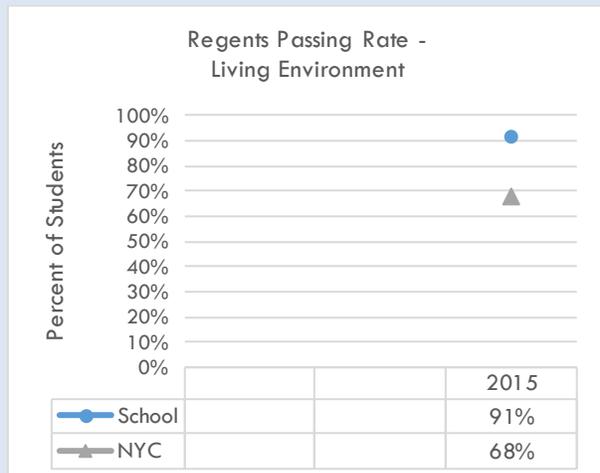
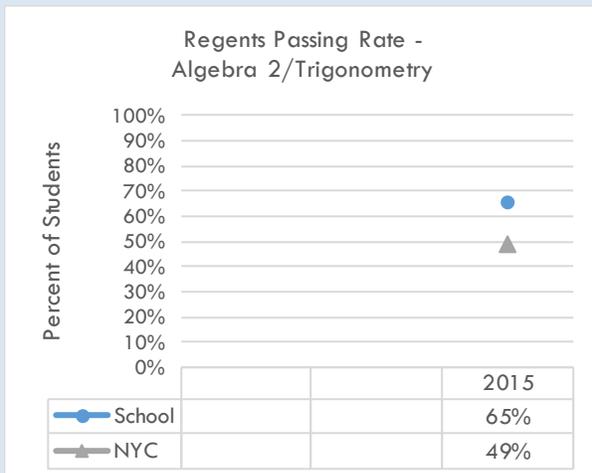
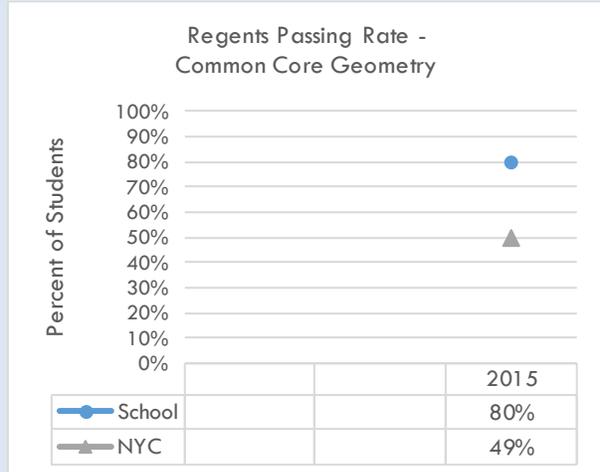
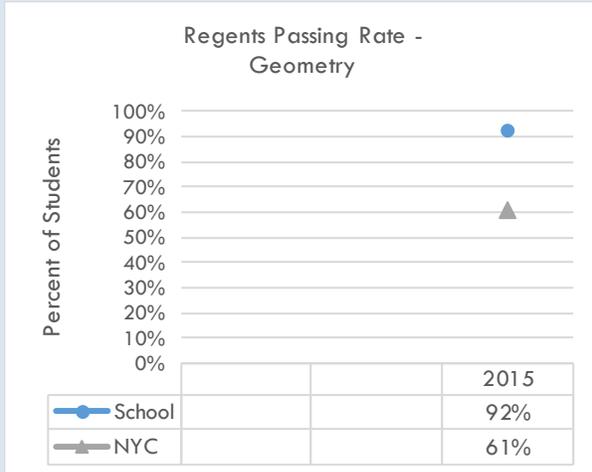
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

**ENGLISH/LANGUAGE ARTS**





APPENDIX D: ADDITIONAL REGENTS PASS RATES



## APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year<sup>10</sup>, the school achieved/met its goals as follows:

- Academic Goals: <sup>11</sup>
  - 3 of 6 applicable academic charter goals in its most recent year
- Operational Goals:
  - 3 of 3 applicable operational charter goals in its most recent year
- Financial Goals:
  - 1 of 1 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals Each year, 75% of 6th - 8th graders who have been at the school on BEDS day for at least two consecutive years will perform at or above level 3 on the New York State English Language Arts Exam.	Goal not met. DPH continued to make progress toward closing the proficiency gap in 2014-2015.
Each year, 75% of 6th - 8th graders who have been at the school on BEDS day for at least two consecutive years will perform at or above level 3 on the New York State Math Exam.	Goal not met. DPH continued to make progress toward closing the proficiency gap in 2014-2015.
Each year, 75% of 8th graders who have been at the school on BEDS day for at least two consecutive years will perform at or above level 3 on the New York State Science Exam.	Goal met.
Each year, 75% of 8th graders who have been at the school on BEDS day for at least two consecutive years will perform at or above level 3 on the New York State Social Studies Exam.	N/A

<sup>10</sup> This information was submitted by schools to NYSED and has not been vetted by NYC DOE for accuracy or completeness.

<sup>11</sup> Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	For years 2 through 5 of Democracy Prep Harlem, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.	Goal not met
	Each year, the percent of students performing at or above level 3 on the New York State ELA Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Community School District 5.	Goal met.
	Each year, the percent of students performing at or above level 3 on the New York State Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Community School District 5.	Goal met.
Operational Goals	Democracy Prep Harlem will prepare students for success in college and citizenship.	Goal met.
	Each year, Democracy Prep will maintain a waiting list of at least 40% of available seats.	Goal met.
	Each year, Democracy Prep will have a negative attrition rate of 10% or less.	Goal met.
Financial Goals	We will continue to operate with a surplus each year and maintain the highest standards of financial controls, management, and auditing.	Goal met.

## APPENDIX F: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

Democracy Prep Harlem Charter School educates an appropriately high number of high-needs students. In 2013-14, 84% of DPH scholars were eligible for Free or Reduced Price Lunch (FRPL), 15% qualified for Special Education (SPED) services, 6% were English Language Learners (ELL), and 98% were Black or Latino. DPH uses various outreach efforts to attract and retain students who are at risk of academic failure and will continue to adopt and implement new measures designed to sustain its comparatively large proportion of such students in 2014-15 and beyond. Specifically, DPH contacts SPED instructors, ELL instructors, and guidance counselors in elementary and middle schools in Community School Districts 3 and 5 in order to identify high-needs students who could naturally feed into DPH. Additionally, DPH directly mails applications to all students in Upper Manhattan and the Bronx and canvasses each housing development in Upper Manhattan in order to drop off enrollment applications at each door irrespective of whether a school-aged student resides in that apartment. Native Spanish speakers accompany each canvasser to ensure that Spanish-speaking families are not precluded from applying.

## APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516\\_V1\\_August2015.pdf](http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).