

# Application: Democracy Preparatory Harlem Charter School

Claire Chaney - claire.chaney@democracyprep.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2021

### Instructions

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

DEMOCRACY PREP HARLEM CHARTER SCHOOL 310500860989

**a1. Popular School Name**

(No response)

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD # 5 - MANHATTAN

**d. DATE OF INITIAL CHARTER**

2/2010

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2010

**h. SCHOOL WEB ADDRESS (URL)**

<http://dphms.democracyprep.org>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

1000

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

1125

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes

## 12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Democracy Prep Public Schools
PHYSICAL STREET ADDRESS	1767 Park Ave, Fifth Floor
CITY	New York
STATE	NY
ZIP CODE	10035
EMAIL ADDRESS	<a href="mailto:danielle.tschirhart@democracyprep.org">danielle.tschirhart@democracyprep.org</a>
CONTACT PERSON NAME	Danielle Tschirhart

## FACILITIES INFORMATION

### m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	Yes, 3 sites
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### School Site 1 (Primary)

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	207 W. 133rd St., New York, NY 10030	347-380-1530	NYC CSD 5	6-8	No

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Josef Robinson			
Operational Leader	Marlene Aponte			
Compliance Contact	Danielle Tschirhart			
Complaint Contact	Georgina Crawley			
DASA Coordinator	Jordan Stenzel			
Phone Contact for After Hours Emergencies	Ken Mason			

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

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**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 1 Certificate of Occupancy (COO)**

[DPHMS COO - Annual Report 2020-2021.pdf](#)

**Filename:** DPHMS COO - Annual Report 2020-2021.pdf **Size:** 1.1 MB

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**Site 1 Fire Inspection Report**

[DPHMS - Fire Inspection Report - Annual Report 2020-2021.pdf](#)

**Filename:** DPHMS - Fire Inspection Report - Annual Report 2020-2021.pdf **Size:** 1.3 MB

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**School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	2005 Madison Ave, New York, NY 10035	347-380-1530	NYC CSD 5	K-5	No

**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Chelsey Palmer			
Operational Leader	Cathya Solano			
Compliance Contact	Danielle Tschirhart			
Complaint Contact	Georgina Crawley			
DASA Coordinator	Jordan Stenzel			
Phone Contact for After Hours Emergencies	Ken Mason			

**m2b. Is site 2 in public (co-located) space or in private space?**

Co-located Space

**m2c. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansions will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	Permanent Siting	No		No		Yes

**School Site 3**

**m3. SCHOOL SITES**

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	212 W. 120th St., New York, NY 10027	347-380-1530	NYC CSD 3	9-12	No



**m3a. Please provide the contact information for Site 3.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Katelyn Derry			
Operational Leader	Amanda Torres			
Compliance Contact	Danielle Tschirhart			
Complaint Contact	Georgina Crawley			
DASA Coordinator	Jordan Stenzel			
Phone Contact for After Hours Emergencies	Ken Mason			

**m3b. Is site 3 in public (co-located) space or in private space?**

Co-located Space

**m3c. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expands on will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
te 3	N/A	No		No		Yes

## CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

**n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Has your school's Board of Trustees approved a budget for the 2020-2021 FY?**

Yes

### ATTESTATIONS

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Claire Chaney
Position	Director of Grants Management and Student Information Systems
Phone/Extension	332-215-9374
Email	<a href="mailto:claire.chaney@democracyprep.org">claire.chaney@democracyprep.org</a>

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.**

**Responses Selected:**

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and appears to read "Jeff Tolman".

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and appears to read "Robert North".

**Date**

Jul 29 2021

Thank you.



## Entry 3 Accountability Plan Progress Reports

Completed Aug 27 2021

### Instructions

## **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **DPHCS 2020-21 APPR**

Filename: DPHCS 2020 21 APPR.docx Size: 1.8 MB

## Entry 4 - Audited Financial Statements

Completed Nov 1 2021

### **Required of ALL Charter Schools**

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **Democracy Prep New York Charter FST with Mgmt Ltr**

Filename: Democracy Prep New York Charter FS GtgF1Hx.pdf Size: 703.0 kB

## Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 1 2021

### **Instructions - SUNY-Authorized Charter Schools ONLY**

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## **2020-21-Audited-Financial-Statement-Template DPH**

**Filename:** 2020 21 Audited Financial Statemen v783p0x.xlsx **Size:** 176.8 kB

### **Entry 4c - Additional Financial Documents**

**Incomplete** Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school \$100,000.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **Entry 4d - Financial Services Contact Information**

**Incomplete** Hidden from applicant

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

## **Form for "Financial Services Contact Information"**

#### **1. School Based Fiscal Contact Information**

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

## 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

## 3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** Aug 2 2021

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **DPH SUNY CSI Budget FY21-22**

**Filename:** DPH SUNY CSI Budget FY21 22.xlsx **Size:** 512.5 kB

## Entry 6 - Board of Trustees Disclosure of Financial Interest Form

**Completed** Aug 3 2021

### **Required of ALL Charter Schools by August 2**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign accepted.

### **[Financial Disclosure Form - 2020-2021 - Roger Berg](#)**

**Filename:** Financial Disclosure Form 2020 20 dSStXNZ.pdf **Size:** 246.9 kB

### **[Financial Disclosure Form - 2020-2021 - Gregory Weston](#)**

**Filename:** Financial Disclosure Form 2020 20 pxcLD0P.pdf **Size:** 248.5 kB

### **[Financial Disclosure Form - 2020-2021 - Brian Berger](#)**

**Filename:** Financial Disclosure Form 2020 20 RQvqOKf.pdf **Size:** 248.7 kB

### **[Financial Disclosure Form - 2020-2021 - Ken Weiller](#)**

**Filename:** Financial Disclosure Form 2020 20 Uh3YZun.pdf **Size:** 263.2 kB

### **[Financial Disclosure Form - 2020-2021 - Ross Frommer](#)**

**Filename:** Financial Disclosure Form 2020 20 KYPe5QT.pdf **Size:** 248.2 kB

### **[Financial Disclosure Form - 2020-2021 - Sean Windsor](#)**

**Filename:** Financial Disclosure Form 2020 20 V2fj4OY.pdf **Size:** 399.1 kB

### **[Financial Disclosure Form - 2020-2021 - Stephanie King](#)**

**Filename:** Financial Disclosure Form 2020 20 fYZ6qWj.pdf **Size:** 398.1 kB

### **[Financial Disclosure Form - 2020-2021 - Robert North](#)**

**Filename:** Financial Disclosure Form 2020 20 wr6L7h3.pdf **Size:** 265.5 kB

### **[Financial Disclosure Form - 2020-2021 - Brittany Mullings](#)**

**Filename:** Financial Disclosure Form 2020 20 qiPHVvX.pdf **Size:** 398.4 kB

### **[Financial Disclosure Form - 2020-2021 - Josh Pristaw](#)**

**Filename:** Financial Disclosure Form 2020 20 0hjZMD3.pdf **Size:** 878.3 kB

## **Entry 7 BOT Membership Table**

**Completed** Aug 2 2021

## **Instructions**

# Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

### 1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Dr. Robert North		Chair	Executive Committee	Yes	2	07/01/2019	06/30/2021	11
2	Roger Berg		Secretary	Executive Committee, Academic Accountability Committee	Yes	2	07/01/2019	06/30/2021	11



3	Brian Berger		Treasurer	Finance and Audit Committee, Community and Family Communications Committee, Executive Committee	Yes	2	07/01/2019	06/30/2021	11
4	Brittany Mullings		Trustee/Member	Community and Family Communications Committee	Yes	2	07/01/2019	06/30/2021	6
5	Jake Foley		Trustee/Member	Unassigned as of July 28, 2021	Yes	2	07/01/2020	06/30/2023	7
6	Sean Windsor		Trustee/Member	Finance and Audit Committee	Yes	2	07/01/2019	06/30/2021	9
7	Alastair Wood		Trustee/Member	Academic Accountability Committee, Governance	Yes	2	07/01/2019	06/30/2021	9

				nce Commit tee					
8	Josh Pr staw		Vice Chair	Executiv e Commit tee, Real Estate Commit tee	Yes	2	07/01/2 019	06/30/2 021	10
9	Doug Snyder		Vice Chair	Executiv e Commit tee	Yes	2	07/01/2 019	06/30/2 021	10

**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Current Board Member Information**

	Trustee Name	Trustee Email Address	Pos t on on the Board	Commit tee Affiliatio ns	Vot ng Member Per By- Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meeting s Attende d During 2020- 2021
10	Kenneth J. Weiller		Trustee/ Member	Academ ic Account ability Commit tee, Develop	Yes	2	07/01/2 019	06/30/2 021	11

				ment Commit tee					
11	Greg Weston		Trustee/ Member	Real Estate Commit tee	Yes	2	07/01/2 019	06/30/2 020	9
12	Khary Barnes		Vice Chair	Governa nce Commit tee	Yes	1	07/10/2 019	07/10/2 021	6
13	Stephan ie King		Trustee/ Member	Governa nce Commit tee	Yes	1	05/14/2 020	05/14/2 022	11
14	Far da llboudo		Trustee/ Member	Develop ment Commit tee	Yes	1	05/14/2 020	05/14/2 022	11
15	Ross Fromme r		Trustee/ Member	Develop ment Commit tee	Yes	1	07/10/2 019	07/10/2 021	11

**1c. Are there more than 15 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	15
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	15

## 3. Number of Board meetings held during 2020-2021

14

## 4. Number of Board meetings scheduled for 2021-2022

11

Thank you.

## Entry 8 Board Meeting Minutes

**Incomplete** Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

## Entry 9 Enrollment & Retention

Completed Aug 2 2021

### Instructions for submitting Enrollment and Retention Efforts

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

## Entry 9 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	Democracy Prep Harlem Charter School is open to any child who is eligible under the laws of the State of New York for admission to a public school, and the school ensures compliance with all applicable anti discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the	Harlem Prep Charter School will begin to advertise open registration in October each year,

<p>Economically Disadvantaged</p>	<p>New York Education Law, governing admission to a charter school. DPHCS used various outreach efforts in 2020-21 to attract and retain students who are at risk of academic failure and will continue to adopt and implement new measures designed to retain such students in 2021-22 and beyond. Specifically, we contact guidance counselors in elementary, middle and high schools in Community School District 5 and 3 in order to identify high needs students who could naturally feed into Democracy Prep Harlem Charter School. We also depend on analytical tools to inform recruitment decisions. With support from network resources, Democracy Prep Harlem is informed on the neighborhood demographic trends, application to acceptance conversion rates, and previous year's retention rates. This equips canvassers with more targeted walk lists and recruitment strategies.</p>	<p>and conducts Open Houses beginning in January. Interested families will meet with staff and review the expectations of the school. Canvassing staff will visit, with permission, local elementary schools, after school programs, and youth centers, organize numerous open houses, attend school enrollment fairs, canvass neighborhoods door to door to further reach interested families, mail applications to every eligible family in Harlem, and post flyers and notices in local newspapers, supermarkets, and community centers. 2021-22 in person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>
<p>English Language Learners</p>	<p>DPHCS contacts MLL instructors, coordinators, managers, and leaders in the elementary, middle, and high schools in Community School District 5 and 3 in order to identify high needs students who could naturally feed into Democracy Prep Harlem Charter School. The school 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</p>	<p>DPHCS will provide translation services, if necessary, for all promotional materials (e.g., billboards, public transportation advertisements, and canvassing fliers) and any person to person interaction requiring English translation. The school will continue to directly mail applications to all students in Upper Manhattan and the Bronx and canvass each housing development in Upper Manhattan</p>

	<p>applications at each door irrespective of whether a school aged student resides in that apartment. Native Spanish speakers, and in some cases French speakers, accompany canvassing efforts to ensure that Spanish speaking and Francophone families are not precluded from applying. Most printed material also includes a Spanish version.</p>	<p>in order to drop off enrollment applications at each door, particularly in areas where a language other than English is primarily spoken. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>
<p>Students with Disabilities</p>	<p>DPHCS contacts special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 5 and 3 in order to identify high needs students who could naturally feed into Democracy Prep Harlem Charter School. DPHCS does not collect SPED or MLL data during the application phase. Instead, we use community engagement works in tandem with data metrics. Through programming such as DP Hearts Harlem and summer family ice cream socials, our school is able to establish a footprint in the community we serve and develop meaningful relationships with families by providing opportunities for them to meet principals and staff members in person to discuss DPHCS's special education services.</p>	<p>DPHCS strongly encourages a diverse community of students and families and does not discriminate against or limit the admission of any student on any unlawful basis including on the basis of disability. DPHCS will continue to contact special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 5 and 3 in order to identify high needs students who could naturally feed into Democracy Prep Harlem Charter School. DPHCS was founded with the intent of recruiting and serving an equal or higher proportion of students with disabilities than the surrounding district and will continue to make a specific effort to recruit into the lottery applicant pool at least 20% of students who have disabilities. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Learning Support for DPHCS scholars comes through multiple means, including: clear, engaging, high quality lessons in the classroom with low student to teacher ratios; increased learning time relative to schools in the surrounding district; pull out and push in instruction by DPHCS's Academic Collaboration Team (ACT) members and related services such as counseling, speech, and occupational and physical therapy for students who require it; and after school and Saturday program tutoring for students who require additional individual and small group attention, as determined by assessment data regardless of Special Education or multilingual learner classification.</p>	<p>DPHCS's instructional model will continue to incorporate supports for all students struggling academically. All students falling substantially below grade level in reading and math regardless of classification will receive increased attention through small group instruction, individual tutoring, and other intensive academic supports designed to accelerate their academic growth. DPHCS also will provide appropriate accommodations to all students progressing through the initial evaluation process prior to confirmation that the student is eligible for special education and related services.</p>
English Language Learners	<p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of MLL students to ensure scholars are supported to meet their goals. Teachers meet with scholars' families at the end of each trimester to monitor the progress towards their language development goals alongside the overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of</p>	<p>The ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The NYSITELL test will be used to identify students who qualify for our Sheltered English Instruction program for multilingual learners.</p>



	<p>classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative GPA, AT scores, and attendance rates.</p>	
<p>Students with Disabilities</p>	<p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of IEP students to ensure scholars are supported to meet their goals. Outside of IEP evaluations, teachers meet with scholars' families at the mid and end points of each trimester to monitor the progress towards their IEP goals alongside overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative GPA, AT scores, and attendance rates.</p>	<p>The ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The upfront and transparent communication will allow for a richer academic dialogue around growth to better support the retention of our highest need students.</p>

## Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

### Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### **CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

### Instructions

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Completed** Sep 10 2021

### Instructions for submitting School Calendar

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **Annual Report Submission - School Calendar - 2021-2022**

**Filename:** Annual Report Submission School C Q4oEiHl.pdf **Size:** 285.9 kB

# Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

## Instructions

### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## Form for Entry 14 Links to Critical Documents on School Website

School Name: **Democracy Preparatory Harlem Charter School**

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="http://dphms.democracyprep.org/resources/">http://dphms.democracyprep.org/resources/</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="http://dphms.democracyprep.org/resources/">http://dphms.democracyprep.org/resources/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="http://dpchs.democracyprep.org/board-of-directors/">http://dpchs.democracyprep.org/board-of-directors/</a>
3. Link to NYS School Report Card	<a href="http://dphms.democracyprep.org/resources/">http://dphms.democracyprep.org/resources/</a>
4. Lottery Notice announcing date of lottery	<a href="https://democracyprep.org/enroll/">https://democracyprep.org/enroll/</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="http://dphms.democracyprep.org/resources/">http://dphms.democracyprep.org/resources/</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="http://dphms.democracyprep.org/resources/">http://dphms.democracyprep.org/resources/</a>
7. Authorizer-Approved FOIL Policy	<a href="http://dphms.democracyprep.org/resources/">http://dphms.democracyprep.org/resources/</a>
8. Subject matter list of FOIL records	<a href="http://dphms.democracyprep.org/resources/">http://dphms.democracyprep.org/resources/</a>

**Thank you.**



## **Entry 15 Staff Roster**

**Incomplete** Hidden from applicant

### **INSTRUCTIONS**

#### **Required of Regents-Authorized Charter Schools ONLY**

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher teaching outside of their certification area.



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	Democracy Prep Harlem Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Valerie Martinez
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-
<b><u>OTHER ASSETS</u></b>	-	-
<b>TOTAL ASSETS</b>	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
<b>TOTAL LONG-TERM LIABILITIES</b>	-	-
<b>TOTAL LIABILITIES</b>	-	-
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-

CK - Should be zero

-

-

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**

**Statement of Activities**

**as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 18,201,299	\$ -	\$ 18,201,299	\$ 17,150,429
Students with disabilities	2,709,319	-	2,709,319	1,676,154
Grants and Contracts				
State and local	56,115	-	56,115	89,793
Federal - Title and IDEA	1,481,416	-	1,481,416	871,319
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>22,448,149</b>	<b>-</b>	<b>22,448,149</b>	<b>19,787,695</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 11,122,958	\$ -	\$ 11,122,958	\$ 11,433,694
Special Education	3,015,194	-	3,015,194	3,021,486
Other Programs	-	-	-	-
Total Program Services	14,138,152	-	14,138,152	14,455,180
Management and general	2,240,543	-	2,240,543	1,673,511
Fundraising	133,160	-	133,160	117,762
<b>TOTAL OPERATING EXPENSES</b>	<b>16,511,855</b>	<b>-</b>	<b>16,511,855</b>	<b>16,246,453</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>5,936,294</b>	<b>-</b>	<b>5,936,294</b>	<b>3,541,242</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 709	\$ 7,034	\$ 7,743	\$ 5,477
Individuals	-	-	-	1,103
Corporations	-	-	-	-
Fundraising	-	-	-	537
Interest income	-	-	-	1,350
Miscellaneous income	5,409	-	5,409	42,113
Net assets released from restriction	7,034	(7,034)	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>13,152</b>	<b>-</b>	<b>13,152</b>	<b>50,580</b>
<b>CHANGE IN NET ASSETS</b>	<b>5,949,446</b>	<b>-</b>	<b>5,949,446</b>	<b>3,591,822</b>
NET ASSETS BEGINNING OF YEAR	7,994,041	15,190	8,009,231	4,417,409
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 13,943,487</b>	<b>\$ 15,190</b>	<b>\$ 13,958,677</b>	<b>\$ 8,009,231</b>

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**

**Statement of Cash Flows**

**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	-	-
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ -</b>	<b>\$ -</b>
Cash at beginning of year	-	-
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ -</b>	<b>\$ -</b>



**DEMOCRACY PREP HARLEM CHARTER SCHOOL**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 27, 2021

By Claire Chaney

2005 Madison Ave., New York, NY 10035

207 W. 133rd St., New York, NY 10030

212 W. 120th St., New York, NY 10027

646-206-2179 / 212-281-1248 / 212-932-7791

**DEMOCRACY PREP  
HARLEM ELEMENTARY**



**DEMOCRACY PREP  
HARLEM MIDDLE**



**DEMOCRACY PREP  
HARLEM HIGH**





## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Chrissann Campbell (Data Support Associate) and Claire Chaney (Director of Grants Management and Student Information Systems) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Robert North	Board Chair	Executive Committee
Roger Berg	Secretary	Executive Committee and Academic Accountability Committee
Brian Berger	Treasurer	Executive Committee, Finance and Audit Committee, and Community and Family Communications Committee
Brittany Mullings	Trustee	Community and Family Communications Committee
Jake Foley	Trustee	Not assigned to any committees as of July 28th, 2021
Sean Windsor	Trustee	Finance and Audit Committee
Alastair Wood	Trustee	Academic Accountability Committee and Governance Committee
Josh Pristaw	Vice Chair	Executive Committee and Real Estate Committee
Doug Snyder	Vice Chair	Executive Committee
Kenneth J. Weiller	Trustee	Academic Accountability Committee and Development Committee
Greg Weston	Trustee	Real Estate Committee
Khary Barnes	Vice Chair	Executive Committee and Governance Committee
Stephanie King	Trustee	Governance Committee
Farida Ilboudo	Trustee	Development Committee
Ross Frommer	Trustee	Development Committee

Chelsey Palmer will be serving as the elementary school principal in the 2021-2022 school year. This is her first year as principal at Democracy Prep Harlem Elementary School. She has served as an Assistant Principal at the school for the past three years.

Josef Robinson has served as the middle school principal since the 2019-20 school year.

Katelyn Derry has served as the high school principal since the beginning of the 2020-21 school year.

## SCHOOL OVERVIEW

The mission of Democracy Prep Harlem Charter School (DPH) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. The Democracy Prep Harlem academic program maintains core components of Democracy Prep Public Schools' (DPPS) rigorous elementary, middle, and high school instructional model and school culture across all grades.

Democracy Prep Harlem joined the Democracy Prep Public Schools network at the outset of the 2014-15 school year. Based on early evidence of the school's improvement under new management and on Democracy Prep Harlem's track record of successfully turning around underperforming schools, Democracy Prep Harlem earned a full five-year renewal term from the SUNY Charter Schools Institute in March 2019.

Data from norm-referenced tests or state exams are not available due to 2020 and 2021 COVID-19 related school building closures and cancellations of state exams. Privately and internally developed formative and summative assessments were used to measure students' progress towards the accountability plan goals. Robust assessment data will continue to be gathered into the 2021-22 school year.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	51	69	78	97	0	0	90	107	109	109	81	35	69	895
2017-18	45	57	59	84	78	0	94	102	109	121	89	56	34	928
2018-19	50	60	57	61	88	80	96	102	102	106	115	58	53	1028
2019-20	46	55	58	58	85	91	99	117	114	108	101	94	54	1080
2020-21	38	55	61	68	66	110	128	111	114	121	97	86	88	1143

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	52	1	51
2019-20	2016-17	2016	63	3	60
2020-21	2017-18	2017	82	2	80

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	51	1	52
2019-20	2016-17	2016	60	3	63
2020-21	2017-18	2017	80	2	82

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	46	8	54
2019-20	2015-16	2015	49	1	50
2020-21	2016-17	2016	57	4	61

## PROMOTION POLICY

High school scholars are held to three different promotional criteria: Attendance, coursework, and assessments.

Excessive absences may jeopardize on-time promotion.

### **High School Grade Weighting**

Grades in high school courses are based on classwork and class participation; homework; and tests, projects, and quizzes.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Classwork & Class Participation	30%	30%	20%	20%
Homework	20%	20%	20%	10%
Test, Projects & Quizzes	50%	50%	60%	70%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

*The only exception is science classes at all grade levels.*

- For 9th and 10th in science classes, the 30% for Class Work is split: 20% Class Work and 10% labs.
- For 11th and 12th grade science classes, the 20% for Class Work is split: 10% Class Work and 10% labs.

### Overall Grade Weighting

Category	Percentage of Total EOY Grade
T1 Coursework	21.3%
T1 Exam	5.4%
T2 Coursework	21.3%
T2 Exam	5.4%
T3 Coursework	26.6%
T3 Final Exam/Regents	20%
<b>TOTAL</b>	<b>100%</b>

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

**Graduation Requirements.** In 12<sup>th</sup> grade, all Democracy Prep Harlem High School seniors will submit and present their Senior Civics Culminating Portfolio. This portfolio will consist of:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep Harlem in the ninth grade or earlier).
- Satisfactory transcript, earning minimum of 70% in each class.
- Satisfactory PSAT, SAT, SAT II, and ACT scores.
- Demonstrated mastery in the Senior Civics Seminar.
- Successful completion of Civic Skills and Dispositions.
- 83% or above on the U.S. Citizenship Exam.
- Satisfactory discipline record.
- Minimum two college acceptance letters.
- Senior Change the World Project and Research Paper.

**Course Requirements:**

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and U.S.
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A

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College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

### GOAL 1: HIGH SCHOOL GRADUATION

#### GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Harlem Charter School students will meet requirements for high school graduation.

#### Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

#### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

#### RESULTS AND EVALUATION

The percentages seen in both the 2019 and the 2020 cohorts fell short of this goal. We saw lower than expected percentages of scholars meeting requirements largely due to the challenges that scholars faced in the context of remote instruction. In order to ensure that scholars are on track to meet their goals during this upcoming year, we plan to provide targeted support to scholars who did not earn the required number of credits last year. This support will come both in the form of

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

specific instructional interventions and through increasing the frequency of communication to these scholars' family members in order to ensure that there are strong partnerships between the school and families to comprehensively support scholars in their academic progress.

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	84	52
2020	115	49

#### Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

#### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.**

#### RESULTS AND EVALUATION

Democracy Prep Harlem did not meet this goal within the 2019 cohort, as only 68% of scholars passed at least three Regents exams.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	101	82
2018	2019-20	96	87.5
2019	2020-21	84	68

### ADDITIONAL EVIDENCE

Within the 2017 and 2018 cohorts, the percentage of scholars who passed at least three Regents surpassed the goal of 75%.

#### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document above the graduation goal.

### RESULTS AND EVALUATION

Democracy Prep Harlem did not meet the goal of 75% of scholars graduating in the fourth year cohort. As Democracy Prep encourages all scholars in network schools, including Democracy Prep Harlem, to engage in rigorous coursework and pursue Regents Diplomas with Advanced Distinction, it is not unusual for scholars to take five years to graduate. Democracy Prep Harlem fell 13 percentage points short of the 5-year graduation measure. All scholars, including those with at-risk designations, are exposed to rigorous coursework. In addition, scholars across the Democracy Prep network are required to demonstrate mastery of 13 civics skills and dispositions in addition to New York State requirements in order to graduate. In order to ensure scholars have mastered content across subject areas and are prepared for success in college, 70 percent is the standard passing

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<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

grade at Democracy Prep network schools (with adjustments made during remote instruction), which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools. The impact of COVID-19 related school building closures on the graduation rate is being examined, as is the impact of concerns about the college experience during the pandemic.

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	52	78
2016	2019-20	63	66
2017	2020-21	56	68

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	54	79
2015	2019-20	51	92
2016	2020-21	50	82

#### Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

#### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

#### RESULTS AND EVALUATION

Within the 2015 cohort, the percentage of scholars graduating at Democracy Prep Harlem exceeded the percentage of scholars graduating in the surrounding school district. However, the 2016 and 2017 graduation rates were both lower than the school district's graduation rate in the 2019-2020 school year. Therefore, the school did not meet this goal.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	52	75	901	61
2016	2019-20	63	67	971	74
2017	2020-21	82	68		

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

#### METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

#### RESULTS AND EVALUATION

Democracy Prep Harlem did not have any scholars pursue an alternative graduation pathway in the 2020-21 school year.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overall, we fell short of the specific accountability metrics of focus for Democracy Prep Harlem Charter School. In significant part, this was due to the impacts of the COVID-19 pandemic and the transition to remote instruction, in which many schools, including Democracy Prep Harlem, saw a decrease in instructional outcomes. Our Network Academics Team has created a comprehensive plan to address learning loss across all Democracy Prep Public Schools, including Democracy Prep

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Harlem, which will support our ability to ensure that scholars graduate at rates that allow us to meet our goals in the upcoming year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Did not meet
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not meet
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Did not meet
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not meet
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Did not meet
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

There are several actions that Democracy Prep Harlem will be taking in the upcoming year in order to ensure that we meet our accountability goals next year. In the 2021-2022 school year, Democracy Prep Harlem Charter School will be focusing on the instructional strategy of learning acceleration to respond to the COVID-19 pandemic. We have added additional time to our tutoring blocks each day to make this learning acceleration as effective as possible. It will also be paired with intersession dates to support scholars who need it the most. The learning acceleration approach focuses on strategic, targeted instruction of the most important skills from previous grade levels, rather than a generalized response to shifting to lower rigor material when scholars have some unfinished learning. Leading the way in this work will be Learning Intervention Coaches at each of Democracy Prep Harlem Charter School's campuses. These campuses will work with the Democracy Prep Public Schools Academics team to support and train school-based staff members in strong

execution of learning acceleration, including just-in-time supports and data analysis. This will allow us to respond urgently to the learning loss that has occurred as a result of the COVID-19 pandemic.

Additionally, we will continue to regularly communicate with families in order to create strong partnerships that support scholar graduation rates. The COVID-19 pandemic taught us the importance of ensuring strong partnerships between parents and families in support of scholar outcomes. By keeping families informed about academic progress, we will be able to create comprehensive supports for scholars that enable all stakeholders to work together to ensure that scholars are on track.

Finally, Democracy Prep Harlem Charter School and the Democracy Prep Public Schools charter management organization are continuing to refine remote instructional practices and materials in the event that we need to transition to remote learning in the future. The network and the school have made significant investments in technology, including hardware as well as ed tech software, to ensure rigorous, grade-level instruction, the engagement of all scholars, and on-time promotion and graduation.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Democracy Prep Harlem Charter School will prepare students for success in college.

Using an iterative process inspired by experiences of Democracy Prep Public Schools alumni who have transitioned into college each year and the lessons we learn by supporting them, the College Access and Success Team develops a comprehensive 12th grade curriculum to cover essential elements of being a successful college student.

During the final trimester of senior year, members of the Alumni Relations team conduct 10 seminars with seniors in network schools, including Democracy Prep Harlem, covering topics such as Decision Making, Budgeting and Understanding the College Classroom. Through the delivery of this curriculum, we have critical conversations about how to navigate the challenges DPPS alumni typically encounter as they transition to college.

## Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

## METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

## RESULTS AND EVALUATION

Democracy Prep Harlem has met this College Preparation goal. 96 percent of graduates met the goal of earning a Regents Diploma with Advanced designation.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	56	54	96
Overall	56	54	96

### **Goal 2: Absolute Measure**

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

### **Goal 2: Comparative Measure**

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

### **Goal 2: Absolute Measure**

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

## **METHOD**

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## **RESULTS AND EVALUATION**

Data validated by the National Student Clearinghouse will not be available until Fall of 2021. Therefore, the data seen so far for the cohort that graduated in 2021 has been gathered through information from the Common App and through surveys with scholars. However, in both the 2015 and 2016 cohorts, the matriculation rate surpassed the goal of 75% by significant margins.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	41	39	95
2016	2019-20	42	42	100
2017	2020-21	TBD	TBD	TBD

### ADDITIONAL EVIDENCE

In prior years, Democracy Prep Harlem exceeded the college matriculation measure, with 95 to 100 percent of graduates matriculating to college in the year after graduating from high school, even as the graduating class grew in number of students.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Democracy Prep Harlem achieved the applicable college and career readiness measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD (met in previous years)

### ACTION PLAN

Increased support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Democracy Prep Harlem's 2021 graduates, particularly in the form of robust communication regarding student wellness and college matriculation and financial aid options. The network is providing microgrants at an increased rate due to widespread economic hardship experienced in the communities served by Democracy Prep schools during the COVID-19 pandemic.



## GOAL 3: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

Democracy Prep Harlem Charter School students will demonstrate proficiency in English Language Arts.

#### BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Democracy Prep Harlem provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at Democracy Prep Harlem are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Middle School and High School take exams at the Trimester level and are assessed on a unit basis throughout the year.

Prior to COVID-19 related school building closures, Democracy Prep Public Schools selected a new ELA curriculum in order to ensure the most effective available curricular materials are being used in network schools, including Democracy Prep Harlem. During remote instruction, many scholars completed more reading and writing assignments independently than in a typical year. However, consistent individual support provided by the Scholar Support and Academic Collaboration Team was provided to scholars that might normally participate in small group in-person instruction.

#### METHOD

Democracy Prep Harlem used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. While a passing rate of 70 is typically used as the benchmark for proficiency, a score of 60 indicated a passing grade in the 2020-2021 school year due to the transition to remote instruction and the circumstances of the COVID-19 pandemic.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Proficiency score of 70% was used to indicate mastery (while a score of 60% indicated a passing grade).

### RESULTS AND EVALUATION

As seen in the table below, the percentage of scholars who reached proficiency benchmarks within each grade level ranged from 26% to 80%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	31%	38%	38%
4	36%	17%	24%
5	26%	18%	24%
6	69%		
7	69%		
8	60%		39%
9	44%	33%	55%
10	49%	45%	62%
11	72%	80%	56%
12	80%	100%	55%

### ADDITIONAL CONTEXT AND EVIDENCE

Democracy Prep Harlem will collect baseline data during the fall of the 2021-22 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations.

### SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The following percentages of scholars meeting proficiency benchmarks were seen within each grade:

- 3rd Grade - 31%
- 4th Grade - 36%
- 5th Grade - 26%
- 6th Grade - 69%

- 7th Grade - 69%
- 8th Grade - 60%

The school must continue to work to increase proficiency among sub-groups such as English Language Learners and students with disabilities, particularly in grades 4, 5, and 8.

### ACTION PLAN

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

#### RESULTS AND EVALUATION

The school met the goal of at least 65 percent of the fourth year accountability cohort scoring at least 4 on the Regents English Common Core Exam, with 10 scholars not earning a valid score by the fourth year.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	41	79
2016	2019-20	63	1	42	68
2017	2020-21	82	10	50	69

### ADDITIONAL EVIDENCE

Notably, the 2017 accountability cohort met the goal of at least 65 percent scoring at least 4 on the Regents English Common Core Exam despite the cancellation of multiple state exams during their time in high school due to the COVID-19 pandemic.

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	50	88	9	70	82	10	73
2018	N/A	N/A	96	84	88	92	83	90
2019			N/A	N/A	N/A	84	30	N/A
2020					N/A	N/A	N/A	N/A

### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

<sup>2</sup> Based on the highest score for each student on the English Regents exam

**METHOD**

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.**

**RESULTS AND EVALUATION**

Democracy Prep Harlem met the goal of at least 80 percent of scholars in the 2017 cohort achieving a level 3 on the English Language Arts Regents Exam. The school exceeded the goal by 14 percentage points, even though the fourth year cohort only had 3.5 years in which to take the exam.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	51	98
2016	2019-20	63	1	57	92
2017	2020-21	82	10	72	94

**ADDITIONAL EVIDENCE**

The 2018 cohort has already met this goal in three years despite only having 2.5 years in which to take the English Regents exam.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	73	88	9	93	82	10	95
2018	N/A	N/A	96	84	88	92	83	90
2019			N/A	N/A	N/A	84	30	N/A
2020						N/A	N/A	N/A

#### Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

The school did not meet the goal of at least 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. However, the fifth year cohort exceeded this goal, even though the cohort only had 4.5 years in which to earn a valid exam score.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	35	0	29	83
2016	2019-20	25	1	13	52
2017	2020-21	36	8	12	43

**Goal 3: Growth Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

**METHOD**

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

**RESULTS AND EVALUATION**

Democracy Prep Harlem met the goal of at least 75 percent of scholars in the 2017 cohort achieving a level 3 on the English Language Arts Regents Exam. In fact, virtually all scholars were at least partially proficient by their fourth year even though the cohort only had 3.5 years in which to earn a valid exam score.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	35	0	35	100
2016	2019-20	25	1	24	99
2017	2020-21	36	8	27	96

**SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL**

Democracy Prep Harlem met 3 out of 4 of the measures in the High School English Language Arts Goal applicable to the 2020-21 school year, including achieving fourth year measures within 3.5 years.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school 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)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam 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)) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

### ACTION PLAN

The Democracy Prep Public Schools network will be continuing to use the new English Language Arts curriculum that we implemented in 2020-2021 as well as continuing to incorporate professional development provided by KIPP Wheatley into the PD program. In addition, baseline

student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts of 2021 school building closures on student achievement.

## GOAL 4: MATHEMATICS

### ELEMENTARY MATHEMATICS

#### Goal 4: Mathematics

##### BACKGROUND

The Math curriculum at Democracy Prep Harlem is designed to ensure that students master the Common Core State Standards, including the standards for Mathematical Practice. Scholars receive a CCSS-aligned curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year.

##### METHOD

Democracy Prep Harlem used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. While a passing rate of 70 is typically used as the benchmark for proficiency, a score of 60 indicated a passing grade in the 2020-2021 school year due to the transition to remote instruction and the circumstances of the COVID-19 pandemic.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Proficiency score of 70% was used to indicate mastery (while a score of 60% indicated a passing grade)

##### RESULTS AND EVALUATION

As seen in the table below, the percentage of scholars who met proficiency benchmarks within each grade ranged from 26% to 80%.

Grades	Percentage of Students Meeting 70% in	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Overall Grades		
3	26%	25%	17%
4	40%	17%	29%
5	29%	18%	16%
6	53%	22%	35%
7	71%	40%	36%
8	77%	50%	50%
9	63%	83%	55%
10	64%	67%	44%
11	72%	67%	65%
12	80%	100%	58%

### ADDITIONAL EVIDENCE

The percentage of scholars meeting proficiency benchmarks in mathematics in 12th grade was particularly high, with 80% of scholars in 12th grade reaching 70% in overall grades. Additionally, within 12th grade, 100% of scholars who are English Language Learners met the 70% proficiency mark.

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The following percentages of scholars reached proficiency benchmarks across the elementary and middle school grades:

- 3rd Grade: 26%
- 4th Grade: 40%
- 5th Grade: 29%
- 6th Grade: 53%
- 7th Grade: 71%
- 8th Grade: 77%

Typically, the percentage of scholars reaching proficiency benchmarks was higher in middle school grades. Proficiency rates under 50 percent in grades 3-5 must be addressed.

## ACTION PLAN

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**

### RESULTS AND EVALUATION

The school did not meet the goal of at least 65 percent of the fourth year accountability cohort scoring at least a 4 on a Regents Exam in Mathematics by their fourth year.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	34	65
2016	2019-20	63	0	43	68
2017	2020-21	82	7	24	32

#### ADDITIONAL EVIDENCE

The percentage of scholars who scored at a Level 4 among students with valid scores exceeded 65% within both the 2015 and 2016 cohorts.

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	26	88	8	39	82	7	37
2018	95	22	96	17	40	92	17	40
2019			82	51	72	84	53	70
2020						115	68	

#### Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.**

### RESULTS AND EVALUATION

The school exceeded the goal of at least 80 percent of the fourth year accountability cohort earning at least a level 3 on a Regents exam in Mathematics by their fourth year. The school exceeded this goal by 16 percentage points even though this year’s fourth year accountability cohort had only 3.5 years in which to earn a valid score.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	51	98
2016	2019-20	63	0	60	95
2017	2020-21	82	7	72	96

### ADDITIONAL EVIDENCE

The 2018 cohort has already exceeded the goal with only 2.5 years in which to earn a valid score, and the 2019 cohort has already exceeded the goal with only 1.5 years in which to earn a valid score.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	87	88	8	97	82	7	96
2018	95	75	96	17	94	92	17	96
2019			82	51	84	84	53	85
2020						115	68	

#### Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

The school did not meet this goal.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	35	0	15	43
2016	2019-20	22	0	10	53
2017	2020-21	49	10	7	19

### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.



RESULTS AND EVALUATION

The school met this goal, exceeding the measure by 24 percentage points even though scholars in their fourth year had only 3.5 years in which to earn a valid Regents exam score in Mathematics. Within 3.5 years, 99 percent of scholars in the 2017 accountability cohort were at least partially proficient as measured by a Regents exam in Mathematics.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>3</sup>

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	35	0	26	74
2016	2019-20	22	0	22	100
2017	2020-21	49	10	39	99

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school achieved 2 out of the 4 measures within the high school mathematics goal, including achieving multiple fourth year measures within 3.5 years.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

<sup>3</sup> Based on the highest score for each student on the mathematics Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

### ACTION PLAN

The Democracy Prep Public Schools network has selected a new mathematics curriculum in 2020-21 and has incorporated professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts the school building closures that occurred in the 2019-2020 and 2020-2021 school years on student achievement.

## GOAL 5: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 5: Science

Democracy Prep Harlem Charter School students will demonstrate proficiency in science.

#### BACKGROUND

The Science curriculum at Democracy Prep Harlem is based on the Next Generation Science Standards and is designed to give scholars hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at Democracy Prep Harlem put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on the CCSS Reading Informational text standards to

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

### METHOD

Democracy Prep Harlem used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The rate of 70 percent was used as the benchmark for proficiency and mastery of standards (while a rate of 60 indicated a passing grade due to the COVID-19 pandemic context).

### RESULTS AND EVALUATION

The percentage of scholars who met 70% in overall grades within each grade level ranged from 39% to 77%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	39%	25%	42%
4	49%	33%	41%
5	41%	27%	29%
6	65%	33%	38%
7	77%	80%	55%
8	72%	50%	39%
9	43%	22%	42%
10	58%	50%	59%
11	63%	44%	65%
12	64%	100%	33%

### ADDITIONAL CONTEXT AND EVIDENCE

The percentage of ELL scholars in 12th grade who met 70% in overall grades was 100%.

### SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Proficiency levels for grades 3 through 8 can be seen below:

- 3rd Grade - 39%
- 4th Grade - 49%
- 5th Grade - 41%
- 6th Grade - 65%
- 7th Grade - 77%
- 8th Grade - 72%

Gaps in performance between the overall population and targeted subgroups must be addressed throughout grades 3-8.

### ACTION PLAN

Professional development in the upcoming school year will place an even greater emphasis on supporting scholars with Individualized Education Plans and English Language Learner designations.

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars who had taken the exam by their fourth year passing with a score of at least 65 on a Regents exam in Science. In fact, the school exceeded the goal by 17 percentage points, even though scholars in the fourth year cohort only had 3.5 years in which to earn a valid score for this fourth year measure.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	51	98
2016	2019-20	63	2	59	97
2017	2020-21	82	8	70	92

### ADDITIONAL EVIDENCE

Democracy Prep Harlem’s 2018 and 2019 cohorts have already met this fourth year measure, even though the 2018 cohort has only had 2.5 years in which to earn a valid score on a Regents exam in Science, and the 2019 cohort has only had 1.5 years in which to earn a valid score.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	86	88	9	95	82	8	95
2018	95	80	96	14	93	92	13	93
2019			82	66	84	84	63	85
2020						N/A	N/A	N/A

<sup>4</sup> Based on the highest score for each student on any science Regents exam

### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Democracy Prep Harlem Charter School students will demonstrate proficiency in social studies and civics.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

## METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

## RESULTS

The percentage of students passing with a valid score within the 2017 cohort is N/A, because a high number of students did not take the assessment.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	47	90%
2016	2019-20	63	15	43	90%
2017	2020-21	82	67	3	N/A

#### EVALUATION

While the number of scholars within the 2017 cohort who took the exam was too low to make a determination regarding whether or not the goal was met, within the 2015 and 2016 cohorts, the percentage of scholars who passed with a valid score exceeded the goal by significant margins (15%).

#### ADDITIONAL EVIDENCE

Scholars in their second and third year in 2020-21 have not yet taken the U.S. History Regents Exam.

### U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	N/A	N/A	88	68	81	82	67	82
2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A	N/A	N/A
2020						N/A	N/A	N/A

#### Goal 6: Comparative Measure

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

The school surpassed this goal, with 94% of scholars in the 2017 cohort achieving a passing score.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	50	96
2016	2019-20	63	1	57	92
2017	2020-21	82	10	68	94

### EVALUATION

Within the 2015, 2016, and 2017 cohorts, Democracy Prep Harlem Charter School has surpassed this goal.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Within the 2018 cohort, the percentage passing including exempted is already 92%, even though scholars have only had 2.5 years in which to earn a valid score on the exam.

#### Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	70	88	10	94	82	10	95
2018	N/A	N/A	96	84	87	92	85	92
2019			N/A	N/A	N/A	N/A	N/A	N/A
2020						N/A	N/A	N/A

#### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

### RESULTS AND EVALUATION

Democracy Prep Harlem achieved “Good Standing” status for the 2018-19 school year, consistently meeting the absolute measure under the state’s accountability system. The accountability status remained unchanged for the 2019-20 and 2020-2021 school years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	Democracy Prep Harlem Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Valerie Martinez
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-
<b><u>OTHER ASSETS</u></b>	-	-
<b>TOTAL ASSETS</b>	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
<b>TOTAL LONG-TERM LIABILITIES</b>	-	-
<b>TOTAL LIABILITIES</b>	-	-
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-

CK - Should be zero

-

-

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**

**Statement of Activities**

**as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 18,201,299	\$ -	\$ 18,201,299	\$ 17,150,429
Students with disabilities	2,709,319	-	2,709,319	1,676,154
Grants and Contracts				
State and local	56,115	-	56,115	89,793
Federal - Title and IDEA	1,481,416	-	1,481,416	871,319
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>22,448,149</b>	<b>-</b>	<b>22,448,149</b>	<b>19,787,695</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 11,122,958	\$ -	\$ 11,122,958	\$ 11,433,694
Special Education	3,015,194	-	3,015,194	3,021,486
Other Programs	-	-	-	-
Total Program Services	14,138,152	-	14,138,152	14,455,180
Management and general	2,240,543	-	2,240,543	1,673,511
Fundraising	133,160	-	133,160	117,762
<b>TOTAL OPERATING EXPENSES</b>	<b>16,511,855</b>	<b>-</b>	<b>16,511,855</b>	<b>16,246,453</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>5,936,294</b>	<b>-</b>	<b>5,936,294</b>	<b>3,541,242</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 709	\$ 7,034	\$ 7,743	\$ 5,477
Individuals	-	-	-	1,103
Corporations	-	-	-	-
Fundraising	-	-	-	537
Interest income	-	-	-	1,350
Miscellaneous income	5,409	-	5,409	42,113
Net assets released from restriction	7,034	(7,034)	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>13,152</b>	<b>-</b>	<b>13,152</b>	<b>50,580</b>
<b>CHANGE IN NET ASSETS</b>	<b>5,949,446</b>	<b>-</b>	<b>5,949,446</b>	<b>3,591,822</b>
NET ASSETS BEGINNING OF YEAR	7,994,041	15,190	8,009,231	4,417,409
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 13,943,487</b>	<b>\$ 15,190</b>	<b>\$ 13,958,677</b>	<b>\$ 8,009,231</b>

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**

**Statement of Cash Flows**

**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	-	-
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ -</b>	<b>\$ -</b>
Cash at beginning of year	-	-
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ -</b>	<b>\$ -</b>

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21					2019-20			
		Program Services					Supporting Services			
		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	
Administrative Staff Personnel	22.00	767,296	219,227	-	986,523	-	1,240,082	1,240,082	2,226,605	1,731,895
Instructional Personnel	106.00	5,441,846	1,510,437	-	6,952,283	-	-	-	6,952,283	7,038,423
Non-Instructional Personnel	6.00	123,567	34,297	-	157,864	-	-	-	157,864	119,535
Total Salaries and Staff	134.00	6,332,709	1,763,961	-	8,096,670	-	1,240,082	1,240,082	9,336,752	8,889,853
Fringe Benefits & Payroll Taxes		950,115	264,652	-	1,214,767	-	186,052	186,052	1,400,819	1,621,592
Retirement		230,497	64,204	-	294,701	-	45,136	45,136	339,837	311,116
Management Company Fees		1,731,084	399,481	-	2,130,565	133,160	399,481	532,641	2,663,206	2,355,232
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	29,259	29,259	29,259	31,750
Other Purchased / Professional / Consulting Services		2,856	793	-	3,649	-	46,147	46,147	49,796	28,270
Building and Land Rent / Lease / Facility Finance Interest		286,992	79,941	-	366,933	-	56,199	56,199	423,132	563,543
Repairs & Maintenance		250,573	69,796	-	320,369	-	49,068	49,068	369,437	197,649
Insurance		58,943	16,419	-	75,362	-	11,542	11,542	86,904	111,368
Utilities		45,310	12,621	-	57,931	-	8,873	8,873	66,804	43,716
Supplies / Materials		234,673	65,136	-	299,809	-	-	-	299,809	228,992
Equipment / Furnishings		20,981	5,844	-	26,825	-	4,108	4,108	30,933	84,500
Staff Development		19,114	5,324	-	24,438	-	3,743	3,743	28,181	61,868
Marketing / Recruitment		43,313	12,031	-	55,344	-	1,867	1,867	57,211	56,146
Technology		306,690	85,428	-	392,118	-	60,057	60,057	452,175	189,969
Food Service		-	-	-	-	-	-	-	-	-
Student Services		103,891	28,836	-	132,727	-	-	-	132,727	391,296
Office Expense		118,000	32,869	-	150,869	-	23,107	23,107	173,976	647,337
Depreciation		328,222	91,425	-	419,647	-	64,273	64,273	483,920	345,801
OTHER		58,995	16,433	-	75,428	-	11,549	11,549	86,977	86,455
Total Expenses		\$ 11,122,958	\$ 3,015,194	\$ -	\$ 14,138,152	\$ 133,160	\$ 2,240,543	\$ 2,373,703	\$ 16,511,855	\$ 16,246,453



**GENERAL INSTRUCTIONS FOR  
ANNUAL BUDGET/QUARTERLY REPORT**

**TEMPLATE TABS**




**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

**2- BLUE tabs require input of information**

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

**CELL COLORS & GUIDANCE COMMENTS**

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.



**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



**ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

**Democracy Prep Harlem Charter School**

**SCHOOL**

<b>Name:</b>	Democracy Prep Harlem Charter School
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**CONTACT INFORMATION**

<b>Contact Name:</b>	Valerie Martinez
<b>Contact Title:</b>	Chief Financial Officer
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

**REPORT PERIOD**

<b>Current Academic Year:</b>	2021-22
<b>Prior Academic Year:</b>	2020-21

DEMOCRACY PREP HARLEM CHARTER SCHOOL  
2021-22

ENROLLMENT BY GRADES

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	60	58	64	64	85	110	110	100	100	110	80	75
TOTAL ENROLLMENT = 1076												

ENROLLMENT BY DISTRICT

PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
3	1076	0	1	0	1	0	1	0	0	0	0	0
1134	1076	0	1076	0	1076	0	1076	0	0	0	0	0

\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

ANNUAL BUDGET  
ENROLLMENT BY QUARTER

PRIOR YEAR 2020-21	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1128	1076	1076	1076	1076	1076	1076	1076	1076				
2												
4												

- PRIOR YEAR**  
2020-21
- DISTRICT NAME(S)**
- PRIMARY District NYC CHANCELLOR'S OFFICE
  - SECONDARY District MT VERNON SCHOOL DISTRICT
  - Other District 3 YONKERS CITY SD
  - Other District 4 (Select from drop-down list) →

PRIMARY/OTHER	DISTRICT NAME(S)	PRIOR YEAR 2020-21 Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER												ACTUAL ENROLLMENT BY QUARTER				
			QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	





**DEMOCRACY PREP HARLEM CHARTER SCHOOL  
2021-22**

**STAFFING PLAN FULL-TIME EQUIVALENT ( FTE )**

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ANNUAL QUARTERLY FTE				Description of Assumptions				
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		Actual	Actual	Actual	Actual
Executive Management	8.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0									Principal, Assistant Principal,
Instructional Management	2.0	10.7	10.7	10.7	10.7	10.7	10.7	10.7	10.7									DREEM Coach, Director of School Solutions, Curriculum Specialist
CFO / Director of Finance	4.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									Director of Operations, Building Manager, Operations Manager, Senior Director of Operations
Operational / Business Manager		3.4	3.4	3.4	3.4	3.4	3.4	3.4	3.4									Operations Coordinator, Receptionist, Administrative Manager
Administrative Staff	8.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0									
TOTAL ADMINISTRATIVE STAFF	22.0	25.2	0.0	25.2	0.0	25.2	0.0	25.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK.  
If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

\*NOTE: Each quarter, the actual FTE should be input.

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ANNUAL QUARTERLY FTE				Description of Assumptions				
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		Actual	Actual	Actual	Actual
Teachers - Regular	76.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0	48.0									
Teachers - SPED	11.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0	19.0									
Substitute Teachers		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									
Teaching Assistants		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									
Specialty Teachers		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									
Aides	8.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									
Therapists & Counselors	11.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0									
Other	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0									
TOTAL INSTRUCTIONAL	106.0	78.0	0.0	78.0	0.0	78.0	0.0	78.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK.  
If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

\*NOTE: Each quarter, the actual FTE should be input.

NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ANNUAL QUARTERLY FTE				Description of Assumptions				
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		Actual	Actual	Actual	Actual
Nurse		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									
Librarian		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									
Custodian	3.0	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2									
Security		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0									
Other	3.0	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5									
TOTAL NON-INSTRUCTIONAL	6.0	3.6	0.0	3.6	0.0	3.6	0.0	3.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	ACT Manager, Lighting Specialist, Facilities Associate,
TOTAL PERSONNEL SERVICE FTE	134.0	106.8	0.0	106.8	0.0	106.8	0.0	106.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK.  
If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

\*NOTE: Each quarter, the actual FTE should be input.





**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>Total Revenue</b>	21,496,564	6,305,512	-	-	6,305,512	-	-	6,305,512	-	-	6,305,512	-	-
<b>Total Expenses</b>	15,858,801	5,906,082	-	-	5,906,082	-	-	5,906,082	-	-	5,906,082	-	-
<b>Net Income</b>	5,637,763	399,430	-	-	399,430	-	-	399,430	-	-	399,430	-	-
<b>Actual Student Enrollment</b>	1,134	1,076	-	-	1,076	-	-	1,076	-	-	1,076	-	-
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	Avg. No. of Positions	(13,024)	-	-	-	-	-	-	-	-	-	-	-
Executive Management	5.00	844,756	199,125	-	199,125	-	-	199,125	-	-	199,125	-	-
Instructional Management	10.73	214,691	326,932	-	326,932	-	-	326,932	-	-	326,932	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	3.45	278,389	103,236	-	103,236	-	-	103,236	-	-	103,236	-	-
Administrative Staff	6.00	454,063	127,706	-	127,706	-	-	127,706	-	-	127,706	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>25.18</b>	<b>1,778,875</b>	<b>756,999</b>	<b>-</b>	<b>756,999</b>	<b>-</b>	<b>-</b>	<b>756,999</b>	<b>-</b>	<b>-</b>	<b>756,999</b>	<b>-</b>	<b>-</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	48.00	4,552,085	1,287,804	-	1,287,804	-	-	1,287,804	-	-	1,287,804	-	-
Teachers - SPED	19.00	355,864	481,378	-	481,378	-	-	481,378	-	-	481,378	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	3,713	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	7.00	466,157	168,110	-	168,110	-	-	168,110	-	-	168,110	-	-
Other	4.00	653,561	198,315	-	198,315	-	-	198,315	-	-	198,315	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>78.00</b>	<b>6,031,381</b>	<b>2,135,607</b>	<b>-</b>	<b>2,135,607</b>	<b>-</b>	<b>-</b>	<b>2,135,607</b>	<b>-</b>	<b>-</b>	<b>2,135,607</b>	<b>-</b>	<b>-</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	0.15	157,863	3,173	-	3,173	-	-	3,173	-	-	3,173	-	-
Security	-	(2,956)	-	-	-	-	-	-	-	-	-	-	-
Other	3.46	195,137	101,975	-	101,975	-	-	101,975	-	-	101,975	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>3.62</b>	<b>350,044</b>	<b>105,148</b>	<b>-</b>	<b>105,148</b>	<b>-</b>	<b>-</b>	<b>105,148</b>	<b>-</b>	<b>-</b>	<b>105,148</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>106.79</b>	<b>8,160,300</b>	<b>2,997,754</b>	<b>-</b>	<b>2,997,754</b>	<b>-</b>	<b>-</b>	<b>2,997,754</b>	<b>-</b>	<b>-</b>	<b>2,997,754</b>	<b>-</b>	<b>-</b>
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	229,328	-	-	229,328	-	-	229,328	-	-	229,328	-	-
Fringe / Employee Benefits	-	1,115,092	274,931	-	274,931	-	-	274,931	-	-	274,931	-	-
Retirement / Pension	-	524,545	106,200	-	106,200	-	-	106,200	-	-	106,200	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>1,639,637</b>	<b>610,459</b>	<b>-</b>	<b>610,459</b>	<b>-</b>	<b>-</b>	<b>610,459</b>	<b>-</b>	<b>-</b>	<b>610,459</b>	<b>-</b>	<b>-</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>106.79</b>	<b>9,799,937</b>	<b>3,608,213</b>	<b>-</b>	<b>3,608,213</b>	<b>-</b>	<b>-</b>	<b>3,608,213</b>	<b>-</b>	<b>-</b>	<b>3,608,213</b>	<b>-</b>	<b>-</b>
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	69,869	23,051	-	23,051	-	-	23,051	-	-	23,051	-	-
Legal	-	2,667	3,750	-	3,750	-	-	3,750	-	-	3,750	-	-
Management Company Fee	-	2,578,815	756,484	-	756,484	-	-	756,484	-	-	756,484	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	8,846	-	8,846	-	-	8,846	-	-	8,846	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	288,626	125,386	-	125,386	-	-	125,386	-	-	125,386	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>2,939,977</b>	<b>917,517</b>	<b>-</b>	<b>917,517</b>	<b>-</b>	<b>-</b>	<b>917,517</b>	<b>-</b>	<b>-</b>	<b>917,517</b>	<b>-</b>	<b>-</b>

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget
Total Revenue	21,496,564	-	6,305,512	-	6,305,512	-	6,305,512	-
Total Expenses	15,858,801	-	5,906,082	-	5,906,082	-	5,906,082	-
Net Income	5,637,763	-	399,430	-	399,430	-	399,430	-
Actual Student Enrollment	1,134	-	1,076	-	1,076	-	1,076	-
Prior Year Actual 2020-21 Revenue Per Pupil								
<b>SCHOOL OPERATIONS</b>								
Board Expenses	191,752	-	138,940	-	138,940	-	138,940	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	116,115	-	53,150	-	53,150	-	53,150	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	68,450	-	20,268	-	20,268	-	20,268	-
Equipment / Furniture	70,842	-	17,686	-	17,686	-	17,686	-
Telephone	166,454	-	38,378	-	38,378	-	38,378	-
Technology	26,055	-	2,393	-	2,393	-	2,393	-
Student Testing & Assessment	8,887	-	72,866	-	72,866	-	72,866	-
Field Trips	-	-	-	-	-	-	-	-
Transportation (student)	43,316	-	59,928	-	59,928	-	59,928	-
Student Services - other	176,804	-	84,349	-	84,349	-	84,349	-
Office Expense	17,200	-	55,606	-	55,606	-	55,606	-
Staff Development	19,585	-	-	-	-	-	-	-
Staff Recruitment	57,565	-	5,625	-	5,625	-	5,625	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-
School Meals / Lunch	1,763	-	390	-	390	-	390	-
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	62,148	-	22,739	-	22,739	-	22,739	-
Other	1,026,936	-	572,318	-	572,318	-	572,318	-
<b>TOTAL SCHOOL OPERATIONS</b>								
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	82,139	-	57,183	-	57,183	-	57,183	-
Janitorial	303,592	-	128,297	-	128,297	-	128,297	-
Building and Land Rent / Lease / Facility Finance Interest	1,200,369	-	273,005	-	273,005	-	273,005	-
Repairs & Maintenance	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	2,428	-	2,428	-	2,428	-
Utilities	(3,173)	-	3,750	-	3,750	-	3,750	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>								
	1,582,926	-	464,663	-	464,663	-	464,663	-
<b>DEPRECIATION &amp; AMORTIZATION</b>								
	509,025	-	273,326	-	273,326	-	273,326	-
<b>COVID-19 / CONTINGENCY</b>								
	70,045	-	70,045	-	70,045	-	70,045	-
<b>DEFERRED RENT</b>								
<b>TOTAL EXPENSES</b>								
	15,858,801	-	5,906,082	-	5,906,082	-	5,906,082	-
<b>NET INCOME</b>								
	5,637,763	-	399,430	-	399,430	-	399,430	-

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
	Prior Year Actual 2020-21 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	21,496,564	6,305,512	-	-	6,305,512	-	-	6,305,512	-	-	6,305,512	-	-
Total Expenses	15,858,801	5,906,082	-	-	5,906,082	-	-	5,906,082	-	-	5,906,082	-	-
Net Income	5,637,763	399,430	-	-	399,430	-	-	399,430	-	-	399,430	-	-
Actual Student Enrollment	1,134	1,076	-	-	1,076	-	-	1,076	-	-	1,076	-	-
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>													
Number of Districts:	3	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	1,128	1,076	-	-	1,076	-	-	1,076	-	-	1,076	-	-
MT VERNON SCHOOL DISTRICT	2	-	-	-	-	-	-	-	-	-	-	-	-
YONKERS CITY SD	4	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	1,134	1,076	-	-	1,076	-	-	1,076	-	-	1,076	-	-
REVENUE PER PUPIL	18,956	5,860	-	-	5,860	-	-	5,860	-	-	5,860	-	-
EXPENSES PER PUPIL	13,985	5,489	-	-	5,489	-	-	5,489	-	-	5,489	-	-



**DEMOCRACY PREP HARLEM CHARTER SCHOOL**

**Budget / Operating Plan**

2021-22

	Total Year	Variance	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue	25,222,048	25,222,048	-	3,725,484	3,725,484	-	3,725,484
Total Expenses	23,624,328	23,624,328	-	(7,765,527)	(7,765,527)	-	(7,765,527)
Net Income	1,597,720	1,597,720	-	(4,040,043)	(4,040,043)	-	(4,040,043)
Actual Student Enrollment							

**DESCRIPTION OF ASSUMPTIONS**

	Avg. No. of Positions	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
Executive Management	-	-	-	-	(13,024)	(13,024)
Instructional Management	5.00	796,500	796,500	-	48,256	48,256
Deans, Directors & Coordinators	10.73	1,307,728	1,307,728	-	(1,093,037)	(1,093,037)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	3.45	412,944	412,944	-	(134,555)	(134,555)
Administrative Staff	6.00	510,824	510,824	-	(56,761)	(56,761)
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>25.18</b>	<b>3,027,996</b>	<b>3,027,996</b>	<b>-</b>	<b>(1,249,121)</b>	<b>(1,249,121)</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	48.00	5,151,216	5,151,216	-	(599,131)	(599,131)
Teachers - SPED	19.00	1,925,512	1,925,512	-	(1,569,648)	(1,569,648)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	3,713	3,713
Aides	-	-	-	-	-	-
Therapists & Counselors	7.00	672,440	672,440	-	(206,283)	(206,283)
Other	4.00	793,260	793,260	-	(139,699)	(139,699)
<b>TOTAL INSTRUCTIONAL</b>	<b>78.00</b>	<b>8,542,428</b>	<b>8,542,428</b>	<b>-</b>	<b>(2,511,047)</b>	<b>(2,511,047)</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	0.15	12,692	12,692	-	145,171	145,171
Security	-	-	-	-	(2,956)	(2,956)
Other	3.46	407,900	407,900	-	(212,763)	(212,763)
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>3.62</b>	<b>420,592</b>	<b>420,592</b>	<b>-</b>	<b>(70,548)</b>	<b>(70,548)</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>106.79</b>	<b>11,991,016</b>	<b>11,991,016</b>	<b>-</b>	<b>(3,830,716)</b>	<b>(3,830,716)</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		917,312	917,312	-	(917,312)	(917,312)
Fringe / Employee Benefits		1,099,724	1,099,724	-	15,368	15,368
Retirement / Pension		424,800	424,800	-	99,745	99,745
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>2,441,836</b>	<b>2,441,836</b>	<b>-</b>	<b>(802,199)</b>	<b>(802,199)</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>106.79</b>	<b>14,432,852</b>	<b>14,432,852</b>	<b>-</b>	<b>(4,632,915)</b>	<b>(4,632,915)</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		92,204	92,204	-	(22,335)	(22,335)
Legal		15,000	15,000	-	(12,333)	(12,333)
Management Company Fee		3,025,936	3,025,936	-	(447,121)	(447,121)
Nurse Services		35,384	35,384	-	(35,384)	(35,384)
Food Service / School Lunch		-	-	-	-	-
Payroll Services		-	-	-	-	-
Special Ed Services		-	-	-	-	-
Titlment Services (i.e., Title I)		501,544	501,544	-	(212,918)	(212,918)
Other Purchased / Professional / Consulting		3,670,068	3,670,068	-	(730,091)	(730,091)
<b>TOTAL CONTRACTED SERVICES</b>		<b>3,670,068</b>	<b>3,670,068</b>	<b>-</b>	<b>(730,091)</b>	<b>(730,091)</b>

DEMOCRACY PREP HARLEM CHARTER SCHOOL

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue	25,222,048	25,222,048	-	3,725,484	3,725,484
Total Expenses	23,624,328	23,624,328	-	(7,765,527)	(7,765,527)
Net Income	1,597,720	1,597,720	-	(4,040,043)	(4,040,043)
Actual Student Enrollment					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	555,760	555,760	-	(364,008)	(364,008)
Classroom / Teaching Supplies & Materials	-	-	-	-	-
Special Ed Supplies & Materials	212,600	212,600	-	(96,485)	(96,485)
Textbooks / Workbooks	-	-	-	-	-
Supplies & Materials other	81,072	81,072	-	(12,622)	(12,622)
Equipment / Furniture	70,744	70,744	-	98	98
Telephone	153,512	153,512	-	12,942	12,942
Technology	9,572	9,572	-	16,483	16,483
Student Testing & Assessment	291,464	291,464	-	(282,577)	(282,577)
Field Trips	-	-	-	-	-
Transportation (student)	239,712	239,712	-	(196,396)	(196,396)
Student Services - other	337,396	337,396	-	(160,592)	(160,592)
Office Expense	222,424	222,424	-	(205,224)	(205,224)
Staff Development	-	-	-	-	-
Staff Recruitment	22,500	22,500	-	35,065	35,065
Student Recruitment / Marketing	-	-	-	-	-
School Meals / Lunch	1,560	1,560	-	203	203
Travel (Staff)	-	-	-	-	-
Fundraising	90,956	90,956	-	(28,808)	(28,808)
Other	2,289,272	2,289,272	-	(1,262,336)	(1,262,336)
TOTAL SCHOOL OPERATIONS					
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	228,732	228,732	-	(146,593)	(146,593)
Janitorial	513,188	513,188	-	(209,596)	(209,596)
Building and Land Rent / Lease / Facility Finance Interest	1,092,020	1,092,020	-	108,349	108,349
Repairs & Maintenance	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-
Security	9,712	9,712	-	(9,712)	(9,712)
Utilities	15,000	15,000	-	(18,173)	(18,173)
TOTAL FACILITY OPERATION & MAINTENANCE	1,858,652	1,858,652	-	(275,726)	(275,726)
<b>DEPRECIATION &amp; AMORTIZATION</b>					
COVID-19 / CONTINGENCY	1,093,304	1,093,304	-	(584,279)	(584,279)
DEFERRED RENT	280,180	280,180	-	(280,180)	(280,180)
TOTAL EXPENSES	23,624,328	23,624,328	-	(7,765,527)	(7,765,527)
NET INCOME	1,597,720	1,597,720	-	(4,040,043)	(4,040,043)

DEMOCRACY PREP HARLEM CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	25,222,048	25,222,048	-	3,725,484	3,725,484
Total Expenses	23,624,328	23,624,328	-	(7,765,527)	(7,765,527)
Net Income	1,597,720	1,597,720	-	(4,040,043)	(4,040,043)
Actual Student Enrollment					

	Total Year		Variance	VARIANCE	
	Original Budget	Revised Budget		Original Budget vs. PY Budget	Revised Budget

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - \*School Districts Are Linked To Above Entries\*

- Number of Districts:
- NYC CHANCELLOR'S OFFICE
- MT VERNON SCHOOL DISTRICT
- YONKERS CITY SD
- 
- 
- 
- 
- 
- 
- 
- 
- 

ALL OTHER School Districts: ( Weighted Avg )

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
<b>Total Revenue</b>	21,496,564	6,305,512	-	-	6,305,512	-	-	6,305,512	-	-	6,305,512	-	-	25,222,048
<b>Total Expenses</b>	15,858,801	5,906,082	-	-	5,906,082	-	-	5,906,082	-	-	5,906,082	-	-	23,624,328
<b>Net Income</b>	5,637,763	399,430	-	-	399,430	-	-	399,430	-	-	399,430	-	-	1,597,720
<b>Actual Student Enrollment</b>	1,134	1,076	-	-	1,076	-	-	1,076	-	-	1,076	-	-	-
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES (enter descriptions below )</b>														
Example - Add Back Depreciation														
Other														
<b>Total Operating Activities</b>														
<b>INVESTMENT ACTIVITIES (enter descriptions below )</b>														
Example - Subtract Property and Equipment Expenditures														
Other														
<b>Total Investment Activities</b>														
<b>FINANCING ACTIVITIES (enter descriptions below )</b>														
Example - Add Expected Proceeds from a Loan or Line of Credit														
Other														
<b>Total Financing Activities</b>														
<b>Total Cash Flow Adjustments</b>														
<b>NET INCOME</b>	5,637,763	399,430	-	-	399,430	-	-	399,430	-	-	399,430	-	-	1,597,720
<b>Beginning Cash Balance</b>	-	5,637,763	-	-	6,037,193	-	-	6,436,623	-	-	6,836,053	-	-	5,637,763
<b>ENDING CASH BALANCE</b>	5,637,763	6,037,193	-	-	6,436,623	-	-	6,836,053	-	-	7,235,483	-	-	7,235,483



DEMOCRACY PREP HARLEM CHARTER SCHOOL

Budget / Operating Plan  
2021-22

	2021-22		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Total Year Revised Budget	Total Year Variance	Original Budget vs. PY Budget	Revised Budget	
Total Revenue	25,222,048	-	3,725,484	3,725,484	
Total Expenses	23,624,328	-	(7,765,527)	(7,765,527)	
Net Income	1,597,720	-	(4,040,043)	(4,040,043)	
Actual Student Enrollment					
<b>CASH FLOW ADJUSTMENTS</b>					
OPERATING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Back Depreciation					
Other					
Total Operating Activities					
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>					
Example - Subtract Property and Equipment Expenditures					
Other					
Total Investment Activities					
FINANCING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit					
Other					
Total Financing Activities					
Total Cash Flow Adjustments					
<b>NET INCOME</b>					
Beginning Cash Balance					
<b>ENDING CASH BALANCE</b>					
	1,597,720	-	(4,040,043)	(4,040,043)	
	5,637,763	-	5,637,763	5,637,763	
	7,235,483	-	1,597,720	1,597,720	

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**

**BALANCE SHEET**

**2021-22**

**DO NOT ENTER BALANCE SHEET DATA ON THIS TEMPLATE**  
 Balance sheet data should for the Ed Corp:  
 Democracy Prep New York Charter Schools (Combined)  
 should be entered on the template for  
 Bronx Preparatory Charter School.

Prior Year	Q1	Q2	Q3	Q4
2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30

	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-

DEMOCRACY PREP HARLEM CHARTER SCHOOL  
Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30
Total Revenue	6,305,512	6,305,512	6,305,512	6,305,512
Total Expenses	5,906,082	5,906,082	5,906,082	5,906,082
Net Income	399,430	399,430	399,430	399,430
Actual Student Enrollment	1,076	1,076	1,076	1,076

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

REVENUE

2021-22	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
REVENUES FROM STATE SOURCES												
Per Pupil Rate	16,844	16,844		16,844	16,844		16,844	16,844		16,844	16,844	
NYC CHANCELLOR'S OFFICE	4,531,036	4,531,036	-	4,531,036	4,531,036	-	4,531,036	4,531,036	-	4,531,036	4,531,036	-
MT VERNON SCHOOL DISTRICT	-	-	-	-	-	-	-	-	-	-	-	-
YONKERS CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0 )	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	4,531,036	4,531,036	-	4,531,036	4,531,036	-	4,531,036	4,531,036	-	4,531,036	4,531,036	-
Special Education Revenue	879,277	879,277	-	879,277	879,277	-	879,277	879,277	-	879,277	879,277	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-

Stimulus	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	5,410,313	5,410,313	-	5,410,313	5,410,313	-	5,410,313	5,410,313	-	5,410,313	5,410,313	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs	35,250	35,250	-	35,250	35,250	-	35,250	35,250	-	35,250	35,250	-
Title I	125,796	125,796	-	125,796	125,796	-	125,796	125,796	-	125,796	125,796	-
Title Funding - Other	25,981	25,981	-	25,981	25,981	-	25,981	25,981	-	25,981	25,981	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
Other	706,422	706,422	-	706,422	706,422	-	706,422	706,422	-	706,422	706,422	-
TOTAL REVENUE FROM FEDERAL SOURCES	893,449	893,449	-	893,449	893,449	-	893,449	893,449	-	893,449	893,449	-
LOCAL and OTHER REVENUE												
Contributions and Donations	1,750	1,750	-	1,750	1,750	-	1,750	1,750	-	1,750	1,750	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,750	1,750	-	1,750	1,750	-	1,750	1,750	-	1,750	1,750	-

TOTAL REVENUE	6,305,512	6,305,512	-	6,305,512	6,305,512	-	6,305,512	6,305,512	-	6,305,512	6,305,512	-
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**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Budget / Operating Plan**

2021-22

	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30
Total Revenue	6,305,512	6,305,512	6,305,512	6,305,512
Total Expenses	5,906,082	5,906,082	5,906,082	5,906,082
Net Income	399,430	399,430	399,430	399,430
Actual Student Enrollment	1,076	1,076	1,076	1,076

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>EXPENSES</b>												
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>												
Executive Management	-	199,125	-	-	199,125	-	-	199,125	-	-	199,125	-
Instructional Management	-	326,932	-	-	326,932	-	-	326,932	-	-	326,932	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	103,236	-	-	103,236	-	-	103,236	-	-	103,236	-
Administrative Staff	-	127,706	-	-	127,706	-	-	127,706	-	-	127,706	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	<b>756,999</b>	-	-	<b>756,999</b>	-	-	<b>756,999</b>	-	-	<b>756,999</b>	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>												
Teachers - Regular	-	1,287,804	-	-	1,287,804	-	-	1,287,804	-	-	1,287,804	-
Teachers - SPED	-	481,378	-	-	481,378	-	-	481,378	-	-	481,378	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	168,110	-	-	168,110	-	-	168,110	-	-	168,110	-
Other	-	198,315	-	-	198,315	-	-	198,315	-	-	198,315	-
<b>TOTAL INSTRUCTIONAL</b>	-	<b>2,135,607</b>	-	-	<b>2,135,607</b>	-	-	<b>2,135,607</b>	-	-	<b>2,135,607</b>	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	3,173	-	-	3,173	-	-	3,173	-	-	3,173	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	101,975	-	-	101,975	-	-	101,975	-	-	101,975	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	<b>105,148</b>	-	-	<b>105,148</b>	-	-	<b>105,148</b>	-	-	<b>105,148</b>	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	<b>2,997,754</b>	-	-	<b>2,997,754</b>	-	-	<b>2,997,754</b>	-	-	<b>2,997,754</b>	-
<b>PAYROLL TAXES AND BENEFITS</b>												
Payroll Taxes	-	229,328	-	-	229,328	-	-	229,328	-	-	229,328	-
Fringe / Employee Benefits	-	274,931	-	-	274,931	-	-	274,931	-	-	274,931	-
Retirement / Pension	-	106,200	-	-	106,200	-	-	106,200	-	-	106,200	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	<b>610,459</b>	-	-	<b>610,459</b>	-	-	<b>610,459</b>	-	-	<b>610,459</b>	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	<b>3,608,213</b>	-	-	<b>3,608,213</b>	-	-	<b>3,608,213</b>	-	-	<b>3,608,213</b>	-
<b>CONTRACTED SERVICES</b>												
Accounting / Audit	-	23,051	-	-	23,051	-	-	23,051	-	-	23,051	-
Legal	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-
Management Company Fee	-	756,484	-	-	756,484	-	-	756,484	-	-	756,484	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	8,846	-	-	8,846	-	-	8,846	-	-	8,846	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	125,386	-	-	125,386	-	-	125,386	-	-	125,386	-
<b>TOTAL CONTRACTED SERVICES</b>	-	<b>917,517</b>	-	-	<b>917,517</b>	-	-	<b>917,517</b>	-	-	<b>917,517</b>	-

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Budget / Operating Plan**

2021-22

Total Revenue	-	6,305,512	-	-	6,305,512	-	-	6,305,512	-	-	6,305,512
Total Expenses	-	5,906,082	-	-	5,906,082	-	-	5,906,082	-	-	5,906,082
Net Income	-	399,430	-	-	399,430	-	-	399,430	-	-	399,430
Actual Student Enrollment	-	1,076	-	-	1,076	-	-	1,076	-	-	1,076

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>												
Board Expenses												
Classroom / Teaching Supplies & Materials		138,940	-		138,940	-		138,940	-		138,940	-
Special Ed Supplies & Materials			-			-			-			-
Textbooks / Workbooks		53,150	-		53,150	-		53,150	-		53,150	-
Supplies & Materials other			-			-			-			-
Equipment / Furniture		20,268	-		20,268	-		20,268	-		20,268	-
Telephone		17,686	-		17,686	-		17,686	-		17,686	-
Technology		38,378	-		38,378	-		38,378	-		38,378	-
Student Testing & Assessment		2,393	-		2,393	-		2,393	-		2,393	-
Field Trips		72,866	-		72,866	-		72,866	-		72,866	-
Transportation (student)			-			-			-			-
Student Services - other		59,928	-		59,928	-		59,928	-		59,928	-
Office Expense		84,349	-		84,349	-		84,349	-		84,349	-
Staff Development		55,606	-		55,606	-		55,606	-		55,606	-
Staff Recruitment			-			-			-			-
Student Recruitment / Marketing		5,625	-		5,625	-		5,625	-		5,625	-
School Meals / Lunch		390	-		390	-		390	-		390	-
Travel (Staff)			-			-			-			-
Fundraising		22,739	-		22,739	-		22,739	-		22,739	-
Other			-			-			-			-
<b>TOTAL SCHOOL OPERATIONS</b>	-	<b>572,318</b>	-	-	<b>572,318</b>	-	-	<b>572,318</b>	-	-	<b>572,318</b>	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance		57,183	-		57,183	-		57,183	-		57,183	-
Janitorial		128,297	-		128,297	-		128,297	-		128,297	-
Building and Land Rent / Lease / Facility Finance Interest		273,005	-		273,005	-		273,005	-		273,005	-
Repairs & Maintenance			-			-			-			-
Equipment / Furniture			-			-			-			-
Security		2,428	-		2,428	-		2,428	-		2,428	-
Utilities		3,750	-		3,750	-		3,750	-		3,750	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	<b>464,663</b>	-	-	<b>464,663</b>	-	-	<b>464,663</b>	-	-	<b>464,663</b>	-
<b>DEPRECIATION &amp; AMORTIZATION</b>												
COVID-19 / CONTINGENCY		273,326	-		273,326	-		273,326	-		273,326	-
DEFERRED RENT		70,045	-		70,045	-		70,045	-		70,045	-
<b>TOTAL EXPENSES</b>	-	<b>5,906,082</b>	-	-	<b>5,906,082</b>	-	-	<b>5,906,082</b>	-	-	<b>5,906,082</b>	-
<b>NET INCOME</b>	-	<b>399,430</b>	-	-	<b>399,430</b>	-	-	<b>399,430</b>	-	-	<b>399,430</b>	-

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Budget / Operating Plan**

2021-22

	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30
	Actual	Current Budget	Actual	Current Budget
	Variance	Variance	Variance	Variance
Total Revenue	6,305,512	6,305,512	-	6,305,512
Total Expenses	5,906,082	5,906,082	-	5,906,082
Net Income	399,430	399,430	-	399,430
Actual Student Enrollment	1,076	1,076	-	1,076

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	ENROLLMENT - *School Districts Are Linked To Above Entries*			
	Actual	Current Budget	Variance	Variance
NYC CHANCELLOR'S OFFICE	1,076	1,076	-	1,076
MT VERNON SCHOOL DISTRICT	-	-	-	-
YONKERS CITY SD	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-
<b>TOTAL ENROLLMENT</b>	1,076	1,076	-	1,076
<b>REVENUE PER PUPIL</b>	5,860	5,860	-	5,860
<b>EXPENSES PER PUPIL</b>	5,489	5,489	-	5,489

**DEMOCRACY PREP HARLEM CHARTER SCHOOL  
Budget / Operating Plan**

**2021-22**

Total Revenue	-	25,222,048	(25,222,048)	-	25,222,048	(25,222,048)	-	-
Total Expenses	-	23,624,328	23,624,328	-	23,624,328	23,624,328	-	-
Net Income	-	1,597,720	(1,597,720)	-	1,597,720	(1,597,720)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-

<b>TOTALS AND VARIANCE ANALYSIS</b>								
Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -TY	Actual vs. Original Budget -TY	PY Actual (PY TY / Actual CY Quarters)	Actual CY vs. Actual PY

<b>REVENUE</b>								
<b>REVENUES FROM STATE SOURCES</b>								
Per Pupil Revenue								
NYC CHANCELLOR'S OFFICE	16,844							
MT VERNON SCHOOL DISTRICT	18,437							
YONKERS CITY SD	16,481							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
-	-							
<b>ALL OTHER School Districts: ( Count = 0 )</b>								
<b>TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)</b>								
Special Education Revenue	16,844							
Grants								

Stimulus								
DYCD (Department of Youth and Community Development)								
Other								
NYC DoE Rental Assistance								
Other								
<b>TOTAL REVENUE FROM STATE SOURCES</b>								
IDEA Special Needs	141,000	(141,000)			141,000	(141,000)		
Title I	503,184	(503,184)			503,184	(503,184)		
School Food Service (Free Lunch)	103,924	(103,924)			103,924	(103,924)		
Grants								
Charter School Program (CSP) Planning & Implementation								
Other								
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>								
Other	2,825,688	(2,825,688)			2,825,688	(2,825,688)		
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>								
Other	3,573,796	(3,573,796)			3,573,796	(3,573,796)		

<b>TOTAL REVENUE</b>								
Contributions and Donations					7,000	(7,000)		
Fundraising								
Erate Reimbursement								
Earnings on Investments								
Interest Income								
Food Service (Income from meals)								
Text Book								
OTHER								
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>								
Other	7,000	(7,000)			7,000	(7,000)		
<b>TOTAL REVENUE</b>								
Actual	25,222,048	(25,222,048)			25,222,048	(25,222,048)		

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

2021-22 Per Pupil Rate

DEMOCRACY PREP HARLEM CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	25,222,048	(25,222,048)	-	25,222,048	(25,222,048)	-
Total Expenses	-	23,624,328	23,624,328	-	23,624,328	23,624,328	-
Net Income	-	1,597,720	(1,597,720)	-	1,597,720	(1,597,720)	-
Actual Student Enrollment	-	-	-	-	-	-	-

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
				Current Budget -TY	Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget			

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Quarter 0	No. of Positions	Actual	Current Budget	Actual vs. Current Budget	Original Budget	Actual vs. Original Budget	Original Budget -TY	Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
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<b>EXPENSES</b>											
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>											
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	796,500	796,500	-	796,500	796,500	-	-	-
Deans, Directors & Coordinators	-	-	-	1,307,728	1,307,728	-	1,307,728	1,307,728	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	412,944	412,944	-	412,944	412,944	-	-	-
Administrative Staff	-	-	-	510,824	510,824	-	510,824	510,824	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	<b>3,027,996</b>	<b>3,027,996</b>	-	<b>3,027,996</b>	<b>3,027,996</b>	-	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>											
Teachers - Regular	-	-	-	5,151,216	5,151,216	-	5,151,216	5,151,216	-	-	-
Teachers - SPED	-	-	-	1,925,512	1,925,512	-	1,925,512	1,925,512	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	672,440	672,440	-	672,440	672,440	-	-	-
Other	-	-	-	793,260	793,260	-	793,260	793,260	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	<b>8,542,428</b>	<b>8,542,428</b>	-	<b>8,542,428</b>	<b>8,542,428</b>	-	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	12,692	12,692	-	12,692	12,692	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	407,900	407,900	-	407,900	407,900	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	<b>420,592</b>	<b>420,592</b>	-	<b>420,592</b>	<b>420,592</b>	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	<b>11,991,016</b>	<b>11,991,016</b>	-	<b>11,991,016</b>	<b>11,991,016</b>	-	-	-
<b>PAYROLL TAXES AND BENEFITS</b>											
Payroll Taxes	-	-	-	917,312	917,312	-	917,312	917,312	-	-	-
Fringe / Employee Benefits	-	-	-	1,099,724	1,099,724	-	1,099,724	1,099,724	-	-	-
Retirement / Pension	-	-	-	424,800	424,800	-	424,800	424,800	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	<b>2,441,836</b>	<b>2,441,836</b>	-	<b>2,441,836</b>	<b>2,441,836</b>	-	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	<b>14,432,852</b>	<b>14,432,852</b>	-	<b>14,432,852</b>	<b>14,432,852</b>	-	-	-
<b>CONTRACTED SERVICES</b>											
Accounting / Audit	-	-	-	92,204	92,204	-	92,204	92,204	-	-	-
Legal	-	-	-	15,000	15,000	-	15,000	15,000	-	-	-
Management Company Fee	-	-	-	3,025,936	3,025,936	-	3,025,936	3,025,936	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	35,384	35,384	-	35,384	35,384	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	501,544	501,544	-	501,544	501,544	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	<b>3,670,068</b>	<b>3,670,068</b>	-	<b>3,670,068</b>	<b>3,670,068</b>	-	-	-



**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**Budget / Operating Plan**

2021-22

	Actual		Actual vs. Current Budget		Current Budget		Actual vs. Original Budget		Original Budget		Actual vs. Original Budget		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)		Actual vs. Original Budget TY		Actual vs. Original Budget TY		
	Actual	Current Budget (Current Quarter)	Current Budget	vs. Current Budget	Current Budget	Current Budget	Original Budget	vs. Original Budget	Original Budget	Original Budget	Original Budget	Original Budget	Original Budget	Actual CY Quarters	Actual CY Quarters	Original Budget TY	Original Budget TY	Actual CY Quarters	Actual CY Quarters
<b>Total Revenue</b>	-	-	-	-	25,222,048	(25,222,048)	-	-	25,222,048	(25,222,048)	-	-	25,222,048	-	-	25,222,048	(25,222,048)	-	-
<b>Total Expenses</b>	-	-	-	-	23,624,328	(23,624,328)	-	-	23,624,328	(23,624,328)	-	-	23,624,328	-	-	23,624,328	(23,624,328)	-	-
<b>Net Income</b>	-	-	-	-	1,597,720	(1,597,720)	-	-	1,597,720	(1,597,720)	-	-	1,597,720	-	-	1,597,720	(1,597,720)	-	-
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>																			
<b>SCHOOL OPERATIONS</b>																			
Board Expenses	-	-	-	-	555,760	(555,760)	-	-	555,760	(555,760)	-	-	555,760	-	-	555,760	(555,760)	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	212,600	(212,600)	-	-	212,600	(212,600)	-	-	212,600	-	-	212,600	(212,600)	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	81,072	(81,072)	-	-	81,072	(81,072)	-	-	81,072	-	-	81,072	(81,072)	-	-
Telephone	-	-	-	-	70,744	(70,744)	-	-	70,744	(70,744)	-	-	70,744	-	-	70,744	(70,744)	-	-
Technology	-	-	-	-	153,512	(153,512)	-	-	153,512	(153,512)	-	-	153,512	-	-	153,512	(153,512)	-	-
Student Testing & Assessment	-	-	-	-	9,572	(9,572)	-	-	9,572	(9,572)	-	-	9,572	-	-	9,572	(9,572)	-	-
Field Trips	-	-	-	-	291,464	(291,464)	-	-	291,464	(291,464)	-	-	291,464	-	-	291,464	(291,464)	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	239,712	(239,712)	-	-	239,712	(239,712)	-	-	239,712	-	-	239,712	(239,712)	-	-
Office Expense	-	-	-	-	337,396	(337,396)	-	-	337,396	(337,396)	-	-	337,396	-	-	337,396	(337,396)	-	-
Staff Development	-	-	-	-	222,424	(222,424)	-	-	222,424	(222,424)	-	-	222,424	-	-	222,424	(222,424)	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	22,500	(22,500)	-	-	22,500	(22,500)	-	-	22,500	-	-	22,500	(22,500)	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	1,560	(1,560)	-	-	1,560	(1,560)	-	-	1,560	-	-	1,560	(1,560)	-	-
Fundraising	-	-	-	-	90,956	(90,956)	-	-	90,956	(90,956)	-	-	90,956	-	-	90,956	(90,956)	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	-	2,289,272	(2,289,272)	-	-	2,289,272	(2,289,272)	-	-	2,289,272	-	-	2,289,272	(2,289,272)	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>																			
Insurance	-	-	-	-	228,732	(228,732)	-	-	228,732	(228,732)	-	-	228,732	-	-	228,732	(228,732)	-	-
Janitorial	-	-	-	-	513,188	(513,188)	-	-	513,188	(513,188)	-	-	513,188	-	-	513,188	(513,188)	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	1,092,020	(1,092,020)	-	-	1,092,020	(1,092,020)	-	-	1,092,020	-	-	1,092,020	(1,092,020)	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	9,712	(9,712)	-	-	9,712	(9,712)	-	-	9,712	-	-	9,712	(9,712)	-	-
Utilities	-	-	-	-	15,000	(15,000)	-	-	15,000	(15,000)	-	-	15,000	-	-	15,000	(15,000)	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	1,858,652	(1,858,652)	-	-	1,858,652	(1,858,652)	-	-	1,858,652	-	-	1,858,652	(1,858,652)	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>																			
COVID-19 / CONTINGENCY	-	-	-	-	1,093,304	(1,093,304)	-	-	1,093,304	(1,093,304)	-	-	1,093,304	-	-	1,093,304	(1,093,304)	-	-
DEFERRED RENT	-	-	-	-	280,180	(280,180)	-	-	280,180	(280,180)	-	-	280,180	-	-	280,180	(280,180)	-	-
<b>TOTAL EXPENSES</b>	-	-	-	-	23,624,328	(23,624,328)	-	-	23,624,328	(23,624,328)	-	-	23,624,328	-	-	23,624,328	(23,624,328)	-	-
<b>NET INCOME</b>	-	-	-	-	1,597,720	(1,597,720)	-	-	1,597,720	(1,597,720)	-	-	1,597,720	-	-	1,597,720	(1,597,720)	-	-





**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**DEMOCRACY PREP HARLEM CHARTER SCHOOL**  
**2021-22**

Administrative expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

**DEMOCRACY PREP HARLEM CHARTER SCHOOL**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 27, 2021

By Claire Chaney

2005 Madison Ave., New York, NY 10035

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**DEMOCRACY PREP  
HARLEM ELEMENTARY**



**DEMOCRACY PREP  
HARLEM MIDDLE**



**DEMOCRACY PREP  
HARLEM HIGH**



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Chrissann Campbell (Data Support Associate) and Claire Chaney (Director of Grants Management and Student Information Systems) prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Robert North	Board Chair	Executive Committee
Roger Berg	Secretary	Executive Committee and Academic Accountability Committee
Brian Berger	Treasurer	Executive Committee, Finance and Audit Committee, and Community and Family Communications Committee
Brittany Mullings	Trustee	Community and Family Communications Committee
Jake Foley	Trustee	Not assigned to any committees as of July 28th, 2021
Sean Windsor	Trustee	Finance and Audit Committee
Alastair Wood	Trustee	Academic Accountability Committee and Governance Committee
Josh Pristaw	Vice Chair	Executive Committee and Real Estate Committee
Doug Snyder	Vice Chair	Executive Committee
Kenneth J. Weiller	Trustee	Academic Accountability Committee and Development Committee
Greg Weston	Trustee	Real Estate Committee
Khary Barnes	Vice Chair	Executive Committee and Governance Committee
Stephanie King	Trustee	Governance Committee
Farida Ilboudo	Trustee	Development Committee
Ross Frommer	Trustee	Development Committee

Chelsey Palmer will be serving as the elementary school principal in the 2021-2022 school year. This is her first year as principal at Democracy Prep Harlem Elementary School. She has served as an Assistant Principal at the school for the past three years.

Josef Robinson has served as the middle school principal since the 2019-20 school year.

Katelyn Derry has served as the high school principal since the beginning of the 2020-21 school year.

## SCHOOL OVERVIEW

The mission of Democracy Prep Harlem Charter School (DPH) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. The Democracy Prep Harlem academic program maintains core components of Democracy Prep Public Schools' (DPPS) rigorous elementary, middle, and high school instructional model and school culture across all grades.

Democracy Prep Harlem joined the Democracy Prep Public Schools network at the outset of the 2014-15 school year. Based on early evidence of the school's improvement under new management and on Democracy Prep Harlem's track record of successfully turning around underperforming schools, Democracy Prep Harlem earned a full five-year renewal term from the SUNY Charter Schools Institute in March 2019.

Data from norm-referenced tests or state exams are not available due to 2020 and 2021 COVID-19 related school building closures and cancellations of state exams. Privately and internally developed formative and summative assessments were used to measure students' progress towards the accountability plan goals. Robust assessment data will continue to be gathered into the 2021-22 school year.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	51	69	78	97	0	0	90	107	109	109	81	35	69	895
2017-18	45	57	59	84	78	0	94	102	109	121	89	56	34	928
2018-19	50	60	57	61	88	80	96	102	102	106	115	58	53	1028
2019-20	46	55	58	58	85	91	99	117	114	108	101	94	54	1080
2020-21	38	55	61	68	66	110	128	111	114	121	97	86	88	1143

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2017-18 school year, were

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2018-19	2015-16	2015	52	1	51
2019-20	2016-17	2016	63	3	60
2020-21	2017-18	2017	82	2	80

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	51	1	52
2019-20	2016-17	2016	60	3	63
2020-21	2017-18	2017	80	2	82

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	46	8	54
2019-20	2015-16	2015	49	1	50
2020-21	2016-17	2016	57	4	61

## PROMOTION POLICY

High school scholars are held to three different promotional criteria: Attendance, coursework, and assessments.

Excessive absences may jeopardize on-time promotion.

### **High School Grade Weighting**

Grades in high school courses are based on classwork and class participation; homework; and tests, projects, and quizzes.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Classwork & Class Participation	30%	30%	20%	20%
Homework	20%	20%	20%	10%
Test, Projects & Quizzes	50%	50%	60%	70%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

*The only exception is science classes at all grade levels.*

- For 9th and 10th in science classes, the 30% for Class Work is split: 20% Class Work and 10% labs.
- For 11th and 12th grade science classes, the 20% for Class Work is split: 10% Class Work and 10% labs.

### Overall Grade Weighting

Category	Percentage of Total EOY Grade
T1 Coursework	21.3%
T1 Exam	5.4%
T2 Coursework	21.3%
T2 Exam	5.4%
T3 Coursework	26.6%
T3 Final Exam/Regents	20%
<b>TOTAL</b>	<b>100%</b>

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

**Graduation Requirements.** In 12<sup>th</sup> grade, all Democracy Prep Harlem High School seniors will submit and present their Senior Civics Culminating Portfolio. This portfolio will consist of:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep Harlem in the ninth grade or earlier).
- Satisfactory transcript, earning minimum of 70% in each class.
- Satisfactory PSAT, SAT, SAT II, and ACT scores.
- Demonstrated mastery in the Senior Civics Seminar.
- Successful completion of Civic Skills and Dispositions.
- 83% or above on the U.S. Citizenship Exam.
- Satisfactory discipline record.
- Minimum two college acceptance letters.
- Senior Change the World Project and Research Paper.

**Course Requirements:**

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and U.S.
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

### GOAL 1: HIGH SCHOOL GRADUATION

#### GOAL 1: HIGH SCHOOL GRADUATION

Democracy Prep Harlem Charter School students will meet requirements for high school graduation.

#### Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

#### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

#### RESULTS AND EVALUATION

The percentages seen in both the 2019 and the 2020 cohorts fell short of this goal. We saw lower than expected percentages of scholars meeting requirements largely due to the challenges that scholars faced in the context of remote instruction. In order to ensure that scholars are on track to meet their goals during this upcoming year, we plan to provide targeted support to scholars who did not earn the required number of credits last year. This support will come both in the form of

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

specific instructional interventions and through increasing the frequency of communication to these scholars' family members in order to ensure that there are strong partnerships between the school and families to comprehensively support scholars in their academic progress.

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	84	52
2020	115	49

#### Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

#### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.**

#### RESULTS AND EVALUATION

Democracy Prep Harlem did not meet this goal within the 2019 cohort, as only 68% of scholars passed at least three Regents exams.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	101	82
2018	2019-20	96	87.5
2019	2020-21	84	68

### ADDITIONAL EVIDENCE

Within the 2017 and 2018 cohorts, the percentage of scholars who passed at least three Regents surpassed the goal of 75%.

#### Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document above the graduation goal.

### RESULTS AND EVALUATION

Democracy Prep Harlem did not meet the goal of 75% of scholars graduating in the fourth year cohort. As Democracy Prep encourages all scholars in network schools, including Democracy Prep Harlem, to engage in rigorous coursework and pursue Regents Diplomas with Advanced Distinction, it is not unusual for scholars to take five years to graduate. Democracy Prep Harlem fell 13 percentage points short of the 5-year graduation measure. All scholars, including those with at-risk designations, are exposed to rigorous coursework. In addition, scholars across the Democracy Prep network are required to demonstrate mastery of 13 civics skills and dispositions in addition to New York State requirements in order to graduate. In order to ensure scholars have mastered content across subject areas and are prepared for success in college, 70 percent is the standard passing

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<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

grade at Democracy Prep network schools (with adjustments made during remote instruction), which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools. The impact of COVID-19 related school building closures on the graduation rate is being examined, as is the impact of concerns about the college experience during the pandemic.

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	52	78
2016	2019-20	63	66
2017	2020-21	56	68

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	54	79
2015	2019-20	51	92
2016	2020-21	50	82

#### Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

#### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

#### RESULTS AND EVALUATION

Within the 2015 cohort, the percentage of scholars graduating at Democracy Prep Harlem exceeded the percentage of scholars graduating in the surrounding school district. However, the 2016 and 2017 graduation rates were both lower than the school district's graduation rate in the 2019-2020 school year. Therefore, the school did not meet this goal.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	52	75	901	61
2016	2019-20	63	67	971	74
2017	2020-21	82	68		

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

#### METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

#### RESULTS AND EVALUATION

Democracy Prep Harlem did not have any scholars pursue an alternative graduation pathway in the 2020-21 school year.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overall, we fell short of the specific accountability metrics of focus for Democracy Prep Harlem Charter School. In significant part, this was due to the impacts of the COVID-19 pandemic and the transition to remote instruction, in which many schools, including Democracy Prep Harlem, saw a decrease in instructional outcomes. Our Network Academics Team has created a comprehensive plan to address learning loss across all Democracy Prep Public Schools, including Democracy Prep

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Harlem, which will support our ability to ensure that scholars graduate at rates that allow us to meet our goals in the upcoming year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Did not meet
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did not meet
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Did not meet
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did not meet
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Did not meet
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

There are several actions that Democracy Prep Harlem will be taking in the upcoming year in order to ensure that we meet our accountability goals next year. In the 2021-2022 school year, Democracy Prep Harlem Charter School will be focusing on the instructional strategy of learning acceleration to respond to the COVID-19 pandemic. We have added additional time to our tutoring blocks each day to make this learning acceleration as effective as possible. It will also be paired with intersession dates to support scholars who need it the most. The learning acceleration approach focuses on strategic, targeted instruction of the most important skills from previous grade levels, rather than a generalized response to shifting to lower rigor material when scholars have some unfinished learning. Leading the way in this work will be Learning Intervention Coaches at each of Democracy Prep Harlem Charter School's campuses. These campuses will work with the Democracy Prep Public Schools Academics team to support and train school-based staff members in strong



execution of learning acceleration, including just-in-time supports and data analysis. This will allow us to respond urgently to the learning loss that has occurred as a result of the COVID-19 pandemic.

Additionally, we will continue to regularly communicate with families in order to create strong partnerships that support scholar graduation rates. The COVID-19 pandemic taught us the importance of ensuring strong partnerships between parents and families in support of scholar outcomes. By keeping families informed about academic progress, we will be able to create comprehensive supports for scholars that enable all stakeholders to work together to ensure that scholars are on track.

Finally, Democracy Prep Harlem Charter School and the Democracy Prep Public Schools charter management organization are continuing to refine remote instructional practices and materials in the event that we need to transition to remote learning in the future. The network and the school have made significant investments in technology, including hardware as well as ed tech software, to ensure rigorous, grade-level instruction, the engagement of all scholars, and on-time promotion and graduation.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

Democracy Prep Harlem Charter School will prepare students for success in college.

Using an iterative process inspired by experiences of Democracy Prep Public Schools alumni who have transitioned into college each year and the lessons we learn by supporting them, the College Access and Success Team develops a comprehensive 12th grade curriculum to cover essential elements of being a successful college student.

During the final trimester of senior year, members of the Alumni Relations team conduct 10 seminars with seniors in network schools, including Democracy Prep Harlem, covering topics such as Decision Making, Budgeting and Understanding the College Classroom. Through the delivery of this curriculum, we have critical conversations about how to navigate the challenges DPPS alumni typically encounter as they transition to college.

## Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

## METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

## RESULTS AND EVALUATION

Democracy Prep Harlem has met this College Preparation goal. 96 percent of graduates met the goal of earning a Regents Diploma with Advanced designation.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	56	54	96
Overall	56	54	96

### **Goal 2: Absolute Measure**

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

### **Goal 2: Comparative Measure**

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

### **Goal 2: Absolute Measure**

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

## **METHOD**

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## **RESULTS AND EVALUATION**

Data validated by the National Student Clearinghouse will not be available until Fall of 2021. Therefore, the data seen so far for the cohort that graduated in 2021 has been gathered through information from the Common App and through surveys with scholars. However, in both the 2015 and 2016 cohorts, the matriculation rate surpassed the goal of 75% by significant margins.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	41	39	95
2016	2019-20	42	42	100
2017	2020-21	TBD	TBD	TBD

#### ADDITIONAL EVIDENCE

In prior years, Democracy Prep Harlem exceeded the college matriculation measure, with 95 to 100 percent of graduates matriculating to college in the year after graduating from high school, even as the graduating class grew in number of students.

#### SUMMARY OF THE COLLEGE PREPARATION GOAL

Democracy Prep Harlem achieved the applicable college and career readiness measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD (met in previous years)

#### ACTION PLAN

Increased support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Democracy Prep Harlem's 2021 graduates, particularly in the form of robust communication regarding student wellness and college matriculation and financial aid options. The network is providing microgrants at an increased rate due to widespread economic hardship experienced in the communities served by Democracy Prep schools during the COVID-19 pandemic.

## GOAL 3: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

Democracy Prep Harlem Charter School students will demonstrate proficiency in English Language Arts.

#### BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Democracy Prep Harlem provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at Democracy Prep Harlem are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Middle School and High School take exams at the Trimester level and are assessed on a unit basis throughout the year.

Prior to COVID-19 related school building closures, Democracy Prep Public Schools selected a new ELA curriculum in order to ensure the most effective available curricular materials are being used in network schools, including Democracy Prep Harlem. During remote instruction, many scholars completed more reading and writing assignments independently than in a typical year. However, consistent individual support provided by the Scholar Support and Academic Collaboration Team was provided to scholars that might normally participate in small group in-person instruction.

#### METHOD

Democracy Prep Harlem used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. While a passing rate of 70 is typically used as the benchmark for proficiency, a score of 60 indicated a passing grade in the 2020-2021 school year due to the transition to remote instruction and the circumstances of the COVID-19 pandemic.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Proficiency score of 70% was used to indicate mastery (while a score of 60% indicated a passing grade).

### RESULTS AND EVALUATION

As seen in the table below, the percentage of scholars who reached proficiency benchmarks within each grade level ranged from 26% to 80%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	31%	38%	38%
4	36%	17%	24%
5	26%	18%	24%
6	69%		
7	69%		
8	60%		39%
9	44%	33%	55%
10	49%	45%	62%
11	72%	80%	56%
12	80%	100%	55%

### ADDITIONAL CONTEXT AND EVIDENCE

Democracy Prep Harlem will collect baseline data during the fall of the 2021-22 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations.

### SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The following percentages of scholars meeting proficiency benchmarks were seen within each grade:

- 3rd Grade - 31%
- 4th Grade - 36%
- 5th Grade - 26%
- 6th Grade - 69%

- 7th Grade - 69%
- 8th Grade - 60%

The school must continue to work to increase proficiency among sub-groups such as English Language Learners and students with disabilities, particularly in grades 4, 5, and 8.

### ACTION PLAN

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

#### RESULTS AND EVALUATION

The school met the goal of at least 65 percent of the fourth year accountability cohort scoring at least 4 on the Regents English Common Core Exam, with 10 scholars not earning a valid score by the fourth year.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	41	79
2016	2019-20	63	1	42	68
2017	2020-21	82	10	50	69

### ADDITIONAL EVIDENCE

Notably, the 2017 accountability cohort met the goal of at least 65 percent scoring at least 4 on the Regents English Common Core Exam despite the cancellation of multiple state exams during their time in high school due to the COVID-19 pandemic.

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	50	88	9	70	82	10	73
2018	N/A	N/A	96	84	88	92	83	90
2019			N/A	N/A	N/A	84	30	N/A
2020					N/A	N/A	N/A	N/A

### Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

<sup>2</sup> Based on the highest score for each student on the English Regents exam



**METHOD**

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.**

**RESULTS AND EVALUATION**

Democracy Prep Harlem met the goal of at least 80 percent of scholars in the 2017 cohort achieving a level 3 on the English Language Arts Regents Exam. The school exceeded the goal by 14 percentage points, even though the fourth year cohort only had 3.5 years in which to take the exam.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	51	98
2016	2019-20	63	1	57	92
2017	2020-21	82	10	72	94

**ADDITIONAL EVIDENCE**

The 2018 cohort has already met this goal in three years despite only having 2.5 years in which to take the English Regents exam.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	73	88	9	93	82	10	95
2018	N/A	N/A	96	84	88	92	83	90
2019			N/A	N/A	N/A	84	30	N/A
2020						N/A	N/A	N/A

#### Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

The school did not meet the goal of at least 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. However, the fifth year cohort exceeded this goal, even though the cohort only had 4.5 years in which to earn a valid exam score.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	35	0	29	83
2016	2019-20	25	1	13	52
2017	2020-21	36	8	12	43

**Goal 3: Growth Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

**METHOD**

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

**RESULTS AND EVALUATION**

Democracy Prep Harlem met the goal of at least 75 percent of scholars in the 2017 cohort achieving a level 3 on the English Language Arts Regents Exam. In fact, virtually all scholars were at least partially proficient by their fourth year even though the cohort only had 3.5 years in which to earn a valid exam score.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	35	0	35	100
2016	2019-20	25	1	24	99
2017	2020-21	36	8	27	96

**SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL**

Democracy Prep Harlem met 3 out of 4 of the measures in the High School English Language Arts Goal applicable to the 2020-21 school year, including achieving fourth year measures within 3.5 years.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school 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)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam 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)) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

### ACTION PLAN

The Democracy Prep Public Schools network will be continuing to use the new English Language Arts curriculum that we implemented in 2020-2021 as well as continuing to incorporate professional development provided by KIPP Wheatley into the PD program. In addition, baseline

student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts of 2021 school building closures on student achievement.

## GOAL 4: MATHEMATICS

### ELEMENTARY MATHEMATICS

#### Goal 4: Mathematics

##### BACKGROUND

The Math curriculum at Democracy Prep Harlem is designed to ensure that students master the Common Core State Standards, including the standards for Mathematical Practice. Scholars receive a CCSS-aligned curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year.

##### METHOD

Democracy Prep Harlem used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. While a passing rate of 70 is typically used as the benchmark for proficiency, a score of 60 indicated a passing grade in the 2020-2021 school year due to the transition to remote instruction and the circumstances of the COVID-19 pandemic.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Proficiency score of 70% was used to indicate mastery (while a score of 60% indicated a passing grade)

##### RESULTS AND EVALUATION

As seen in the table below, the percentage of scholars who met proficiency benchmarks within each grade ranged from 26% to 80%.

Grades	Percentage of Students Meeting 70% in	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Overall Grades		
3	26%	25%	17%
4	40%	17%	29%
5	29%	18%	16%
6	53%	22%	35%
7	71%	40%	36%
8	77%	50%	50%
9	63%	83%	55%
10	64%	67%	44%
11	72%	67%	65%
12	80%	100%	58%

### ADDITIONAL EVIDENCE

The percentage of scholars meeting proficiency benchmarks in mathematics in 12th grade was particularly high, with 80% of scholars in 12th grade reaching 70% in overall grades. Additionally, within 12th grade, 100% of scholars who are English Language Learners met the 70% proficiency mark.

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The following percentages of scholars reached proficiency benchmarks across the elementary and middle school grades:

- 3rd Grade: 26%
- 4th Grade: 40%
- 5th Grade: 29%
- 6th Grade: 53%
- 7th Grade: 71%
- 8th Grade: 77%

Typically, the percentage of scholars reaching proficiency benchmarks was higher in middle school grades. Proficiency rates under 50 percent in grades 3-5 must be addressed.

## ACTION PLAN

The Democracy Prep Public Schools network selected a new mathematics curriculum in 2020-21 which we will continue to leverage in the upcoming school year. Additionally, we will be continuing to provide professional development provided by KIPP Wheatley into the PD program. Finally, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts on student achievement due to the COVID-19 pandemic and the transition to remote instruction.

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.**

### RESULTS AND EVALUATION

The school did not meet the goal of at least 65 percent of the fourth year accountability cohort scoring at least a 4 on a Regents Exam in Mathematics by their fourth year.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	34	65
2016	2019-20	63	0	43	68
2017	2020-21	82	7	24	32

#### ADDITIONAL EVIDENCE

The percentage of scholars who scored at a Level 4 among students with valid scores exceeded 65% within both the 2015 and 2016 cohorts.

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	26	88	8	39	82	7	37
2018	95	22	96	17	40	92	17	40
2019			82	51	72	84	53	70
2020						115	68	

#### Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.**

### RESULTS AND EVALUATION

The school exceeded the goal of at least 80 percent of the fourth year accountability cohort earning at least a level 3 on a Regents exam in Mathematics by their fourth year. The school exceeded this goal by 16 percentage points even though this year’s fourth year accountability cohort had only 3.5 years in which to earn a valid score.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	51	98
2016	2019-20	63	0	60	95
2017	2020-21	82	7	72	96

### ADDITIONAL EVIDENCE

The 2018 cohort has already exceeded the goal with only 2.5 years in which to earn a valid score, and the 2019 cohort has already exceeded the goal with only 1.5 years in which to earn a valid score.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	87	88	8	97	82	7	96
2018	95	75	96	17	94	92	17	96
2019			82	51	84	84	53	85
2020						115	68	

#### Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

### RESULTS AND EVALUATION

The school did not meet this goal.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	35	0	15	43
2016	2019-20	22	0	10	53
2017	2020-21	49	10	7	19

### Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The school met this goal, exceeding the measure by 24 percentage points even though scholars in their fourth year had only 3.5 years in which to earn a valid Regents exam score in Mathematics. Within 3.5 years, 99 percent of scholars in the 2017 accountability cohort were at least partially proficient as measured by a Regents exam in Mathematics.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>3</sup>

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	35	0	26	74
2016	2019-20	22	0	22	100
2017	2020-21	49	10	39	99

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The school achieved 2 out of the 4 measures within the high school mathematics goal, including achieving multiple fourth year measures within 3.5 years.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

<sup>3</sup> Based on the highest score for each student on the mathematics Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

### ACTION PLAN

The Democracy Prep Public Schools network has selected a new mathematics curriculum in 2020-21 and has incorporated professional development provided by KIPP Wheatley into the PD program. In addition, baseline student proficiency data will continue to be measured and analyzed in fall 2021 in order to ensure that instruction is data driven and effectively addresses any detrimental impacts the school building closures that occurred in the 2019-2020 and 2020-2021 school years on student achievement.

## GOAL 5: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 5: Science

Democracy Prep Harlem Charter School students will demonstrate proficiency in science.

#### BACKGROUND

The Science curriculum at Democracy Prep Harlem is based on the Next Generation Science Standards and is designed to give scholars hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at Democracy Prep Harlem put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on the CCSS Reading Informational text standards to

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

### METHOD

Democracy Prep Harlem used internally and privately developed assessments aligned with the New York State Standards to evaluate student achievement during the 2020-21 school year. Final course grades were also used to evaluate achievement, as grades incorporate all formative and summative assessments administered during the year, including assessments that are part of various evidence-based education technology platforms. As every scholar did not take every end of year exam, end of year grades will be reported for this measure. The rate of 70 percent was used as the benchmark for proficiency and mastery of standards (while a rate of 60 indicated a passing grade due to the COVID-19 pandemic context).

### RESULTS AND EVALUATION

The percentage of scholars who met 70% in overall grades within each grade level ranged from 39% to 77%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	39%	25%	42%
4	49%	33%	41%
5	41%	27%	29%
6	65%	33%	38%
7	77%	80%	55%
8	72%	50%	39%
9	43%	22%	42%
10	58%	50%	59%
11	63%	44%	65%
12	64%	100%	33%

### ADDITIONAL CONTEXT AND EVIDENCE

The percentage of ELL scholars in 12th grade who met 70% in overall grades was 100%.

### SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Proficiency levels for grades 3 through 8 can be seen below:

- 3rd Grade - 39%
- 4th Grade - 49%
- 5th Grade - 41%
- 6th Grade - 65%
- 7th Grade - 77%
- 8th Grade - 72%

Gaps in performance between the overall population and targeted subgroups must be addressed throughout grades 3-8.

### ACTION PLAN

Professional development in the upcoming school year will place an even greater emphasis on supporting scholars with Individualized Education Plans and English Language Learner designations.

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars who had taken the exam by their fourth year passing with a score of at least 65 on a Regents exam in Science. In fact, the school exceeded the goal by 17 percentage points, even though scholars in the fourth year cohort only had 3.5 years in which to earn a valid score for this fourth year measure.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	51	98
2016	2019-20	63	2	59	97
2017	2020-21	82	8	70	92

### ADDITIONAL EVIDENCE

Democracy Prep Harlem's 2018 and 2019 cohorts have already met this fourth year measure, even though the 2018 cohort has only had 2.5 years in which to earn a valid score on a Regents exam in Science, and the 2019 cohort has only had 1.5 years in which to earn a valid score.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	86	88	9	95	82	8	95
2018	95	80	96	14	93	92	13	93
2019			82	66	84	84	63	85
2020						N/A	N/A	N/A

<sup>4</sup> Based on the highest score for each student on any science Regents exam

### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Democracy Prep Harlem Charter School students will demonstrate proficiency in social studies and civics.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

The percentage of students passing with a valid score within the 2017 cohort is N/A, because a high number of students did not take the assessment.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	47	90%
2016	2019-20	63	15	43	90%
2017	2020-21	82	67	3	N/A

#### EVALUATION

While the number of scholars within the 2017 cohort who took the exam was too low to make a determination regarding whether or not the goal was met, within the 2015 and 2016 cohorts, the percentage of scholars who passed with a valid score exceeded the goal by significant margins (15%).

#### ADDITIONAL EVIDENCE

Scholars in their second and third year in 2020-21 have not yet taken the U.S. History Regents Exam.

### U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	N/A	N/A	88	68	81	82	67	82
2018	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A	N/A	N/A
2020						N/A	N/A	N/A

#### Goal 6: Comparative Measure

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

The school surpassed this goal, with 94% of scholars in the 2017 cohort achieving a passing score.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	52	0	50	96
2016	2019-20	63	1	57	92
2017	2020-21	82	10	68	94

### EVALUATION

Within the 2015, 2016, and 2017 cohorts, Democracy Prep Harlem Charter School has surpassed this goal.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Within the 2018 cohort, the percentage passing including exempted is already 92%, even though scholars have only had 2.5 years in which to earn a valid score on the exam.

#### Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	101	70	88	10	94	82	10	95
2018	N/A	N/A	96	84	87	92	85	92
2019			N/A	N/A	N/A	N/A	N/A	N/A
2020						N/A	N/A	N/A

#### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

### RESULTS AND EVALUATION

Democracy Prep Harlem achieved “Good Standing” status for the 2018-19 school year, consistently meeting the absolute measure under the state’s accountability system. The accountability status remained unchanged for the 2019-20 and 2020-2021 school years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Roger E. Berg
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary; Chair of Academic Accountability Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
Roger Berg	Pillsbury Winthrop	Employee	Legal Services	\$10,000	Recused myself from selection process	
Roger Berg	Pillsbury Winthrop	Employee	Legal Services	Pro Bono		Ongoing

**Trustee Signature**

Signature:   
DocuSigned by: Roger Berg  
 06D615838DC0422...

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*





## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Stephanie King
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	N/A
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

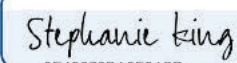
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

DocuSigned by:  
 Signature:   
0E49670BA8F84CB...

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Ross Frommer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"


**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

DocuSigned by:  
  
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*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Gregory Weston
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	none
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

DocuSigned by:  
  
 A0E9844806334D6...

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Brittany Mullings
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair of Family and Community Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

### Trustee Signature

Signature:

DocuSigned by:

Brittany Mullings

1A6DBF315A8E464...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.





## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Brian Berger
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chairman
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

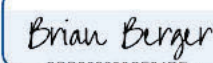
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

DocuSigned by:  
 Signature:   
 CDB362200CF84DE...

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Ken Weiller
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair, Development Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

DocuSigned by:  
 Signature:   
 24A0B7DBCDF446...

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Sean Windsor
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	None
Email Address:	[REDACTED] m

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

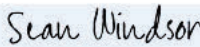
**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

DocuSigned by:  
  
 D923E8FAAE99409...

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Dr. Robert North
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	robertnorth45@yahoo.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
na	na	na	na	na

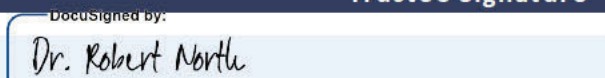
**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

DocuSigned by:  
  
 17B348F1DE22450...

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*





2021-2022 ACADEMIC YEAR

The calendar shown below should exactly match the Google Calendar entitled 'NY Regional Calendar'.  
 To download a PDF version of this calendar, hide all tabs other than "Viewer" and click the link.



2021		2022	
Event	Dates	Event	Dates
School Leader PD	7/6 - 7/9	Staff PD Day	1/3
Summer Academy	7/12 - 7/30	Winter Intercession Tutoring	1/4 - 1/5
Summer PD	8/9 - 8/27	Winter Intercession Tutoring (PM s)	1/6 - 1/7
New Teacher PD	8/9 - 8/13	Int'l Trip Chaperone Summit	1/14
NY Network PD	8/20	MLK Day	1/17
Prep Academy Window	8/23 - 8/27	NY Network Town Hall Two	1/21
First Day of School for Scholars	8/30	Saturday Intercession 3	1/22
First Day of School for Scholars	8/30	January Regents Administration	1/25 - 1/28
Labor Day	9/6	HS T2 Midterms	1/27 - 1/28
Rosh Hashanah	9/7 - 9/8	Lunar New Year	2/1
Yom Kippur	9/16	NY Network PD 3	2/4
NY Network PD 1	10/8	ES State Practice Test Window	2/7 - 3/4
Indigenous Peoples' Day	10/11	MS State Practice ELA Exam	2/10 - 2/11
Saturday Intercession 1	10/16	T2 Doctor Day	2/18
HS T1 Midterms	10/21 - 10/22	February Break	2/21 - 2/25
T1 Doctor Day	10/29	Spring Intercession Tutoring	2/22 - 2/25
Election Day--No School	11/2	MS State Practice Math Exam	3/3 - 3/4
DP YOU	11/5	NY Network PD 4	3/11
Veterans Day	11/11	ES State Practice Test Gradebook L	3/11
NY Network Town Hall One	11/12	Saturday Intercession 4	3/12
Saturday Intercession 2	11/13	T2 Course Gradebook Lock	3/15
NY Network PD 2	11/19	T2 Exams	3/16 - 3/18
Thanksgiving Break	11/24 - 11/28	T2 Ends	3/18
T1 Course Gradebook Lock	11/30	T3 Begins	3/21
T1 Exams	12/1 - 12/3	T2 Exam Gradebook Lock	3/22
T1 Ends	12/3 - 12/3	T2 Data Day	3/25
T2 Begins	12/6 - 12/6	3-8 NYS ELA Exam	3/29 - 3/31
T1 Exam Gradebook Lock	12/9	T2 Family Conference Window	4/4 - 4/9
T1 Data Day	12/10	Saturday Intercession 5	4/9
T1 Family Conference Window	12/13 - 12/17	NYS/SLAT Testing	4/11 - 5/20
Winter Break	12/23 - 1/2	April Break	4/15 - 4/22
		3-8 NYS Math Exam	4/26 - 4/28
		AP Exams	5/2 - 5/13
		Eid al-Fitr	5/2
		NY Network PD 5	5/6
		Korean Street Festival	5/7
		HS T3 Midterms	5/12 - 5/13
		NY Network Town Hall Three	5/20
		8th Grade Science Performance Ex	5/26
		T3 Doctor Day	5/27
		Memorial Day	5/30
		8th Grade Science Performance Ex	6/3
		Saturday Intercession 6	6/4
		8th Grade NYS Science Written Exam (Administration)	6/6
		8th Grade Science Written Exam Grading	6/10
		T3 Course Gradebook Lock	6/13
		T3 Exams	6/14 - 6/16
		June Regents Administration	6/15 - 6/24
		Juneteenth	6/20
		Half Day Dismissal For Scholars	6/20 - 6/29
		T3 Exam Gradebook Lock	6/22
		Scoring Day for HS Regents	6/24
		Last Day of School for Scholars & Staff	6/30
		July Holiday	7/4
		School Leader PD 2022	7/5 - 7/8

CALENDAR MONTHS: JULY, AUGUST, SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER, JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE.

Legend: Full Day PD (light blue), Shortened Day PD (medium blue), Holiday/Vacation (dark blue), Start/End of Term (light green), Other Non-instructional (medium blue).

[1] Select the weekly day during which staff have professional development.

[2] For one-day events, leave this column blank.

# Certificate of Occupancy

CO Number: 104896249F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

**A. Borough:** Manhattan      **Block Number:** 01939      **Certificate Type:** Final  
**Address:** 207 WEST 133 STREET      **Lot Number(s):** 26      **Effective Date:** 04/18/2011  
**Building Identification Number (BIN):** 1058809  
**Building Type:** Altered

*For zoning lot metes & bounds, please see BISWeb.*

**B. Construction classification:** 1 (Prior to 1968 Code)  
**Building Occupancy Group classification:** G (1968 Code)  
**Multiple Dwelling Law Classification:** None  
**No. of stories:** 2      **Height in feet:** 23      **No. of dwelling units:** 0

**C. Fire Protection Equipment:**  
Fire alarm system, Sprinkler system

**D. Type and number of open spaces:**  
None associated with this filing.

**E. This Certificate is issued with the following legal limitations:**  
None

**Borough Comments:** None



Borough Commissioner



Commissioner



# Certificate of Occupancy

CO Number: 104896249F

## Permissible Use and Occupancy

All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.

Floor	Maximum persons	Live load lbs per	Building Code		
			occupancy	Rooming	Zoning





CROSS STREETS

CITY OF NEW YORK  
FIRE DEPARTMENT

BATTALION ES9

FREDRICK DOUGLAS BLVD  
ADAM CLAYTON POWELL BLD

VIOLATION ORDER

D.O. 42  
E 542254

To 207 W 133 ST NY NY 10030 DEMOCRACY PREP CHARTER SCHOOL  
ADDRESS NAME OF OWNER, LEASEE, OCCUPANT, ETC.  
— EDUCATIONAL 37177425  
ROOM NO. OR FLOOR TYPE OF OCCUPANCY ACCOUNT NO.

An inspection this date of the above premises indicates the existence of the following violations under the enforcement jurisdiction of this Department. You are hereby directed to correct such violations by compliance with the following order:



If this order has not been complied with in, 1 days of the issuance date, 11 CITATIONS will be served for violations of the Administrative Code of the City of New York.

TO 25  
FOR NUMBERING

TO 24  
FOR DISMISSAL

By Order of the Fire Commissioner

This is to certify that I have made an inspection of said premises and have issued the above order to:

JONQUILLE RICHARDS  
NAME OF PERSON WHO RECEIVED THIS ORDER

Principal

212 2811248  
PHONE #

STEPHEN M. VELEZ  
INSPECTOR

4-8-19  
DATE

P80  
UNIT

Unit Address 9 METRO TECH Bk NY 11201 Unit Telephone 718 999 2411



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Rep New York
Name of trustee (print):	J-shua Kristan
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



**Fire Alarm Test & Inspection Report**

Inspection Date: 3-31-2021 Account #: [REDACTED]  
 Location Name: DEMOCRACY PREP. Contact Name: WALTER  
 Address: 207 WEST 133RD ST NYC, NY  
 Phone Number: 646-385-4766

Please Complete all of the following sections: All "NO" answers must be explained in comments.

**Control Equipment**

**Panel Function**

- 1) All Alarms Received?
- 2) All circuits supervised?
- 3) Ground fault indication tested successfully?
- 4) Power supply tested successfully?
- 5) Fuses-Rating verified?
- 6) Interfaced equipment connections tested successfully?
- 7) All lamps and LEDS operational?
- 8) Secondary power supply tested successfully?
- 9) Zone labeling is correct?
- 10) Annunciator panel is operational?

YES N/A NO

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Signaling Devices & Circuits**

**Audible**

- 11) Horns  Tested Successfully?
- 12) Chimes \_\_\_\_\_ Tested Successfully?
- 13) Speakers \_\_\_\_\_ Was Voice Clear?
- 14) Other \_\_\_\_\_ Tested Successfully?
- 15) Is sound level at least 15 db above ambient noise level?

YES N/A NO

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Visible**

- 16) Strobes \_\_\_\_\_ Tested Successfully?
- 17) Lights \_\_\_\_\_ Tested Successfully?
- 18) Other \_\_\_\_\_ Tested Successfully?
- 19) 100% of signaling devices tested?

YES N/A NO

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Alarm Initiating Devices & Circuits**

- 20) # Manual stations \_\_\_\_\_ Tested Successfully?
- 21) # Flow switches \_\_\_\_\_ Tested Successfully?
- 22) # Smoke detectors \_\_\_\_\_ Tested Successfully?
- 23) All smoke detectors cleaned using an approved method?
- 24) Sensitivity of smoke detectors Tested Successfully?  
(Every 2 Years: Last Test Date: SELF)
- 25) # Duct smoke detectors \_\_\_\_\_ Tested Successfully?
- 26) Duct smoke detectors -anemometer test results within-manufacturer's specifications?
- 27) Duct smoke detectors successfully shut down AHUs on Alarm?
- 28) Duct smoke detectors tied into Fire alarm?
- 29) # Heat detectors \_\_\_\_\_ Tested Successfully?
- 30) Sprinkler tamper switches reported properly to panel?
- 31) Other: \_\_\_\_\_
- 32) 100% of all initiating devices tested?

YES N/A NO

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

TEST SWITCH  
FLOW BY SPRINKLER  
CO.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Auxiliary Functions/Interfaced Equipment**

- 1) All smoke/fire dampers close completely on alarm?
- 2) All smoke/fire dampers tied into fire alarm?
- 3) All magnetic door holders release fire doors on alarm?
- 4) All door lock releases tested successfully?
- 5) All door releases tied into fire alarm?
- 6) Positive pressure fans tested successfully?
- 7) Smoke removal fans tested successfully?  
(Attach separate Smoke Management System Report.)
- 8) Hood extinguishing system tie-in tested successfully?
- 9) Elevator recall tested successfully?
- 10) Voice evacuation system tested successfully?
- 11) Clean gas system tested successfully?  
(Halon, FM200, etc... Attach Separate report)
- 12) Other \_\_\_\_\_

YES N/A NO

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Batteries**

Date on Batteries: 3-31-2021

YES N/A NO

- 1) Charger test successful?
- 2) Discharge test successful?
- 3) Load voltage test successful?
- 4) Open circuit voltage test successful?
- 5) Primary battery load voltage test successful?
- 6) Lead acid battery specific gravity test successful?

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Central Station Monitoring**

YES N/A NO

- 7) Is the system monitored by Central Station?
- 8) If so, were alarm/flow, tamper/supervisory, and trouble signals received by central station?

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Statewide Fire Corp (718) 494-6798 (866) 494-6414

Comments: REPLACED ALL BATTERIES TODAY  
2- 12V 12AH IN FACT  
6- 12V 5AH IN BOOSTER PANELS (3)

Technician Signature: \_\_\_\_\_

Authorized Signature for Building Owner: \_\_\_\_\_

New York City Fire Department  
 Certificate of Fitness for Fire Alarm Systems S-98  
 \* Inspection, Testing and Service Technician \*  
 Statewide Fire Corp  
 Glen A Olivieri - Certificate # 86559721

Print Name: Walter Flowers

# STATEWIDE FIRE CORP.

Corporate Commons One, 1 Teleport Drive, Suite 202, Staten Island, N.Y. 10311  
 (718) 494-6798 • FAX (718) 494-8509  
 New York State License # 12000273407 • New Jersey License # P00625

NAME <b>DEMOCRACY PREP CENTER</b>			TRANSMITTER MAKE & MODEL <b>—</b>		
STREET <b>207 WEST 133RD ST</b>			TRANSMITTER LOCATION <b>ON BOARD</b>		
CITY / STATE / ZIP <b>NYC. NY.</b>			FACP MAKE & MODEL <b>PARADAY MPC 6000</b>		
PHONE			FACP LOCATION <b>LORBY</b>		
DATE <b>3-31-21</b>	DAY <b>WED.</b>	CSID NO.: <b>1711617</b>	BATTERY CONDITION <b>GOOD</b>		
TIME ARRIVED:	TIME COMPLETED	TECHNICIAN <b>GLEN/NICK</b>	CENTRAL STATION TESTED <input type="checkbox"/> YES		
WORK TO BE PERFORMED <b>DONE WITH TEST &amp; INSPECTION</b>					

SYSTEM STATUS	ON-LINE	SERVICE CONTROL	ALARMS	SUPERVISORIES	TROUBLES	DISABLED
ARRIVAL	Y <input type="checkbox"/> N <input type="checkbox"/>	ON <input type="checkbox"/> OFF <input type="checkbox"/>	0	0	0	0
DEPARTURE	Y <input type="checkbox"/> N <input type="checkbox"/>	ON <input type="checkbox"/> OFF <input type="checkbox"/>	0	0	0	0

			LABOR & MATERIAL		MATERIAL ONLY	FOLLOW-UP REQUIRED	
			REGULAR CHARGES		SERVICE CONTRACT	YES <input type="checkbox"/> NO <input type="checkbox"/>	
QTY	DATA CODE	ITEM	UNIT PRICE	AMOUNT	AMOUNT	EXPLAIN:	
2		12V 12AH					
6		12V 5AH					
		BATTERIES					
<b>TOTAL FLAT RATE</b>							

Signature constitutes acceptance of the terms, conditions and warranty on the reverse side and services performed as being satisfactory and that the equipment has been left in good working condition and that the customer has received a copy of this invoice.

CUSTOMER'S SIGNATURE: *[Signature]* TITLE: \_\_\_\_\_ DATE: **3/31/21**

**PLEASE TEST YOUR ALARM & MONITORING SYSTEM**

CHARGE THIS INVOICE (VISA  (AMEX  (MASTER CARD

CARD NO. \_\_\_\_\_ EXP. MONTH/YEAR \_\_\_\_\_

SIGNATURE X \_\_\_\_\_ DATE \_\_\_\_\_

**PLEASE PAY FROM THIS INVOICE**

CHECK NO. \_\_\_\_\_

CREDIT CARD

OFFICE MUST REVIEW

*Thank You*

TOTAL SUMMARY		
TOTAL FLAT RATE		
TOTAL LABOR		
TRIP CHARGE		
SUB-TOTAL		
TAX		
TOTAL		