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 Cove Page. The nfo mat on 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 esponses 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) <u>before</u> 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 program enrollment)	E 2020-2021 SCHOOL YEAR (exclude Pre-K
1000	
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 20	021 (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
I1. DOES THE SCHOOL CONTRACT WITH A CHAR' ORGANIZATION?	TER OR EDUCATIONAL MANAGEMENT
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	danielle.tschirhart@democracyprep.org
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	Phone Number	District/CSD	Grades to be	Receives
	Address			Served at Site	Rental
				for coming	Assistance for
				year (K-5, 6-9,	Which Grades
				etc.)	(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

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

Site 1 Fire Inspection Report

DPHMS - Fre Inspection Report - Annual Report 2020-2021.pdf

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

School Site 2

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	Is school	If so, list	Is school	If so, list the	School at
	will leave	working with	year	working with	proposed	Full Capacity
	current co-	NYCDOE to	expans on	NYCDOE to	space and	at Site
	location	expand into	will occur.	move to	year planned	
		current		separate	for move	
		space?		space?		
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	Phone Number	District/CSD	Grades to be	Receives
	Address			Served at Site	Rental
				for coming	Assistance for
				year (K-5, 6-9,	Which Grades
				etc.)	(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	Is school	If so, list	Is school	If so, list the	School at
	will leave	working with	year	working with	proposed	Full Capacity
	current co-	NYCDOE to	expans on	NYCDOE to	space and	at Site
	location	expand into	will occur.	move to	year planned	
		current		separate	for move	
		space?		space?		
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 Trustee's approved a budget for the 2020-2021 FY?

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- 15	=	2

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Claire Chaney
Pos t on	Director of Grants Management and Student Information Systems
Phone/Extension	332-215-9374
Email	claire.chaney@democracyprep.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will omply wit t e 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:

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 t at 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).

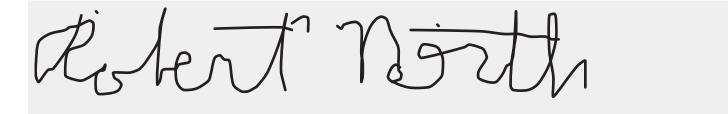
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 29 2021



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 <u>Accountability Plan Progress Report template</u>. 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 <u>Annual Report Portal</u> 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

<u>Instructions - Regents, NYCDOE and Buffalo BOE authorized schools</u> 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[1]
- 5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

11 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

<u>Instructions:</u> 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	School Based Fiscal	School Based Fiscal
Contact Name	Contact Email	Contact Phone

2. Audit Firm Contact Information

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

<u>Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools</u> should upload a copy of the school's FY21 Budget using the 2021-2022 <u>Projected Annual Budget template</u> 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.

<u>Instructions - SUNY authorized charter schools</u> should download the <u>2021-2022 Budget and</u> <u>Quarterly Report Template</u> 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: <u>Disclosure of Financial Interest Form</u>
- 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

<u>Financial Disclosure Form - 2020-2021 - Gregory Weston</u>

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

<u>Financial Disclosure Form - 2020-2021 - Brian Berger</u>

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 ure 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	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
1	Dr. Robert North		Chair	Executiv e Commit tee	Yes	2	07/01/2 019	06/30/2 021	11
2	Roger Berg		Secretar y	Executiv e Commit tee, Academ ic Account ability Commit tee	Yes	2	07/01/2 019	06/30/2 021	11

3	Brian Berger	Treasure r	Finance and Audit Commit tee, Commu nity and Family Commu nication s Commit tee, Executiv e Commit tee	Yes	2	07/01/2 019	06/30/2 021	11
4	Brittany Mullings	Trustee/ Member	Commu nity and Family Commu nication s Commit tee	Yes	2	07/01/2 019	06/30/2 021	6
5	Jake Foley	Trustee/ Member	Unassig ned as of July 28, 2021	Yes	2	07/01/2 020	06/30/2 023	7
6	Sean Windsor	Trustee/ Member	Finance and Audit Commit tee	Yes	2	07/01/2 019	06/30/2 021	9
7	Alastair Wood	Trustee/ Member	Academ ic Account ability Commit tee, Governa	Yes	2	07/01/2 019	06/30/2 021	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	Trustee	Pos t on	Commit	Vot ng	Number	Start	End	Board
	Name	Email	on the	tee	Member	of Terms	Date of	Date of	Meeting
		Address	Board	Affiliatio	Per By-	Served	Current	Current	S
				ns	Laws		Term	Term	Attende
					(Y/N)		(MM/DD	(MM/DD	d
							/YYYY)	/YYYY)	During
									2020-
									2021
	Vannath			Academ ic Account ability					
10	J. Weiller		Trustee/ Member	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 Ilboudo	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 chool yea, a nd cated n 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,

Economically Disadvantaged

Economically Disadvantaged

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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.

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.

English Language Learners

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

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

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.

in order to drop off enrollment applications at each door, particularly in areas where a language other than English is primarily spoken. 2021-22 inperson canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.

Students with Disabilities

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.

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.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	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.	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.
English Language Learners	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	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.

	classes passed, and attendance rates; at the high school, this criteria includes major courses being passed, cumulative GPA, AT scores, and attendance rates.	
Students with Disabilities	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.	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.

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[1] 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 <u>not</u> employed by the school.

[1] 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.

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 <u>automatically</u> 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.

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 t e NYSED Commissioner of Edu ation. Enter t e 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)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as 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)	
Total Category B: not to exceed 5	0

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 <u>CERTIFIED</u> 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 o 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^{nd} 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 <u>minimum instructional requirements</u> 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.

<u> Annual Report Submission - School Calendar - 2021-2022</u>

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 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

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



Thank you.

Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on <u>the MS Excel Staff Roster Template</u> 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	7
Prior Period:	2019-20	
Report Due Date:	Monday, November 1, 2021	
School Fiscal Contact Name:	Valerie Martinez	
School Fiscal Contact Email:		
School Fiscal Contact Phone:		
School Audit Firm Name:	PKF O'Connor	
School Audit Contact Name:	Gus Saliba	
School Audit Contact Email:		
School Audit Contact Phone:		

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."

		If not included, state the reason(s) below. Or, if not applicable fill in "N/A"):
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>		2020-21	2019-20
CURRENT ASSETS Cash and cash equivalents Grants and contracts receivable Accounts receivables Prepaid expenses Contributions and other receivables	TOTAL CURRENT ASSETS	\$ -	\$ -
PROPERTY, BUILDING AND EQUIPMENT, net		-	
OTHER ASSETS		-	· -
	TOTAL ASSETS	-	-
LIABILITIES AND NET A	<u>SSETS</u>		
CURRENT LIABILITIES Accounts payable and accrued expenses Accrued payroll and benefits Deferred Revenue Current maturities of long-term debt Short Term Debt - Bonds, Notes Payable Other	TOTAL CURRENT LIABILITIES	\$ - - - - -	\$ - - - - -
LONG-TERM LIABILITIES Deferred Rent All other long-term debt and notes payable, net co	urrent maturities TOTAL LONG-TERM LIABILITIES TOTAL LIABILITIES	- - -	- - -
NET ASSETS Without Donor Restrictions With Donor Ristrictions	TOTAL NET ASSETS	-	-
	TOTAL LIABILITIES AND NET ASSETS	-	

CK - Should be zero -

DEMOCRACY PREP HARLEM CHARTER SCHOOL Statement of Activities as of June 30, 2021

	W	ithout Donor		2020-21 With Donor				2019-20
		Restrictions		Restrictions		Total		Total
DEVENUE CAINS AND OTHER SURDORT								
REVENUE, GAINS AND OTHER SUPPORT								
Public School District	,	10 201 200	,	-	<u>ر</u>	10 201 200	ċ	17.150.420
Resident Student Enrollment	\$	18,201,299	Ş	-	Ş	18,201,299	\$	17,150,429
Students with disabilities		2,709,319		-		2,709,319		1,676,154
Grants and Contracts						56.445		22.72
State and local		56,115		-		56,115		89,79
Federal - Title and IDEA		1,481,416		-		1,481,416		871,319
Federal - Other		-		-		-		
Other		-		-		-		
NYC DoE Rental Assistance		-		-		-		
Food Service/Child Nutrition Program		-		-				
TOTAL REVENUE, GAINS AND OTHER SUPPORT		22,448,149		-		22,448,149		19,787,69
EXPENSES								
Program Services								
Regular Education	\$	11,122,958	\$	-	\$	11,122,958	\$	11,433,69
Special Education		3,015,194		-		3,015,194		3,021,48
Other Programs		-		_		-		
Total Program Services		14,138,152		-		14,138,152		14,455,18
Management and general		2,240,543		-		2,240,543		1,673,51
Fundraising		133,160		_		133,160		117,762
TOTAL OPERATING EXPENSES		16,511,855	_	-		16,511,855		16,246,453
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS		5,936,294		-		5,936,294		3,541,242
SUPPORT AND OTHER REVENUE								
Contributions								
Foundations	\$	709	\$	7,034	\$	7,743	\$	5,47
Individuals	•	-		-	•	-	•	1,10
Corporations		-		-		-		, -
Fundraising		-		_		-		537
Interest income		-		_		-		1,350
Miscellaneous income		5,409		_		5,409		42,113
Net assets released from restriction		7,034		(7,034)		-		,
TOTAL SUPPORT AND OTHER REVENUE		13,152		-		13,152		50,580
CHANGE IN NET ASSETS		5,949,446		-		5,949,446		3,591,822
				45 400		,		
NET ASSETS BEGINNING OF YEAR		7,994,041		15,190		8,009,231		4,417,409
PRIOR YEAR/PERIOD ADJUSTMENTS		-						
NET ASSETS END OF YEAR	\$	13,943,487	\$	15,190	\$	13,958,677	\$	8,009,231

DEMOCRACY PREP HARLEM CHARTER SCHOOL Statement of Cash Flows as of June 30, 2021

	2020-21	20	019-20
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$	- \$	=
Revenues from School Districts		-	2
Accounts Receivable			=
Due from School Districts		÷	+
Depreciation		-	-
Grants Receivable		#	π.
Due from NYS		2	2
Grant revenues		-	-
Prepaid Expenses		5	5
Accounts Payable		2	2
Accrued Expenses		-	-
Accrued Liabilities		±	=
Contributions and fund-raising activities		-	-
Miscellaneous sources		-	-
Deferred Revenue		+	8
Interest payments		=	+
Other			π.
Other		*	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$	- \$	_
CASH FLOWS - INVESTING ACTIVITIES			
Purchase of equipment		_	_
Other		in the state of th	_
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$	- \$	-
CASH FLOWS - FINANCING ACTIVITIES			
Principal payments on long-term debt		12	2
Other			_
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$	- \$	π.
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$	- Ś	_
Cash at beginning of year		¥	_
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$	- Ś	-

			as of June 50, 2021	2020-21	-21				2019-20
		Program Services	ices		S	Supporting Services			
No. of Positions	Regular Education Special Education	cial Education Oth	Other Education	Total	l Fund-raising	Management and General	Total	Total	
Personnel Services Costs	\$	· · ·				\$	İ	İ	\$
Administrative Staff Personnel 22.00	767,296	219,227	1	986,523	1	1,240,082	1,240,082	2,226,605	1,731,895
1	5,441,846	1,510,437	1	6,952,283	•			6,952,283	7,038,423
Non-Instructional Personnel 6.00	123,567	34,297	1	157,864	•		,	157,864	119,535
Total Salaries and Staff 134.00	6,332,709	1,763,961	1	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	1	2,130,565	133,160	399,481	532,641	2,663,206	2,355,232
Legal Service		•	1	•	•	•		•	1
Accounting / Audit Services		•	•	•	•	29,259	29,259	29,259	31,750
Other Purchased / Professional / Consulting Services	2,856	793	1	3,649	•	46,147	46,147	49,796	28,270
Building and Land Rent / Lease / Facility Finance Interest	286,992	79,941	1	366,933	•	56,199	56,199	423,132	563,543
Repairs & Maintenance	250,573	962'69	1	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	1	299,809	•	•	•	299,809	228,992
Equipment / Furnishings	20,981	5,844	1	26,825	•	4,108	4,108	30,933	84,500
Staff Development	19,114	5,324	1	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	1	392,118	'	60,057	60,057	452,175	189,969
Food Service		•	1	•	•	•		•	1
Student Services	103,891	28,836	1	132,727	•		1	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	1	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 Exhapses	¢ 11177050 ¢	3 015 194 \$	-	11 138 152	122 160	\$ 2700E42 ¢	יייייייייייייייייייייייייייייייייייייי	77 77 7	7

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







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:

		Board Position
Trustee's Name	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 citizenscholars 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

			Schoo	l Enrol	lment	by Gra	ade Le	vel an	d Scho	ol Yea	r			
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Tota I
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 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were

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 30th of that year.

	Fou	rth-Year High	School Accountability Co	horts	
Fourth Year Cohort	Year Entered 9 th 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 30th
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 9th grade. Students enrolled for <u>at least one day in the school</u> after entering the 9th 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.

		Fourth	Year Total Cohort f	or Graduation	
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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 Not 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 fo	or Graduation	
Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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.

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

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%
TOTAL	100%

Graduation Requirements. In 12th 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

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

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.

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

			Percent Passing at
Cohort	School Year	Number in	Least Three
Designation		Cohort	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 9th 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.¹

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

¹ The state's guidance for the 4+1 graduation pathway can be found here: http://www.p12.nysed.gov/ciai/multiple-pathways/.

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	School	Number in	Percent
Designation	Year	Cohort	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	School	School Number in	
Designation	Year	Cohort	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.

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

Cohort		Charter	School	School District		
Designation	School Year	Number in	Percent	Number in	Percent	
Designation		Cohort	Graduating	Cohort	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

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

Туре	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	Absolute Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	
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	

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.

Matriculation Rate of Graduates by Year

		Number of	Number Enrolled	Matriculation
		Graduates	in 2 or 4-year	Rate
Cohort	Graduation Year		Program in	
		(a)	Following Year	=[(b)/(a)]*100
			(b)	
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.

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

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%.

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

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- 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.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort²

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

	2	2018-19		2019-20			2020-21		
Cohort Designation	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.

² 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 Rege	nts English Common Core Exam
by Fourth Year Accoun	tability 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.

Percent Achieving at Least Level 3 by Cohort and Year

	201	2018-19		2019-20			2020-21		
Cohort Designation	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.

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 8th 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 8th 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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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 8th 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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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.

Туре	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 th 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 th 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%.

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

	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.

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

	2018-19		2019-20			2020-21		
Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	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

Democracy Prep Harlem Charter School 2020-21 Accountability Plan Progress Report Page 30 of 43

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 Co	re 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.

Percent Achieving at Least Level 3 by Cohort and Year

	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.

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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 8th 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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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 8th 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 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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.

Туре	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			
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		

 $^{^{\}rm 3}$ Based on the highest score for each student on the mathematics Regents exam

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	N/A
Comparative	Common Core expectations. 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 th 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 th 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 Democracy Prep Harlem Charter School 2020-21 Accountability Plan Progress Report Page 35 of 43

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%.

	Percentage of Students	Donous of Ell	Percent of IEP
Grades	Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	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%.

Democracy Prep Harlem Charter School 2020-21 Accountability Plan Progress Report Page 36 of 43

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.

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 P	assing Ra	ate with a	Score of 65
by	Fourth Yea	ar Accour	ntability	Cohort⁴

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

5.	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	<i>y</i>		82	66	84	84	63	85	
2020						N/A	N/A	N/A	

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⁴ 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.

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

	20	018-19		2019-20			2020-21		
Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Exempted	11297	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

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.

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

	2018-19		2019-20			2020-21		
Cohort Designation	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 <a href="https://example.com/html/english status - between the companies of the state of the sta

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	7
Prior Period:	2019-20	
Report Due Date:	Monday, November 1, 2021	
School Fiscal Contact Name:	Valerie Martinez	
School Fiscal Contact Email:		
School Fiscal Contact Phone:		
School Audit Firm Name:	PKF O'Connor	
School Audit Contact Name:	Gus Saliba	
School Audit Contact Email:		
School Audit Contact Phone:		

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."

		If not included, state the reason(s) below. Or, if not applicable fill in "N/A"):
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>		2020-21	2019-20
CURRENT ASSETS Cash and cash equivalents Grants and contracts receivable Accounts receivables Prepaid expenses Contributions and other receivables	TOTAL CURRENT ASSETS	\$ - - - -	\$
PROPERTY, BUILDING AND EQUIPMENT, net		-	-
OTHER ASSETS		-	<u> </u>
	TOTAL ASSETS	-	
LIABILITIES AND NET A	<u>SSETS</u>		
CURRENT LIABILITIES Accounts payable and accrued expenses Accrued payroll and benefits Deferred Revenue Current maturities of long-term debt Short Term Debt - Bonds, Notes Payable Other	TOTAL CURRENT LIABILITIES	\$ - - - - -	\$ - - - - -
LONG-TERM LIABILITIES Deferred Rent All other long-term debt and notes payable, net co	urrent maturities TOTAL LONG-TERM LIABILITIES TOTAL LIABILITIES	- - -	-
NET ASSETS Without Donor Restrictions With Donor Ristrictions	TOTAL NET ASSETS	-	-
	TOTAL LIABILITIES AND NET ASSETS	-	

CK - Should be zero

DEMOCRACY PREP HARLEM CHARTER SCHOOL Statement of Activities as of June 30, 2021

	W	ithout Donor		2020-21 With Donor				2019-20
		Restrictions		Restrictions		Total		Total
DEVENUE CAINS AND OTHER SURDORT								
REVENUE, GAINS AND OTHER SUPPORT								
Public School District	<u>,</u>	10 201 200	,	-	<u>ر</u>	10 201 200	ċ	17.150.420
Resident Student Enrollment	\$	18,201,299	Ş	-	Ş	18,201,299	\$	17,150,429
Students with disabilities		2,709,319		-		2,709,319		1,676,154
Grants and Contracts						56.445		22.72
State and local		56,115		-		56,115		89,79
Federal - Title and IDEA		1,481,416		-		1,481,416		871,319
Federal - Other		-		-		-		
Other		-		-		-		
NYC DoE Rental Assistance		-		-		-		
Food Service/Child Nutrition Program		-		-				
TOTAL REVENUE, GAINS AND OTHER SUPPORT		22,448,149		-		22,448,149		19,787,69
EXPENSES								
Program Services								
Regular Education	\$	11,122,958	\$	-	\$	11,122,958	\$	11,433,69
Special Education		3,015,194		-		3,015,194		3,021,48
Other Programs		-		_		-		
Total Program Services		14,138,152		-		14,138,152		14,455,18
Management and general		2,240,543		-		2,240,543		1,673,51
Fundraising		133,160		_		133,160		117,762
TOTAL OPERATING EXPENSES		16,511,855	_	-		16,511,855		16,246,453
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS		5,936,294		-		5,936,294		3,541,242
SUPPORT AND OTHER REVENUE								
Contributions								
Foundations	\$	709	\$	7,034	\$	7,743	\$	5,47
Individuals	•	-		-	•	-	•	1,10
Corporations		-		-		-		, -
Fundraising		-		_		-		537
Interest income		-		_		-		1,350
Miscellaneous income		5,409		_		5,409		42,113
Net assets released from restriction		7,034		(7,034)		-		,
TOTAL SUPPORT AND OTHER REVENUE		13,152		-		13,152		50,580
CHANGE IN NET ASSETS		5,949,446		-		5,949,446		3,591,822
				45 400		, ,		
NET ASSETS BEGINNING OF YEAR		7,994,041		15,190		8,009,231		4,417,409
PRIOR YEAR/PERIOD ADJUSTMENTS		-						
NET ASSETS END OF YEAR	\$	13,943,487	\$	15,190	\$	13,958,677	\$	8,009,231

DEMOCRACY PREP HARLEM CHARTER SCHOOL Statement of Cash Flows as of June 30, 2021

	2020-21	20	019-20
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$	- \$	=
Revenues from School Districts		-	2
Accounts Receivable			=
Due from School Districts		÷	+
Depreciation		-	-
Grants Receivable		#	π.
Due from NYS		2	2
Grant revenues		-	-
Prepaid Expenses		5	5
Accounts Payable		2	2
Accrued Expenses		-	-
Accrued Liabilities		±	=
Contributions and fund-raising activities		-	-
Miscellaneous sources		-	-
Deferred Revenue		+	8
Interest payments		=	+
Other			π.
Other		*	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$	- \$	_
CASH FLOWS - INVESTING ACTIVITIES			
Purchase of equipment		_	_
Other		in the state of th	_
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$	- \$	-
CASH FLOWS - FINANCING ACTIVITIES			
Principal payments on long-term debt		12	2
Other			_
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$	- \$	π.
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$	- Ś	_
Cash at beginning of year		¥	_
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$	- Ś	-

			as of June 50, 2021	2020-21	-21				2019-20
		Program Services	ices		S	Supporting Services			
No. of Positions	Regular Education Special Education	cial Education Oth	Other Education	Total	l Fund-raising	Management and General	Total	Total	
Personnel Services Costs	\$	· · ·				\$	İ	İ	\$
Administrative Staff Personnel 22.00	767,296	219,227	1	986,523	1	1,240,082	1,240,082	2,226,605	1,731,895
1	5,441,846	1,510,437	1	6,952,283	•			6,952,283	7,038,423
Non-Instructional Personnel 6.00	123,567	34,297	1	157,864	•		,	157,864	119,535
Total Salaries and Staff 134.00	6,332,709	1,763,961	1	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	1	2,130,565	133,160	399,481	532,641	2,663,206	2,355,232
Legal Service		•	1	•	•	•		•	1
Accounting / Audit Services		•	•	•	•	29,259	29,259	29,259	31,750
Other Purchased / Professional / Consulting Services	2,856	793	1	3,649	•	46,147	46,147	49,796	28,270
Building and Land Rent / Lease / Facility Finance Interest	286,992	79,941	1	366,933	•	56,199	56,199	423,132	563,543
Repairs & Maintenance	250,573	962'69	1	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	1	299,809	•	•	•	299,809	228,992
Equipment / Furnishings	20,981	5,844	1	26,825	•	4,108	4,108	30,933	84,500
Staff Development	19,114	5,324	1	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	1	392,118	'	60,057	60,057	452,175	189,969
Food Service		•	1	•	•	•		•	1
Student Services	103,891	28,836	1	132,727	•		1	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	1	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 Exhapses	¢ 11177050 ¢	3 015 194 \$	-	11 138 152	122 160	\$ 2700E42 ¢	יייייייייייייייייייייייייייייייייייייי	77 77 7	7



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS 1- GRAY tab contains the Instructions Provides description of tabs and input requirements. Instructions Charter School Tuition Rates **Funding by District** 2- BLUE tabs require input of information 1.) Name of School >Select school name from list. >Enter contact information. 2.) Enrollment Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District 3.) Staffing Plan 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 <u>initially</u> be completed based upon preliminary data, and subsequently adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. 4.) Yearly Budget Enter Yearly Budget information. Includes: >"Prior Year" column may <u>initially</u> be completed based upon preliminary data, and subsequently 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 approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals. 5.) Balance Sheet Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <u>initially</u> completed based upon preliminary data, and subsequently adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. 6.) Quarterly Report 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

CELL COLORS & GUIDANCE COMMENTS

Complete when submitting Actual Quarter 4.

7.) Annual Report Requirement

I	= Enter information into the light BLUE shaded cells.
I	= 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.
*	Was 20

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

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Name:	

CONTACT INFORMATION

Contact Name:	Valerie Martinez
Contact Title:	Chief Financial Officer
Contact Email:	
Contact Phone:	

REPORT PERIOD

2021-22	2020-21
Current Academic Year:	Prior Academic Year:

							ENROLL	ENROLLMENT BY GRADES	RADES					
GRADES		×	1	2	3	4	2	9	7	80	6	10	11	12
INITIAL BUDGETED ENROLLMENT	ROLLMENT	09	09	58	64	64	85	110	110	100	100	110	80	75
TOTAL ENROLLMENT = 1076	=1076													
							ENROLLI	ENROLLMENT BY DISTRICT	STRICT					
						ANNUAL BUDGET	BUDGET					ACTUALO	ACTUAL OUARTERLY	
		PRIOR YEAR			TOTAL DI	TOTAL DISTRICTS/ENROLLMENT BY QUARTER	LLMENT BY Q	UARTER			ĭ	OTAL DISTRICT	TOTAL DISTRICTS/ENROLLMENT	_
		ACTUAL	QUARTER 1	TER 1	QUARTER 2	TER 2	QUARTER 3	TER 3	QUARTER 4	TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL	NUMBER OF SCHOOL DISTRICTS ENROLLED:	3	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:	rs enrolled:	1134	1076	0	1076	0	1076	0	1076	0	0	0	0	0
			*NOTE: If th	ere are NO bud	lget revisions a	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s)	arterly submiti	al leave the 'Ri	EVISED' Colum	(s)				
			COMPLETELY	BLANK. If bud	lget revisions A	COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected	ntire REVISED	budget colun	ins for the affe	cted				
			quarter(s) m	quarter(s) must be completed on tabs 2, 3 and 4.	ed on tabs 2, 3	and 4.								
						ANNUAL BUDGET	BUDGET							
		PRIOR YEAR				ENROLLMENT BY QUARTER	BY QUARTER				ACT	UAL ENROLLN	ACTUAL ENROLLMENT BY QUARTER	ER
		2020-21	QUARTER 1	TER 1	QUAR	QUARTER 2	QUARTER 3	TER 3	QUAR	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 1 QUARTER 2 QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised				
		Actual	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Actual	Actual	Actual	Actual
PRIMARY/OTHER	DISTRICT NAME(S)	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
1 PRIMARY District	NYC CHANCELLOR'S OFFICE	1128	1076		1076		1076		1076					
2 SECONDARY District	MT VERNON SCHOOL DISTRICT	2												
3 Other District 3	YONKERS CITY SD	4												
4 Other District 4	(Select from drop-down list) →													

PRIOR YEAR				ANNUAL	ANNUAL BUDGET ENROLLMENT BY QUARTER				ACT	ACTUAL ENROLLMENT BY QUARTER	ENT BY QUAR	TER
2020-21	QUARTER 1	TER 1	avno	QUARTER 2	QUAF	QUARTER 3	QUARTER 4	TER 4	QUARTER 1	QUARTER 1 QUARTER 2 QUARTER 3 QUARTER	QUARTER 3	QUARTER
	Original	Revised	Revised Original Revised	Revised	Original	Original Revised	Original	Revised				
Actual	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	geted Budgeted Budgeted Budgeted Budgeted Budgeted Budgeted Budgeted	Budgeted	Actual	Actual	Actual	Actual
Furullment	Furollment	Furollment	Furollment	Furnilment	Furollment	Furollment	Furollment	Furollment	Furollment	Import Enrollment Enrollment Enrollment Enrollment Enrollment Enrollment Enrollment Enrollment Enrollment	Furollment	Forollman

PRIMARY/OTHER

DPH_SUNY_CSI_Budget_FY21-22.xlsx_202202011300.xlsx

DEMOCRACY PREP HARLEM CHARTER SCHOOL 2021-22

					STAF	FING PLAN	FULL TIME E	STAFFING PLAN FULL TIME EQUIVALENT (FTE	FTE)					
*NOTE: Enter the number of FTE positions in the "blue" cells.	_	*NOTE: If there If budget revisio	are NO budget rens ARE made, the	visions at the time	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the RENSED Column(s) COMPLETEX 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,	rittal leave the 'RE the affected quai	eVISED' Column(s) rter(s) must be cor	COMPLETELY BLA! npleted on tabs 2,	JK. 3 and 4.	*NOTE: Each	quarter, the acti	*NOTE: Each quarter, the actual FTE should be input.	input.	*NOTE: State the assumptions that are being made for personnel FTE levels.
ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR				ANNUAL BUDGETED FTE						ACTUAL QUA	ACTUAL QUARTERLY FTE		Description of Assumptions
	2020-21	QI	- 1	١	Q2	- 1	Q3	١	Q4	Q1	Q2	Q3	Q4	
Executive Management	ACTUAL.	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
executive Management	0													4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
Instructional Management Deans, Directors & Coordinators	2:0	5.0		10.7		10.7		10.7						Principal, Assistant Principal, DREAM Coach, Director of School Solutions, Controlling Specialise
CFO / Director of Finance		0.0		0.0		0.0		0:0						Controlled
Operation / Business Manager	4.0	3.4		3.4		3.4		3.4						Director of Operations, Building Manager, Operations Manager, Senior Director of Operations
Administrative Staff	8.0	0.9		0.9		0.9		0.9						Operations Coordinator, Receptionist, Administrative Manager
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	
THE PROPERTY OF THE PROPERTY O	a substantial				and in indian	1					10 1011	, market		
INSTRUCTIONAL PERSONNEL FIE	2020-21	5	_		ANNOAL BODGELED FIE		03		200	5	ACIONI GO	O3 O3	5	Sescribation of Assemblons
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular	76.0	48.0		48.0		48.0		48.0						
Teachers - SPED	11.0	19.0		19.0		19.0		19.0						
Substitute Teachers		0.0		0.0		0.0		0:0						
Teaching Assistants		0.0		0.0		0.0		0.0						
Specialty Teachers		0:0		0.0		0.0		0.0						
Aides Theranists & Counselors	08	0.0		0.0		0.0		0.0						Social Worker Senior College Counselor Guidance
Other	11.0	4.0		4.0		4.0		4.0						Pathways Campus Director Dean of Culture. Senior
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	
	2012					1					10 101120	***************************************		
NON-INSTRUCTIONAL PERSONNEL FIE	PRIOR YEAR	5			ANNUAL BUDGETED FTE		50		80	5	ACTUAL QUA	ACTUAL QUARTERLY FIE	80	Description of Assumptions
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse		0.0		0.0		0.0		0.0						
Librarian		0.0		0.0		0'0		0.0						
Custodian	3.0	0.2		0.2		0.2		0.2						
Security		0.0		0.0		0.0		0.0						
Other	3.0	3.5		3.5		3.5		3.5						ACT Manager, Lighting Specialist, Facilities Associate,
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	
TOTAL PERSONNEL SERVICE ETE	134.0	106.8	0.0	106.8	0.0	106.8	0.0	106.8	0.0	00	00	0.0	00	
	2	1		-	3	200		2000	200			2:0	200	

						DEMOCE	RACY PREP I Budget /	CY PREP HARLEM CHARTI Budget / Operating Plan 2021-22	DEMOCRACY PREP HARLEM CHARTER SCHOOL Budget / Operating Plan 2021-22	J 0C				
Total Dangana		21 496 564	C 30E E13			6 30E E13			C 30E E13		-	C 30E E13		
Total Evnance		15 858 801	5 906 082	. 1		5 906 082	.)		5 906 082	. ,		5 906 082	.)	
Net Income		5,637.763	399,430	•	ï	399.430	1	1	399,430	,		399.430	,	Ī
Actual Student Enrollment		1,134	1,076	E.	-	1,076	g	Ē	1,076	g	-	1,076	ē	c
		Prior Year Actual	1st C	1st Quarter - 7/1 - 9/30		2nd Qua	2nd Quarter - 10/1 - 12/31	2/31	3rd C	3rd Quarter - 1/1 - 3/31		4th C	4th Quarter - 4/1 - 6/30	/30
		2020-21 Revenue Per Pupil	Original Budget	Revised Budget Va	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget Var	Variance	Original Budget	Revised Budget	Variance
		Allocate Per Pupil		*NOTE:	If there are A	10 budget revis	sions at the tin	ne of auarterly	submittal leav	ED, C	MOD (s)um.	1PI FTFI Y BI A	NK	
REVENUE REVENUES FROM STATE SOURCES	2021-22	Revenue by Quarter		If budget rev	visions ARE r.	nade, the entire	e "REVISED" b	udget columns	s for the affects	budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.	e completed	d on tabs 2, 3	and 4.	
	Per Pupil Rate	PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%	25.0%		25.0%	25.0%	
R'S OFFICE	16,844	18,099,835	4,531,036		•	4,531,036		1	4,531,036		3	4,531,036		ï
MT VERNON SCHOOL DISTRICT	18,437		E	2		ï	*	1	1	Ĭ.	1	E	п	ř
YONKERS CITY SD	16,481		9	2	+	5	3	2	1	5	•	1		5
	1				+						,			1
3	1		1 0	į.	1	3		2	1		2		1	i
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	1		1	i	а	3	1	2	1	ī	2	1	1	ī
	r		×	Į	•	ī	ī		•	ī	×	r		1
ALL OTHER School Districts: (Weighted Avg.)	1			1	31	7	1	1	1	r		10	212	
TOTAL Per Pupil Revenue (Weighted Average Per Punil Eunding)	16,844	18,099,835	4,531,036	1	r	4,531,036	ī	ī	4,531,036	Ř	Ē	4,531,036		ī
Special Education Revenue		2,826,645	772,878		1	772,678		2	879,277		2	879,277		ā
Grants														
Stimulus	;				c			1						ē
DYCD (Department of Youth and Community Development)	oment)							2						3
Other NYC DoE Rental Assistance											8			
Other					1			1			3			ī
TOTAL REVENUE FROM STATE SOURCES		20,926,480	5,410,313	B	-	5,410,313	3	2	5,410,313	3	2	5,410,313		b
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs			35,250			35,250		2	35,250		2	35,250		5
Title Finding - Other		190,358	125,/96			125,796		. 10	125,796		E 0	125,/96		1 0
School Food Service (Free Lunch)		00000	100,02		1	100/07		1	100/07			100/07		3
Grants														
Charter School Program (CSP) Planning & Implementation	ation							•						5
Other		127,379	706,422			706,422			706,422			706,422		
TOTAL REVENUE FROM FEDERAL SOURCES		346,305	893,449	9		893,449		Ē	893,449	Ĕ	1	893,449		ï
LOCAL and OTHER REVENUE														
Contributions and Donations		12,000	1,750			1,750		8	1,750		e	1,750		E .
Fundraising		- 000			1			2			2			9
Erate Reimbursement Farnings on Investments		211,706			1 11			1 11			1 1			T S
Interest Income		74			1						6 1			1
Food Service (Income from meals)								Ē			1			ï
lext Book		•									,			5 1
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		223,780	1,750	1	1	1,750	,	2	1,750		1	1,750		j j
TOTAL REVENUE		21,496,564	6,305,512	9		6,305,512	T		6,305,512	ē		6,305,512	u u	ē

													ľ
					DEN	DEMOCRACY PREP HARLEM CHARTER SCHOOL Rudget / Onerating Plan	CY PREP HARLEM CHARTI	ARTER SCHOO)[
							2021-22						
Total Revenue		21,496,564	6,305,512	r	- 6,305,512	12	I	6,305,512	r	- 6,3	6,305,512	ī	ï
Total Expenses		15,858,801	5,906,082	a	- 5,906,082	- 82		5,906,082	1	- 5,5	5,906,082	ī	ï
Net Income Actual Student Enrollment		5,637,763	399,430		- 399,430		٠ ,	399,430	1 6	<u></u>	399,430 1.076	, i	<u> </u>
				2					0.00				
		Prior Year Actual	1st Q	1st Quarter - 7/1 - 9/30	2r	2nd Quarter - 10/1 - 12/31	12/31	3rd Qu	3rd Quarter - 1/1 - 3/31		4th Quarter	4th Quarter - 4/1 - 6/30	
		Revenue Per Pupil	Original Budget	Revised Budget Variance	Original ce Budget	Il Revised Budget	Variance	Original Budget	Revised Budget Variance		Original Rev Budget Bud	Revised Budget Variance	o
EXPENSES ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of												
Everitive Management	Positions	(13 02/)	-		•		,	•		,	•		1
Instructional Management	5.00	844,756	199,125		- 199,125	25	1 3	199,125			199,125		
Deans, Directors & Coordinators	10.73	214,691	326,932		Ш	32	2	326,932		Ш	326,932		i
CFO / Director of Finance	2 45	170 200	102 226		102 236	- 56		103 236			- 103 236		ř i
Administrative Staff	00.9	454,063	127,706		- 127,706	90		127,706		-	127,706		×
TOTAL ADMINISTRATIVE STAFF	25.18	1,778,875	756,999	•	- 756,999	- 66		756,999		-	756,999	ī	1
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	48.00	4,552,085	1,287,804		- 1,287,804	04	•	1,287,804		- 1,2	1,287,804		1
Teachers - SPED Substitute Teachers	19.00	355,864	481,378		481,378	78	0 2	481,378		4	481,378		6 3
Teaching Assistants	1	•	•			i	1	1			•		1
Specialty Teachers	т	3,713			-	1		1		1	316		1
Aldes Therapiete & Councelors	- 00 2	751 337	168 110		168 110	- 01		168 110			168 110		1 1
Other	4.00	653,561	198,315		- 198,315	15	8	198,315			198,315		0 0
TOTAL INSTRUCTIONAL	78.00	6,031,381	2,135,607	т	- 2,135,607	- 20	æ	2,135,607	1	- 2,1	2,135,607		1
NON-INSTRUCTIONAL PERSONNEL COSTS				ļ									
Nurse	1				1		2			2			à
Librarian	, ,	41 000	0.170			72	1	1430		•	2 173		ï
Custodian Security	cT'n	(2,956)			1,0		0 2			C 2			G 3
Other	3.46	195,137	101,975		- 101,975	75	÷	101,975		-	101,975	60	ï
TOTAL NON-INSTRUCTIONAL	3.62	350,044	105,148	-	- 105,148		-	105,148	×		105,148	x	1
SUBTOTAL PERSONNEL SERVICE COSTS	106.79	8,160,300	2,997,754	3	- 2,997,754		2	2,997,754	3	- 2,9	2,997,754	,	5
PAYROLL TAXES AND BENEFITS Payroll Taxes			229,328		- 229,328	28	2	229,328		- 2	229,328		1
Fringe / Employee Benefits		1,115,092	274,931		- 274,931	31		274,931		- 2	74,931		ì
Retirement / Pension		524,545	106,200		- 106,200	0 0		106,200		-	106,200		
IOIAL PAYROLL IAXES AND BENEFIIS		1,039,037	6070,439		- 010,433	- 60	9	610,439	Č		610,439	1	ē
TOTAL PERSONNEL SERVICE COSTS	106.79	786'662'6	3,608,213	1	- 3,608,213	13 -	1	3,608,213	T	- 3,6	3,608,213		I
CONTRACTED SERVICES Accounting / Audit		698.69	23.051		- 23.051	151	,	23.051		•	23.051		- 1
Legal		2.667	3,750		3.7	3,750	2	3.750			3,750		1 5
Management Company Fee		2,578,815	756,484		- 756,484	84	*	756,484			756,484		X
Nurse Services			٠		•		-	r			•		ē
Food Service / School Lunch		i	8,846		8,8	8,846	2	8,846			8,846		1
Special Ed Services					1 210	1					1 71		1
Titlement Services (i.e. Title I)		ĭ			•	×	1						3
Other Purchased / Professional / Consulting		288,626	125,386		- 125,386	986		125,386			125,386		ř.
I OTAL CONTRACTED SERVICES		116'656'7	110/16	ī	/16//16 -	- /1		716,/16	1		110/16		ï

					DEMOCE	DEMOCRACY PREP HARLEM CHARIER SCHOOL	AKLEIM CHA	AKIEK SCHC	JO.				
						Budget / (Budget / Operating Plan 2021-22	lan I					
Total Revenue Total Expenses Net Income Actual Student Enrollment	21,496,564 15,858,801 5,637,763 1,134	6,305,512 5,906,082 399,430 1,076			6,305,512 5,906,082 399,430 1,076			6,305,512 5,906,082 399,430 1,076			6,305,512 5,906,082 399,430 1,076		
	Prior Year Actual	1st Qu	1st Quarter - 7/1 - 9/30		2nd Que	2nd Quarter - 10/1 - 12/31	/31	3rd Q	3rd Quarter - 1/1 - 3/31	1/31	4th C	4th Quarter - 4/1 - 6/30	92/30
	2020-21 Revenue Per Pupil	Original Budget	Revised Budget V	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses	191 752	138 940			138 940		0.0	138 9/10			138 940		r a
Classroom / Teacning Supplies & Materials Special Ed Supplies & Materials	191,/32	138,340			138,940			138,340		1	138,940		1
Special Ed Supplies & Materials Textbooks / Workbooks	116,115	53,150			53,150			53,150			53,150		
Supplies & Materials other		1		1	•		1	1		•			1
Equipment / Furniture	68,450	20,268		•	20,268		ī	20,268			20,268		ī
Telephone	70,842	17,686		11	17,686			17,686			17,686		1
Student Tooting 8, Accompan	166,454	38,3/8			38,378			38,378			38,3/8		1
Student Testing & Assessment Field Trips	8,887	72,866		1	72,866		2 2	72,866		1	72,866		6 3
Transportation (student)	'	-			•			•		X			ï
Student Services - other	43,316	59,928		ť	59,928		15	59,928		1	59,928		Ē
Office Expense	176,804	84,349		•	84,349		2	84,349		2	84,349		3
Staff Development	17,200	55,606			55,606		1	55,606			55,606		i i
Staff Recruitment Student Becruitment / Marketing	19,585	- 5625			5635			5,63,5			5635		
School Meals / Lunch	-						1						i i
Travel (Staff)	1,763	390		11	390		2	390		2	390		1
Fundraising		-		•	•			•		X.	•		ï
Other	62,148	22,739		T	22,739		5	22,739		ť	22,739		Ē
TOTAL SCHOOL OPERATIONS	1,026,936	572,318	1	c	572,318	t	Ē	572,318	r		572,318	t	ř
FACILITY OPERATION & MAINTENANCE													
Insurance	82,139	57,183		E	57,183		6	57,183		e	57,183		Ē
Janitorial Dirilding and Land Dont / Losso / Excility Singuis Interest	303,592	128,297		1	128,297		2	128,297		•	128,297		3
Donaire & Maintanance	1,200,369	273,003.00		2	273,003			273,003			273,003		
Equipment / Furniture	i i	()					0 1						
Security	•	2,428			2,428		1	2,428			2,428		Ī
Utilities	(3,173)	3,750		11	3,750		2	3,750		2	3,750		ā
TOTAL FACILITY OPERATION & MAINTENANCE	1,582,926	464,663	6	Е	464,663	T	8	464,663	E	e	464,663	ı	ē
DEPRECIATION & AMORTIZATION	509,025	273,326		•	273,326		ï	273,326		ĸ	273,326		ï
COVID-19 / CONTINGENCY		70,045			70,045		T	70,045		1	70,045		
DEFERRED RENT				n			2			7			Ī
TOTAL EXPENSES	15,858,801	5,906,082	×	20	5,906,082		(X)	5,906,082	1		5,906,082	11.	*
NET INCOME	5,637,763	399,430	2		399,430	1	2	399,430		ī	399,430	·	5

					DEMOC	RACY PREP	HARLEM CH	DEMOCRACY PREP HARLEM CHARTER SCHOOL	J0 [
						Budget ,	Budget / Operating Plan 2021-22	Plan					
Total Revenue	21,496,564	6,305,512	E	1	6,305,512	Ē	Ī	6,305,512	i.	I	6,305,512	Ē	ï
Total Expenses	15,858,801	5,906,082	T	1	5,906,082	I	1	5,906,082	Ī	ı	5,906,082	ï	i
Net Income	5,637,763	399,430	•	Ī	399,430	Ĭ	r	399,430	ī	1	399,430	ï	Ĭ
Actual Student Enrollment	1,134	1,076	Ti.		1,076	ij	ē	1,076	Ē	1	1,076	Ü	î
	Prior Year Actual	1st 0	1st Quarter - 7/1 - 9/30	9/30	2nd Qt	2nd Quarter - 10/1 - 12/31	12/31	3rd C	3rd Quarter - 1/1 - 3/31	3/31	4th Q	4th Quarter - 4/1 - 6/30	/30
	2020-21	o initial	Position		o i	Poplar		o in in in in in in in in in in in in in	0		Carieties	To Control	
	Pupil	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance	Budget	Budget	Variance
CNDOLINGENT #C-Lood Districts As I in Lod To Atomo Cresicos													
Number of Districts:	8	1	*	•	1	1	*	1	ī	I	1		ī
NYC CHANCELLOR'S OFFICE	1,128	1,076	1	ж	1,076	1	1	1,076	1		1,076	110	1
MT VERNON SCHOOL DISTRICT	2	ı	•	1	Ĭ	ī	į		ï		1		3
YONKERS CITY SD	4		С		Ü		100		ř	1	T	10	ī
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•	3	3	31	ar:	1	1	I	30	T	1	ari	110	1
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	1	1	3	•	3	2	8		3	2	2		à
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	I	Ī	1	1	I	Ī	Ī	11	ī	2	1		ī
ALL OTHER School Districts: (Weighted Avg.)	Ĭ.	i.	E	3	E		1	ï	E 8	2	E .	ř	ī
TOTAL ENROLLMENT	1,134	1,076	• 1		1,076		1	1,076	11	1	1,076	T	Ī
REVENUE PER PUPIL	18,956	2,860		•	2,860	E.	2	2,860	ľ	ĭ	2,860	T T	Ĭ
												-	
EXPENSES PER PUPIL	13,985	5,489		1	5,489		ī	5,489		ī	5,489	C	ï

State Stat								
15,222,048 3,752,448 3,7				Budget	DEIMIC / Operating	JCKACY PKE. g Plan	P HAKLEINI C	HARIER SCHOOL
1,527,048 2,522,048 3,755,444 3,75					r S		2021-22	
Total Veer Original Revised Original Original Revised Original	Total Revenue Total Expenses Net Income Actual Student Enrollment		25,222,048 23,624,328 1,597,720	25,222,048 23,624,328 1,597,720	1 1 1	3,725,484 (7,765,527) (4,040,043)	3,725,484 (7,765,527) (4,040,043)	
Section Districts: (Weighted Average Per Pupil Rate North and Community Development) Section Districts: (Weighted Average Per Pupil Rate North and Community Development) Section Districts: (Weighted Average Per Pupil Rate North and Community Development) Section State Section State Section State Section State Section State Section State Section State Section State Section State Section Secti			Original	Total Year Revised		VARIA Original Budget vs. PY	ANCE Revised Budget vs. PY	DESCRIPTION OF ASSUMPTIONS
Second District Community Development District Community Development District Community Development District Community Development District Community Development District Community Development District Community Development District Community Development District D	UES FROM STATE SOURCES	2021-22	agong	agong		ndger	agong	
16,481	R'S OFFICE	er Pupil Rate 16,844	18,124,144	18,124,144		24,309	24,309	
## School Districts: (Weighted Average Per	MT VERNON SCHOOL DISTRICT	18,437	*			1	E 3	
R. School Districts: (Weighted Aug.)	YONKERS CITY SD	16,481						
## School Districts: (Weighted Avg.) ## School Districts: (Weighted Avg.) ## School Districts: (Weighted Avg.) ## School Districts: (Weighted Avg.) ## School Districts: (Weighted Avg.) ## School Districts: (Weighted Avg.) ## School Postation ## School Districts: (Weighted Avg.) ## School Postation ## School Postation ## RECRAL EVINDING ## School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation ### RECRAL EVINDING ### School Program (CSP) Planning & Implementation #### RECRAL EVINDING #### School Program (CSP) Planning & Implementation #### RECRAL EVINDING #### School Program (CSP) Planning & Implementation #### RECRAL EVINDING #### School Program (CSP) Planning & Implementation #### RECRAL EVINDING #### School Program (CSP) Planning & Implementation #### School Program (CSP) Planning & Implementation #### RECRAL EVINDING #### School Program (CSP) Planning & Implementation #### School Program (CSP) Planning & Implementation #### School Program (CSP) Planning & Implementation #### School Program (CSP) Planning & Implementation #### School Program (CSP) Planning & Implementation #### School Program (CSP) Planning & Implementation #### School Program (CSP) Planning & Implementation #### School Program (CSP) Planning & Implementation ####		c	É	•	C	C	Q	
R. School Districts: (Weighted Aug.) 16,844 16,124,144 16,124,144 16,124,144 16,949 16,948 16,944 16,124,144 16,124,144 16,124,144 16,948 1		2	•	1		1	2	
R. School Districts: (Weighted Avg)		ı		1 /15				
School Districts: (Weighted Aug.)	,	1	ï		,	I	2	
B. School Districts: (Weighted Average Per 16,844 18,124,144 18,		<u>.</u>			1 0	1 2	2 2	
School Districts: (Weighted Avg.)			1			I		
School Districts: (Weighted Average Per 16,844 18,124,144 18,124		9	č		c	C	C	
R. School Districts; (Weighted Average Per 16,844 16,844 18,124,144 14,1000 141,000 1	,	2	ā	3	7	3	1	
Partine (Weighted Average Per 16,844 18,124,144 18,12	ALL OTHER School Districts: (Weighted Avg.)	r Z		1 2		1 1		
region Revenue 3,517,108 3,517,108 - 699,463	TOTAL Per Pupil Revenue (Weighted Average Per	16.844	18.124.144	18.124.144		24.309	24.309	
The second of Youth and Community Development The second of Youth and Youth and Youth and Youth and Youth and Youth and Youth and Youth and Youth and Youth and Youth and	Pupil Funding)		2 517 100	2 517 100		200,463	600 000	
Investment of Youth and Community Development) Intal Assistance Intal Assistance Interest ENDING Interest EUNDING I	Special Education Revenue Grants		801',11C'C	2,717,108		690,463	090,460	
The REDERAL FUNDING The REDERAL FOUNCES THE REDERAL FOUNCES THE REDERAL FOUNCES THE REDERAL FOUNCES THE REDERAL FOUNCES THE REDERAL FOUNCES THE REDERAL FOUNCES	Stimulus	į.	100	•	6	E		
FROM STATE SOURCES	DYCD (Department of Youth and Community Developm Other	ient)				1 1	2 2	
Needs 141,000 141,00	NYC DoE Rental Assistance			210	8.18			
Needs			•	•	•	•		
Needs I Needs			21,641,252	21,641,252	9	714,772	714,772	
State Content Conten	REVENUE FROM FEDERAL FUNDING IDEA Spacial Naeds		141 000	141 000		141 000	141 000	
103,924 103,924 75,356	Title		503,184	503,184		312,826	312,826	
chool Program (CSP) Planning & Implementation	Title Funding - Other		103,924	103,924	812	75,356	75,356	
richool Program (CSP) Planning & Implementation LEFROM FEDERAL SOURCES LEFROM LOCAL and OTHER SOURCES LOCATION CONTRIBED TO TABLE TO TA	School Food Service (Free Lunch) Grants		*	•	1	I	2	
HER REVENUE The REVENUE The Revenue The T	ter School Program	ion	D	10	3	3	2	
HER REVENUE The REVENUE The Revenue The R	Other		2.825.688	2.825.688		2.698.309	2.698.309	
HER REVENUE ns and Donations oursement Investments ome (Income from meals) UE FROM LOCAL and OTHER SOURCES ns and Donations (Income from meals) Oursele (Income from meals)	TOTAL REVENUE FROM FEDERAL SOURCES		3,573,796	3,573,796	0	3,227,491	3,227,491	
7,000 7,000 - (5,000)	LOCAL and OTHER REVENUE							
Investment	Contributions and Donations		7,000	7,000	6	(2,000)	(2,000)	
Investments	Fundraising Erate Reimbursement					(211,706)	(211,706)	
e (Income from meals)	Earnings on Investments		1	ж	31.	1		
UE FROM LOCAL and OTHER SOURCES 7,000 7,000 - (216,780)	come from		* *			(74)	(74)	
UE FROM LOCAL and OTHER SOURCES 7,000 7,000 - (215,780)	Sk.		i i	10	b	1	2	
י אטא אני דר דר היים איז היר דר היים היים היים היים היים היים היים היי	OTHER TOTAL REVENUE FROM LOCAL and OTHER SOURCES		2 000	- 2,000		(216.780)	(216,780)	
מוס כרב זר מוס רבב זר								
	TOTAL REVENUE		25,222,048	25,222,048	c	3,725,484	3,725,484	

				DEMC	CRACY PRE	HARLEM C	DEMOCRACY PREP HARLEM CHARTER SCHOOL
			Budget	Budget / Operating Plan	g Plan	2021-22	
Total Revenue		25,222,048	25,222,048	ï	3,725,484		
rotal Expenses Net Income Actual Student Enrollment		1,597,720	1,597,720		(4,040,043)	(4,040,043)	
			Total Year		VARIANCE	NCE	
		Original Budget	Revised Budget	Variance	Original Revised Budget vs. PY Budget vs. PY Budget Budget	Revised Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
FXPFINGE							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions						
Executive Management		1			(13,024)	(13,024)	
Instructional Management Deans, Directors & Coordinators	5.00	1,307,728	1,307,728	1 1	48,256 (1,093,037)	48,256 (1,093,037)	
CFO / Director of Finance	3.45	- 010 014	- 010 014		(124 555)	(124 555)	
Administrative Staff TOTAL ADMINISTRATIVE STAFE	6.00	510,824	510,824		(56,761)	(56,761)	
INCEDICATIONAL DEBCONNIEL COSTS			200		(((-)	(((-)	
Teachers - Regular	48.00	5,151,216	5,151,216		(181,665)	(599,131)	
Teachers - SPED Substitute Teachers	19.00	1,925,512	1,925,512	6 3	(1,569,648)	(1,569,648)	
Teaching Assistants	1	i					
Specialty Teachers	1 1			.10	3,713	3,713	
Therapists & Counselors	7.00	672,440	672,440		(206,283)	(206,283)	
Other TOTAL INSTRUCTIONAL	78.00	793,260	8,542,428	a 1.	(139,699)	(139,699)	
NON-INSTRUCTIONAL PERSONNEL COSTS Nurse	1	à		a	9	2	
Librarian	' '						
Custodian Security	0.15	12,692	12,692		145,1/1	145,1/1 (2,956)	
Other	3.46	407,900	407,900		(212,763)	(212,763)	
TOTAL NON-INSTRUCTIONAL	3.62	420,592	420,592	ī	(70,548)	(70,548)	
SUBTOTAL PERSONNEL SERVICE COSTS	106.79	11,991,016	11,991,016	Þ	(3,830,716)	(3,830,716)	
PAYROLL TAXES AND BENEFITS Payroll Taxes		917,312	917,312		(917,312)	(917,312)	
Fringe / Employee Benefits Retirement / Pension		1,099,724	1,099,724	T SE	15,368	15,368	
TOTAL PAYROLL TAXES AND BENEFITS		2,441,836	2,441,836	С	(802,199)	(802,199)	
TOTAL PERSONNEL SERVICE COSTS	106.79	14,432,852	14,432,852		(4,632,915)	(4,632,915)	
CONTRACTED SERVICES					120000		
Accounting / Audit Legal		92,204	92,204		(12,333)	(22,335)	
Management Company Fee		3,025,936	3,025,936		(447,121)	(447,121)	
Food Service / School Lunch		35,384	35,384	s 0	(35,384)	(35,384)	
Payroll Services Special Ed Services				1 21		1	
Titlement Services (i.e. Title I)		×				I	
Other Purchased / Professional / Consulting		3 670 068	3 670 068		(212,918)	(212,918)	
וסואר כסוווושטורם פראיוטרט		200101010	200601060		11-00(001)	110010011	

			DEMC	CRACY PREI	HARLEM CH	DEMOCRACY PREP HARLEM CHARTER SCHOOL
		Budget	Budget / Operating Plan	g 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	ï	(4,040,043)	(4,040,043)	
Actual Student Ein Ollmein						
		Total Year		VARIANCE	INCE	
	Original	Revised		Original Revised Budget vs. PY Budget vs. PY	Revised Budget vs. PY	DESCRIPTION OF ASSUMPTIONS
	Budget	Budget	Variance	Budget	Budget	
SCHOOL OPERATIONS						
Board Expenses	ï	E		Í	Ĭ	
Classroom / Teaching Supplies & Materials	555,760	555,760	b	(364,008)	(364,008)	
Special Ed Supplies & Materials	ì			1	1	
Textbooks / Workbooks	212,600	212,600	U	(96,485)	(96,485)	
Supplies & Materials other	, 10,000	, 10,00	3	1 000 000	- 000 000	
Equipment / runnum	81,072	81,072	II s	(17,022)	(12,022)	
Technology	153 512	153 512		17 9/17	17 9/7	
Children Testing & Assessment	9 577	9 577		16,342	16,483	
Field Trips	291,464	291.464		(282.577)	(282.577)	
Transportation (student)		-		-	-	
Student Services - other	239,712	239,712		(196,396)	(196,396)	
Office Expense	337,396	337,396		(160,592)	(160,592)	
Staff Development	222,424	222,424		(205,224)	(205,224)	
Staff Recruitment	1	ar.	10	19,585	19,585	
Student Recruitment / Marketing	22,500	22,500		32,065	35,065	
School Meals / Lunch	i		t	T.	ī	
Travel (Staff)	1,560	1,560	3	203	203	
Fundraising	- 00 00	- 950.00		(000 00)	(000 00)	
TOTAL SCHOOL OPERATIONS	2,289,272	2,289,272		(1,262,336)	(1,262,336)	
FACILITY OPERATION & MAINTENANCE	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	1	203	.1	1	1	
Equipment / Furniture	ï	•		1	1	
Security	9,712	15,000		(18 173)	(18 173)	
TOTAL FACILITY OPERATION & MAINTENANCE	1.858.652	1.858.652		(275,726)	(275,726)	
		-1000001		1,-,,(,,,)	(-, -),)	
DEPRECIATION & AMORTIZATION	1,093,304	1,093,304		(584,279)	(584,279)	
COVID-19 / CONTINGENCY	280,180	280,180	S. I. S.	(280,180)	(280,180)	
DEFERRED RENT			,	J	I	
TOTAL EXPENSES	23,624,328	23,624,328	32	(7,765,527)	(7,765,527)	
	000.00	000 000 0		10000001		
NET INCOME	1,597,720	1,597,720		(4,040,043)	(4,040,043)	

			DEMO	CRACY PREP	HARLEM CH	DEMOCRACY PREP HARLEM CHARTER SCHOOL
		Budget /	Budget / Operating Plan	Plan		
					2021-22	
Total Revenue Total Expenses Net Income Actual Student Enrollment	25,222,048 23,624,328 1,597,720	25,222,048 23,624,328 1,597,720		3,725,484 (7,765,527) (4,040,043)	3,725,484 (7,765,527) (4,040,043)	
	Original	Total Year Revised Budget	Variance	VARIANCE Original Revised Budget vs. PY Budget Budget	NCE Revised 3udget vs. PY 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						

					00000	1 01 00 70 0	200	01100						
					DEIMOC	DEMOCRACY PREP DARLEW CHARLER SCHOOL Budget / Operating Plan	Budget / Operating Plan	akiek seno Ilan	5					
						2	2021-22							
Total Revenue	21,496,564	6,305,512	1		6,305,512	E	•	6,305,512	E		6,305,512	r	*	25,222,048
Total Expenses	15,858,801	5,906,082	1	•	5,906,082	1	ĭ	5,906,082	ī	1	5,906,082	ï	Ĭ	23,624,328
Net Income	5,637,763	399,430		ī	399,430	1	1	399,430	1	1	399,430	ï	ī	1,597,720
Actual Student Enrollment	1,134	1,076	e	•	1,076	g	Ē	1,076	C.		1,076	č	ř.	
	Prior Year Actual	1st Q	1st Quarter - 7/1 - 9/30	/30	2nd Qu	2nd Quarter - 10/1 - 12/31	2/31	3rd Q	3rd Quarter - 1/1 - 3/31	1/31	4th Q	4th Quarter - 4/1 - 6/30	2/30	
	2020-21			5										
	Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS					9									,
OPERATING ACTIVITIES {enter descriptions below }														
Example - Add Back Depreciation			1	•	1	1		•	1		-	1	I	T
Other	•	-	1	t	•	1	ē	•		6			Ü	Ü
Total Operating Activities	3	1	3				3	7		a	1	ì		3
INVESTMENT ACTIVITIES {enter descriptions below }														
Example - Subtract Property and Equipment Expenditures				1	•	*	*	31.				T	1	1
Other	1	3	1	3	•	*	1	•	1	2	•	1	3	ī
Total Investment Activities		1	•	ř	E.	0	t	Ē	T.	r		Ē	£	E
FINANCING ACTIVITIES {enter descriptions below }														
Example - Add Expected Proceeds from a Loan or Line of Credit			•	1	-		1	•	1	1	•		I	ï
Other			1	·	6	B)	e	•	•	6	1:	· ·	E	Ē
Total Financing Activities	ĭ	1	1	ï	1	ı	1	I	I	ı	1	I	3	1
Total Cash Flow Adjustments	c	•	е	G	C	2	·	·	0	•	c	ē	6	E
NET INCOME	5,637,763	399,430	Ī	X	399,430			399,430	×	T	399,430	X		1,597,720
Reginning Cash Ralance		5 637 763	•	,	6 037 193	,	-	6 436 623		Ī	6 836 053	•	1	5 637 763
		and trade			actionia.			orological to			codocido			continués.
ENDING CASH BALANCE	5,637,763	6,037,193		ā	6,436,623	2		6,836,053	1		7,235,483	3		7,235,483

		DEIVIC	DCRACY PREF	HARLEM C	DEMOCRACY PREP HARLEM CHARTER SCHOOL	
	Budget /	Budget / Operating Plan	g Plan			
				2021-22		
Total Revenue 2	25,222,048	i	3.725.484	3,725,484		
	23.624.328		(7.765.527)	(7.765.527)		
	1,597,720	Ī	(4,040,043)	(4,040,043)		
Actual Student Enrollment						
<u> </u>	Total Year		VARIANCE	INCE		
			Original	Revised		
	Revised Budget	Variance	Budget vs. PY Budget vs. PY Budget Budget	Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS	
CASH FLOW ADJUSTIMENTS	í			Ó		Г
OPERATING ACTIVITIES {enter descriptions below }						
Example - Add Back Depreciation	•	ī	×			
Other		100	6	No.		
Total Operating Activities	3	*		п		
INVESTMENT ACTIVITIES {enter descriptions below}	9					
Example - Subtract Property and Equipment Expenditures			1	4		
Other		X	1	-		
Total Investment Activities	T.	E	10	E		
FINANCING ACTIVITIES {enter descriptions below }						
Example - Add Expected Proceeds from a Loan or Line of Credit		ï	Ĭ	1		
Other	e	ě	E	Ē		
Total Financing Activities	3	3	1			
Total Cash Flow Adjustments	G	Ē		-		
NET INCOME	1,597,720	×	(4,040,043)	(4,040,043)		
Beginning Cash Balance	5,637,763	Ī	5,637,763	5,637,763		
ENDING CASH BALANCE	7,235,483	3	1,597,720	1,597,720		

DEMOCRACY PREP HARLEM CHARTER SCHOOL

BALANCE SHEET

2021-22

DO NOT ENTER BALANCE SHEET DATA ON THIS TEMPLATE

Democracy Prep New York Charter Schools (Combined) Balance sheet data should for the Ed Corp: should be entered on the template for **Bronx Preparatory Charter School.**

ASSETS

As of 6/30 Q4

As of 3/31 Q3

As of 12/31 Q2

As of 9/30 Q1

Prior Year 2020-21

CURRENT ASSETS

Grants and contracts receivable Cash and cash equivalents

Accounts receivables

Prepaid Expenses

Contributions and other receivables

TOTAL CURRENT ASSETS

PROPERTY, BUILDING AND EQUIPMENT, net

OTHER ASSETS

TOTAL ASSETS

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable and accrued expenses

Accrued payroll and benefits

Deferred Revenue

Current maturities of long-term debt

Short Term Debt - Bonds, Notes Payable

TOTAL CURRENT LIABILITIES

LONG-TERM DEBT and NOTES PAYABLE, net current maturities

TOTAL LIABILITIES

NET ASSETS

Unrestricted

Temporarily restricted

TOTAL NET ASSETS

TOTAL LIABILITIES AND NET ASSETS

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Variance		Budget / C 20 - 6,305,512 - 5,906,082 - 399,430 - 1,076 2nd Quarter - 10/1 - 12/31 Actual Budget Variance	Actua Actua	6,305,512 - 5,906,082 - 3,906,082 - 3,906,082 - 1,076	Actua	- 6,305,512 - 5,906,082 - 399,430 - 1,076	
SOURCES Source Analysis Is Based on LAST ACTUAL Quarter Completed Correct Source and Expediture Data IN the "Total and Variance Analysis" SO21-22 SO2		6,305,512 5,906,082 1,076 1,076 4,531,036 4,531,036	Actua	Jariance	Actua	6,305,512 5,906,082 399,430 1,076	
Sources and Expediture Data IN the Total and Variance Analysis 1,500,000 1,000,000		6,305,312 5,906,082 399,430 1,076 d Quarter - 10/1 - 12/ Budget 4,531,036	Actual Ac	/ariance	Actua	6,305,512 5,906,082 399,430 1,076	
Sources and Expediture Data IN the Total and Variance Analysis' Sources and Expediture Data IN the Total and Variance Analysis' Sources and Expediture Data IN the Total and Variance Analysis' Sources		2,906,082 1,076 Current Budget 4,531,036		/ariance	Actua	5,906,082 399,430 1,076 uarter - 4/1 - 6/30	E E 2
1st Quarter - 7/1 - 9/30	, , , , , , , , , , , , , , , , , , ,	Current Budget 4,531,036	Actual Ac	lariance	Actua	1,076 1,076 uarter - 4/1 - 6/30	
Section is Based on LAST ACTUAL Quarter Completed Section is Based on LAST ACTUAL Quarter Completed Section is Based on LAST ACTUAL Quarter Completed Section is Based on LAST ACTUAL Quarter Completed Current		Current Budget 4,531,036	Actua	/ariance	Actua	uarter - 4/1 - 6/30	
Section is Based on LAST ACTUAL Quarter Completed Section is Based on LAST ACTUAL Quarter Completed Section is Based on LAST ACTUAL Quarter Completed CCHARGELONS OFFICE Per Pupil Revenue Visible School Districts: (Count = 0) At Per Pupil Revenue (Visible districts) At Per Pupil Revenue Incompleted CCHARGELONS OFFICE TO (Department of Youth and Community Development) At Per Pupil Revenue Incompleted CCHARGERON STATE SOURCES Incompleted CCHARGERON STATE SOURCES Incompleted CCHARGERON STATE SOURCES Incompleted CCHARGERON STATE SOURCES Incompleted CONTROL OF Pupil Revenue Incompleted CCHARGERON STATE SOURCES Incompleted CONTROL OFFICE CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OFFI CONTROL OF	/ariance	Current Budget - 1/2 - 1	Actual	/ariance	Actua	Jai tei - 4/1 - 0/30	
Section is Based on LAXI AXI UAL Quarter Completed Actual Budget Variance	Variance	Budget 4,531,036		Variance			-
Per Pupil Rate	w 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	4,531,036		v 1 1 1 1 3 1 1		Current Budget V	Variance
ad Average Per Pupil Funding) ad Average Per Pupil Funding) ad Average Per Pupil Funding) ad Average Per Pupil Funding) ad Community Development) ad Community Development) ad Community Development) ad Community Development ad Community Developm		4,531,036					
18,437						4,531,036	2
## 16,481 16,481		T I I I I I I I I I I I I I I I I I I I				1	I
## Community Development, ## Community Developm						•	•
## Community Development 16,844 1,550 ## Community Development 1,5,796 ## Community Development 1,750 ## Communit						E 3	6 0
## Community Development 16,844 1,550 Community Development 1,550 Cammunity Development 1,750 Camm		3 1 1 1 1 1 1 1 1		50			1
## Community Development 16,844 1,750						ж	
ad Average Per Pupil Funding) ad Average Per Pupil Funding Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average Per Pupil Funding ad Average						•	
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d Community Development) LES Anning & Implementation LITES LI							
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ed Average Per Pupil Funding) 16,844 - 4,531,036 - 4,531,036 - 4,531,036 - 7,541,031 - 4,531,036 - 7,541,031 - 7,541,031 - 7,06,422						C 2	1
16,844 - 4,531,036 16,846 - 4,531,036	6 1					E 1	
879,277	980	- 4,531,036	r.		r	4,531,036	ī
CES - 5,410,313		879,277		- 772,278		879,277	1
CES Community Development CES		203	1	1		10	
CES - 5,410,313 125,796 - 125,796 125,796 125,796 125,796 125,796 125,796 125,796 125,796 125,796 125,796 125,796 125,796 125,796 125,796 125,796 125,796	1		1			1	I
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35,250 125,796 25,981 	313	- 5,410,313	1	5,410,313	3	5,410,313	1
35,250 125,796 25,981 - Inning & Implementation - - - - - - - - - - - - - -	·	× .					
25,981 25,981 		35,250	9			35,250	1
## Sk Implementation		125,796	1 2	125,796 -		125,796	1
g & Implementation 706,422 - 893,449 - 1,750 1,750		100,02					e I
g & Implementation 706,422 - 893,449 - 1,750 1,750							
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- 893,449 1,750		706.422		706,422		706.422	1
ns 1,750		- 893,449	1		Ī	893,449	1
1,750							
		1,750	1	1,750 -		1,750	1
		08 1				ж з	
ıts						1	£
Interest Income	2	•	2	2			2
ce (Income from meals)		•					•
I EXT BOOK OTHER			£ 3	e 1		е з	6 2
TOTAL REVENUE FROM LOCAL and OTHER SOURCES - 1,750 -	- 220	- 1,750	1	1,750		1,750	
TOTAL DEVENIE		6 305 513		6 305 513		6 305 513	

					-	DEIVIOLRAL	DEMOCRACY PREP HARLEM CHARLER SCHOOL	LEIVI CHANII	R SCHOOL			
							2021-22	-22				
Total Revenue		1	6,305,512	•	10	6,305,512			6,305,512	e e	- 6,305,512	9
Total Expenses		ï	5,906,082	Ī	ï	5,906,082	Ĭ.	ī	5,906,082		5,906,082	E
Net Income Actual Student Enrollment		E 0	399,430	E 0	ř 5	399,430 1.076	E D	i b	399,430 1.076		- 399,430	0 0
				-								
		1st Q	1st Quarter - 7/1 - 9/30		2nd Qui	2nd Quarter - 10/1 - 12/31	2/31	3rd Q	3rd Quarter - 1/1 - 3/31	4	4th Quarter - 4/1 - 6/30	/30
*NOTE: Enrollment, Revenne and Expediture Data IN the Total and Variance Analysis. Section is Based on LAST ACTUAL Quarter Completed	riance Analysis'	Actual	Current Budget Va	Variance	Actual	Current Budget	Variance	Actual	Current Budget Variance	Actual	Current	Variance
EXPENSES	Quarter 0					5						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions											
Executive Management			210			1			т.			
Instructional Management	1		199,125			199,125	1		199,125	-	199,125	
Deans, Directors & Coordinators	1 0		326,932	9 8		326,932	1 3		326,932	1. 3	326,932	
Operation / Business Manager			103,236			103,236			103,236	1 1	103.236	
Administrative Staff	·		127,706	•		127,706			127,706		127,706	-
TOTAL ADMINISTRATIVE STAFF		٠	756,999		ī	756,999	E	E	756,999	1	- 756,999	Ē
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	1		1,287,804	1		1,287,804	1		1,287,804		1,287,804	1
Teachers - SPED	D		481,378	1		481,378			481,378		481,378	1
Substitute Teachers	•		ji	1		1	2		1	2	1	1
Teaching Assistants			T.			r						E
Specialty Teachers	3 1		p ,				2 ,		10 1	2 2	3 1	2
Therapists & Colinselors			168 110	1		168 110	1		168 110		168 110	
Other	1		198,315			198,315	1		198,315		198,315	
TOTAL INSTRUCTIONAL		1	2,135,607	2	5	2,135,607	2	5	2,135,607	2	2,135,607	0.
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	D		10			30			310		×	
Librarian	1		3	1		1	2		1		1	
Custodian	п		3,173			3,173	1.		3,173		3,173	E
Security	•			2		- 1000	2		- 1000	2	1 10000	2
Other McTailottona.			101,975	1		101,975			101,9/5	. I		
IOTAL NON-INSTRUCTIONAL	•		103,140		1	103,140			103,140		- 103,140	
SUBTOTAL PERSONNEL SERVICE COSTS	•	6	2,997,754	1	T.	2,997,754	C	C	2,997,754	•	- 2,997,754	Ü
PAYROLL TAXES AND BENEFITS						000			000		000	
Payroll laxes			878,677	9		878,677	Œ.		878,877		878,878	Ē
Fringe / Employee benefits Retirement / Pension			106 200			106 200			106 200		106 200	
TOTAL PAYBOLL TAXES AND BENEFITS		Ì	610,459	1	ľ	610.459		ľ	610,459		- 610.459	
STOCO TOWNS STANDARD INTO	200		2,000,000	and a		2,000,000		100			ſ	
IOIAL PERSONNEL SENVICE COSTS			3,000,213			3,000,213			3,000,213			
CONTRACTED SERVICES Accounting / Audit			23.051	3		23.051	1		23.051	,	23.051	9.
			3 750			3 750			3 750		3 750	
Management Company Fee			756,484			756,484			756,484	1	756,484	
Nurse Services				2		1	2			2		2
Food Service / School Lunch			8,846	•		8,846	1		8,846	,	8,846	1
Payroll Services			t	•		п			·	-	н	E
Special Ed Services				1		1	1		•		1	3
Titlement Services (i.e. Title I)				1		- 000			- 000 100	1		E
Other Purchased / Professional / Consulting			125,386	1	1	125,386	1		125,386	-	125,386	
TOTAL CONTRACTED SERVICES		E .	917,517		ř	917,517	E.	ř	917,517		- 917,517	E

Total Revenue Total Expenses Net Income Actual Student Enrollment *NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed *NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed *NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed Section is Based on LAST ACTUAL Quarter Completed Section of Materials Section is Based on LAST ACTUAL Quarter Completed Section (Passes) Section is Based on LAST ACTUAL Quarter Completed Actual Section is Based on LAST ACTUAL Quarter Completed Actual Tarbooks, Vorkbooks Supplies & Materials other Equipment / Furniture Telephone Teleph					Budget / Operating Plan	rating Plan					
venue and Expediture Data IN the 'Total and Variance Analysis' I is Based on LAST ACTUAL Quarter Completed Actual Supplies & Materials Kas Kas Kas Kas Kas Kas Kas						D					
venue and Expediture Data IN the 'Total and Variance Analysis' n is Based on LAST ACTUAL Quarter Completed Actual Supplies & Materials Ks Actual Supplies & Materials Actual Actual Actual Actual Actual Actual Actual					2021-22	-22					
venue and Expediture Data IN the Total and Variance Analysis' is Based on LAST ACTUAL Quarter Completed Actual Supplies & Materials ks kther ther essment nt)	- 6,305,512	ē	ï	6,305,512	Ę	i	6,305,512	C	1	6,305,512	6
venue and Expediture Data IN the 'Total and Variance Analysis' n is Based on LAST ACTUAL Quarter Completed Actual Supplies & Materials Ather essment nt)	5	Ē	ï	5,906,082	I.	I	5,906,082	ij	ï	5	
venue and Expediture Data IN the 'Total and Variance Analysis' n is Based on LAST ACTUAL Quarter Completed Actual Supplies & Materials Actual	- 399,430		ř	399,430	ŗ	ř	399,430	i.	•	36	<u>.</u>
Revenue and Expediture Data IN the 'Total and Variance Analysis' ion is Based on LAST ACTUAL Quarter Completed Actual g Supplies & Materials s other ire ssessment Jent)		Þ	5	1,076)	5	1,076	1	5	1,076	2
Revenue and Expediture Data IN the 'Total and Variance Analysis' on is Based on LAST ACTUAL Quarter Completed By Supplies & Materials Revenue & Materials So other Ssessment Seessment Jent)			,			,					
ion is Based on LAST ACTUAL Quarter Completed g Supplies & Materials 8 Materials so ther Irre ssessment Jent)	1st Quarter - 7/1 - 9/30	- 9/30	2nd Qu	2nd Quarter - 10/1 - 12/31	2/31	3rd C	3rd Quarter - 1/1 - 3/31	/31	4th	4th Quarter - 4/1 - 6/30	9/30
g Supplies & Materials & Materials oks s other re ssessment Jent)											
& Materials & Materials & Materials ooks s other re ssessment tent)				Current			Current			Current	
SCHOOL OPERATIONS Board Expenses Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials Special Ed Supplies & Materials Textbooks / Workbooks Supplies & Materials other Equipment / Furniture Technology Student Testing & Assessment Field Trips Transportation (student) Student Services- other Office Fxenese	al Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
Board Expenses Board Expenses Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials Textbooks / Workbooks Supplies & Materials other Equipment / Furniture Telephone Technology Student Testing & Assessment Field Trips Transportation (student) Student Services other Offlice Fxnense											
Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials Textbooks / Workbooks Supplies & Materials other Equipment / Furniture Telephone	_	Ī		1	1		-	1		1	Ī
Special Ed Supplies & Materials Taxtbooks / Workbooks Supplies & Materials other Equipment / Furniture Telephone Technology Student Festing & Assessment Field Trips Transportation (student) Student Services - other Offlice Fxonese	138,940			138,940			138,940	1		138,940	
Textbooks / Workbooks Supplies & Materials other Equipment / Furniture Telephone Technology Student Testing & Assessment Field Trips Transportation (student) Student Services - other Offlice Fxenese		1		1	1		1	I		1	Ī
Supplies & Materials other Equipment / Furniture Telephone Technology Student Testing & Assessment Field Trips Transportation (student) Student Services- other Office France	53,150			53,150	6		53,150	-		53,150	
Equipment / Furniture Telephone Technology Student Testing & Assessment Field Trips Transportation (student) Student Services other Offlice Fxonose				0	2		10	2		11	1
Telephone Technology Student Testing & Assessment Field Trips Transportation (student) Student Services - other Offlice Fronce	20,268	į		20,268			20,268	1		20,268	į
Technology Student Testing & Assessment Field Trips Transportation (student) Student Services - other Office France	17,686	•		17,686	C		17,686	-		17,686	L 8
Student Testing & Assessment Field Trips Transportation (student) Student Sextories - other Office France	38,378	1		38,378	3		38,378	3		38,378	3
Field Trips Transportation (student) Student Sexuces - other Office France	2,393	-		2,393	*		2,393	-		2,393	Ī
Transportation (student) Student Services - other Office Forense	72,866			72,866	•		72,866	1		72,866	
Student Services - other Office Expense		1		1	2		•	1		1	1
Office Expense	59,928	-		59,928	1		59,928	1		59,928	E
	84,349	1		84,349	2		84,349	2		84,349	3
Staff Development	25,606			25,606			25,606			25,606	i
Staff Recruitment		C		E	c		t	<u>c</u>		п	Ü
Student Recruitment / Marketing	5,625	1		5,625	3		5,625	3		5,625	1
School Meals / Lunch				1	1		*	I			1
Travel (Staff)	330			390			390	1		390	
Fundraising				1 00	1		1 00			1 00	Ī
	22,739			22,739	Ĺ		22,739			22,739	
I DI AL SCHOOL OPERATIONS		Ī	1	2/7,318	r	ï	2/7,318	1	ï		
FACILITY OPERATION & MAINTENANCE											
Insurance	57,183		20 10	57,183			57,183			57,183	ī
Duilding and I and Bont / Long / Equility Singues Interest	128,297			128,297	0		128,297	0 1		128,297	
Banairs & Maintenance	2/3,000			- 100,672			273,003			500,672	
Equipment / Furniture				1	1					10	
Security	2.428			2.428			2.428	1		2.428	
Utilities	3,750			3,750	1		3,750			3,750	Ī
TOTAL FACILITY OPERATION & MAINTENANCE	- 464,663	Y.	ī	464,663	1	ī	464,663	1		464,663	ī
DEPRECIATION & AMORTIZATION	273.326	1		273.326	1		273.326	3		273.326	3
COVID-19 / CONTINGENCY	70.045			70.045			70,045	1		70,045	1
DEFERRED RENT		*		-			1	×			
TOTAL EXPENSES	- 5,906,082	Į.	×	5,906,082	ï	ř	5,906,082	1	r	5,906,082	1
NET INCOME -	- 399,430	-	T	399,430		1	399,430	1	1	399,430	•

					DEMOCRAC	DEMOCRACY PREP HARLEM CHARTER SCHOOL	LEM CHART	ER SCHOOL				
						Budget / Operating Plan	erating Plan					
						2021-22	-22					
Total Revenue	1	6,305,512		ï	6,305,512	Ę.	1	6,305,512	E.	1	6,305,512	9
Total Expenses	ï	5,906,082	E S	ī	5,906,082	Ĭ.	ï	5,906,082	Ĭ.	ī	5,906,082	Ē
Net Income	ï	399,430	E	ï	399,430	Ľ	ï	399,430	Ē	ě	399,430	E
Actual Student Enrollment	5	1,076	2	5	1,076	2	5	1,076	2	5	1,076	•
	t	1ct Ouarter 7/1 0/30	05/	Char	2nd Ousetor 10/1 13/31	13/31	2,44	2rd Outschop 177 2721		04+	4th Ouseton 4/7 6/20	027
	TSI	(natter - 1/1 - 2	000	מווס מו	- T/01 - In/11 -	16/21	nic	/c - T/T - Ial Ibn	10	7 = 14	naltel - 4/1 - 0	nc/
*NOTE: Enrollment, Revenue and Expediture 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
ENROLLMENT - *School Districts Are Linked To Above Entries*		i									G.	
NYC CHANCELLOR'S OFFICE	Ü	1,076	Ĭ	ï	1,076		Ü	1,076	1	ï	1,076	1
MT VERNON SCHOOL DISTRICT	3	it.	1	j	æ	1	j.	æ		3	T	
YONKERS CITY SD	Ĭ	3	1	ï	1	170	Ī	•	2	ī	3	1
	Ē	Е	-	Ē	E	į	E		1	E	r	E
	2	3	2	Ĭ	D	9	ī	0	2	1	0	2
	ï	1	1	ï	1	Ţ	ī		1	ī	1	1
		u	· ·		E	E.	1	•	E.	1	10	9
	Ĩ	п		1	3	i.	3			3	1	2
·	E		Ĭ	ř		ï	Ü	•	ř	Ü	r	I
	ā	31	1	5	200	1	Ď	ar	1	b	313	
	Ť	1	Ĭ	ř	1	Ī	Ī	,	2	I	1	I
	Ü	E	100	ē	E	I	E		1	E		E
	1	3	10	1	D		i	0	2	1	10	2
	Ĩ			ï		Į.	ī	•		ī	•	1
	1	t	ť		E	e.	1	e.	C	1	п	9
ALL OTHER School Districts: (Count = 0)	ř	100	1	r	203	1	I	313	1	I	10	
TOTAL ENROLLMENT	3 (1,076	91	3 (1,076	21	5 [1,076	21	5	1,076	1
REVENUE PER PUPIL		5,860	2	5	5,860	2	3 1	2,860		5	5,860	2
EXPENSES DED DITOIL		5,489	1	×	5.489	1	i i	5.489		1	5.489	1
EAFINSES TEN FORIL												

					8	DEMOCRACY PREP HARLEM CHARTER SCHOOL	REP HARLEN	1 CHARTER	SCHOOL			
						Bud	Budget / Operating Plan 2021-22	ting Plan				
Total Revenue Total Expenses			ER E	I I	25,222,048 23,624,328	(25,222,048)	1 1		25,222,048 23,624,328	(25,222,048) 23,624,328		
Net Income Actual Student Enrollment		i 3	E 3	2 2	1,597,720	(1,597,720)	E 0	E 5	1,597,720	(1,597,720)		E
						TOTALS	AND VARIANG	CE ANALYSIS				
*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	ariance Analysis'	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Actual Original Actual vs. Budget vs. Current (Current Original	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
REVENUE REVENUES FROM STATE SOURCES Per Pupil Revenue	2021-22 Per Pupil Rate			o	5	.		•	,	,		
NYC CHANCELLOR'S OFFICE	16,844	ī	9	3	18,124,144	(18,124,144)	3		18,124,144	(18,124,144)	2	2
MT VERNON SCHOOL DISTRICT	18,437	î		1	1		1	1	1	2	1	1
YONKERS CITYSD	16,481	* *		2 1		1		1 0		1	1	
	1	1	1	J.	ī	1	9	ī	1			
	н 1	r				1	U I					
	1 1	TE T	E 1	I I		C 0	I I	1	E 1	1	1	1
ī	TE .	Ĭ		¥.	F	E	1		T.			E
	1	3		1		•	3					2
, ,	II II			I L		1						
	1	1	0		1	1	3	1	1	2	1	1
		ï					. 1	8 1	1			1
ALL OTHER School Districts: (Count = 0)	' '	10 1										
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	ï		Į.	18,124,144	(18,124,144)		E	18,124,144	(18,124,144)	-	
Special Education Revenue		3	ii.	1	3,517,108		3	1	3,517,108		2	12
Stimulus			218			216	1					1
DYCD (Department of Youth and Community Development)		ï		I	Ĭ		1	ï				1
Other NVC DAE Bantal Acciptance		7 3		. 1	E 3	1	E 3	E 3				0 3
Other		,			T			T		1	2	
TOTAL REVENUE FROM STATE SOURCES		,	э	2	21,641,252	(21,641,252)		3	21,641,252	(21,641,252)		2
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs		1		ŭ	141,000	(141,000)	A	1	141,000	(141,000)		2
Title Funding - Other		1 7			103,924				103.924			1 2
School Food Service (Free Lunch)		ï	•	ı				ï			. 100	1
Grants												
Charter school Program (CSP) Planning & Implementation Other		1	1		' '	'	! !	' '				'
Other		ē		<u> </u>	2,825,688	(2,825,688)	2		2,825,688	(2,825,688)		9
TOTAL REVENUE FROM FEDERAL SOURCES		*			3,573,796	(3,573,796)			3,573,796	(3,573,796)		I
LOCAL and OTHER REVENUE Contributions and Donations		,	Ī	1	7 000	(1000)			2 000	(7 000)	,	
Fundraising		1	70		-	-		1				1
Erate Reimbursement		ï			•	1			1			
Earnings on Investments		r		T.	Ē		T.	ī	п	1	E .	1
Interest Income Food Service (Income from meals)		5 1	1	2 1	3 3	1		3 3		2 2	2 1	2 2
Text Book		i		200		•			e	6		
OTHER		3	9	ä	1		3	7		,	2	2
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		10	2015	1	7,000	(2,000)			2,000	(2,000)		
TOTAL BEVENUE		ï			25,222,048	25,222,048 (25,222,048)	Ī		25,222,048	25,222,048 (25,222,048)		Ī

Maintenance Maintenance					2	MOCDACVD	DED HADIEN	ACHAPTED	CHOOL			
Comparison Com		-			3	Bud	get / Opera	ting Plan				
Control Cont							2021-2					
Figure 1 Part of the Part of t	Total Revenue				25,222,048	(25,222,048)		a		(25,222,048	0	
Comparing Application Comp	Total Expenses			I	23,624,328	23,624,328	į	•	20004	23,624,328		
Section to the part of the p	Net income Actual Student Enrollment			E D	1,597,720	(1,597,720)	0.0	е э		11,797,720		
Section Related billion (Note of the part of the par												
State Stat						TOTALS	AND VARIAN	CE ANALYSIS				
Signo is based on LASS ACTIONAL Quantiest Compatibility Co	*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysi		Current	Actual		Actual	Original	Actual		Actual	VI VIII I TO VIII	
Counting Counting	Section is Based on LAST ACTUAL Quarter Completed		(Current	Current	Current	Current	(Current	Original	Original	Original	No. of COMPLETED	
No. of Paciety No.		╀	Quarter)	Budget	Budget - 17	Budget I Y	Quarter)	Budget	Budget - 1 Y	Budget 1 Y	Actual CY Quarters	Actual PY
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	ISTRATIVE STAFF PERSONNEL COSTS	ter 0 tions										
Per Constituent Co		a a		1	1	31	1		1	38.5		
FOOT 19 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Instructional Management			1	796,500	796,500	×	1	Ш	796,500		
PATE CONTINUE AND A C	Deans, Directors & Coordinators	•		I,	1,307,728	1,307,728	Ĭ.	·		1,307,728		
NEI COSTIS FE COSTIS	CFO / Director of Finance	1		2	5	0	2	9		2		
DSTS NET COSTS NET C	Operation / Business Manager	1		1	412,944	412,944				412,944		
NRI CONTINUING	Administrative start TOTAL ADMAINISTDATIVE STACE		0	C .	3 077 996	3 077 096			1	3 077 996		
NEI COSTS E					000,120,0	000117010				2001/12010		
NRI COSTS RECOSTS R	INSTRUCTIONAL PERSONNEL COSTS				2164 246	2101 210				6 151 316		
NEL COSTS NEL	leachers - Regular			i i	5,151,216	5,151,216				5,151,216		
NELCOSTS F. COSTS eachers - SPEU			1	1,925,512	1,925,512			\perp	1,925,512			
NELCOSTS NELCOSTS FECOSTS NELCOSTS Teaching Assistants			Ţ	i	'							
NELCOSTS F. COSTS pecialty Teachers			2	5	1	2						
NEL COSTS E COSTS NEL COSTS A CONTRICTOR NEL COSTS A CONTRICTOR A	Aides		•	•	1							
NEL COSTS FE COSTS NEL COSTS N	Therapists & Counselors		0	C	672,440	672,440	C	C		672,440		
NEFICOSTS E COSTS E	Other			1	793,260	793,260			_	793,260		
NEL COSTS E. CO	TOTAL INSTRUCTIONAL	<u></u>	1	3	8,542,428	8,542,428	9		8,542,428	8,542,428		
E COSTS E C	NON-INSTRUCTIONAL PERSONNEL COSTS											
E COSTS	Nurse	1		1	*	311	•			*		
ECOSTS ECOSTS	Librarian	<u>.</u>		1	X	•	*			•		
FE COSTS	Custodian				12,692	12,692				12,692		
E COSTS RE COST	Security				407.900	407.900			407	407.900		
FE COSTS 11,991,016 1	TOTAL NON-INSTRUCTIONAL			ī	420.592	420.592		ľ	420	420.592		
NEFTIS NEFTIS	CLIDITATAL DEDCOMNEL CEDVICE COCTS				11 991 016	11 001 016			II.	l L		
NEFITS	SUBTOTAL PERSONNEL SERVICE COSTS			E	010,166,11	11,331,010						
NEFITS NEFITS	PAYROLL TAXES AND BENEFITS	L			017 213	017 212				017 213		
NSTITS	rayton raxes Fringe / Employee Benefits			C J	1.099,724	1.099.724			L	1.099.724		
NSTS NSTS	Retirement / Pension			ī	424,800	424,800	1	1		424,800		
NSTS - - - 14,432,852 - - 14,432,852 14	TOTAL PAYROLL TAXES AND BENEFITS				2,441,836	2,441,836	ı		Ш	2,441,836		
1,204 1,20	TOTAL PERSONNEL SERVICE COSTS			1	14,432,852	14,432,852	1		Ш	Ш		
1	CONTRACTED SERVICES											
1,000 15	Accounting / Audit			1	92,204	92,204	•			92,204		
1	Legal			Ī	15,000	15,000	Ī	1	15,000	15,000	20	
))	Management Company Fee			Ľ.	3,025,936	3,025,936			1	3,025,936		
)) I) In / Consulting I) In / Consulting I) In / Consulting I) In / Consulting	Nurse Services			2 1	25 204	25 204	2 1			25 20/		
) and / Consulting	Pour Service / School Lunch			,	100,00	- 20,304				900,000		
1)	Special Ed Services			1	1	1						L
nal / Consulting	Titlement Services (i.e. Title I)			Ī	ï	•	T.		1			
3,670,068 3,670,068 - 3,670,068	Other Purchased / Professional / Consulting			1	501,544	501,544			ļ			
	TOTAL CONTRACTED SERVICES	Ì		K.	3,670,068	3,670,068	Ĭ.	r	3,670,068	3,670,068	-	

Find the present Find the pr		L			 	DEMOCRACY PREP HARLEM CHARTER SCHOOL	REP HARLEN	CHARTER	SCHOOL			
The profiting of the profit of						Bud	get / Operat	ing Plan				
1,597,204 1,5							2021-22					
The profitment of the profit o	Total Revenue	1	æ	(1)	25,222,048	(25,222,048)	*	1	25,222,048	(25,222,048)		
Current Completed Current Completed Current Completed Current Completed Current Completed Current Completed Current Completed Current Completed Current Completed Current Current Completed Current Completed Current Completed Current Curr	Total Expenses	ī			23,624,328	23,624,328	I	ï	23,624,328	23,624,328		1
Control Read thank Receit Read thank Receit Read Receit Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank Read thank	Net Income Actual Student Enrollment	. 5	1 3	E D	1,597,720	(1,597,720)	1 0	ē 5	1,597,720	(1,597,720)		L
Section is based on LSF ACTINAL Quarter Completed Actinal Current							STATE OF STA	0100				
Section is based on LAT ACTUAL Quarter Completed 15th City 1	*NOTE: Enrollment. Revenue and Expediture Data IN the 'Total and Variance Analysis'		Current	Actual		Actual	AND VARIANC Original	Actual Actual		Actual		
Current Curr	Section is Based on LAST ACTUAL Quarter Completed		Budget	VS.		vs.	Budget	vs.		vs.	PY Actual (PY TY /	Actual CY
PREATUNIS The standing standi		Actual	(Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	(Current Quarter)	Original Budget	Original Budget - TY	Original Budget TY	No. of COMPLETED Actual CY Quarters)	vs. Actual PY
Columb C	SCHOOL OPERATIONS											
1,	Board Expenses	ï	,	ï	i	,	ï	i	1	1		I
8. Materials of the Foundation	Classroom / Teaching Supplies & Materials	1		1	555,760	555,760	1	1		555,760		
1,	Special Ed Supplies & Materials	ï	1	I	I	*	1	ï	T.	3	X	I
State Stat	Textbooks / Workbooks	c	E	E	212,600	212,600	E	Ē		212,600		E
1,00,000 1,00,000	Supplies & Materials other		3		01 070	- 01 077			- 01 077	01 077	2	
Petting & Assessment Present P	Telenhone Telenhone				70,744	70 744			70,744	70,744		
Teting & Assessment for the Company of the Company	Technology				153 512	153 517			ľ	153 517		
1,000 1,00	Student Testing & Assessment			1	9 577	9 577				9 577		1
ration (student) services—other serv	Field Trins	1	701	1	291.464	291.464	1	1	2	291.464		2
Services - Other Services - Other Total And Reting Total And Re	Transportation (student)	1		I	-	1	1	1	-	-		I
PERATURE MAINTENANCE	Student Services - other	ř	п		239,712	239,712		ľ	239,712	239,712		1
Peral Depart Pera	Office Expense	5	0	2	337,396	337,396	2	5		337,396		2
Colument Marketing Colument Marketing Colument Marketing Colument Marketing Colument Marketing Colument Marketing Colument Marketing Colument Marketing Colument C	Staff Development	ī	•	1	222,424	222,424		1	222,424	222,424		
Part Marketing Part Marketing Part	Staff Recruitment	Ü	п	Ü	Č	п	Ü	Ü	п			Ţ.
Act Act	Student Recruitment / Marketing	1	1	ũ	22,500	22,500	Ĭ.	1	22,500	22,500		1
1,560 1,56	School Meals / Lunch	ī	1	I	1	1	I	Ī	1			I
PERATION & MAINTENANCE OLI OPERATION & MAINTENANCE DEPARTION ARY OFFICIALLY OPERATION & MAINTENANCE DEPARTICULARY OFFI A 1,093,304	Travel (Staff)	1	111		1,560	1,560		1	1,560	1,560		
PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & MAINTENANCE PERATION & PERATIO	Fundraising	ï		I	1 0	1 000	1	1	- 000	- 01000	I	I
PERATION & MAINTENANCE 228,732	Other			E	90,936	90,936			90,900	90,936		
PERATION & MAINTENANCE 228,732	TOTAL SCHOOL OPERATIONS	1		ï	7,789,272	7,789,717	ï	ī	2,289,272	2,289,272	I	I
and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent / Lease / Facility Finance Interest and Land Rent /	FACILITY OPERATION & MAINTENANCE											
and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Lease / Facility Finance Interest & Maintenance and Land Rent / Land Land Land Land Land Land Land Land	Insurance	1	1	1	228,732	228,732		1		228,732		
and Land Rent, Lease / Pacinty Finance Interest @ Maintenance ant / Furniture	Janitorial	Č	C	1 00	513,188	513,188			513,188	513,188		0
Franker Fran	building and Land Kent / Lease / Facility Finance Interest	1		2	1,092,020	1,092,020	2	1		1,092,020		
LITY OPERATION & MAINTENANCE	Repairs & Wallice Included Furniture							1				(2
ILITY OPERATION & MAINTENANCE	Spountity				9 717	9 717		i	9 717	9 717		
ILITY OPERATION & MAINTENANCE	Utilities	ľ	E		15,000	15,000	1			15,000		
CONTINGENCY	TOTAL FACILITY OPERATION & MAINTENANCE	Ī		1	1.858,652	1.858.652		1	1.858,652	1.858.652		I
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						2021-22					
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Net Income Actual Student Enrollment	i b	в а	E 0	1,597,720	(1,597,720)	1 0	E 5	1,597,720	(1,597,720)	E 31	Ĭ,
*NOTE: Enrollment. Revenue and Expediture Data IN the 'Total and Variance Analysis'		Current	Actual		TOTALS Actual	TOTALS AND VARIANCE ANALYSIS ual Original Actual	CE ANALYSIS Actual		Actual		
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	Actual	Quarter)	Budget	Budget - TY	Budget TY	Quarter)	Budget	Budget - TY	Budget TY	Actual CY Quarters)	Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment [Data Based on	* Enrollment Data Based on Last Actual Quarter Completed	irter Completed	_						
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ALL OTHER School Districts: (Count = 0)	1	200				1	1				1
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EXPENSES PER PUPIL											

Annual Report Requirement

for SUNY Authorized Charter Schools

DEMOCRACY PREP HARLEM CHARTER SCHOOL

2021-22

expenditures per pupil: Administrative

\$0.00

Per NYS Statute

administration expenditures divided by the total number Administrative expenditures per pupil: the sum of all general administration salaries and other general 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 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







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:

		Board Position			
Trustee's Name	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 citizenscholars 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

			Schoo	l Enrol	lment	by Gra	ade Le	vel an	d Scho	ol Yea	r			
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Tota I
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 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were

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 30th of that year.

	Fou	rth-Year High	School Accountability Co	horts	
Fourth Year Cohort	Year Entered 9 th 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 30th
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 9th grade. Students enrolled for <u>at least one day in the school</u> after entering the 9th 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.

		Fourth	Year Total Cohort f	or Graduation	
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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 Not 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 fo	or Graduation	
Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th 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.

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

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%
TOTAL	100%

Graduation Requirements. In 12th 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

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

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.

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

			Percent Passing at
Cohort	School Year	Number in	Least Three
Designation		Cohort	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 9th 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.¹

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

¹ The state's guidance for the 4+1 graduation pathway can be found here: http://www.p12.nysed.gov/ciai/multiple-pathways/.

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	School	Number in	Percent
Designation	Year	Cohort	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	School	Number in	Percent
Designation	Year	Cohort	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.

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

Cohort	Charter School		School District		
Designation	School Year	Number in	Percent	Number in	Percent
Designation		Cohort	Graduating	Cohort	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

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

Туре	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.

Matriculation Rate of Graduates by Year

		Number of	Number Enrolled	Matriculation
		Graduates	in 2 or 4-year	Rate
Cohort	Graduation Year		Program in	
		(a)	Following Year	=[(b)/(a)]*100
			(b)	
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.

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

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%.

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

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- 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.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort²

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

	2018-19			2019-20		2020-21		
Cohort Designation	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.

² 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 Rege	nts English Common Core Exam
by Fourth Year Accoun	tability 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.

Percent Achieving at Least Level 3 by Cohort and Year

	2018-19			2019-20			2020-21		
Cohort Designation	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.

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 8th 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 8th 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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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 8th 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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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.

Туре	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 th 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 th 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%.

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

	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.

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

	2	2018-19		2019-20			2020-21		
Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	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

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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 Co	re 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.

Percent Achieving at Least Level 3 by Cohort and Year

	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.

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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 8th 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 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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 8th 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 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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.

Туре	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

 $^{^{\}rm 3}$ Based on the highest score for each student on the mathematics Regents exam

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	N/A
Comparative	Common Core expectations. 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 th 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 th 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 Democracy Prep Harlem Charter School 2020-21 Accountability Plan Progress Report Page 35 of 43

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%.

	Percentage of Students	Donous of Ell	Percent of IEP
Grades	Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	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%.

Democracy Prep Harlem Charter School 2020-21 Accountability Plan Progress Report Page 36 of 43

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.

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 P	assing Ra	ate with a	Score of 65
by	Fourth Yea	ar Accour	ntability	Cohort⁴

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

5.	20	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	<i>y</i>		82	66	84	84	63	85	
2020						N/A	N/A	N/A	

Democracy Prep Harlem Charter School 2020-21 Accountability Plan Progress Report Page 38 of 43

⁴ 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.

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

	20	2018-19		2019-20			2020-21		
Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Exempted	11297	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

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.

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

	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 https://english status - between the context can be found bere.

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



with the education corporation during the prior school year.

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

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	Secretary; Chair of Academic Accountability Committee			
Email Address:					
Home Address		Business	Address		
Please complete with <i>changes</i>	only:	Please complete w	vith <i>changes</i> only:		
Street:	Busi	ness Name:			
City, State Zip:	Stree	t:			
Phone:	City,	State Zip:			
	Phor	ie:			
	Questions				
Are you, or have you been during the la education corporation? [If you checky	ast school year (July 1-June		O Yes ⊗ No		
1a) Description of the position:					
1b) Salary:					
1c) Start date:					

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

⋈ 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"
			7.0	

☐ 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	f ∂og⊙ie Dectio	on pro
Roger Berg	Pillsbury Winthrop	Employee	Legal Services	Pro Bono		Ongoing	

	Trustee Signature	
Signature:	06D615838DC0422	



mocracy Prep New York Charter Schools				
phanie King				
N/A				
Business Address				
Please complete with <i>changes</i> only:				
Business Name:				
Street:				
City, State Zip:				
Phone:				
Questions				
ol year (July 1-June 30), an employee of the \vee Ves \vee No \vee				
doption/guardianship, to, or do you cohabitate with, any person (any of tho is, or, during the last school year (July 1-June 30), was employed by the e benefit from your being a trustee? If yes, please identify each interest/ lation) that you ("self") or any interested persons have held or engaged in or school year.				
v s				

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"
		79- 79-	
		Interest/Transaction of the Business	Interest/Transaction of the Business Interest, (e.g., did not vote, did not

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

		rustee Signature
Signature:	Stephanie king	-



Name of education corporation:	Democra	cy Prep New York Charte	r Schools
Name of trustee (print):	Ross Fro	ommer	
Position(s) on board, if any (e.g., chair treasurer, committee chair, etc.):	r, Member		
Email Address:		9	
Home Address	S	Bus	siness Address
Please complete with <i>cha</i>	<i>nges</i> only:	Please com	nplete with <i>changes</i> only:
Street:		Business Name:	
City, State Zip:		Street:	
Phone:		City, State Zip:	
		Phone:	
		Questions	
Are you, or have you been during education corporation? [If you ch	The same of the same and the same of the s		of the O Yes ⊗ No
1a) Description of the position:		and the state of t	
1b) Salary:			
1c) Start date:			
the foregoing being an "intereste education corporation, or who co	ed person") who is, on build otherwise bene dested information)	or, during the last school year (fit from your being a trustee? that you ("self") or any interest	cohabitate with, any person (any of (July 1-June 30), was employed by the If yes, please identify each interest/ ted persons have held or engaged in

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"
			70	

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

	2000	Trustee Signature
Signature:	Ross Frommer 95432DBCA4AA47C	



	Education (Corporation, Tr	ustee Name and Position(s)	
Nam	e of education corporation:	Democracy F	rep New York Charter Scho	ols
Nam	Name of trustee (print): Gregory		ton	
	tion(s) on board, if any (e.g., chair, surer, committee chair, etc.):	none		
Emai	l Address:		8	
	Home Address		Business	Address
	Please complete with <i>changes</i> of	only:	Please complete w	ith <i>changes</i> only:
Stree	t:		Business Name:	
City,	State Zip:		Street:	
Phon	e:		City, State Zip:	
			Phone:	
			Share to early productione	
		Ques	stions	
	re you, or have you been during the la ducation corporation? [If you check y e			O Yes O No
1	a) Description of the position:			
1	b) Salary:			
1	.c) Start date:			
t e t	are you related, by blood, marriage, or the foregoing being an "interested per education corporation, or who could or ransaction (and provide the requested with the education corporation during	son") who is, or, du therwise benefit fr I information) that	rring the last school year (July 1-Ju om your being a trustee? If yes, p you ("self") or any interested pers	une 30), was employed by the lease identify each interest/
×	None			

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"
		Interest/Transaction of the Business	Interest / Transaction of the Business Interest, (e.g., did not vote, did not

None

Name and Relationship	Entity Conducting Business with the Education Corporation	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:	Gryony Wiston	



Educat	ion Corporation	, Trustee Name and Position(s	s)		
Name of education corporation:	Democra	cracy Prep New York Charter Schools			
Name of trustee (print):	Brittan	y Mullings			
Position(s) on board, if any (e.g., chai treasurer, committee chair, etc.):	r, Chair o	Chair of Family and Community Committee			
Email Address:					
Home Address	S	Business	Address		
Please complete with <i>cha</i>	nges only:	Please complete v	with <i>changes</i> only:		
Street:		Business Name:			
City, State Zip:		Street:			
Phone:		City, State Zip:			
		Phone:			
		Later Constitution Co.			
	(Questions			
 Are you, or have you been during education corporation? [If you ch 	they are Commence to the reason and the reason with the least of the	(July 1-June 30), an employee of the $(1b)$, and $(1c)$].	O Yes ⊗ No		
1a) Description of the position:					
1b) Salary:					
1c) Start date:					
the foregoing being an "intereste education corporation, or who co	ed person") who is, ould otherwise bene ested information)	on/guardianship, to, or do you cohabit or, during the last school year (July 1- efit from your being a trustee? If yes, that you ("self") or any interested per ool year.	June 30), was employed by the please identify each interest/		

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"
			79 70	

None

Name and Relationship	Entity Conducting Business with the Education Corporation	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:	Brittany Mullings	
	1A6DBF315A8E464	



Luucatioi	Corporation,	Trustee Name and Positio	n(s)
Name of education corporation:	Democracy	Prep New York Charter S	Schools
Name of trustee (print):	Brian Ber	ger	
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chai	irman	
Email Address:		Ĭ.	
Home Address		Busine	ess Address
Please complete with <i>change</i>	es only:	Please comple	te with <i>changes</i> only:
Street:		Business Name:	1-762 BH
City, State Zip:		Street:	
Phone:		City, State Zip:	
		Phone:	
		iestions	
 Are you, or have you been during the education corporation? [If you check 			O Yes O No
1a) Description of the position:			
1b) Salary:			
1c) Start date:			
2) Are you related, by blood, marriage the foregoing being an "interested peducation corporation, or who could transaction (and provide the request with the education corporation duri	person") who is, or, dotherwise benefi ted information) th	, during the last school year (July t from your being a trustee? If your pat you ("self") or any interested	1-June 30), was employed by the es, please identify each interest/

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"

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

	Trustee Signs
Signature:	Brian Burger CDB362200CF64DE



Education	Corporation, Trustee Nam	e 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:					
Home Address		Business Address			
Please complete with changes	only:	Please complete with <i>changes</i> only:			
Street:	Business	Name:			
City, State Zip:	Street:				
Phone:	City, State	Zip:			
	Phone:				
	May a transcription of Se				
	Questions				
 Are you, or have you been during the l education corporation? [If you checky 		on employee of the O Yes ⊗ No			
1a) Description of the position:					
1b) Salary:					
1c) Start date:					
the foregoing being an "interested pe education corporation, or who could de-	erson") who is, or, during the last otherwise benefit from your beir ed information) that you ("self") o	o, or do you cohabitate with, any person (any of school year (July 1-June 30), was employed by th ng a trustee? If yes, please identify each interes or any interested persons have held or engaged i			

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"
			70	

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

	Acceptance	Trustee Signature
Signature:	Len Willer 24A0B7DBCD0F446	



Educati	on 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:	m
Home Address	Business Address
Please complete with <i>chan</i>	ges only: Plea se complete with changes only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:
	Questions
Are you, or have you been during t education corporation? [If you che	ne last school year (July 1-June 30), an employee of the
1a) Description of the position:	•
1b) Salary:	
1c) Start date:	
the foregoing being an "interested education corporation, or who cou	e, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of person") who is, or, during the last school year (July 1-June 30), was employed by the ild otherwise benefit from your being a trustee? If yes, please identify each interest/sted information) that you ("self") or any interested persons have held or engaged in ring the prior school year.

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"
			79 70	

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

	2000	Trustee Signature
Signature:	Scan Windsor D923E8FAAE99409	



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	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 3 education corporation? [If you check yes , answer $1a$), $1b$), and $1c$)]	
	1a) Description of the position:	
	1b) Salary:	
	1c) Start date:	

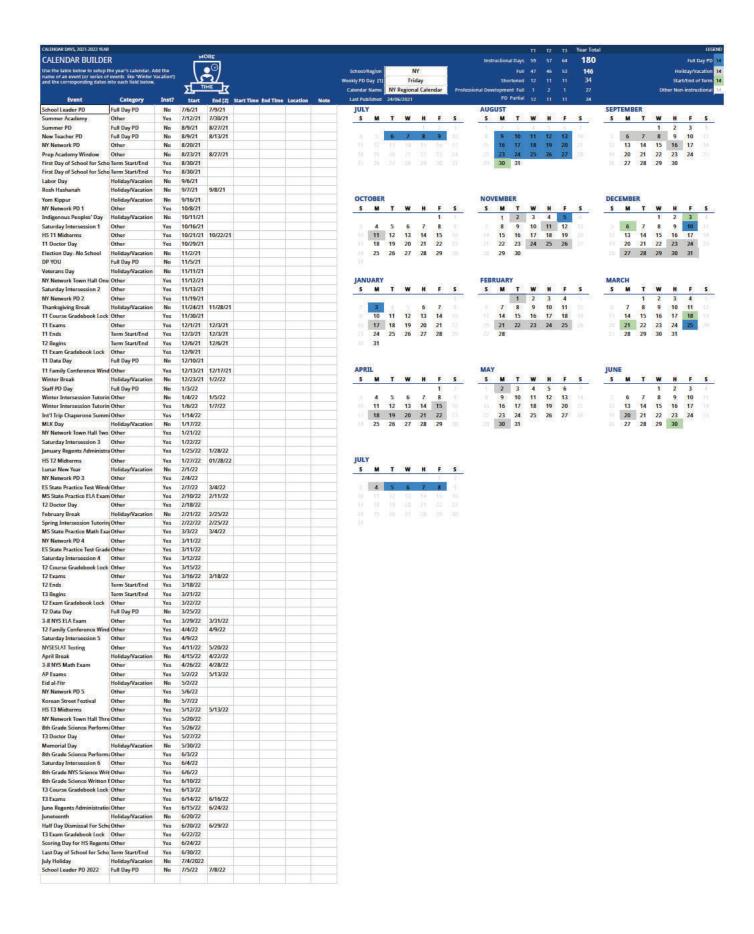
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from 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

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"



NY REGIONAL CALENDAR 2021-2022 ACADEMIC YEAR

The calendar shown below should exactly match the Google Calendar entitled 'Ni' Regional Calendar'.

To download a PDF version of this calendar hide all tabs other <u>here</u>
than "Viewer" and click the link



Event	19672.73
Event School Leader PD	7/6 - 7/9
Summer Academy	7/12 - 7/30
Summer PD	8/9 - 8/27
New Teacher PD	8/9 - 8/13
NY Network PD	8/20
Prep Academy Window	8/23 - 8/27
First Day of School for Scholars	8/30
First Day of School for Scholars	8/30
Labor Day	9/6
Rosh Hashanah	9/7 - 9/8
Yom Kippur	9/16
NY Network PD 1	10/8
Indigenous Peoples' Day	10/11
Saturday Intersession 1	10/16
HS T1 Midterms	10/21 - 10/2
T1 Doctor Day	10/29
Election Day-No School	
DP YOU	
Veterans Day	11/11
NY Network Town Hall One	
Saturday Intersession 2	
NY Network PD 2	11/19
Thanksgiving Break	11/24 - 11/2
T1 Course Gradebook Lock	
T1 Exams	12/1 - 12/3
T1 Ends	12/3 - 12/3
T2 Begins	12/6 - 12/6
T1 Exam Gradebook Lock	12/9
T1 Data Day	12/10
T1 Family Conference Window	12/13 - 12/1
Winter Break	12/23 - 1/2

2022	
Event	Dates
Staff PD Day	
Winter Intersession Tutoring	
Winter Intersession Tutoring (PM s Int'l Trip Chaperone Summit	
Int'l Trip Chaperone Summit	
MLK Day	1/17
NY Network Town Hall Two	
Saturday Intersession 3	
January Regents Administration	1/25 - 1/28
HS T2 Midterms	1/25 - 1/28 1/27 - 1/28
Lunar New Year	2/1
NY Network PD 3	2/4
ES State Practice Test Window	
MS State Practice ELA Exam	2/7 - 3/4 2/10 - 2/11
T2 Doctor Day	2/18
	2/21 - 2/25
February Break Spring Intersession Tutoring	201-205
	2/22 - 2/25 3/3 - 3/4
MS State Practice Math Exam	3/3 - 3/4
NY Network PD 4	
ES State Practice Test Gradebook L	
Saturday Intersession 4	
T2 Course Gradebook Lock	
T2 Exams	3/16 - 3/18
T2 Ends	3/18
T3 Begins	3/21
T2 Exam Gradebook Lock	
T2 Data Day	3/25
3-8 NYS ELA Exam	3/29 - 3/31
T2 Family Conference Window	4/4 - 4/9
Saturday Intersession 5	4/9
NYSESLAT Testing	4/11 - 5/20 4/15 - 4/22
April Break	
3-8 NYS Math Exam	4/26 - 4/28
AP Exams	5/2 - 5/13
Eid al-Fitr	
NY Network PD 5	5/6
Korean Street Festival	
HS T3 Midterms	5/12 - 5/13
NY Network Town Hall Three	
8th Grade Science Performance Ex	5/26
T3 Doctor Day	
Memorial Day	5/30
8th Grade Science Performance Ex	6/3
Saturday Intersession 6	6/4
8th Grade NYS Science Written Exam (Administration)	6/6
8th Grade Science Written Exam Grading	6/10
	6/13
T3 Course Gradebook Lock	6/13 6/14 - 6/16
T3 Course Gradebook Lock T3 Exams Lune Reports Administration	6/14 - 6/16
T3 Course Gradebook Lock T3 Exams Lune Reports Administration	
T3 Course Gradebook Lock T3 Exams June Regents Administration Juneteenth	6/14 - 6/16 6/15 - 6/24 6/20
T3 Course Gradebook Lock T3 Exams June Regents Administration Juneteenth Half Day Dismissal For Scholars	6/14 - 6/16 6/15 - 6/24 6/20 6/20 - 6/29
T3 Course Gradebook Lock T3 Exams June Regents Administration Juneteenth Half Day Dismissal For Scholars T3 Exam Gradebook Lock	6/14 - 6/16 6/15 - 6/24 6/20 6/20 - 6/29 6/22
T3 Course Gradebook Lock T3 Exams June Regents Administration Juneteenth Half Day Dismissal For Scholars T3 Exam Gradebook Lock Scoring Day for HS Regents	6/14 - 6/16 6/15 - 6/24 6/20 6/20 - 6/29 6/22 6/24
13 Course Gradebook Lock 13 Earns 13 Earns June Regents Administration Juneteenth Half Day Dismissal For Scholars 13 Earn Gradebook Lock Scoring Day for HS Regents Last Day of School for Scholars & Staff	6/14 - 6/16 6/15 - 6/24 6/20 6/20 - 6/29 6/22 6/24 6/30
T3 Course Gradebook Lock 13 Exams June Regents Administration Juneteenth Half Day Dismissal For Scholars 13 Exam Gradebook Lock Scoring Day for PIS Regents Last Day of School for Scholars &	6/14 - 6/16 6/15 - 6/24 6/20 6/20 - 6/29 6/22 6/24



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- [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.

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):

Building Type:

Altered

For zoning lot metes & bounds, please see BISWeb.

Construction classification:

(Prior to 1968 Code)

Building Occupa ncy Group classification: G

(1968 Code)

Multiple Dwelling Law Classification:

No. of stories: 2

Height in feet:

No. of dwelling units: 0

Fire Protection Equipment:

Fire alarm system, Sprinkler system

Type and number of open spaces:

None associated with this filing.

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.

Building

Maximum Live load Code Dwelling or

er occupancy Rooming

Zoning

persons lbs per o



CROSS STREETS Adam chyton powell Blod VIOLATION ORDER

CITY OF NEW YORK

BATTALION ES9

A-10(B) 10-03

D.O. 42

E 542254

To 207 W 1	33 CT	Ny Ny 10030	DEMOCRACY PIE		
10	00 21	ADDRESS	NAME OF	OWNER, LEASEE, OCCUP	PANT, ETC.
_		EducaTIONAL		37177425	
ROOM NO. OR FLOOR		TYPE OF OCCUPANCY		ACCOUNT N	Ю.

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, 71 violations of the Administrative Code of the City of New York.

TO 25

TO 24

FOR -NUMBERING

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:

JONGVILLE RICHARDS		Principal	212 281 12	YB
NAME OF PERSON WHO RECEIVED THIS ORDER		TITLE	PHONE #	
STEPHEN M. VELEZ	4-8-19	1	60	gazat i significant per sayah sayah sayah sayah sayah sayah sayah sayah sayah sayah sayah sayah sayah sayah sa
INSPECTOR	DATE		UNIT	

Unit Address 9 METCO TECH BK My 11201 Unit Telephone 718 999 2411



Education Corporation	on, Trustee Name and Position(s)
Name of education corporation:	cacy Kep New York
Name of trustee (print):	C. L. A.
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	The second secon
Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
treet:	Business Name:
ity, State Zip:	Street:
hone:	City, State Zip:
•	Phone:
	. Horic.
	Questions
Are you, or have you been during the last school yea education corporation? [If you check yes, answer 10]	r (July 1-June 30), an employee of the Q), and 1c)
1a) Description of the position:	7,7,
1b) Salary:	
1c) Start date:	
education corporation, or who could otherwise ben	on/guardianship, to, or do you cohabitate with, any person (any of or, during the last school year (July 1-June 30), was employed by the refit from your being a trustee? If yes, please identify each interest that you ("self") or any interested persons have held or engaged in ool 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"
	,			

Mone 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"

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.

rustee Signature

Statewide Fire Corp.

1 Teleport Drive Suite 202 Staten Island NY 10311 Tel: (718) 494-6798 Fax: (718) 494-8509

	Fire Al	arm Test &	Inspection Report	
	Inspection Date: 3-31-202		Account #:	
	Location Name: DEMOCRACY	PREP.	Contact Name: WALTER	
	Address: 207 WEST	133RD	ST NUC, NY	
	Phone Number: 646 - 38	5-47	66	
			"NO" answers must be explained in comments.	
	Control Equipment		Signaling Devices & Circuits	
Panel Function	on	YES N/A NO	Audible	N/A NO
1) All Alarm	ns Received?	X	11) Horns Tested Successfully?	1
	ts supervised?		12) Chimes Tested Successfully?	X
	fault indication tested successfully?		13) Speakers Was Voice Clear?	
	upply tested successfully?	付 日	14) Other Tested Successfully 15) Is sound level at least 15 db above ambient noise level?	
	ating verified? ed equipment connections tested successfully?		And the second s	
	s and LEDS operational?		Visible	N/A NO
	ry power supply tested successfully?		16) Strobes Tested Successfully?	
The state of the s	peling is correct?	MAL	17) Lights Tested Successfully?	
10) Annunci	ator panel is operational?		18) Other Tested Successfully?	
			19) 100% of signaling devices tested?	V888
Alarm Initiat	ing Devices & Circuits		YES N/A NO	
20) # Manua	al stations Tested Successfully?		FLOW BY SPRIN	
21) # Flows	witches Tested Successfully?		STOW DI SPEIN	TUS
	e detectors Tested Successfully? ke detectors cleaned using an approved method	?	20: 39 31	
	ity of smoke detectors Tested Successfully?			
(Every 2	Years: Last Test Date: SELF		- 2-1	
25) # Duct s	moke detectors Tested Successfully?		KIJ I	
26) Duct sm	oke detectors -anemometer test results within-	manufacturer's spe	ecifications?	
	oke detectors successfully shut down AHUs on A loke detectors tied into Fire alarm?	Alarınır		
	letectors Tested Successfully?			
30) Sprinkle	r tamper switches reported properly to panel?			
31) Other:_			\ 	
32) 100% of	fall initiating devices tested?			
Auxiliary Fun	ctions/Interfaced Equipment	YES N/A NO	Batteries Date on Batteries: 3-31-2021 YES N/A	NO
1) All smol	ke/fire dampers close completely on alarm?		1) Charger test successful?	
2) All smok	ke/fire dampers tied into fire alarm?		2) Discharge test successful?	1
	netic door holders release fire doors on alarm?	HAH	Load voltage test successful?	
	lock releases tested successfully?	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Open circuit voltage test successful?	
	releases tied into fire alarm?		5) Primary battery load voltage test successful?	
	pressure fans tested successfully? emoval fans tested successfully?		Lead acid battery specific gravity test successful?	1_1
	separate Smoke Management System Report.)		Central Station Monitoring YES N/A	NO
	tinguishing system tie-in tested successfully?		The Control Station?	
4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	r recall tested successfully?	M	7) Is the system monitored by Central Station? 8) If so, were alarm/flow, tamper/supervisory,	
	vacuation system tested successfully? as system tested successfully?	1 131	and trouble signals received by central station?	
	FM200, etc Attach Separate report)			
12) Other_			Statewide Fire Corp (718) 494-6798 (866) 494-6414	
		,		
		0 .4	Central Station Name Phone Number	
Comments	: KOPLACIO ALL	YSAT	TERIES TODAY	
7-	15 N 13 HH	10	SOCTION DANIZE /3)	
6-	12V JAH	W BE	BOCIET PANELS (5)	
			and the second s	
			New York City Fire Departmen	t
			Certificate of Fitness for Fire Alarm Systems	S-98
			* Inspection, Testing and Service Technici Statewide Fire Corp	an "
	0110		Glen A Olivieri - Certificate # 86559	721
Tack-id-	n Signatura		Octanicale # 00009	141
	n Signature:	Too V		
Authorize	ed Signature for Building Owner:	NDL	Print Name: Water Flowe	v 5

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

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