

Application: Harlem Prep Charter School

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

Entry 1 School Info and Cover Page

Completed Aug 2 2021

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

HARLEM PREP CHARTER SCHOOL 310400860840

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 # 4 - MANHATTAN

d. DATE OF INITIAL CHARTER

3/2011

e. DATE FIRST OPENED FOR INSTRUCTION

9/2011

h. SCHOOL WEB ADDRESS (URL)

<http://hpms.democracyprep.org>

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

1061

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

1030

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

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Democracy Prep Public Schools
PHYSICAL STREET ADDRESS	1767 Park Ave, Fifth Floor
CITY	New York
STATE	NY
ZIP CODE	10035
EMAIL ADDRESS	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, 2 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	240 E 123rd St., New York, NY 10035	347-380-1530	NYC CSD 4	K-5, 9-12	K-5, 9-12

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Gregory Daniel			
Operational Leader	Christy Brown			
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)

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

Filename: Taino COO - Annual Report 2020-2021.pdf **Size:** 169.1 kB

Site 1 Fire Inspection Report

[Taino Fire Certificate of Fitness 2020-2021 Annual Report.pdf](#)

Filename: Taino Fire Certificate of Fitness 2020-2021 Annual Report.pdf **Size:** 286.9 kB

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	232 E 103rd St., New York, NY 10029	347-380-1530	NYC CSD 4	6-8	No

m2a. Please provide the contact information for Site 2.

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

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

Co-located Space

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

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

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?

Yes

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 S ool and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

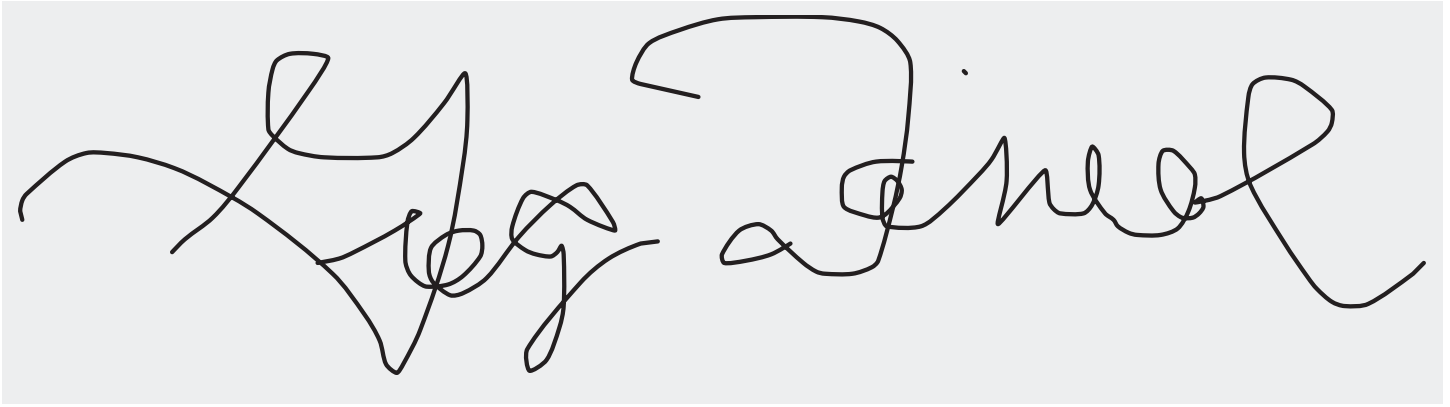
Yes

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

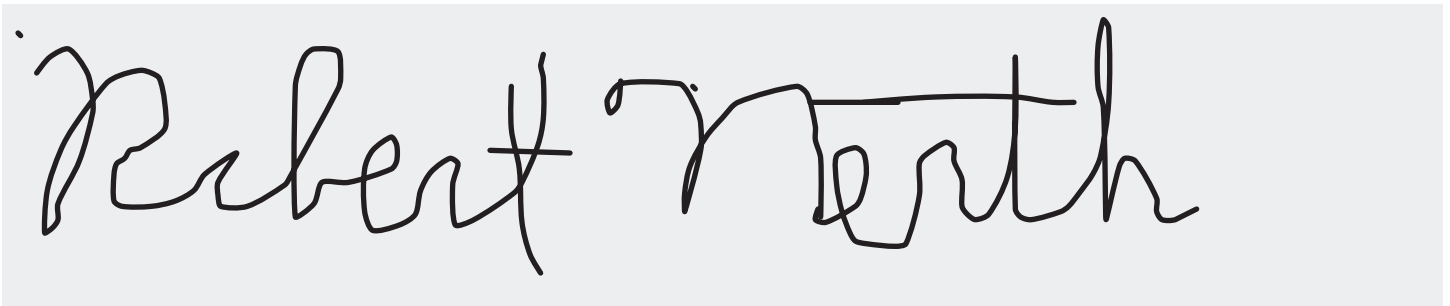
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Greg Arnold".

Signature, President of the Board of Trustees

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

Date

Jul 29 2021



Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Aug 27 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into

the SUNY Epicenter system by **August 16, 2021**.

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

HPCS 2020-21 APPR

Filename: HPCS 2020 21 APPR.docx **Size:** 1.6 MB

Entry 4 - Audited Financial Statements

Completed Nov 1 2021

Required of ALL Charter Schools

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

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

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

Democracy Prep New York Charter FST with Mgmt Ltr

Filename: Democracy Prep New York Charter FS OWDWOel.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 HPCS

Filename: 2020 21 Audited Financial Statemen WB1yC1Z.xlsx **Size:** 174.8 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

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

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Aug 2 2021

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

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

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

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

HPCS SUNY CSI Budget FY21-22

Filename: HPCS SUNY CSI Budget FY21 22.xlsx **Size:** 512.6 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 3 2021

Required of ALL Charter Schools by August 2

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

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

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

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

Financial Disclosure Form - 2020-2021 - Gregory Weston

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

Financial Disclosure Form - 2020-2021 - Ross Frommer

Filename: Financial Disclosure Form 2020 20 Mu6cLEj.pdf **Size:** 248.2 kB

Financial Disclosure Form - 2020-2021 - Brian Berger

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

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

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

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

Filename: Financial Disclosure Form 2020 20 2vxHZH8.pdf **Size:** 246.9 kB

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

Filename: Financial Disclosure Form 2020 20 8JkSDse.pdf **Size:** 399.1 kB

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

Filename: Financial Disclosure Form 2020 20 58638fW.pdf **Size:** 398.1 kB

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

Filename: Financial Disclosure Form 2020 20 lwNbD6o.pdf **Size:** 265.5 kB

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

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

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

Filename: Financial Disclosure Form 2020 20 s65qmSC.pdf **Size:** 398.4 kB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

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

			Executiv e Committ tee						
4	Brittany Mullings		Trustee/ Member Communi ty and Family Communi cation s Committ tee	Yes	2	07/01/2 019	06/30/2 021	6	
5	Jake Foley		Trustee/ Member Unassign ed as of July 28, 2021	Yes	2	07/01/2 020	06/30/2 023	7	
6	Sean Windsor		Trustee/ Member Finance and Audit Committ tee	Yes	2	07/01/2 019	06/30/2 021	9	
7	Alastair Wood		Trustee/ Member Academ ic Account ability Committ tee, Governa nce Committ tee	Yes	2	07/01/2 019	06/30/2 021	9	
8	Josh Pr staw		Vice Chair Executiv e Committ tee, Real Estate Committ tee	Yes	2	07/01/2 019	06/30/2 021	10	

9	Doug Snyder		Vice Chair	Executive Committee	Yes	2	07/01/2019	06/30/2021	10
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1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Kenneth J. Weiller		Trustee/Member	Academic Accountability Committee, Development Committee	Yes	2	07/01/2019	06/30/2021	11
11	Greg Weston		Trustee/Member	Real Estate Committee	Yes	2	07/01/2019	06/30/2021	9
12	Khary		Vice	Executive Committee,	Yes	1	07/10/2	07/10/2	6

	Barnes		Chair	Governance Committee			019	021	
13	Stephanie King		Trustee/Member	Governance Committee	Yes	1	05/14/2020	05/14/2022	11
14	Fardal Iboudo		Trustee/Member	Development Committee	Yes	1	05/14/2020	05/14/2022	11
15	Ross Frommer		Trustee/Member	Development Committee	Yes	1	07/10/2019	07/10/2021	11

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

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

3. Number of Board meetings held during 2020-2021

14

4. Number of Board meetings scheduled for 2021-2022

11

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

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

Entry 9 Enrollment & Retention

Completed Aug 2 2021

Instructions for submitting Enrollment and Retention Efforts

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

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

Recruitment/Attraction Efforts Toward Meeting Targets

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

<p>Economically Disadvantaged</p>	<p>New York Education Law, governing admission to a charter school. HPCS 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 4 in order to identify high needs students who could naturally feed into Harlem Prep Charter School. We also depend on analytical tools to inform recruitment decisions. With support from network resources, Harlem Prep is informed on the neighborhood demographic trends, application to acceptance conversion rates, and previous year's retention rates. This equips canvassers with more targeted walk lists and recruitment strategies.</p>	<p>and conducts Open Houses beginning in January. Interested families will meet with staff and review the expectations of the school. Canvassing staff will visit, with permission, local elementary schools, after school programs, and youth centers, organize numerous open houses, attend school enrollment fairs, canvass neighborhoods door to door to further reach interested families, mail applications to every eligible family in Harlem, and post flyers and notices in local newspapers, supermarkets, and community centers. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>
<p>English Language Learners</p>	<p>HPCS contacts MLL instructors, coordinators, managers, and leaders in the elementary, middle, and high schools in Community School District 4 in order to identify high needs students who could naturally feed into Harlem Prep 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 applications at each door</p>	<p>HPCS 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 in order to drop off enrollment</p>

	<p>irrespective of whether a school aged student resides in that apartment. Native Spanish speakers, and in some cases French speakers, accompany canvassing efforts to ensure that Spanish speaking and Francophone families are not precluded from applying. Most printed material also includes a Spanish version.</p>	<p>applications at each door, particularly in areas where a language other than English is primarily spoken. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>
<p>Students with Disabilities</p>	<p>HPCS contacts special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 4 in order to identify high needs students who could naturally feed into Harlem Prep Charter School. HPCS 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 HPCS’s special education services.</p>	<p>HPCS 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. HPCS will continue to contact special education instructors, coordinators, managers, and leaders in elementary, middle, and high schools in Community School District 4 in order to identify high needs students who could naturally feed into Harlem Prep Charter School. HPCS was founded with the intent of recruiting and serving an equal or higher proportion of students with disabilities than the surrounding district and will continue to make a specific effort to recruit into the lottery applicant pool at least 20% of students who have disabilities. 2021-22 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Learning Support for HPCS 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 HPCS’s Academic Collaboration Team (ACT) members and related services such as counseling, speech, and occupational and physical therapy for students who require it; and after school and Saturday program tutoring for students who require additional individual and small group attention, as determined by assessment data regardless of Special Education or multilingual learner classification.</p>	<p>HPCS’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. HPCS also will provide appropriate accommodations to all students progressing through the initial evaluation process prior to confirmation that the student is eligible for special education and related services.</p>
English Language Learners	<p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of MLL students to ensure scholars are supported to meet their goals. Teachers meet with scholars’ families at the end of each trimester to monitor the progress towards their language development goals alongside the overarching promotional criteria. At the middle school level, this criteria includes reading level, math proficiency, number of classes passed, and attendance rates; at the high school, this</p>	<p>The ACT team, teachers, and leadership will work with scholars and families to ensure they are aware of both their individual development and progress towards promotion. The NYSITELL test will be used to identify students who qualify for our Sheltered English Instruction program for multilingual learners.</p>

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

Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[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 not 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 automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
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 CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

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

Entry 13 School Calendar

Completed Sep 10 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

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

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

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

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

Annual Report Submission - School Calendar - 2021-2022

Filename: Annual Report Submission - School C IBft8xY.pdf **Size:** 285.9 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Harlem Prep 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://hpms.democracyprep.org/resources/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	http://hpms.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://hpms.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://hpms.democracyprep.org/resources/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://hpms.democracyprep.org/resources/
7. Authorizer-Approved FOIL Policy	http://hpms.democracyprep.org/resources/
8. Subject matter list of FOIL records	http://hpms.democracyprep.org/resources/

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

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

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



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

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

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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	

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

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-
<u>OTHER ASSETS</u>	-	-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
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	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero

-

-

HARLEM PREP CHARTER SCHOOL

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 16,616,122	\$ -	\$ 16,616,122	\$ 16,963,108
Students with disabilities	1,485,564	-	1,485,564	1,225,904
Grants and Contracts				
State and local	73,528	-	73,528	87,120
Federal - Title and IDEA	1,283,651	-	1,283,651	778,797
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	818,160	-	818,160	818,160
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	20,277,025	-	20,277,025	19,873,089
EXPENSES				
Program Services				
Regular Education	\$ 11,830,281	\$ -	\$ 11,830,281	\$ 12,105,280
Special Education	2,979,776	-	2,979,776	3,120,949
Other Programs	-	-	-	-
Total Program Services	14,810,057	-	14,810,057	15,226,229
Management and general	2,542,066	-	2,542,066	1,903,210
Fundraising	114,770	-	114,770	113,412
TOTAL OPERATING EXPENSES	17,466,893	-	17,466,893	17,242,851
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	2,810,132	-	2,810,132	2,630,238
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ 10,709	\$ 10,709	\$ 3,653
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	299
Interest income	-	-	-	15,398
Miscellaneous income	188,644	-	188,644	78,746
Net assets released from restriction	10,709	(10,709)	-	-
TOTAL SUPPORT AND OTHER REVENUE	199,353	-	199,353	98,096
CHANGE IN NET ASSETS	3,009,485	-	3,009,485	2,728,334
NET ASSETS BEGINNING OF YEAR	9,200,042	7,500	9,207,542	6,479,208
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 12,209,527	\$ 7,500	\$ 12,217,027	\$ 9,207,542

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

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



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Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Harlem Prep Charter School
Audit Period:	2020-21
Prior Period:	2019-20
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School Audit Firm Name:	PKF O'Connor
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

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And, if applicable:

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

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

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-
<u>OTHER ASSETS</u>	-	-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
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	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

CK - Should be zero

-

-

HARLEM PREP CHARTER SCHOOL

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 16,616,122	\$ -	\$ 16,616,122	\$ 16,963,108
Students with disabilities	1,485,564	-	1,485,564	1,225,904
Grants and Contracts				
State and local	73,528	-	73,528	87,120
Federal - Title and IDEA	1,283,651	-	1,283,651	778,797
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	818,160	-	818,160	818,160
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	20,277,025	-	20,277,025	19,873,089
EXPENSES				
Program Services				
Regular Education	\$ 11,830,281	\$ -	\$ 11,830,281	\$ 12,105,280
Special Education	2,979,776	-	2,979,776	3,120,949
Other Programs	-	-	-	-
Total Program Services	14,810,057	-	14,810,057	15,226,229
Management and general	2,542,066	-	2,542,066	1,903,210
Fundraising	114,770	-	114,770	113,412
TOTAL OPERATING EXPENSES	17,466,893	-	17,466,893	17,242,851
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	2,810,132	-	2,810,132	2,630,238
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ 10,709	\$ 10,709	\$ 3,653
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	299
Interest income	-	-	-	15,398
Miscellaneous income	188,644	-	188,644	78,746
Net assets released from restriction	10,709	(10,709)	-	-
TOTAL SUPPORT AND OTHER REVENUE	199,353	-	199,353	98,096
CHANGE IN NET ASSETS	3,009,485	-	3,009,485	2,728,334
NET ASSETS BEGINNING OF YEAR	9,200,042	7,500	9,207,542	6,479,208
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 12,209,527	\$ 7,500	\$ 12,217,027	\$ 9,207,542

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

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

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

	No. of Positions	2020-21				2019-20			
		Program Services		Supporting Services		Program Services		Supporting Services	
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	22.00	708,570	202,449	-	911,019	-	1,371,710	1,371,710	2,282,729
Instructional Personnel	108.00	5,620,194	1,412,255	-	7,032,449	-	-	-	7,032,449
Non-Instructional Personnel	7.00	161,372	40,550	-	201,922	-	-	-	201,922
Total Salaries and Staff	137.00	6,490,136	1,655,254	-	8,145,390	-	1,371,710	1,371,710	9,517,100
Fringe Benefits & Payroll Taxes		974,986	248,662	-	1,223,648	-	206,066	206,066	1,429,714
Retirement		209,859	53,523	-	263,382	-	44,354	44,354	307,736
Management Company Fees		1,492,012	344,310	-	1,836,322	114,770	344,310	459,080	2,295,402
Legal Service		-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	29,312	29,312	29,312
Other Purchased / Professional / Consulting Services		28,462	7,259	-	35,721	-	59,354	59,354	95,075
Building and Land Rent / Lease / Facility Finance Interest		1,299,239	331,359	-	1,630,598	-	274,598	274,598	1,905,196
Repairs & Maintenance		152,832	38,979	-	191,811	-	32,302	32,302	224,113
Insurance		56,544	14,421	-	70,965	-	11,951	11,951	82,916
Utilities		54,279	13,843	-	68,122	-	11,472	11,472	79,594
Supplies / Materials		203,020	51,015	-	254,035	-	-	-	254,035
Equipment / Furnishings		12,143	3,097	-	15,240	-	2,567	2,567	17,807
Staff Development		14,394	3,671	-	18,065	-	3,042	3,042	21,107
Marketing / Recruitment		48,110	12,170	-	60,280	-	3,200	3,200	63,480
Technology		278,434	71,012	-	349,446	-	58,848	58,848	408,294
Food Service		-	-	-	-	-	-	-	-
Student Services		94,822	23,827	-	118,649	-	-	-	118,649
Office Expense		82,872	21,136	-	104,008	-	17,515	17,515	121,523
Depreciation		284,586	72,581	-	357,167	-	60,148	60,148	417,315
OTHER		55,551	13,657	-	67,208	-	11,317	11,317	78,525
Total Expenses		\$ 11,830,281	\$ 2,979,776	\$ -	\$ 14,810,057	\$ 114,770	\$ 2,542,066	\$ 2,656,836	\$ 17,466,893
									\$ 17,242,851

Harlem Prep Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 27, 2021

By Claire Chaney

240 E. 123rd St., New York, NY 10035

232 E. 103rd St., New York, NY 10029

212-876-9953/ 212-860-1782/ 646-374-3429

DEMOCRACY PREP
HARLEM PREP ELEMENTARY



DEMOCRACY PREP
HARLEM PREP MIDDLE



DEMOCRACY PREP
HARLEM PREP HIGH



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Gregory Daniels has served as the Harlem Prep High School Principal since the 2016-2017 school year.

Andre Geddes has served as the Harlem Prep Middle School Principal since the 2018-2019 school year.

Bryan Stroud has served as the Harlem Prep Elementary School Principal since July 2020.

SCHOOL OVERVIEW

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

In 2016, the school earned a five-year renewal, along with authorization to expand to a full K-12 continuum by the 2019-20 school year. Subsequently, the school's first high school cohort began ninth grade in the fall of 2016.

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	58	57	62	87	87	58	100	108	115	105				837
2017-18	52	62	58	62	87	82	98	110	100	113	87			911
2018-19	49	54	65	60	65	86	106	100	95	90	112	66		948
2019-20	57	59	60	61	64	68	110	115	117	123	96	70	60	1060
2020-21	57	62	61	64	65	67	79	103	118	116	101	89	65	1047

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

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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.

Fourth-Year High School Accountability Cohorts

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 30 th
2018-19	2015-16	2015			
2019-20	2016-17	2016	77	0	77
2020-21	2017-18	2017	71	5	76

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 at least one day in the school 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 for 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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015			
2019-20	2016-17	2016	54	3	57
2020-21	2017-18	2017	59	5	62

Fifth Year Total Cohort for 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			
2019-20	2015-16	2015			
2020-21	2016-17	2016			
			59	4	63

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.

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- 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 Harlem Prep Charter 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 Harlem Prep in the ninth grade or earlier).
- Satisfactory transcript, earning a 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.

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Course Requirements:

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
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

Harlem Prep 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

Harlem Prep scholars have met this measure with over 81% of each cohort of scholars making it to the next grade, obtaining at least the number of credits requested for this goal.

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	90	83
2020	108	81

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

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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

Harlem Prep met the goal of 75% of students in the second year high school Total Graduation Cohort scoring at or above proficient on at least three different New York State Regents exams required for graduation. Within the 2019 cohort, the percentage of scholars who passed at least three Regents, including exemptions, was 78%.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	87	76
2018	2019-20	84	65
2019	2020-21	90	78

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.

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

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

RESULTS AND EVALUATION

Harlem Prep did not meet the goal of 75% of scholars in the fourth year cohort graduating. It also did not meet the goal of 95% of scholars in the fifth year cohort graduating. As Democracy Prep encourages all scholars in network schools, including Harlem Prep, to engage in rigorous coursework and pursue Regents Diplomas with Advanced Distinction, it is not unusual for scholars to take five years to graduate. 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 grade at Democracy Prep network schools, which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools (the percentage required for a passing grade was reduced to 60% during the pandemic). The impact of COVID-19 related school building closures on the graduation rate is being examined, as is the impact of concerns about the college experience during the pandemic.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19		
2016	2019-20	77	65
2017	2020-21	76	52

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19		
2015	2019-20		
2016	2020-21	74	80

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

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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

Harlem Prep did not meet the goal of ensuring that the percentage of students in the Total Graduation Cohort graduating after the completion of their fourth year exceeds the rate seen from the district of comparison in the 2019-2020 school year.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A	919	87
2016	2019-20	77	64.9	999	85
2017	2020-21	75	53.3	N/A	N/A

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

Harlem Prep did not have any scholars pursuing an alternative graduation pathway in 2020-21.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Harlem Prep met two of the measures that were relevant to the 2020-2021 school year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
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.	Achieved
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 Harlem Prep Charter School 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, Harlem Prep 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 Harlem Prep 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, Harlem Prep 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

Harlem Prep 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 Harlem Prep, 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

Harlem Prep did not meet this indicator. Within the 2017 cohort, 50% of graduates demonstrated college preparation as measured by this indicator.

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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"	76	38	50
Overall	76	38	50

ADDITIONAL EVIDENCE

The percentage of scholars who demonstrated college readiness was lower than the percentage seen by the 2016 cohort at Harlem Prep last year. Last year, 88% of graduates in the 2016 achieved this indicator. This decrease is likely at least partially due to circumstances related to the COVID-19 pandemic.

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 that the network has gathered for the most recent graduating class is based both on scholar interviews and information that is available through Common App.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19			
2016	2019-20	56	51	91
2017	2020-21	TBD	TBD	TBD

ADDITIONAL EVIDENCE

While the matriculation rate for 2017 is to be determined, in 2016, the matriculation rate was 91%, which exceeded the goal of 75% by 16 percentage points.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Because data validated by the National Student Clearinghouse will not be available until Fall of 2021, the network does not yet have sufficient data to determine whether or not it met all measures. However, Harlem Prep Charter School has historically seen matriculation rates that significantly surpass the goal of 75%. Harlem Prep Charter School did not reach the goal of 75% of graduating students demonstrating their preparation for college by one or more possible indicators of college readiness.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not meet
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD (met last year)

ACTION PLAN

In order to ensure that we are able to continue meeting our college preparation goals, we will continue to leverage our research-based college prep curriculum. This will allow us to ensure that throughout scholars' experiences at Harlem Prep Charter Schools, they are mastering the academic skills that are necessary in order to succeed in college and beyond. Additionally, we will continue to consistently provide scholars with the targeted academic supports that they need in order to ensure that we are able to reach high levels of college matriculation for all of our students, including subgroups of students that have historically been underserved, such as scholars with IEPs and scholars who are English Language Learners. Our mission, which is to educate responsible citizen-scholars for success in the college of their choice and a lifetime of active citizenship, applies to all of our scholars. To ensure that we succeed in this mission on behalf of all of our scholars, we will continue to leverage our Academic Collaboration Team to provide tools, strategies, services and supports to any scholar at any Democracy Prep school with at risk, IEP, 504 or ELL status in order to ensure that these scholars are achieving at high levels.

Support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Harlem Prep Charter School's 2021 graduates, particularly in the form of robust communication regarding student wellness and college matriculation and financial aid options. Throughout the COVID-19 pandemic, the network increased the number of microgrants given to scholars due to widespread economic hardship experienced in the communities served by Democracy Prep Public Schools.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Harlem Prep 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 Harlem Prep 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 Harlem Prep 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 Harlem Prep. 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

Harlem Prep 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 passing rate of 70 percent was used as the benchmark for proficiency.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Percentage of scholars meeting 70% mastery in ELA (note: while 70% was used for internal proficiency determination purposes, the percentage mastery needed for scholars to pass a class was lowered to 60% due to circumstances related to the COVID-19 pandemic)

RESULTS AND EVALUATION

As seen in the table below, the percentage of scholars who met 70% in overall grades within each grade level ranged from 24% to 74%.

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Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	24%	33%	18%
4	41%	0%	19%
5	35%	13%	17%
6	56%	100%	50%
7	46%	63%	42%
8	50%	40%	30%
9	53%	40%	40%
10	72%	43%	67%
11	63%	0%	20%
12	74%	100%	45%

ADDITIONAL CONTEXT AND EVIDENCE

Harlem Prep 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

Within elementary and middle school grades, the percentage of scholars within each grade level who met the 70% proficiency benchmark can be seen below:

- 3rd Grade: 24%
- 4th Grade: 41%
- 5th Grade: 35%
- 6th Grade: 56%
- 7th Grade: 46%
- 8th Grade: 50%

The school must continue to work to increase proficiency among sub-groups such as English Language Learners and students with disabilities.

ACTION PLAN

Harlem Prep Charter School will collect baseline data during the fall of the 2021-2022 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations. The Democracy Prep Public Schools network adopted a new ELA curriculum during the school year 2019-20 in order to ensure the most effective available materials are being used. In addition, professional development offered by KIPP Wheatley was added to the professional development program in 2020-21.

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

Harlem Prep met the goal of 65 percent of the fourth year accountability cohort scoring at least a 4 on the Regents Exam in English Language Arts in 2020-2021, with 65% of scholars within the 2017 cohort who had a valid score scoring at least a 4.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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				
2016	2019-20	77	2	42	56
2017	2020-21	76	11	42	65

ADDITIONAL EVIDENCE

Within the 2018 and 2019 cohorts, the percentages of scholars who have passed (including those who have exempted) are already 90% and 73% respectively, both of which are higher than the goal of 65%.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	44	77	11	71	76	11	70
2018	N/A	N/A	84	67	81	79	70	90
2019			N/A	N/A	N/A	90	66	73
2020						N/A	N/A	N/A

² Based on the highest score for each student on the English Regents exam

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.

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

Harlem Prep 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. In fact, 94% of scholars were at least partially proficient by their fourth year even though scholars in the cohort had fewer than four full years in which to earn a valid exam score.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19				
2016	2019-20	77	2	71	95
2017	2020-21	76	11	61	94

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ADDITIONAL EVIDENCE

The 2017 cohort exceeded the goal by 14 percentage points, and the 2016 cohort exceeded the goal by 15 percentage points.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	75	77	11	95	76	11	95
2018	N/A	N/A	84	67	80	79	70	90
2019			N/A	N/A	N/A	90	66	73
2020						N/A	N/A	N/A

Goal 3: Absolute Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

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

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

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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

Harlem Prep met this goal. Within the 2017 cohort, among students with a valid score, 58% of scholars scored at least a 4.

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	6	0	-	-
2016	2019-20	43	1	12	29
2017	2020-21	35	11	14	58

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

Harlem Prep met the goal of at least 75 percent of scholars who were not proficient in ELA when they sat for the Regents exam in 8th grade were partially proficient by their fourth year. In fact, 100% of students with a valid score reached partial proficiency, and the school surpassed the goal by 25 percentage points even though the fourth year cohort had fewer than four full years in which to earn a valid score on the English Regents exam.

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	6	0	1	17
2016	2019-20	43	1	38	90
2017	2020-21	35	11	24	100

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Harlem Prep Charter School met all of the high school English Language Arts goals that were relevant to the 2020-2021 school year. This includes meeting multiple fourth year measures in less than four full years.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on 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	N/A

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	the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	
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.	Achieved
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

Harlem Prep Charter School will collect baseline data during the fall of the 2021-2022 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations. The Democracy Prep Public Schools network adopted a new ELA curriculum during the school year 2019-20 in order to ensure the most effective available materials are being used. In addition, professional development offered by KIPP Wheatley was added to the professional development program in 2020-21.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

The Math curriculum at Harlem Prep 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

Harlem Prep 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

Across Harlem Prep Charter School, the percentage of students within each grade who met 70% in overall grades ranged from 28% to 89%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	34%	67%	36%
4	37%	0%	19%
5	28%	0%	17%
6	59%	0%	60%

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7	63%	88%	58%
8	49%	50%	33%
9	46%	40%	20%
10	58%	43%	39%
11	57%	0%	40%
12	89%	100%	69%

ADDITIONAL EVIDENCE

Harlem Prep 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 MATHEMATICS GOAL

For each grade, the percentage of students who met the 70% benchmark can be seen below:

- 3rd Grade - 34%
- 4th Grade - 37%
- 5th Grade - 28%
- 6th Grade - 59%
- 7th Grade - 63%
- 8th Grade - 49%

The school must continue to work to increase proficiency among sub-groups such as English Language Learners and students with disabilities at some grade levels, particularly grades 4 and 5. In addition, overall improvement of percentage of scholars who are meeting proficiency benchmarks is needed across all grades. These rates are typically lower than those seen last year at Harlem Prep, likely due to the impacts caused by the COVID-19 pandemic.

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

As indicated in the table below, Harlem Prep did not meet the goal of 65 percent of the fourth year accountability cohort scoring at least a 4 on a Regents Exam in Mathematics.

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				
2016	2019-20	77	1	41	54
2017	2020-21	76	4	30	32

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ADDITIONAL EVIDENCE

Across all cohorts, the percentage of scholars in the 2017-2019 cohorts achieving a level 4 on a Mathematics Regents exam increased from the prior year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	33	77	4	45	76	4	45
2018	74	20	84	5	32	79	6	35
2019			88	44	61	90	57	75
2020						108	60	56

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 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.

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RESULTS AND EVALUATION

Harlem Prep met the goal of at least 80 percent of scholars in the 2017 cohort achieving a level 3 on a Mathematics Regents Exam, achieving this fourth year measure in fewer than four full years. Virtually all scholars were at least partially proficient.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19				
2016	2019-20	77	1	75	99
2017	2020-21	76	4	68	94

ADDITIONAL EVIDENCE

The number of Harlem Prep scholars in the 2018 and 2019 cohorts achieving at least a 3 on a Mathematics Regents exam has increased each year. The 2018 and 2019 cohorts have already exceeded this measure, even though the scholars in those cohorts have only had 1-2.5 years in which to earn a valid exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 3	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	84	77	4	95	76	4	95
2018	74	80	84	5	93	79	6	95
2019			88	44	75	90	57	90
2020						108	60	56

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.

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

Harlem Prep did not meet this goal, with 19% of the 2017 cohort scoring at least a 4 among students with a valid score.

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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	4	0	-	-
2016	2019-20	51	1	25	50
2017	2020-21	39	8	6	19

ADDITIONAL EVIDENCE

Harlem Prep’s 2016 cohort met this goal, with 50% of scholars scoring at least a level 4. The decrease in the percentage of scholars who met this goal was likely due to circumstances related to the COVID-19 pandemic.

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

Harlem Prep met this goal, with 94% of the 2017 cohort scoring at least a level 3 among students with a valid score.

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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	4	0	2	50
2016	2019-20	51	1	37	72
2017	2020-21	39	8	29	94

ADDITIONAL EVIDENCE

Harlem Prep surpassed this goal by 19 percentage points.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Harlem Prep met two out of the four high school mathematics goals that were relevant to the 2020-2021 school year. Almost all (94%) of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam at least partially met Common Core expectations as measured by scoring at least Performance Level 3 on a Regents mathematics exam by the completion of their fourth year in the cohort.

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

³ Based on the highest score for each student on the mathematics Regents exam

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Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 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

Harlem Prep Charter School students will demonstrate proficiency in science.

BACKGROUND

The Science curriculum at Harlem Prep 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 Harlem Prep 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 ensure that scholars are able to

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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

Harlem Prep 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

As seen in the table below, the percentage of students meeting 70% in overall grades by grade level ranged from 49% to 80%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	52%	67%	50%
4	57%	100%	50%
5	57%	25%	42%
6	49%	0%	50%
7	74%	88%	79%
8	62%	50%	40%
9	68%	40%	50%
10	71%	71%	56%
11	54%	100%	20%
12	80%	100%	57%

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

The percentage of students who met proficiency benchmarks by grade within the elementary and middle school grades can be seen below:

- 3rd Grade - 52%
- 4th Grade - 57%
- 5th Grade - 57%
- 6th Grade - 49%
- 7th Grade - 74%
- 8th Grade - 62%

ACTION PLAN

Professional development in the school year 2021-22 will focus on supporting at-risk scholars in order to address gaps in proficiency between the general population and scholars with an ELL designation and gaps between the general population and scholars with individualized education plans.

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.

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RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars scoring at least 65 by their fourth year on a New York State Regents Science exam. The school exceeded this measure by 21 percentage points among scholars who had taken the exam by their fourth year, even though they had fewer than four full years in which to earn a valid exam score.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability 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				
2016	2019-20	77	3	72	97
2017	2020-21	76	5	68	96

ADDITIONAL EVIDENCE

Each year, the overall percentage of scholars passing a Science Regents exam within the 2017-2019 cohorts increased. Additionally, almost all scholars in the 2016, 2017, 2018, and 2019 cohorts have either passed or were exempted from the assessment.

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

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	85	77	5	96	76	5	96
2018	74	78	84	14	95	79	13	100
2019			88	0	95	90	70	95
2020						108	76	71

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

Harlem Prep 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

Because the percentage of scholars who were able to take the exam was so low, the school does not have valid data to assess progress in this metric.

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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				
2016	2019-20	77	11	58	89
2017	2020-21	76	51	N/A	N/A

EVALUATION

Because the percentage of scholars who were able to take the exam was so low, the school does not have valid data to assess progress in this metric.

ADDITIONAL EVIDENCE

Within the 2016 cohort, 89% of students with a valid score passed the assessment, surpassing the goal by 14 percentage points.

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

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	N/A	N/A	77	50	66	76	51	68
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

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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 exceeded the goal of at least 75 percent of scholars passing the New York State Global History Regents exam by the end of their fourth year.

**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				
2016	2019-20	77	0	73	95
2017	2020-21	76	9	61	80

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EVALUATION

The school exceeded the measure by 5 percentage points among scholars who had taken the exam by their fourth year, even though scholars who had taken the exam had fewer than four full years in which to earn a valid exam score. Additionally, within the 2016 cohort, the school exceeded this goal by 20 percentage points.

ADDITIONAL EVIDENCE

Within Harlem Prep High School’s 2018 cohort, the percentage of scholars who have either passed or been exempted from the assessment has already surpassed 75%.

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

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	75	77	8	91	76	9	92
2018	N/A	N/A	84	67	81	79	69	89
2019			N/A	N/A	N/A	90	69	77
2020						N/A	N/A	N/A

Goal 6: Comparative Measure

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

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

GOAL 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Harlem Prep achieved “Good Standing” status for the 2018-19 school year. The accountability status remained unchanged for the 2019-20 school year and the 2020-2021 school years.

Accountability Status by Year

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

Harlem Prep Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 27, 2021

By Claire Chaney

240 E. 123rd St., New York, NY 10035

232 E. 103rd St., New York, NY 10029

212-876-9953/ 212-860-1782/ 646-374-3429

DEMOCRACY PREP
HARLEM PREP ELEMENTARY



DEMOCRACY PREP
HARLEM PREP MIDDLE



DEMOCRACY PREP
HARLEM PREP HIGH



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Gregory Daniels has served as the Harlem Prep High School Principal since the 2016-2017 school year.

Andre Geddes has served as the Harlem Prep Middle School Principal since the 2018-2019 school year.

Bryan Stroud has served as the Harlem Prep Elementary School Principal since July 2020.

SCHOOL OVERVIEW

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

In 2016, the school earned a five-year renewal, along with authorization to expand to a full K-12 continuum by the 2019-20 school year. Subsequently, the school's first high school cohort began ninth grade in the fall of 2016.

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	58	57	62	87	87	58	100	108	115	105				837
2017-18	52	62	58	62	87	82	98	110	100	113	87			911
2018-19	49	54	65	60	65	86	106	100	95	90	112	66		948
2019-20	57	59	60	61	64	68	110	115	117	123	96	70	60	1060
2020-21	57	62	61	64	65	67	79	103	118	116	101	89	65	1047

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

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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.

Fourth-Year High School Accountability Cohorts

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 30 th
2018-19	2015-16	2015			
2019-20	2016-17	2016	77	0	77
2020-21	2017-18	2017	71	5	76

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 at least one day in the school 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 for 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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015			
2019-20	2016-17	2016	54	3	57
2020-21	2017-18	2017	59	5	62

Fifth Year Total Cohort for 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			
2019-20	2015-16	2015			
2020-21	2016-17	2016			
			59	4	63

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.

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- 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 Harlem Prep Charter 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 Harlem Prep in the ninth grade or earlier).
- Satisfactory transcript, earning a 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.

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Course Requirements:

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
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

Harlem Prep 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

Harlem Prep scholars have met this measure with over 81% of each cohort of scholars making it to the next grade, obtaining at least the number of credits requested for this goal.

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	90	83
2020	108	81

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

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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

Harlem Prep met the goal of 75% of students in the second year high school Total Graduation Cohort scoring at or above proficient on at least three different New York State Regents exams required for graduation. Within the 2019 cohort, the percentage of scholars who passed at least three Regents, including exemptions, was 78%.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	87	76
2018	2019-20	84	65
2019	2020-21	90	78

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.

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

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

RESULTS AND EVALUATION

Harlem Prep did not meet the goal of 75% of scholars in the fourth year cohort graduating. It also did not meet the goal of 95% of scholars in the fifth year cohort graduating. As Democracy Prep encourages all scholars in network schools, including Harlem Prep, to engage in rigorous coursework and pursue Regents Diplomas with Advanced Distinction, it is not unusual for scholars to take five years to graduate. 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 grade at Democracy Prep network schools, which ensures a meaningful level of subject mastery, and is a higher bar for passing than many schools (the percentage required for a passing grade was reduced to 60% during the pandemic). The impact of COVID-19 related school building closures on the graduation rate is being examined, as is the impact of concerns about the college experience during the pandemic.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19		
2016	2019-20	77	65
2017	2020-21	76	52

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19		
2015	2019-20		
2016	2020-21	74	80

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

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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

Harlem Prep did not meet the goal of ensuring that the percentage of students in the Total Graduation Cohort graduating after the completion of their fourth year exceeds the rate seen from the district of comparison in the 2019-2020 school year.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A	919	87
2016	2019-20	77	64.9	999	85
2017	2020-21	75	53.3	N/A	N/A

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

Harlem Prep did not have any scholars pursuing an alternative graduation pathway in 2020-21.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Harlem Prep met two of the measures that were relevant to the 2020-2021 school year.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
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.	Achieved
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 Harlem Prep Charter School 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, Harlem Prep 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 Harlem Prep 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, Harlem Prep 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

Harlem Prep 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 Harlem Prep, 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

Harlem Prep did not meet this indicator. Within the 2017 cohort, 50% of graduates demonstrated college preparation as measured by this indicator.

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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"	76	38	50
Overall	76	38	50

ADDITIONAL EVIDENCE

The percentage of scholars who demonstrated college readiness was lower than the percentage seen by the 2016 cohort at Harlem Prep last year. Last year, 88% of graduates in the 2016 achieved this indicator. This decrease is likely at least partially due to circumstances related to the COVID-19 pandemic.

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 that the network has gathered for the most recent graduating class is based both on scholar interviews and information that is available through Common App.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19			
2016	2019-20	56	51	91
2017	2020-21	TBD	TBD	TBD

ADDITIONAL EVIDENCE

While the matriculation rate for 2017 is to be determined, in 2016, the matriculation rate was 91%, which exceeded the goal of 75% by 16 percentage points.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Because data validated by the National Student Clearinghouse will not be available until Fall of 2021, the network does not yet have sufficient data to determine whether or not it met all measures. However, Harlem Prep Charter School has historically seen matriculation rates that significantly surpass the goal of 75%. Harlem Prep Charter School did not reach the goal of 75% of graduating students demonstrating their preparation for college by one or more possible indicators of college readiness.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not meet
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD (met last year)

ACTION PLAN

In order to ensure that we are able to continue meeting our college preparation goals, we will continue to leverage our research-based college prep curriculum. This will allow us to ensure that throughout scholars' experiences at Harlem Prep Charter Schools, they are mastering the academic skills that are necessary in order to succeed in college and beyond. Additionally, we will continue to consistently provide scholars with the targeted academic supports that they need in order to ensure that we are able to reach high levels of college matriculation for all of our students, including subgroups of students that have historically been underserved, such as scholars with IEPs and scholars who are English Language Learners. Our mission, which is to educate responsible citizen-scholars for success in the college of their choice and a lifetime of active citizenship, applies to all of our scholars. To ensure that we succeed in this mission on behalf of all of our scholars, we will continue to leverage our Academic Collaboration Team to provide tools, strategies, services and supports to any scholar at any Democracy Prep school with at risk, IEP, 504 or ELL status in order to ensure that these scholars are achieving at high levels.

Support from the College Access and Success Team and the Democracy Prep Public Schools charter management organization is being provided to Harlem Prep Charter School's 2021 graduates, particularly in the form of robust communication regarding student wellness and college matriculation and financial aid options. Throughout the COVID-19 pandemic, the network increased the number of microgrants given to scholars due to widespread economic hardship experienced in the communities served by Democracy Prep Public Schools.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Harlem Prep 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 Harlem Prep 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 Harlem Prep 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 Harlem Prep. 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

Harlem Prep 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 passing rate of 70 percent was used as the benchmark for proficiency.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Percentage of scholars meeting 70% mastery in ELA (note: while 70% was used for internal proficiency determination purposes, the percentage mastery needed for scholars to pass a class was lowered to 60% due to circumstances related to the COVID-19 pandemic)

RESULTS AND EVALUATION

As seen in the table below, the percentage of scholars who met 70% in overall grades within each grade level ranged from 24% to 74%.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	24%	33%	18%
4	41%	0%	19%
5	35%	13%	17%
6	56%	100%	50%
7	46%	63%	42%
8	50%	40%	30%
9	53%	40%	40%
10	72%	43%	67%
11	63%	0%	20%
12	74%	100%	45%

ADDITIONAL CONTEXT AND EVIDENCE

Harlem Prep 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

Within elementary and middle school grades, the percentage of scholars within each grade level who met the 70% proficiency benchmark can be seen below:

- 3rd Grade: 24%
- 4th Grade: 41%
- 5th Grade: 35%
- 6th Grade: 56%
- 7th Grade: 46%
- 8th Grade: 50%

The school must continue to work to increase proficiency among sub-groups such as English Language Learners and students with disabilities.

ACTION PLAN

Harlem Prep Charter School will collect baseline data during the fall of the 2021-2022 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations. The Democracy Prep Public Schools network adopted a new ELA curriculum during the school year 2019-20 in order to ensure the most effective available materials are being used. In addition, professional development offered by KIPP Wheatley was added to the professional development program in 2020-21.

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

Harlem Prep met the goal of 65 percent of the fourth year accountability cohort scoring at least a 4 on the Regents Exam in English Language Arts in 2020-2021, with 65% of scholars within the 2017 cohort who had a valid score scoring at least a 4.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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				
2016	2019-20	77	2	42	56
2017	2020-21	76	11	42	65

ADDITIONAL EVIDENCE

Within the 2018 and 2019 cohorts, the percentages of scholars who have passed (including those who have exempted) are already 90% and 73% respectively, both of which are higher than the goal of 65%.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	44	77	11	71	76	11	70
2018	N/A	N/A	84	67	81	79	70	90
2019			N/A	N/A	N/A	90	66	73
2020						N/A	N/A	N/A

² Based on the highest score for each student on the English Regents exam

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.

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

Harlem Prep 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. In fact, 94% of scholars were at least partially proficient by their fourth year even though scholars in the cohort had fewer than four full years in which to earn a valid exam score.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19				
2016	2019-20	77	2	71	95
2017	2020-21	76	11	61	94

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

The 2017 cohort exceeded the goal by 14 percentage points, and the 2016 cohort exceeded the goal by 15 percentage points.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	75	77	11	95	76	11	95
2018	N/A	N/A	84	67	80	79	70	90
2019			N/A	N/A	N/A	90	66	73
2020						N/A	N/A	N/A

Goal 3: Absolute Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

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

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

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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

Harlem Prep met this goal. Within the 2017 cohort, among students with a valid score, 58% of scholars scored at least a 4.

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	6	0	-	-
2016	2019-20	43	1	12	29
2017	2020-21	35	11	14	58

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

Harlem Prep met the goal of at least 75 percent of scholars who were not proficient in ELA when they sat for the Regents exam in 8th grade were partially proficient by their fourth year. In fact, 100% of students with a valid score reached partial proficiency, and the school surpassed the goal by 25 percentage points even though the fourth year cohort had fewer than four full years in which to earn a valid score on the English Regents exam.

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	6	0	1	17
2016	2019-20	43	1	38	90
2017	2020-21	35	11	24	100

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Harlem Prep Charter School met all of the high school English Language Arts goals that were relevant to the 2020-2021 school year. This includes meeting multiple fourth year measures in less than four full years.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on 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	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	
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.	Achieved
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

Harlem Prep Charter School will collect baseline data during the fall of the 2021-2022 school year in order to ensure that the school maintains a high level of performance as measured by the next administration of state examinations. The Democracy Prep Public Schools network adopted a new ELA curriculum during the school year 2019-20 in order to ensure the most effective available materials are being used. In addition, professional development offered by KIPP Wheatley was added to the professional development program in 2020-21.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

The Math curriculum at Harlem Prep 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

Harlem Prep 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

Across Harlem Prep Charter School, the percentage of students within each grade who met 70% in overall grades ranged from 28% to 89%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	34%	67%	36%
4	37%	0%	19%
5	28%	0%	17%
6	59%	0%	60%

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7	63%	88%	58%
8	49%	50%	33%
9	46%	40%	20%
10	58%	43%	39%
11	57%	0%	40%
12	89%	100%	69%

ADDITIONAL EVIDENCE

Harlem Prep 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 MATHEMATICS GOAL

For each grade, the percentage of students who met the 70% benchmark can be seen below:

- 3rd Grade - 34%
- 4th Grade - 37%
- 5th Grade - 28%
- 6th Grade - 59%
- 7th Grade - 63%
- 8th Grade - 49%

The school must continue to work to increase proficiency among sub-groups such as English Language Learners and students with disabilities at some grade levels, particularly grades 4 and 5. In addition, overall improvement of percentage of scholars who are meeting proficiency benchmarks is needed across all grades. These rates are typically lower than those seen last year at Harlem Prep, likely due to the impacts caused by the COVID-19 pandemic.

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

As indicated in the table below, Harlem Prep did not meet the goal of 65 percent of the fourth year accountability cohort scoring at least a 4 on a Regents Exam in Mathematics.

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				
2016	2019-20	77	1	41	54
2017	2020-21	76	4	30	32

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Across all cohorts, the percentage of scholars in the 2017-2019 cohorts achieving a level 4 on a Mathematics Regents exam increased from the prior year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 4	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	33	77	4	45	76	4	45
2018	74	20	84	5	32	79	6	35
2019			88	44	61	90	57	75
2020						108	60	56

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 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Harlem Prep met the goal of at least 80 percent of scholars in the 2017 cohort achieving a level 3 on a Mathematics Regents Exam, achieving this fourth year measure in fewer than four full years. Virtually all scholars were at least partially proficient.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19				
2016	2019-20	77	1	75	99
2017	2020-21	76	4	68	94

ADDITIONAL EVIDENCE

The number of Harlem Prep scholars in the 2018 and 2019 cohorts achieving at least a 3 on a Mathematics Regents exam has increased each year. The 2018 and 2019 cohorts have already exceeded this measure, even though the scholars in those cohorts have only had 1-2.5 years in which to earn a valid exam score.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Level 3	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	84	77	4	95	76	4	95
2018	74	80	84	5	93	79	6	95
2019			88	44	75	90	57	90
2020						108	60	56

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.

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

Harlem Prep did not meet this goal, with 19% of the 2017 cohort scoring at least a 4 among students with a valid score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	4	0	-	-
2016	2019-20	51	1	25	50
2017	2020-21	39	8	6	19

ADDITIONAL EVIDENCE

Harlem Prep’s 2016 cohort met this goal, with 50% of scholars scoring at least a level 4. The decrease in the percentage of scholars who met this goal was likely due to circumstances related to the COVID-19 pandemic.

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

Harlem Prep met this goal, with 94% of the 2017 cohort scoring at least a level 3 among students with a valid score.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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	4	0	2	50
2016	2019-20	51	1	37	72
2017	2020-21	39	8	29	94

ADDITIONAL EVIDENCE

Harlem Prep surpassed this goal by 19 percentage points.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Harlem Prep met two out of the four high school mathematics goals that were relevant to the 2020-2021 school year. Almost all (94%) of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam at least partially met Common Core expectations as measured by scoring at least Performance Level 3 on a Regents mathematics exam by the completion of their fourth year in the cohort.

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

³ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 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

Harlem Prep Charter School students will demonstrate proficiency in science.

BACKGROUND

The Science curriculum at Harlem Prep 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 Harlem Prep 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 ensure that scholars are able to

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Harlem Prep 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

As seen in the table below, the percentage of students meeting 70% in overall grades by grade level ranged from 49% to 80%.

Grades	Percentage of Students Meeting 70% in Overall Grades	Percent of ELL Scholars Meeting 70%	Percent of IEP Scholars Meeting 70%
3	52%	67%	50%
4	57%	100%	50%
5	57%	25%	42%
6	49%	0%	50%
7	74%	88%	79%
8	62%	50%	40%
9	68%	40%	50%
10	71%	71%	56%
11	54%	100%	20%
12	80%	100%	57%

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

The percentage of students who met proficiency benchmarks by grade within the elementary and middle school grades can be seen below:

- 3rd Grade - 52%
- 4th Grade - 57%
- 5th Grade - 57%
- 6th Grade - 49%
- 7th Grade - 74%
- 8th Grade - 62%

ACTION PLAN

Professional development in the school year 2021-22 will focus on supporting at-risk scholars in order to address gaps in proficiency between the general population and scholars with an ELL designation and gaps between the general population and scholars with individualized education plans.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The school met the goal of at least 75 percent of scholars scoring at least 65 by their fourth year on a New York State Regents Science exam. The school exceeded this measure by 21 percentage points among scholars who had taken the exam by their fourth year, even though they had fewer than four full years in which to earn a valid exam score.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability 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				
2016	2019-20	77	3	72	97
2017	2020-21	76	5	68	96

ADDITIONAL EVIDENCE

Each year, the overall percentage of scholars passing a Science Regents exam within the 2017-2019 cohorts increased. Additionally, almost all scholars in the 2016, 2017, 2018, and 2019 cohorts have either passed or were exempted from the assessment.

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

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	85	77	5	96	76	5	96
2018	74	78	84	14	95	79	13	100
2019			88	0	95	90	70	95
2020						108	76	71

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

Harlem Prep 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

Because the percentage of scholars who were able to take the exam was so low, the school does not have valid data to assess progress in this metric.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19				
2016	2019-20	77	11	58	89
2017	2020-21	76	51	N/A	N/A

EVALUATION

Because the percentage of scholars who were able to take the exam was so low, the school does not have valid data to assess progress in this metric.

ADDITIONAL EVIDENCE

Within the 2016 cohort, 89% of students with a valid score passed the assessment, surpassing the goal by 14 percentage points.

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

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	N/A	N/A	77	50	66	76	51	68
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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 exceeded the goal of at least 75 percent of scholars passing the New York State Global History Regents exam by the end of their fourth year.

**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				
2016	2019-20	77	0	73	95
2017	2020-21	76	9	61	80

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

The school exceeded the measure by 5 percentage points among scholars who had taken the exam by their fourth year, even though scholars who had taken the exam had fewer than four full years in which to earn a valid exam score. Additionally, within the 2016 cohort, the school exceeded this goal by 20 percentage points.

ADDITIONAL EVIDENCE

Within Harlem Prep High School’s 2018 cohort, the percentage of scholars who have either passed or been exempted from the assessment has already surpassed 75%.

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

Cohort Designation	2018-19		2019-20			2020-21		
	Number in Cohort	Percent Passing	Number in Cohort	Exempted	Percent Passing including Exempted	Number in Cohort	Exempted	Percent Passing including Exempted
2017	87	75	77	8	91	76	9	92
2018	N/A	N/A	84	67	81	79	69	89
2019			N/A	N/A	N/A	90	69	77
2020						N/A	N/A	N/A

Goal 6: Comparative Measure

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

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

GOAL 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Harlem Prep achieved “Good Standing” status for the 2018-19 school year. The accountability status remained unchanged for the 2019-20 school year and the 2020-2021 school years.

Accountability Status by Year

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



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

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

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 <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted.</u>
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
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 <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted.</u>
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
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

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

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Harlem Prep Charter School

SCHOOL	Harlem Prep Charter School
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CONTACT INFORMATION	
Contact Name:	Valerie Martinez
Contact Title:	Chief Financial Officer
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

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

HARLEM PREP CHARTER SCHOOL
2021-22

ENROLLMENT BY GRADES

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	60	60	55	55	85	90	100	115	110	100	80	65
TOTAL ENROLLMENT = 1035												

ENROLLMENT BY DISTRICT

PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
3	Original	Original	Original	Original	Original	Original	Original	Original	Actual	Actual	Actual	Actual
1025	Revised	Revised	Revised	Revised	Revised	Revised	Revised	Revised	Actual	Actual	Actual	Actual
	1035	0	1035	0	1035	0	1035	0	0	0	0	0
	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.											

PRIOR YEAR ACTUAL	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
1014	Original	Original	Original	Original	Original	Original	Original	Original	Actual	Actual	Actual	Actual
8	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Enrollment	Enrollment	Enrollment	Enrollment
3	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
	1035	1035	1035	1035	1035	1035	1035	1035				
	PRIMARY/OTHER DISTRICT NAME(S) 1 PRIMARY District NYC CHANCELLOR'S OFFICE 2 SECONDARY District MT VERNON SCHOOL DISTRICT 3 Other District 3 YONKERS CITY SD 4 Other District 4 PEEKSKILL CITY SD 5 Other District 5 (Select from drop-down list) →											

PRIMARY/OTHER	DISTRICT NAME(S)

PRIOR YEAR	
2020-21	Actual Enrollment

ANNUAL BUDGET ENROLLMENT BY QUARTER															
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment

ACTUAL ENROLLMENT BY QUARTER															
QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Actual Enrollment	Original Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment	Actual Enrollment	Original Budgeted Enrollment

HARLEM PREP CHARTER SCHOOL
2021-22

STAFFING PLAN FULL TIME EQUIVALENT (FTE)

*NOTE: Enter the number of FTE positions in the "blue" cells.		*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED Budget columns for the affected quarters must be completed on tabs 2, 3 and 4.												*NOTE: Each quarter, the actual FTE should be input.		*NOTE: State the assumptions that are being made for personnel FTE levels.	
ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE				ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE				Description of Assumptions			
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual				
Executive Management	7.0	7.0		7.0		7.0		7.0								Principal, Assistant Principal,	
Instructional Management	1.0	11.1		11.1		11.1		11.1								DREAM Coach, Director of School Solutions,	
Deans, Directors & Coordinators																Curriculum Specialist	
CEO / Director of Finance	5.0	7.1		7.1		7.1		7.1								Director of Operations, Building Manager, Operations	
Operation / Business Manager	9.0	7.0		7.0		7.0		7.0								Manager, Senior Director of Operations	
Administrative Staff																Operations Coordinator, Receptionist, Administrative	
TOTAL ADMINISTRATIVE STAFF	22.0	32.2	0.0	32.2	0.0	32.2	0.0	32.2	0.0	32.2	0.0	0.0	0.0	0.0	0.0	Manager	
INSTRUCTIONAL PERSONNEL FTE																	
Teachers - Regular	87.0	78.0		78.0		78.0		78.0									
Teachers - SPED	3.0	18.0		18.0		18.0		18.0									
Substitute Teachers																	
Teaching Assistants																	
Specialty Teachers																	
Aides	7.0	10.0		10.0		10.0		10.0									Social Worker, Senior College Counselor, Guidance
Therapists & Counselors	11.0	9.2		9.2		9.2		9.2									Pathways Campus Director, Dean of Culture, Senior
Other																	
TOTAL INSTRUCTIONAL	108.0	115.2	0.0	115.2	0.0	115.2	0.0	115.2	0.0	115.2	0.0	0.0	0.0	0.0	0.0		
NON-INSTRUCTIONAL PERSONNEL FTE																	
Nurse																	
Librarian		1.2		1.2		1.2		1.2									
Custodian	3.0	0.8		0.8		0.8		0.8									Security Guard
Security	4.0	5.3		5.3		5.3		5.3									ACT Manager, Lighting Specialist, Facilities Associate,
Other																	
TOTAL NON-INSTRUCTIONAL	7.0	7.4	0.0	7.4	0.0	7.4	0.0	7.4	0.0	7.4	0.0	0.0	0.0	0.0	0.0		
TOTAL PERSONNEL SERVICE FTE	137.0	154.8	0.0	154.8	0.0	154.8	0.0	154.8	0.0	154.8	0.0	0.0	0.0	0.0	0.0		

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan
2021-22

	2021-22 Per Pupil Rate	1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31				3rd Quarter - 1/1 - 3/31				4th Quarter - 4/1 - 6/30			
		19,597,293	6,373,052	-	6,373,052	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue		19,597,293	6,373,052	-	6,373,052	-	-	-	6,373,052	-	-	-	6,373,052	-	-	-	-
Total Expenses		16,290,730	5,741,258	-	5,741,258	-	-	-	5,741,258	-	-	-	5,741,258	-	-	-	-
Net Income		3,306,563	631,794	-	631,794	-	-	-	631,794	-	-	-	631,794	-	-	-	-
Actual Student Enrollment		1,025	1,035	-	1,035	-	-	-	1,035	-	-	-	1,035	-	-	-	-
		Prior Year Actual	2020-21														
		Revenue Per Pupil	16,662,303	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%
		PPR %/Qtr->	16,662,303	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%
REVENUE		*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire 'REVISED' budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.															
REVENUES FROM STATE SOURCES																	
Per Pupil Revenue	2021-22																
NYC CHANCELLOR'S OFFICE	16,844																
MT VERNON SCHOOL DISTRICT	18,437																
YONKERS CITY SD	16,481																
PEEKSKILL CITY SD	17,871																
-																	
-																	
-																	
-																	
-																	
-																	
-																	
-																	
-																	
-																	
-																	
ALL OTHER School Districts: (Weighted Avg.)																	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	16,662,303	4,358,385	-	4,358,385	-	-	-	4,358,385	-	-	-	4,358,385	-	-	-	-
Special Education Revenue		1,687,564	659,780	-	659,780	-	-	-	659,780	-	-	-	659,780	-	-	-	-
Grants																	
Stimulus																	
DYCD (Department of Youth and Community Development)																	
Other																	
NYC DoE Rental Assistance		818,160	413,017	-	413,017	-	-	-	413,017	-	-	-	413,017	-	-	-	-
Other																	
TOTAL REVENUE FROM STATE SOURCES		19,168,027	5,431,182	-	5,431,182	-	-	-	5,431,182	-	-	-	5,431,182	-	-	-	-
REVENUE FROM FEDERAL FUNDING																	
IDEA Special Needs			22,500	-	22,500	-	-	-	22,500	-	-	-	22,500	-	-	-	-
Title I		180,303	118,394	-	118,394	-	-	-	118,394	-	-	-	118,394	-	-	-	-
Title Funding - Other		28,733	24,555	-	24,555	-	-	-	24,555	-	-	-	24,555	-	-	-	-
School Food Service (Free Lunch)																	
Grants																	
Charter School Program (CSP) Planning & Implementation																	
Other																	
TOTAL REVENUE FROM FEDERAL SOURCES		209,036	774,671	-	774,671	-	-	-	774,671	-	-	-	774,671	-	-	-	-
LOCAL and OTHER REVENUE																	
Contributions and Donations																	
Fundraising		12,000	1,750	-	1,750	-	-	-	1,750	-	-	-	1,750	-	-	-	-
Erate Reimbursement		165,815		-		-	-	-		-	-	-		-	-	-	-
Earnings on Investments																	
Interest Income																	
Food Service (Income from meals)																	
Text Book																	
OTHER		42,415		-		-	-	-		-	-	-		-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		220,230	1,750	-	1,750	-	-	-	1,750	-	-	-	1,750	-	-	-	-
TOTAL REVENUE		19,597,293	6,373,052	-	6,373,052	-	-	-	6,373,052	-	-	-	6,373,052	-	-	-	-

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget
Total Revenue	19,597,293	6,373,052	-	6,373,052	-	6,373,052	-	6,373,052
Total Expenses	16,290,730	5,741,258	-	5,741,258	-	5,741,258	-	5,741,258
Net Income	3,306,563	631,794	-	631,794	-	631,794	-	631,794
Actual Student Enrollment	1,025	1,035	-	1,035	-	1,035	-	1,035
Prior Year Actual Revenue Per Pupil	2020-21							
	1,904							
	813,314	205,920	-	205,920	-	205,920	-	205,920
	143,506	224,697	-	224,697	-	224,697	-	224,697
	-	-	-	-	-	-	-	-
	346,691	125,919	-	125,919	-	125,919	-	125,919
	430,338	103,619	-	103,619	-	103,619	-	103,619
TOTAL ADMINISTRATIVE STAFF	1,735,752	660,155	-	660,155	-	660,155	-	660,155
	4,642,811	1,336,998	-	1,336,998	-	1,336,998	-	1,336,998
	78,598	308,826	-	308,826	-	308,826	-	308,826
	-	-	-	-	-	-	-	-
	(1,287)	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	433,135	189,177	-	189,177	-	189,177	-	189,177
	1,035,919	181,841	-	181,841	-	181,841	-	181,841
	6,189,176	2,016,842	-	2,016,842	-	2,016,842	-	2,016,842
TOTAL INSTRUCTIONAL								
	92,708	16,007	-	16,007	-	16,007	-	16,007
	98,412	14,383	-	14,383	-	14,383	-	14,383
	172,491	115,035	-	115,035	-	115,035	-	115,035
TOTAL NON-INSTRUCTIONAL	363,611	145,425	-	145,425	-	145,425	-	145,425
	8,288,539	2,822,422	-	2,822,422	-	2,822,422	-	2,822,422
SUBTOTAL PERSONNEL SERVICE COSTS								
	213,057	213,057	-	213,057	-	213,057	-	213,057
	1,295,801	268,723	-	268,723	-	268,723	-	268,723
	493,433	106,532	-	106,532	-	106,532	-	106,532
TOTAL PAYROLL TAXES AND BENEFITS	1,789,234	588,312	-	588,312	-	588,312	-	588,312
TOTAL PERSONNEL SERVICE COSTS	10,077,773	3,410,734	-	3,410,734	-	3,410,734	-	3,410,734
	79,310	23,051	-	23,051	-	23,051	-	23,051
	-	3,750	-	3,750	-	3,750	-	3,750
	2,182,672	715,025	-	715,025	-	715,025	-	715,025
	-	-	-	-	-	-	-	-
	250	250	-	250	-	250	-	250
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	388,931	145,692	-	145,692	-	145,692	-	145,692
TOTAL CONTRACTED SERVICES	2,650,913	887,768	-	887,768	-	887,768	-	887,768

	Avg. No. of Positions
EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	-
Instructional Management	7.00
Deans, Directors & Coordinators	11.13
CFO / Director of Finance	-
Operation / Business Manager	7.09
Administrative Staff	7.00
TOTAL ADMINISTRATIVE STAFF	32.22
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	78.00
Teachers - SPED	18.00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	10.00
Other	9.20
TOTAL INSTRUCTIONAL	115.20
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	1.23
Security	0.82
Other	5.31
TOTAL NON-INSTRUCTIONAL	7.36
SUBTOTAL PERSONNEL SERVICE COSTS	154.78
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
TOTAL PAYROLL TAXES AND BENEFITS	-
TOTAL PERSONNEL SERVICE COSTS	154.78
CONTRACTED SERVICES	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
TOTAL CONTRACTED SERVICES	-

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
	Prior Year Actual	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	19,597,293	6,373,052	-	-	6,373,052	-	-	6,373,052	-	-	6,373,052	-	-
Total Expenses	16,290,730	5,741,258	-	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-	-
Net Income	3,306,563	631,794	-	-	631,794	-	-	631,794	-	-	631,794	-	-
Actual Student Enrollment	1,025	1,035	-	-	1,035	-	-	1,035	-	-	1,035	-	-
	2020-21												
	Revenue Per Pupil												
SCHOOL OPERATIONS													
Board Expenses	122,884	118,278	-	-	118,278	-	-	118,278	-	-	118,278	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	56,516	57,305	-	-	57,305	-	-	57,305	-	-	57,305	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	58,645	17,651	-	-	17,651	-	-	17,651	-	-	17,651	-	-
Equipment / Furniture	84,337	12,420	-	-	12,420	-	-	12,420	-	-	12,420	-	-
Telephone	11,050	36,068	-	-	36,068	-	-	36,068	-	-	36,068	-	-
Technology	25,112	11,094	-	-	11,094	-	-	11,094	-	-	11,094	-	-
Student Testing & Assessment	3,652	71,360	-	-	71,360	-	-	71,360	-	-	71,360	-	-
Field Trips	-	1,375	-	-	1,375	-	-	1,375	-	-	1,375	-	-
Transportation (student)	8,312	52,249	-	-	52,249	-	-	52,249	-	-	52,249	-	-
Student Services - other	89,249	65,483	-	-	65,483	-	-	65,483	-	-	65,483	-	-
Office Expense	13,563	46,595	-	-	46,595	-	-	46,595	-	-	46,595	-	-
Staff Development	42,109	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	59,947	5,750	-	-	5,750	-	-	5,750	-	-	5,750	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	(2,868)	1,265	-	-	1,265	-	-	1,265	-	-	1,265	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	69,302	19,047	-	-	19,047	-	-	19,047	-	-	19,047	-	-
Other	640,809	515,940	-	-	515,940	-	-	515,940	-	-	515,940	-	-
TOTAL SCHOOL OPERATIONS													
FACILITY OPERATION & MAINTENANCE													
Insurance	82,139	49,202	-	-	49,202	-	-	49,202	-	-	49,202	-	-
Janitorial	157,634	110,152	-	-	110,152	-	-	110,152	-	-	110,152	-	-
Building and Land Rent / Lease / Facility Finance Interest	2,069,684	506,275.00	-	-	506,275	-	-	506,275	-	-	506,275	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	20,460	-	-	20,460	-	-	20,460	-	-	20,460	-	-
Security	4,007	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	2,313,464	687,339	-	-	687,339	-	-	687,339	-	-	687,339	-	-
DEPRECIATION & AMORTIZATION													
COVID-19 / CONTINGENCY	544,669	158,728	-	-	158,728	-	-	158,728	-	-	158,728	-	-
DEFERRED RENT	63,101	11,684	-	-	11,684	-	-	11,684	-	-	11,684	-	-
TOTAL EXPENSES	16,290,730	5,741,258	-	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-	-
NET INCOME	3,306,563	631,794	-	-	631,794	-	-	631,794	-	-	631,794	-	-

HARLEM PREP CHARTER SCHOOL

Budget / Operating Plan

2021-22

		2021-22			DESCRIPTION OF ASSUMPTIONS	
		Budget / Operating Plan		VARIANCE		
		Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget	
		Total Year		VARIANCE		
		Original Budget	Revised Budget	Budget vs. PY Budget	Budget	
Total Revenue		25,492,208	25,492,208	-	5,894,915	5,894,915
Total Expenses		22,965,032	22,965,032	-	(6,674,302)	(6,674,302)
Net Income		2,527,176	2,527,176	-	(779,387)	(779,387)
Actual Student Enrollment						
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	Avg. No. of Positions					
Executive Management	-	-	-	-	1,904	1,904
Instructional Management	7.00	823,680	823,680	-	(10,366)	(10,366)
Deans, Directors & Coordinators	11.13	898,788	898,788	-	(755,282)	(755,282)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	7.09	503,676	503,676	-	(156,985)	(156,985)
Administrative Staff	7.00	414,476	414,476	-	15,862	15,862
TOTAL ADMINISTRATIVE STAFF	32.22	2,640,620	2,640,620	-	(904,868)	(904,868)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	78.00	5,347,992	5,347,992	-	(705,181)	(705,181)
Teachers - SPED	18.00	1,235,304	1,235,304	-	(1,156,706)	(1,156,706)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	(1,287)	(1,287)
Aides	-	-	-	-	-	-
Therapists & Counselors	10.00	756,708	756,708	-	(323,573)	(323,573)
Other	9.20	727,364	727,364	-	308,555	308,555
TOTAL INSTRUCTIONAL	115.20	8,067,368	8,067,368	-	(1,878,192)	(1,878,192)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	1.23	64,028	64,028	-	28,680	28,680
Security	0.82	57,532	57,532	-	40,880	40,880
Other	5.31	460,140	460,140	-	(287,649)	(287,649)
TOTAL NON-INSTRUCTIONAL	7.36	581,700	581,700	-	(218,089)	(218,089)
SUBTOTAL PERSONNEL SERVICE COSTS	154.78	11,289,688	11,289,688	-	(3,001,149)	(3,001,149)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		852,228	852,228	-	(852,228)	(852,228)
Fringe / Employee Benefits		1,074,892	1,074,892	-	220,909	220,909
Retirement / Pension		426,128	426,128	-	67,305	67,305
TOTAL PAYROLL TAXES AND BENEFITS		2,353,248	2,353,248	-	(564,014)	(564,014)
TOTAL PERSONNEL SERVICE COSTS	154.78	13,642,936	13,642,936	-	(3,565,163)	(3,565,163)
CONTRACTED SERVICES						
Accounting / Audit		92,204	92,204	-	(12,894)	(12,894)
Legal		15,000	15,000	-	(15,000)	(15,000)
Management Company Fee		2,860,100	2,860,100	-	(677,428)	(677,428)
Nurse Services		1,000	1,000	-	(1,000)	(1,000)
Food Service / School Lunch		-	-	-	-	-
Payroll Services		-	-	-	-	-
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		582,768	582,768	-	(193,837)	(193,837)
TOTAL CONTRACTED SERVICES		3,551,072	3,551,072	-	(900,159)	(900,159)

HARLEM PREP CHARTER SCHOOL

Budget / Operating Plan
2021-22

DESCRIPTION OF ASSUMPTIONS

	Total Year	VARIANCE	
	Original Budget	Revised Budget	Variance
Total Revenue	25,492,208	25,492,208	-
Total Expenses	22,965,032	22,965,032	-
Net Income	2,527,176	2,527,176	-
Actual Student Enrollment			
		Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS			
Board Expenses	473,112	473,112	-
Classroom / Teaching Supplies & Materials	-	-	(350,228)
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	229,220	229,220	-
Supplies & Materials other	-	-	(172,704)
Equipment / Furniture	70,604	70,604	-
Telephone	49,680	49,680	-
Technology	144,272	144,272	-
Student Testing & Assessment	44,376	44,376	-
Field Trips	285,440	285,440	-
Transportation (student)	5,500	5,500	-
Student Services - other	208,996	208,996	-
Office Expense	261,932	261,932	-
Staff Development	186,380	186,380	-
Staff Recruitment	-	-	42,109
Student Recruitment / Marketing	23,000	23,000	-
School Meals / Lunch	-	-	35,947
Travel (Staff)	5,060	5,060	-
Fundraising	76,188	76,188	-
Other	-	-	(6,886)
TOTAL SCHOOL OPERATIONS	2,063,760	2,063,760	(1,422,951)
FACILITY OPERATION & MAINTENANCE			
Insurance	196,808	196,808	-
Janitorial	440,608	440,608	-
Building and Land Rent / Lease / Facility Finance Interest	2,025,100	2,025,100	-
Repairs & Maintenance	-	-	44,584
Equipment / Furniture	-	-	-
Security	81,840	81,840	-
Utilities	5,000	5,000	-
TOTAL FACILITY OPERATION & MAINTENANCE	2,749,356	2,749,356	(435,892)
DEPRECIATION & AMORTIZATION			
COVID-19 / CONTINGENCY	634,912	634,912	-
DEFERRED RENT	276,260	276,260	-
	46,736	46,736	-
TOTAL EXPENSES	22,965,032	22,965,032	(6,674,302)
NET INCOME	2,527,176	2,527,176	(779,387)

HARLEM PREP CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	25,492,208	25,492,208	-	5,894,915	5,894,915
Total Expenses	22,965,032	22,965,032	-	(6,674,302)	(6,674,302)
Net Income	2,527,176	2,527,176	-	(779,387)	(779,387)

Total Year	VARIANCE	
	Original Budget	Revised Budget vs. PY Budget
Original Budget	Original Budget	Revised Budget
Revised Budget	Variance	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
- PEEKSKILL CITY SD
-
-
-
-
-
-
-

ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan
2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30				
	Prior Year Actual 2020-21 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Total Revenue	19,597,293	6,373,052	-	-	6,373,052	-	-	6,373,052	-	-	6,373,052	-	-	25,482,208
Total Expenses	16,290,730	5,741,258	-	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-	-	22,965,032
Net Income	3,306,563	631,794	-	-	631,794	-	-	631,794	-	-	631,794	-	-	2,527,176
Actual Student Enrollment	1,025	1,035	-	-	1,035	-	-	1,035	-	-	1,035	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES (enter descriptions below)														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES (enter descriptions below)														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES (enter descriptions below)														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	3,306,563	631,794	-	-	631,794	-	-	631,794	-	-	631,794	-	-	2,527,176
Beginning Cash Balance	-	3,306,563	-	-	3,938,357	-	-	4,570,151	-	-	5,201,945	-	-	3,306,563
ENDING CASH BALANCE	3,306,563	3,938,357	-	-	4,570,151	-	-	5,201,945	-	-	5,833,739	-	-	5,833,739

HARLEM PREP CHARTER SCHOOL

Budget / Operating Plan

2021-22

	2021-22		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue	25,492,208	-	5,894,915	5,894,915	
Total Expenses	22,965,032	-	(6,674,302)	(6,674,302)	
Net Income	2,527,176	-	(779,387)	(779,387)	
Actual Student Enrollment					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES (enter descriptions below)					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES (enter descriptions below)					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES (enter descriptions below)					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	
NET INCOME	2,527,176	-	(779,387)	(779,387)	
Beginning Cash Balance	3,306,563	-	3,306,563	3,306,563	
ENDING CASH BALANCE	5,833,739	-	2,527,176	2,527,176	

HARLEM PREP CHARTER SCHOOL

BALANCE SHEET

2021-22

DO NOT ENTER BALANCE SHEET DATA ON THIS TEMPLATE

Balance sheet data should for the Ed Corp:

Democracy Prep New York Charter Schools (Combined)

should be entered on the template for

Bronx Preparatory Charter School.

	Prior Year	Q1	Q2	Q3	Q4
2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30	As of 6/30
<u>ASSETS</u>					
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	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</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 DEBT and NOTES PAYABLE, net current maturities					
	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS					
	-	-	-	-	-

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	6,373,052	-	-	6,373,052	-	-	6,373,052	-	-	6,373,052	-
Total Expenses	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-
Net Income	-	631,794	-	-	631,794	-	-	631,794	-	-	631,794	-
Actual Student Enrollment	-	1,035	-	-	1,035	-	-	1,035	-	-	1,035	-
*NOTE: Enrollment, Revenue and Expenditure Data in the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
REVENUE FROM STATE SOURCES												
Per Pupil Revenue												
	2021-22 Per Pupil Rate											
	16,844			16,844			16,844			16,844		
NYC CHANCELLOR'S OFFICE	18,437			18,437			18,437			18,437		
MT VERNON SCHOOL DISTRICT	16,481			16,481			16,481			16,481		
YONKERS CITY SD	17,871			17,871			17,871			17,871		
PEEKSKILL CITY SD	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
	-			-			-			-		
ALL OTHER School Districts: (Count = 0)	-			-			-			-		
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-	4,358,385	-	-	4,358,385	-	-	4,358,385	-	-	4,358,385	-
Special Education Revenue	-	659,780	-	-	659,780	-	-	659,780	-	-	659,780	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-
DiYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance	413,017			413,017			413,017			413,017		
Other	-			-			-			-		
TOTAL REVENUE FROM STATE SOURCES	-	5,431,182	-	-	5,431,182	-	-	5,431,182	-	-	5,431,182	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs	22,500			22,500			22,500			22,500		
Title I	118,394			118,394			118,394			118,394		
Title Funding - Other	24,555			24,555			24,555			24,555		
School Food Service (Free Lunch)	-			-			-			-		
Grants	-			-			-			-		
Charter School Program (CSP) Planning & Implementation	-			-			-			-		
Other	-			-			-			-		
TOTAL REVENUE FROM FEDERAL SOURCES	-	774,671	-	-	774,671	-	-	774,671	-	-	774,671	-
Other	940,120			940,120			940,120			940,120		
TOTAL REVENUE FROM FEDERAL SOURCES	-	940,120	-	-	940,120	-	-	940,120	-	-	940,120	-
LOCAL and OTHER REVENUE												
Contributions and Donations	1,750			1,750			1,750			1,750		
Fundraising	-			-			-			-		
Erate Reimbursement	-			-			-			-		
Earnings on Investments	-			-			-			-		
Interest Income	-			-			-			-		
Food Service (Income from meals)	-			-			-			-		
Text Book	-			-			-			-		
OTHER	-			-			-			-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	1,750	-	-	1,750	-	-	1,750	-	-	1,750	-
TOTAL REVENUE	-	6,373,052	-	-	6,373,052	-	-	6,373,052	-	-	6,373,052	-

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan
2021-22

Total Revenue	-	6,373,052	-	6,373,052	-	6,373,052	-	6,373,052	-	6,373,052
Total Expenses	-	5,741,258	-	5,741,258	-	5,741,258	-	5,741,258	-	5,741,258
Net Income	-	631,794	-	631,794	-	631,794	-	631,794	-	631,794
Actual Student Enrollment	-	1,035	-	1,035	-	1,035	-	1,035	-	1,035

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

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

	Quarter 0			Quarter 1			Quarter 2			Quarter 3			
	No. of Positions	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	205,920	-	205,920	-	205,920	-	205,920	-	205,920	-	205,920	-
Instructional Management	-	224,697	-	224,697	-	224,697	-	224,697	-	224,697	-	224,697	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	125,919	-	125,919	-	125,919	-	125,919	-	125,919	-	125,919	-
Administrative Staff	-	103,619	-	103,619	-	103,619	-	103,619	-	103,619	-	103,619	-
TOTAL ADMINISTRATIVE STAFF	-	660,155	-	660,155	-	660,155	-	660,155	-	660,155	-	660,155	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	1,336,998	-	1,336,998	-	1,336,998	-	1,336,998	-	1,336,998	-	1,336,998	-
Teachers - SPED	-	308,826	-	308,826	-	308,826	-	308,826	-	308,826	-	308,826	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	189,177	-	189,177	-	189,177	-	189,177	-	189,177	-	189,177	-
Other	-	181,841	-	181,841	-	181,841	-	181,841	-	181,841	-	181,841	-
TOTAL INSTRUCTIONAL	-	2,016,842	-	2,016,842	-	2,016,842	-	2,016,842	-	2,016,842	-	2,016,842	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	16,007	-	16,007	-	16,007	-	16,007	-	16,007	-	16,007	-
Security	-	14,383	-	14,383	-	14,383	-	14,383	-	14,383	-	14,383	-
Other	-	115,035	-	115,035	-	115,035	-	115,035	-	115,035	-	115,035	-
TOTAL NON-INSTRUCTIONAL	-	145,425	-	145,425	-	145,425	-	145,425	-	145,425	-	145,425	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	2,822,422	-	2,822,422	-	2,822,422	-	2,822,422	-	2,822,422	-	2,822,422	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	213,057	-	213,057	-	213,057	-	213,057	-	213,057	-	213,057	-
Fringe / Employee Benefits	-	268,723	-	268,723	-	268,723	-	268,723	-	268,723	-	268,723	-
Retirement / Pension	-	106,532	-	106,532	-	106,532	-	106,532	-	106,532	-	106,532	-
TOTAL PAYROLL TAXES AND BENEFITS	-	588,312	-	588,312	-	588,312	-	588,312	-	588,312	-	588,312	-
TOTAL PERSONNEL SERVICE COSTS	-	3,410,734	-	3,410,734	-	3,410,734	-	3,410,734	-	3,410,734	-	3,410,734	-
CONTRACTED SERVICES													
Accounting / Audit	-	23,051	-	23,051	-	23,051	-	23,051	-	23,051	-	23,051	-
Legal	-	3,750	-	3,750	-	3,750	-	3,750	-	3,750	-	3,750	-
Management Company Fee	-	715,025	-	715,025	-	715,025	-	715,025	-	715,025	-	715,025	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	250	-	250	-	250	-	250	-	250	-	250	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e., Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	145,692	-	145,692	-	145,692	-	145,692	-	145,692	-	145,692	-
TOTAL CONTRACTED SERVICES	-	887,768	-	887,768	-	887,768	-	887,768	-	887,768	-	887,768	-

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan
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	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	6,373,052	-	-	6,373,052	-	-	6,373,052	-	-	6,373,052	-
Total Expenses	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-
Net Income	-	631,794	-	-	631,794	-	-	631,794	-	-	631,794	-
Actual Student Enrollment	-	1,035	-	-	1,035	-	-	1,035	-	-	1,035	-
*NOTE: Enrollment, Revenue and Expenditure Data in the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	-	118,278	-	-	118,278	-	-	118,278	-	-	118,278	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	57,305	-	-	57,305	-	-	57,305	-	-	57,305	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	17,651	-	-	17,651	-	-	17,651	-	-	17,651	-
Telephone	-	12,420	-	-	12,420	-	-	12,420	-	-	12,420	-
Technology	-	36,068	-	-	36,068	-	-	36,068	-	-	36,068	-
Student Testing & Assessment	-	11,094	-	-	11,094	-	-	11,094	-	-	11,094	-
Field Trips	-	71,360	-	-	71,360	-	-	71,360	-	-	71,360	-
Transportation (student)	-	1,375	-	-	1,375	-	-	1,375	-	-	1,375	-
Student Services - other	-	52,249	-	-	52,249	-	-	52,249	-	-	52,249	-
Office Expense	-	65,483	-	-	65,483	-	-	65,483	-	-	65,483	-
Staff Development	-	46,595	-	-	46,595	-	-	46,595	-	-	46,595	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	5,750	-	-	5,750	-	-	5,750	-	-	5,750	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	1,265	-	-	1,265	-	-	1,265	-	-	1,265	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	19,047	-	-	19,047	-	-	19,047	-	-	19,047	-
TOTAL SCHOOL OPERATIONS	-	515,940	-	-	515,940	-	-	515,940	-	-	515,940	-
FACILITY OPERATION & MAINTENANCE												
Insurance	-	49,202	-	-	49,202	-	-	49,202	-	-	49,202	-
Janitorial	-	110,152	-	-	110,152	-	-	110,152	-	-	110,152	-
Building and Land Rent / Lease / Facility Finance Interest	-	506,275	-	-	506,275	-	-	506,275	-	-	506,275	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	20,460	-	-	20,460	-	-	20,460	-	-	20,460	-
Utilities	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	687,339	-	-	687,339	-	-	687,339	-	-	687,339	-
DEPRECIATION & AMORTIZATION	-	158,728	-	-	158,728	-	-	158,728	-	-	158,728	-
COVID-19 / CONTINGENCY	-	69,065	-	-	69,065	-	-	69,065	-	-	69,065	-
DEFERRED RENT	-	11,684	-	-	11,684	-	-	11,684	-	-	11,684	-
TOTAL EXPENSES	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-
NET INCOME	-	631,794	-	-	631,794	-	-	631,794	-	-	631,794	-

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan

	2021-22				4th Quarter - 4/1 - 6/30							
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance			
Total Revenue	-	6,373,052	-	-	6,373,052	-	-	6,373,052	-			
Total Expenses	-	5,741,258	-	-	5,741,258	-	-	5,741,258	-			
Net Income	-	631,794	-	-	631,794	-	-	631,794	-			
Actual Student Enrollment	-	1,035	-	-	1,035	-	-	1,035	-			
	1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31				3rd Quarter - 1/1 - 3/31			
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
*NOTE: Enrollment, Revenue and Expenditure Data in the Total and Variance Analysis Section is Based on LAST ACTUAL QUARTER COMPLETED												
ENROLLMENT - *School Districts Are Linked To Above Entries*												
	-	1,035	-	-	1,035	-	-	1,035	-	-	1,035	-
NYC CHANCELLOR'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-
MT VERNON SCHOOL DISTRICT	-	-	-	-	-	-	-	-	-	-	-	-
YONKERS CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
PEEKSKILL CITY SD	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	1,035	-	-	1,035	-	-	1,035	-	-	1,035	-
REVENUE PER PUPIL	-	6,158	-	-	6,158	-	-	6,158	-	-	6,158	-
EXPENSES PER PUPIL	-	5,547	-	-	5,547	-	-	5,547	-	-	5,547	-

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan
2021-22

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget	Actual Current Budget (Current Quarter)	Original Budget	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget	Actual Original Budget	Actual vs. Original Budget	Actual TY	PY Actual (PY TY) / No. of COMPLETED Actual CY Quarters	Actual vs. Actual PY
Total Revenue	-	25,492,208	(25,492,208)	-	25,492,208	(25,492,208)	-	-	25,492,208	(25,492,208)	-	-	25,492,208	(25,492,208)	-
Total Expenses	-	22,965,032	(22,965,032)	-	22,965,032	(22,965,032)	-	-	22,965,032	(22,965,032)	-	-	22,965,032	(22,965,032)	-
Net Income	-	2,527,176	(2,527,176)	-	2,527,176	(2,527,176)	-	-	2,527,176	(2,527,176)	-	-	2,527,176	(2,527,176)	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTALS AND VARIANCE ANALYSIS															
*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed															
REVENUE															
REVENUES FROM STATE SOURCES	2021-22														
Per Pupil Revenue	16,844														
NYC CHANCELLOR'S OFFICE	18,437	17,433,540	(17,433,540)	-	17,433,540	(17,433,540)	-	-	17,433,540	(17,433,540)	-	-	17,433,540	(17,433,540)	-
MT VERNON SCHOOL DISTRICT	16,481	-	-	-	-	-	-	-	-	-	-	-	-	-	-
YONKERS CITY SD	17,871	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PEEKSKILL CITY SD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	17,433,540	(17,433,540)	-	17,433,540	(17,433,540)	-	-	17,433,540	(17,433,540)	-	-	17,433,540	(17,433,540)	-
Special Education Revenue	-	2,639,120	(2,639,120)	-	2,639,120	(2,639,120)	-	-	2,639,120	(2,639,120)	-	-	2,639,120	(2,639,120)	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NYC DOE Rental Assistance	-	1,652,068	(1,652,068)	-	1,652,068	(1,652,068)	-	-	1,652,068	(1,652,068)	-	-	1,652,068	(1,652,068)	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	21,724,728	(21,724,728)	-	21,724,728	(21,724,728)	-	-	21,724,728	(21,724,728)	-	-	21,724,728	(21,724,728)	-
REVENUE FROM FEDERAL FUNDING	-	90,000	(90,000)	-	90,000	(90,000)	-	-	90,000	(90,000)	-	-	90,000	(90,000)	-
IDEA Special Needs	-	473,576	(473,576)	-	473,576	(473,576)	-	-	473,576	(473,576)	-	-	473,576	(473,576)	-
Title I	-	98,220	(98,220)	-	98,220	(98,220)	-	-	98,220	(98,220)	-	-	98,220	(98,220)	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	3,098,684	(3,098,684)	-	3,098,684	(3,098,684)	-	-	3,098,684	(3,098,684)	-	-	3,098,684	(3,098,684)	-
TOTAL REVENUE FROM LOCAL and OTHER REVENUE	-	7,000	(7,000)	-	7,000	(7,000)	-	-	7,000	(7,000)	-	-	7,000	(7,000)	-
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	7,000	(7,000)	-	7,000	(7,000)	-	-	7,000	(7,000)	-	-	7,000	(7,000)	-
TOTAL REVENUE	-	25,492,208	(25,492,208)	-	25,492,208	(25,492,208)	-	-	25,492,208	(25,492,208)	-	-	25,492,208	(25,492,208)	-

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan

2021-22

Total Revenue	-	25,492,208	(25,492,208)	-	(25,492,208)
Total Expenses	-	22,965,032	(22,965,032)	-	(22,965,032)
Net Income	-	2,527,176	(2,527,176)	-	(2,527,176)
Actual Student Enrollment	-	-	-	-	-

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

	Actual Budget (Current Quarter)	Actual vs. Current Budget	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget TY	Actual CY vs. Actual PY
			Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY		

EXPENSES

	Actual	Current	Actual vs. Current	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	823,680	823,680	823,680	-	823,680	823,680	-
CFO / Director of Finance	-	898,788	898,788	898,788	-	898,788	898,788	-
Operation / Business Manager	-	503,676	503,676	503,676	-	503,676	503,676	-
Administrative Staff	-	414,476	414,476	414,476	-	414,476	414,476	-
TOTAL ADMINISTRATIVE STAFF	-	2,640,620	2,640,620	2,640,620	-	2,640,620	2,640,620	-

	Actual	Current	Actual vs. Current	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	5,347,992	5,347,992	5,347,992	-	5,347,992	5,347,992	-
Teachers - SPED	-	1,235,304	1,235,304	1,235,304	-	1,235,304	1,235,304	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	756,708	756,708	756,708	-	756,708	756,708	-
Other	-	727,364	727,364	727,364	-	727,364	727,364	-
TOTAL INSTRUCTIONAL	-	8,067,368	8,067,368	8,067,368	-	8,067,368	8,067,368	-

	Actual	Current	Actual vs. Current	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	64,028	64,028	64,028	-	64,028	64,028	-
Security	-	57,532	57,532	57,532	-	57,532	57,532	-
Other	-	460,140	460,140	460,140	-	460,140	460,140	-
TOTAL NON-INSTRUCTIONAL	-	581,700	581,700	581,700	-	581,700	581,700	-

	Actual	Current	Actual vs. Current	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SUBTOTAL PERSONNEL SERVICE COSTS	-	11,289,688	11,289,688	11,289,688	-	11,289,688	11,289,688	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-	852,228	852,228	852,228	-	852,228	852,228	-
Fringe / Employee Benefits	-	1,074,892	1,074,892	1,074,892	-	1,074,892	1,074,892	-
Retirement / Pension	-	426,128	426,128	426,128	-	426,128	426,128	-
TOTAL PAYROLL TAXES AND BENEFITS	-	2,353,248	2,353,248	2,353,248	-	2,353,248	2,353,248	-
TOTAL PERSONNEL SERVICE COSTS	-	13,642,936	13,642,936	13,642,936	-	13,642,936	13,642,936	-

	Actual	Current	Actual vs. Current	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
CONTRACTED SERVICES								
Accounting / Audit	-	92,204	92,204	92,204	-	92,204	92,204	-
Legal	-	15,000	15,000	15,000	-	15,000	15,000	-
Management Company Fee	-	2,860,100	2,860,100	2,860,100	-	2,860,100	2,860,100	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	1,000	1,000	1,000	-	1,000	1,000	-
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	582,768	582,768	582,768	-	582,768	582,768	-
TOTAL CONTRACTED SERVICES	-	3,551,072	3,551,072	3,551,072	-	3,551,072	3,551,072	-

HARLEM PREP CHARTER SCHOOL
Budget / Operating Plan

2021-22

	2021-22		2020-21		2019-20		2018-19		2017-18		2016-17		2015-16		
	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	
Total Revenue	-	-	25,492,208	(25,492,208)	-	-	25,492,208	(25,492,208)	-	-	22,965,032	(22,965,032)	-	-	
Total Expenses	-	-	22,965,032	(22,965,032)	-	-	22,965,032	(22,965,032)	-	-	2,527,176	(2,527,176)	-	-	
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed															
TOTALS AND VARIANCE ANALYSIS															
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget	Actual vs. Original Budget	Original Budget	Actual vs. Original Budget	Original Budget	Actual vs. Original Budget	Original Budget	Actual vs. Original Budget	Original Budget	Actual vs. Original Budget
SCHOOL OPERATIONS															
Board Expenses	-	-	473,112	(473,112)	-	-	473,112	(473,112)	-	-	473,112	(473,112)	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	229,220	(229,220)	-	-	229,220	(229,220)	-	-	229,220	(229,220)	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	70,604	(70,604)	-	-	70,604	(70,604)	-	-	70,604	(70,604)	-	-	-
Telephone	-	-	49,680	(49,680)	-	-	49,680	(49,680)	-	-	49,680	(49,680)	-	-	-
Technology	-	-	144,272	(144,272)	-	-	144,272	(144,272)	-	-	144,272	(144,272)	-	-	-
Student Testing & Assessment	-	-	44,376	(44,376)	-	-	44,376	(44,376)	-	-	44,376	(44,376)	-	-	-
Field Trips	-	-	285,440	(285,440)	-	-	285,440	(285,440)	-	-	285,440	(285,440)	-	-	-
Transportation (student)	-	-	5,500	(5,500)	-	-	5,500	(5,500)	-	-	5,500	(5,500)	-	-	-
Student Services - other	-	-	208,996	(208,996)	-	-	208,996	(208,996)	-	-	208,996	(208,996)	-	-	-
Office Expense	-	-	261,932	(261,932)	-	-	261,932	(261,932)	-	-	261,932	(261,932)	-	-	-
Staff Recruitment	-	-	186,380	(186,380)	-	-	186,380	(186,380)	-	-	186,380	(186,380)	-	-	-
Staff Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	23,000	(23,000)	-	-	23,000	(23,000)	-	-	23,000	(23,000)	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	5,060	(5,060)	-	-	5,060	(5,060)	-	-	5,060	(5,060)	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	76,188	(76,188)	-	-	76,188	(76,188)	-	-	76,188	(76,188)	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	2,063,760	(2,063,760)	-	-	2,063,760	(2,063,760)	-	-	2,063,760	(2,063,760)	-	-	-
FACILITY OPERATION & MAINTENANCE															
Insurance	-	-	196,808	(196,808)	-	-	196,808	(196,808)	-	-	196,808	(196,808)	-	-	-
Janitorial	-	-	440,608	(440,608)	-	-	440,608	(440,608)	-	-	440,608	(440,608)	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	2,025,100	(2,025,100)	-	-	2,025,100	(2,025,100)	-	-	2,025,100	(2,025,100)	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	81,840	(81,840)	-	-	81,840	(81,840)	-	-	81,840	(81,840)	-	-	-
Utilities	-	-	5,000	(5,000)	-	-	5,000	(5,000)	-	-	5,000	(5,000)	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	2,749,356	(2,749,356)	-	-	2,749,356	(2,749,356)	-	-	2,749,356	(2,749,356)	-	-	-
DEPRECIATION & AMORTIZATION															
COVID-19 / CONTINGENCY	-	-	634,912	(634,912)	-	-	634,912	(634,912)	-	-	634,912	(634,912)	-	-	-
DEFERRED RENT	-	-	276,260	(276,260)	-	-	276,260	(276,260)	-	-	276,260	(276,260)	-	-	-
	-	-	46,736	(46,736)	-	-	46,736	(46,736)	-	-	46,736	(46,736)	-	-	-
TOTAL EXPENSES	-	-	22,965,032	(22,965,032)	-	-	22,965,032	(22,965,032)	-	-	22,965,032	(22,965,032)	-	-	-
NET INCOME	-	-	2,527,176	(2,527,176)	-	-	2,527,176	(2,527,176)	-	-	2,527,176	(2,527,176)	-	-	-



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

Administrative expenditures per pupil:

\$0.00

Per NYS Statute

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

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

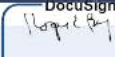
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

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

None

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

Trustee Signature

DocuSigned by:

 Signature: _____
06D615838DC0422...

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Sean Windsor
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	None
Email Address:	[REDACTED]

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

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

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

None

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

Trustee Signature

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Stephanie King
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	N/A
Email Address:	[REDACTED]

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

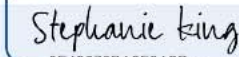
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

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

None

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

Trustee Signature

DocuSigned by:
 Signature: 
0E49670BA8F84CB...

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Brian Berger
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chairman
Email Address:	[REDACTED]

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

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

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

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

None

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

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

None

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

Trustee Signature

DocuSigned by:
 Signature: 
 CDB362200CF84DE...

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Dr. Robert North
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[REDACTED]

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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


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

None

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Trustee Signature

Signature:

DocuSigned by:

 17B348F1DE22450...

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2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

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"

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None

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Trustee Signature

DocuSigned by:
 Signature: 
 24A0B7DBCD0F446...

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2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Ross Frommer
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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

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

None

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Trustee Signature

DocuSigned by:
 Signature: 
 9F432BCA4AA47C...

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2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Brittany Mullings
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair of Family and Community Committee
Email Address:	[REDACTED]

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

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"

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Trustee Signature

DocuSigned by:
 Signature: 
 1A6DBF315A8E464...

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2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Rep New York
Name of trustee (print):	J-shua Kristan
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
Email Address:	[REDACTED]

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

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

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Trustee Signature

Signature:

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2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Democracy Prep New York Charter Schools
Name of trustee (print):	Gregory Weston
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	none
Email Address:	[REDACTED]

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

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

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

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Trustee Signature

DocuSigned by:
 Signature: 
A0E9844806334D6...

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

Certificate of Occupancy

CO Number: 121231988T006

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Manhattan	Block Number: 01787	Certificate Type: Temporary
	Address: 240 EAST 123RD STREET	Lot Number(s): 80	Effective Date: 03/02/2021
	Building Identification Number (BIN): 1054629	Building Type: Altered	Expiration Date: 05/31/2021
This building is subject to this Building Code: 1968 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 3	(Prior to 1968 Code designation)	
	Building Occupancy Group classification: R-2	(2014/2008 Code)	
	Multiple Dwelling Law Classification: HAEA		
	No. of stories: 35	Height in feet: 341	No. of dwelling units: 448
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Outstanding requirements for obtaining Final Certificate of Occupancy:			
There are 16 outstanding requirements. Please refer to BISWeb for further detail.			
Borough Comments: None			



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 121231988T006

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use

END OF SECTION



Borough Commissioner



Commissioner

END OF DOCUMENT

Christina Dadona

From: [REDACTED]
Sent: Tuesday, June 1, 2021 12:28 PM
To: Amanda Torres; Christina Dadona; Ricky Gautier
Subject: FW: 90-day Extension of Temporary Certificate of Occupancy for MANHATTAN 240 EAST 123RD STREET

Amanda,

Please see below the 90-day extension of the TCO for Democracy Prep.

Thank you,

George Chin, AIA, NCARB, LEED AP
Sr Associate | Studio Leader | Sr Project Manager

JCJ ARCHITECTURE
an employee owned company

From: TCOextension@buildings.nyc.gov <TCOextension@buildings.nyc.gov>
Sent: Tuesday, June 1, 2021 12:08 PM
To: Bachmann.Peter <[REDACTED]>
Subject: 90-day Extension of Temporary Certificate of Occupancy for MANHATTAN 240 EAST 123RD STREET

You are receiving this email as the owner or stakeholder associated with Job Number 121231988. Our records indicate that you have taken steps to renew the Temporary Certificate of Occupancy in *DOB NOW: Build* prior to the expiration date of the TCO.

Due to the high volume of Occupancy submissions, the NYC Department of Buildings is granting a 90-day extension of Temporary Certificate Occupancy number 121231988T006 that has a current expiration date of 05/31/2021, subject to all conditions for which such TCO was granted. The new expiration date is 08/29/2021.

Once the Schedule of Occupancy request that was submitted in *DOB NOW: Build* is approved, a Certificate of Occupancy request (of any type) must also be submitted and then approved before there can be any subsequent renewal. Renewal fees will be applied based on the expiration date of the TCO prior to the extension.



John Raine, R.A.
Manhattan Borough Commissioner
NYC Department of Buildings



BRISCOE PROTECTIVE SYSTEMS LLC
"WE ARE THE ALARM PROFESSIONALS"
NEW YORK, NEW YORK 10011
631-864-8666 * 718-692-1000 * 212-643-8833
FAX (631) 864-8444
WWW.BRISCOEPROTECTIVE.COM
NYS LICENSE #12000327349

Harlem Prep Charter School
240 East 123rd Street
New York, NY 10035

C E R T I F I C A T E O F F I T N E S S

NAME: Harlem Prep Charter School

CUSTOMER #: [REDACTED]

LOCATION: 240 East 123rd Street

THIS IS TO CERTIFY THAT ON 02/20/19, THE ELECTRONIC
INTERCONNECTED FIRE ALARM AND SMOKE DETECTION SYSTEM AT THE
ABOVE LOCATION HAS BEEN INSPECTED. ALL DEVICES HAVE BEEN TESTED
AND FOUND TO BE IN NORMAL OPERATING CONDITION.

Inspection Report contains
Exceptions if initialed below

INSPECTION REPORT VERIFIED BY:

Thomas W. Manning

AUTHORIZED SIGNATURE
(Not valid unless signed)

Inspection Report contains
Recommendations if initialed
Below

New York State License #12000327349
N.Y.C. Fire Dept. Smoke Detector
Maint Acceptance ltr dated 2/27/19
Nassau County Fire Marshal #1045369

==== Please Retain this copy for your Site Audit ====

**This certificate does not confirm compliance of the system with the
requirements of any code or governing agency.**



CALENDAR BUILDER

Use the table below to setup the year's calendar. Add the name of an event (or series of events like "Winter Vacation") and the corresponding dates into each field below.



School/Region	NY	Instructional Days	59	57	64	180	Year Total
Weekly PD Day (1)	Friday	Full	47	46	53	146	Full Day PD
Calendar Name	NY Regional Calendar	Shortened	12	11	11	34	Holiday/Vacation
Last Published	24/06/2021	Professional Development Full	1	2	1	27	Start/End of Term
		PD Partial	12	11	11	34	Other Non-Instructional

Event	Category	Inst?	Start	End [2]	Start Time	End Time	Location	Note
School Leader PD	Full Day PD	No	7/6/21	7/9/21				
Summer Academy	Other	Yes	7/12/21	7/30/21				
Summer PD	Full Day PD	No	8/9/21	8/27/21				
New Teacher PD	Full Day PD	No	8/9/21	8/13/21				
NY Network PD	Other	No	8/20/21					
Prep Academy Window	Other	No	8/23/21	8/27/21				
First Day of School for Scho	Term Start/End	Yes	8/30/21					
First Day of School for Scho	Term Start/End	Yes	8/30/21					
Labor Day	Holiday/Vacation	No	9/6/21					
Rosh Hashanah	Holiday/Vacation	No	9/7/21	9/8/21				
Yom Kippur	Holiday/Vacation	No	9/16/21					
NY Network PD 1	Other	Yes	10/8/21					
Indigenous Peoples' Day	Holiday/Vacation	No	10/11/21					
Saturday Intersession 1	Other	Yes	10/16/21					
HS T1 Midterms	Other	Yes	10/21/21	10/22/21				
T1 Doctor Day	Other	Yes	10/29/21					
Election Day--No School	Holiday/Vacation	No	11/2/21					
DP YOU	Full Day PD	No	11/5/21					
Veterans Day	Holiday/Vacation	No	11/11/21					
NY Network Town Hall One	Other	Yes	11/12/21					
Saturday Intersession 2	Other	Yes	11/13/21					
NY Network PD 2	Other	Yes	11/19/21					
Thanksgiving Break	Holiday/Vacation	No	11/24/21	11/28/21				
T1 Course Gradebook Lock	Other	Yes	11/30/21					
T1 Exams	Other	Yes	12/1/21	12/3/21				
T1 Ends	Term Start/End	Yes	12/3/21	12/3/21				
T2 Begins	Term Start/End	Yes	12/6/21	12/6/21				
T1 Exam Gradebook Lock	Other	Yes	12/9/21					
T1 Data Day	Full Day PD	No	12/10/21					
T1 Family Conference Wind	Other	Yes	12/13/21	12/17/21				
Winter Break	Holiday/Vacation	No	12/23/21	1/2/22				
Staff PD Day	Full Day PD	No	1/3/22					
Winter Intersession Tutorin	Other	No	1/4/22	1/5/22				
Winter Intersession Tutorin	Other	Yes	1/6/22	1/7/22				
Int'l Trip Chaperone Summ	Other	Yes	1/14/22					
MLK Day	Holiday/Vacation	No	1/17/22					
NY Network Town Hall Two	Other	Yes	1/21/22					
Saturday Intersession 3	Other	Yes	1/22/22					
January Regents Administra	Other	Yes	1/25/22	1/28/22				
HS T2 Midterms	Other	Yes	1/27/22	01/28/22				
Lunar New Year	Holiday/Vacation	No	2/1/22					
NY Network PD 3	Other	Yes	2/4/22					
ES State Practice Test Wind	Other	Yes	2/7/22	3/4/22				
MS State Practice ELA Exam	Other	Yes	2/10/22	2/11/22				
T2 Doctor Day	Other	Yes	2/18/22					
February Break	Holiday/Vacation	No	2/21/22	2/25/22				
Spring Intersession Tutorin	Other	Yes	2/22/22	2/25/22				
MS State Practice Math Exam	Other	Yes	3/3/22	3/4/22				
NY Network PD 4	Other	Yes	3/11/22					
ES State Practice Test Grade	Other	Yes	3/11/22					
Saturday Intersession 4	Other	Yes	3/12/22					
T2 Course Gradebook Lock	Other	Yes	3/15/22					
T2 Exams	Other	Yes	3/16/22	3/18/22				
T2 Ends	Term Start/End	Yes	3/18/22					
T3 Begins	Term Start/End	Yes	3/21/22					
T2 Exam Gradebook Lock	Other	Yes	3/22/22					
T2 Data Day	Full Day PD	No	3/25/22					
3-8 NYS ELA Exam	Other	Yes	3/29/22	3/31/22				
T2 Family Conference Wind	Other	Yes	4/4/22	4/9/22				
Saturday Intersession 5	Other	Yes	4/9/22					
NYS/SLAT Testing	Other	Yes	4/11/22	5/20/22				
April Break	Holiday/Vacation	No	4/15/22	4/22/22				
3-8 NYS Math Exam	Other	Yes	4/26/22	4/28/22				
AP Exams	Other	Yes	5/2/22	5/13/22				
Eid al-Fitr	Holiday/Vacation	No	5/2/22					
NY Network PD 5	Other	Yes	5/6/22					
Korean Street Festival	Other	No	5/7/22					
HS T3 Midterms	Other	Yes	5/12/22	5/13/22				
NY Network Town Hall Thre	Other	Yes	5/20/22					
8th Grade Science Perform	Other	Yes	5/26/22					
T3 Doctor Day	Other	Yes	5/27/22					
Memorial Day	Holiday/Vacation	No	5/30/22					
8th Grade Science Perform	Other	Yes	6/3/22					
Saturday Intersession 6	Other	Yes	6/4/22					
8th Grade NYS Science Writ	Other	Yes	6/6/22					
8th Grade Science Written	Other	Yes	6/10/22					
T3 Course Gradebook Lock	Other	Yes	6/13/22					
T3 Exams	Other	Yes	6/14/22	6/16/22				
June Regents Administratio	Other	Yes	6/15/22	6/24/22				
Juneteenth	Holiday/Vacation	No	6/20/22					
Half Day Dismissal For Scho	Other	Yes	6/20/22	6/29/22				
T3 Exam Gradebook Lock	Other	Yes	6/22/22					
Scoring Day for HS Regents	Other	Yes	6/24/22					
Last Day of School for Scho	Term Start/End	Yes	6/30/22					
July Holiday	Holiday/Vacation	No	7/4/2022					
School Leader PD 2022	Full Day PD	No	7/5/22	7/8/22				

JULY	AUGUST	SEPTEMBER
S M T W H F S	S M T W H F S	S M T W H F S
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
OCTOBER	NOVEMBER	DECEMBER
S M T W H F S	S M T W H F S	S M T W H F S
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
JANUARY	FEBRUARY	MARCH
S M T W H F S	S M T W H F S	S M T W H F S
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
APRIL	MAY	JUNE
S M T W H F S	S M T W H F S	S M T W H F S
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

JULY
S M T W H F S
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

LEGEND
 Full Day PD 14
 Holiday/Vacation 14
 Start/End of Term 14
 Other Non-Instructional 14

2021-2022 ACADEMIC YEAR

The calendar shown below should exactly match the Google Calendar entitled 'NY Regional Calendar'. To download a PDF version of this calendar, hide all tabs other than "Views" and click the link [here](#).



2021

Event	Dates
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 Intercession 1	10/16
HS T1 Midterms	10/21 - 10/22
T1 Doctor Day	10/29
Election Day--No School	11/2
DP YOU	11/5
Veterans Day	11/11
NY Network Town Hall One	11/12
Saturday Intercession 2	11/13
NY Network PD 2	11/19
Thanksgiving Break	11/24 - 11/28
T1 Course Gradebook Lock	11/30
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 - 12/17
Winter Break	12/23 - 1/2

2022

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

JULY

S	M	T	W	H	F	S
6	5	4	3	2	1	
31	30	29	28	27	26	25
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

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18	19	20	21	22	23	24
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OCTOBER

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

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29	30					

DECEMBER

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

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23	24	25	26	27	28	29
30	31					

FEBRUARY

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JULY

S	M	T	W	H	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Legend

Full Day PD	14
Shortened Day PD	14
Holiday/Vacation	14
Start/End of Term	14
Other Non-Instructional	14

[1] Select the weekly day during which staff have professional development.

[2] For one-day events, leave this column blank.