

Application: Harlem Prep Charter School

- katelyn.kenney@democracyprep.org
2022-2023 Annual Report

Summary

ID: 0000000070
Last submitted: Nov 1 2023 04:25 PM (EDT)
Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Jul 31 2023

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 the [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 2022-2023 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, 2023**) 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 800000034143

a1. Popular School Name

Harlem Prep Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD # 4 - MANHATTAN

e. Date of Approved Initial Charter

Mar 1 2011

f. Date School First Opened for Instruction

Sep 1 2011

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

Harlem Prep Charter School is SUNY-authorized.

h. School Website Address

<https://democracyprep.org/ny/>

i. Total Approved Charter Enrollment for 2022-2023 School Year

879

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

773

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

3
4
5
6
7
8
9
10
11
12

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

Yes

I1. Charter Management Organization Name

Democracy Prep Public Schools

I2. Charter Management Organization Email Address

dpps_info@democracyprep.org

I3. Charter Management Organization Email Phone Number

646-942-6403

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

Yes, 3 sites

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 previous year (K-5, 6-9, etc.)	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	646-647-6728	NYC CSD 4	9-12	9-12	9-12

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Greg Daniel	Principal	917-992-0087		hpcs_principal@democracyprep.org
Operational Leader	Marlene Aponte	Director of Operations	917-733-0434		hpcs_opsleader@democracyprep.org
Compliance Contact	Alexa Feldman	Director of Accountability	917-565-4697		dpps_accountability@democracyprep.org
Complaint Contact	Georgina Crawley	Legal Counsel	347-308-3559		dpps_legal@democracyprep.org
DASA Coordinator	Sharese Maine	Director of Scholar Support	646-276-3041		smaine@democracyprep.org
Phone Contact for After Hours Emergencies	Andrew Clay	Director of Facilities	646-647-6728		andrew.clay@democracyprep.org

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, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

[240 E. 123rd COO Memo 22-23.docx](#)

Filename: 240 E. 123rd COO Memo 22-23.docx **Size:** 1.4 MB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Fire Inspection Memo 22-23.docx](#)

Filename: Fire Inspection Memo 22-23.docx **Size:** 1.4 MB

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	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	646-647-6728	NYC CSD 4	6-8	6-8	No

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Andre Geddes	Principal	347-640-0628		hpcs_principal@democracyprep.org
Operational Leader	Cathya Solano	Director of Operations	646-864-4811		hpcs_opsleader@democracyprep.org
Compliance Contact	Alexa Feldman	Director of Accountability	917-565-4697		dpaps_accountability@democracyprep.org
Complaint Contact	Georgina Crawley	Legal Counsel	347-308-3559		dpaps_legal@democracyprep.org
DASA Coordinator	Sharese Maine	Director of Scholar Support	646-276-3041		smaine@democracyprep.org
Phone Contact for After Hours Emergencies	Andrew Clay	Director of Facilities	646-647-6728		andrew.clay@democracyprep.org

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 expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	Permanent Siting	No		No		Yes

School Site 3

m3. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	101-111 W. 116th St., New York, NY 10026	646-647-6728	NYC CSD 3	3-5	3-5	No

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Bryan Stroud	Principal	347-443-0392		hpcs_principal@democracyprep.org
Operational Leader	Nina Minogue	Senior Director of Operations	347-931-5028		hpcs_opsleader@democracyprep.org
Compliance Contact	Alexa Feldman	Director of Accountability	917-565-4697		dpps_accountability@democracyprep.org
Complaint Contact	Georgina Crawley	Legal Counsel	347-308-3559		dpps_legal@democracyprep.org
DASA Coordinator	Sharese Maine	Director of Scholar Support	646-276-3041		smaine@democracyprep.org
Phone Contact for After Hours Emergencies	Andrew Clay	Director of Facilities	646-647-6728		andrew.clay@democracyprep.org

m3b. Is site 3 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 3 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, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

[101 W. 116th TCO.pdf](#)

Filename: 101 W. 116th TCO.pdf **Size:** 44.6 kB

Site 3 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Fire Inspection Memo 22-23.docx](#)

Filename: Fire Inspection Memo 22-23.docx **Size:** 1.4 MB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

n/a

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Alexa Feldman
Position	Director of Accountability
Phone/Extension	917-565-4697
Email	afeldman@democracyprep.org

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

Responses Selected:

Yes

As outlined in ENTRY 10:

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

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 24 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Jul 31 2023

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy, and NYSED-Approved School Discipline 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:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 2 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

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://democracyprep.org/ny/
2. Board meeting notices, agendas and documents	https://democracyprep.org/ny/
3. New York State School Report Card	https://democracyprep.org/ny/
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://democracyprep.org/ny/
6. Authorizer-approved FOIL Policy	https://democracyprep.org/ny/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://democracyprep.org/ny/

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
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Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Oct 30 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

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

[HPCS Accountability-Plan-Progress-Report-2022-23-Grades-K-12](#)

Filename: HPCS_Accountability-Plan-Progress-_YqsUNc8.pdf Size: 1.6 MB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2023**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. 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__F_upWgzay.pdf Size: 587.3 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

[HPCS 2022-2023 Annual Financial Audit Template](#)

Filename: HPCS_2022-2023_Annual_Financial_A_1e8LHtO.xlsx Size: 174.8 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

[Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. 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. 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 Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial 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
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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 2023-2024 Budget

Completed - Nov 1 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

[HPCS 2023-2024 Annual Budget and Quarterly Report](#)

Filename: HPCS_2023-2024_Annual_Budget_and__YsOH67N.xlsx Size: 535.4 kB

[Budget-Narrative-Questionnaire FY24 DPNY](#)

Filename: Budget-Narrative-Questionnaire_FY2_G0NRbn1.pdf Size: 29.0 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Brittany Buffaloe Financial Disclosure Form 2023](#)

Filename: Brittany_Buffaloe_Financial_Disclo_ukGDpoV.pdf Size: 545.3 kB

[Douglas Snyder Financial Disclosure Form 2023](#)

Filename: Douglas_Snyder_Financial_Disclosur_3bDzMrM.pdf Size: 540.8 kB

[Farida Ilboudo Financial Disclosure Form 2023](#)

Filename: Farida_Ilboudo_Financial_Disclosur_DmKKHPm.pdf Size: 543.8 kB

[Drew Gannon Singh Financial Disclosure Form 2023](#)

Filename: Drew_Gannon_Singh_Financial_Disclo_L2zHuEM.pdf Size: 544.4 kB

[Alastair Wood Financial Disclosure Form 2023](#)

Filename: Alastair_Wood_Financial_Disclosure_3UafpvP.pdf Size: 543.6 kB

[Brian Berger Financial Disclosure Form 2023](#)

Filename: Brian_Berger_Financial_Disclosure__43v9WdB.pdf Size: 542.7 kB

[Greg Weston Financial Disclosure Form 2023](#)

Filename: Greg_Weston_Financial_Disclosure_F_TeZcHlr.pdf Size: 544.0 kB

[Jake Foley Financial Disclosure Form 2023](#)

Filename: Jake_Foley_Financial_Disclosure_Fo_oPQIMFu.pdf Size: 542.2 kB

[Kenneth Weiller Financial Disclosure Form 2023](#)

Filename: Kenneth_Weiller_Financial_Disclosu_FXjGZu3.pdf Size: 547.1 kB

[Joshua Pristaw Financial Disclosure Form 2023](#)

Filename: Joshua_Pristaw_Financial_Disclosur_DpgQn4y.pdf Size: 543.7 kB

[Robert North Financial Disclosure Form 2023](#)

Filename: Robert_North_Financial_Disclosure__1PFhO2s.pdf Size: 543.9 kB

[Khary Barnes Financial Disclosure Form 2023](#)

Filename: Khary_Barnes_Financial_Disclosure__W7m8LjK.pdf Size: 543.5 kB

[Roger Berg Financial Disclosure Form 2023](#)

Filename: Roger_Berg_Financial_Disclosure_Fo_nQs2PAg.pdf Size: 544.2 kB

[Ross Frommer Financial Disclosure Form 2023](#)

Filename: Ross_Frommer_Financial_Disclosure__zNSl6zM.pdf Size: 542.9 kB

[Sean Windsor Financial Disclosure Form 2023](#)

Filename: Sean_Windsor_Financial_Disclosure__m3R3w8F.pdf Size: 543.8 kB

Entry 7 BOT Membership Table

Completed - Jul 31, 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 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 Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Robert North	[REDACTED]	Chair	Executive Committee	Yes	2	6/14/2022	6/14/2024	9
2	Brian Berger	[REDACTED]	Treasurer	1. Executive Committee 2. Chair of Finance and Audit Committee 3. Chair of Middle School - Academic Accountability Committee 4. Community and Family Communications Committee	Yes	3	6/20/2023	6/20/2025	8

				e					
3	Josh Pristaw	██████████ ██████████ ██████████	Trustee/ Member	1. Executiv e Committe e 2. Chair of Real Estate Committe e	Yes	2	6/14/202 2	6/14/202 4	5 or less
4	Alastair Wood	██████████ ██████████ ██████████	Trustee/ Member	1. Chair of Governance Committe e 2. Chair of High School - Academi c Account ability Committe e	Yes	3	6/20/202 3	6/20/202 5	5 or less
5	Brittany Buffaloe	██████████ ██████████ ██████████ █	Trustee/ Member	Chair of Communi ty and Family Communi cations Committe e	Yes	3	6/20/202 3	6/20/202 5	8
6	Douglas Snyder	██████████ ██████████ ██████████ █	Trustee/ Member	Executiv e Committe e	Yes	3	6/20/202 3	6/20/202 5	5 or less
7	Greg Weston	██████████ ██████████	Trustee/ Member	Real Estate	Yes	2	6/14/202 2	6/14/202 4	9

		██████		Committee					
8	Jake Foley	██████ ██████ ██	Trustee/Member	N/A	Yes	2	6/14/2022	6/14/2024	5 or less
9	Ross Frommer Ross Frommer	██████ ██████ ██████ ██	Trustee/Member	Development Committee	Yes	2	6/20/2023	6/20/2025	10

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

Yes

1b. 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 2022-2023
10	Kenneth Weiller	[REDACTED]	Trustee/Member	Chair of Development Committee	Yes	3	6/20/2023	6/20/2025	9
11	Khary Barnes	[REDACTED]	Trustee/Member	Executive Committee	Yes	2	6/20/2023	6/20/2025	10
12	Roger Berg	[REDACTED]	Secretary	1. Executive Committee 2. Overall Chair of Academic Accountability Committee	Yes	3	6/20/2023	6/20/2025	10
13	Sean Windsor	[REDACTED]	Trustee/Member	Finance and Audit Committee	Yes	3	6/20/2023	6/20/2025	10
14	Farida Ilboudo	[REDACTED]	Trustee/Member	Development Committee	Yes	1	6/14/2022	6/14/2024	7

15	Drew Gannon Singh	[REDACTED]	Trustee/Member	Governance Committee	Yes	1	6/20/2023	6/20/2025	9
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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, 2023	15
b. Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	0
d. Total Number of members, as set in Bylaws, Resolution or Minutes	No fewer than 5; no more than 25

3. Number of Board meetings held during 2022-2023

10

4. Number of Board meetings scheduled for 2023-2024

11

Total number of Voting Members on June 30, 2023:

15

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

No fewer than 5; no more than 25

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 2022-June 2023), which should match the number of meetings held during the 2022-2023 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 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Jul 31 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>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 New York Education Law, governing admission to a charter school. HPCS used various outreach efforts in 2022-23 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 2023-24 and beyond. Specifically, we contact guidance counselors in elementary, middle and high schools in Community School Districts 3 & 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>Harlem Prep Charter School begins to advertise open registration in October each year, 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 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 CSDs 3 & 4, and post flyers and notices in local newspapers, supermarkets, and community centers. 2023-24 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>
English Language Learners	<p>HPCS contacts MLL instructors, coordinators, managers, and leaders in the elementary, middle, and high schools in Community School Districts 3 & 4 in order to identify high needs students who</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</p>

	<p>could naturally feed into Harlem Prep Charter School. The school directly mails applications to students in Harlem & the Bronx and canvasses housing developments in order to drop off enrollment applications at each door irrespective of whether a school aged student resides in that apartment. Native Spanish speakers accompany canvassing efforts to ensure that Spanish speaking families are not precluded from applying. Most printed material also includes a Spanish version.</p>	<p>interaction requiring English interpretation. The school will continue to directly mail applications to students in Harlem & the Bronx and canvass housing developments in order to drop off enrollment applications at each door, particularly in areas where a language other than English is primarily spoken. 2023-24 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 Districts 3 & 4 in order to identify high needs students who could naturally feed into Harlem Prep Charter School. HPCS does not collect special education or MLL data during the application phase. Instead, we use community engagement works in tandem with data metrics. Through programming such as our 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 Districts 3 & 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. 2023-24 in-person canvassing plans and school building-based recruitment events may be revised based on Department of Health guidelines related to COVID-19.</p>

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
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 criteria includes major courses being passed, cumulative</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 scholastic growth and eventual promotion. The NYSITELL test will be used to identify students who qualify for our Sheltered English Instruction model for Multilingual learners, and the NYSESLAT annual exam will note the progress of all English Language Learners as they mature through DP's programming.</p>

	GPA, SAT scores, and attendance rates.	
Students with Disabilities	<p>During the school year, the Academic Collaboration Team (or ACT Team), teachers, and leadership actively review the progress of students with IEPs to ensure scholars are supported to meet their goals. Outside of ongoing evaluations central to the IEP process, 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, SAT 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. Similarly, ongoing collaboration between ACT scholars' case managers, instructional team, and family members are pivotal to the educational placement and trajectory conversation for each individual ACT scholar, and often involves consideration of whether or not an ACT scholar is best supported in a SETSS or ICT setting, or whether a more restrictive and supportive program setting would provide the level of individualized educational support the scholar needs to be academically successful.</p>

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 31 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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 who 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. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who 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.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.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

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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 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.

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
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. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Oct 30 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

Master School Calendar 23-24

Filename: Master_School_Calendar_23-24_Wn2uo7L.pdf Size: 91.3 kB

Final Master School Calendar 23-24

Filename: Final_Master_School_Calendar_23-24.pdf Size: 109.9 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer NOTE: MUST BE DONE FIRST	Select your school's authorizer from the drop-down list first , before completing the roster.
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.

TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .
CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete

Harlem Prep Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 5, 2023

By Alexa Feldman

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

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

101-111 W. 116th Street, New York, NY 10026

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

DEMOCRACY PREP **DEMOCRACY PREP** **DEMOCRACY PREP**
HARLEM PREP ELEMENTARY HARLEM PREP MIDDLE HARLEM PREP HIGH



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Alexa Feldman (Director of Accountability) and Katelyn Kenney (Grants Manager) prepared this 2022-23 Accountability Progress Report on behalf of the charter 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 Academic Accountability Committee
Brian Berger	Treasurer	Executive Committee Finance & Audit Committee Academic Accountability Committee Community & Family Communication Committee
Jake Foley	Trustee	Not assigned to any committees
Brittany Buffaloe	Trustee	Community & Family Communication Committee
Joshua Pristaw	Trustee	Executive Committee Real Estate Committee
Douglas Snyder	Trustee	Executive Committee
Ken Weiller	Trustee	Development Committee
Greg Weston	Trustee	Real Estate Committee
Sean Windsor	Trustee	Finance & Audit Committee
Alastair Wood	Trustee	Academic Accountability Committee Governance Committee
Khary Barnes	Trustee	Executive Committee
Ross Frommer	Trustee	Development Committee
Farida Ilboudo	Trustee	Development Committee
Drew Gannon Singh	Trustee	Governance Committee

Greg Daniel has served as the Harlem Prep High School Principal since the school’s founding in the 16-17 school year.

Andre Geddes has served as the Harlem Prep Middle School Principal since the 18-19 school year.

Bryan Stroud has served as the Harlem Prep Elementary School Principal since the 20-21 school year.

SCHOOL OVERVIEW

The mission of Harlem Prep Charter School is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Harlem Prep joined the Democracy Prep Public Schools network in Fall 2011, and received a five-year renewal in 20-21. Along with the other four charters in the Democracy Prep New York Charter Schools merged education corporation, Harlem Prep is currently in the renewal application process for the 24-25 through 28-29 accountability period. The Harlem Prep academic program maintains core components of Democracy Prep Public Schools' (DPPS) rigorous instructional model and school culture across all grades. In 22-23, Harlem Prep operated an elementary, middle and high school, and in 22-23 served scholars in grades 3-12, with a total enrollment of 758 on BEDS Day. Harlem Prep Charter School operated in-person instruction throughout the 22-23 school year.

The academic model at Harlem Prep features eight key design elements: *1) Rigorous college-prep academics; 2) More time to learn; 3) Data-driven decision-making; 4) Safe and supportive school culture; 5) Exemplary talent; 6) Commitment to educating all students, in all subjects, in all grades; 7) Authentic civic leadership and engagement, and 8) Running core programming on public funds.*

Rigorous college-prep academics: Harlem Prep operates academically rigorous, college preparatory campuses. Our curriculum is based on an accelerated introduction to the New York State Next Generation Learning Standards. Students are challenged to do their best academically regardless of language proficiency, special education classification status, or the academic level at which they enter the school. Our rigorous academic program includes the core subjects, as well as engaging electives such as art, music, and fitness.

More time to learn: Harlem Prep operates an extended day schedule Monday through Thursday, which equates to more time spent in the classroom over the course of the year than the comparable surrounding district schools. Students in need of additional individual support or who require remediation have multiple opportunities to receive additional time immersed in instruction through week-day tutoring, and some Saturdays throughout the year. Elementary and middle schools both have after-school tutoring, Saturday Academies, as well as an intervention block built into the school day to ensure scholars' individual needs are met. High schools offer after school-day tutoring along with Saturday Academy to ensure that scholars' individual needs are met. Scholars who do not meet the criteria for promotion may be retained, or School Leaders may utilize Summer Academy, a three week long July program, to provide scholars with additional time and intervention to master additional grade level content prior to confirming EOY promotion to the following grade. Our goal is always for scholars to achieve mastery through intervention and to decrease instances of retention.

Data-driven decision-making: Harlem Prep utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide data tool, interim assessments, and comparative academic measures to drive effective instruction at the student, class, teacher, grade, school, and network levels. Assessments include absolute measures, value-added measures, high-quality and vetted curriculum-aligned assessments, and internally developed/externally validated trimester and comprehensive exams.

Safe and supportive school culture: Harlem Prep believes that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students. School culture is based on our shared DREAM Values: Discipline, Respect, Enthusiasm, Accountability, and Maturity. Schools have a token economy system based on DREAM Dollar currency, and they have the opportunity to earn DREAM Dollars by displaying these values throughout the school day. Our vision for culture is one in which scholars look forward to coming to school, and classrooms are characterized by joyful engagement in the content. Leaders, teachers, and staff members take every opportunity to nurture “high expectations, high support” environments in every classroom. In order to create that reality, educators design classrooms that are clean, well-organized, reflect a college-going culture of achievement, and are designed to maximize scholar learning. Teachers execute rigorous and engaging lessons during which learning time is maximized. There is strong ratio and scholar voices are prominent.

Teachers utilize a clear and transparent behavior management system which is developmentally appropriate and where proactive measures are taken to build a positive, welcoming, safe environment for learning. To that end, teachers use proactive approaches to set scholars up for success. Expectations are thoughtfully crafted and reflect our deep belief in purpose over power. If scholars do not meet expectations, staff members exude a “warm/firm” demeanor and adhere to the behavior management system consistently, and they employ key tenets of art of the consequence, including maintaining emotional consistency at all times. Staff members find ways to communicate these expectations to scholars and their families on an ongoing basis in the spirit of being partners in educating our scholars. Ultimately, DP teammates keep the bar high, not for the sake of being strict or to create order for its own sake, but because they respect what scholars are capable of achieving.

Exemplary talent: Harlem Prep has an extremely selective staff application process. Lead teachers receive a base salary commensurate with their experience that exceeds the local scale and are eligible for excellent benefits. All staff members undergo extensive performance reviews and receive weekly professional development (PD) during the school year and three weeks of intensive PD in the summer. Harlem Prep teachers and leaders are afforded ample opportunities for growth.

Commitment to educating all students, in all subjects, in all grades: Harlem Prep actively recruits students at risk of academic failure, including those with Multilingual Learner/English Learner classifications, IEPs, and Section 504 plans. Students with a special education classification and Multilingual Learners benefit from the same transformational education and support that all our students receive, including all elective offerings. In addition, just like a traditional public school and unlike many charters, the school welcomes new scholars at all grade levels at the beginning of and throughout the school year. This policy ensures that a constant stream of students can embark on the path to college and civic success whenever there is an available seat.

Authentic civic leadership and engagement: Harlem Prep places an explicit focus on preparing scholars to become civic leaders in their communities. Through non-partisan civic initiatives, community engagement, and speech and debate, our scholars acquire the knowledge, skills, and dispositions to change the world. Through advocacy, in-school programming, curricular components, research, and reports, Harlem Prep reminds educators, policymakers, and all Americans that the founding purpose of public education was to prepare our nation's youth for self-government in our democracy, and that restoring the civic mission of education must be an urgent national priority.

Running core programming on public funds: In order to serve as a proof-point for what is possible in public education, Harlem Prep operates its core programming on the public funds it receives from the city, state, and federal government. The school efficiently spends money as close to the student as possible, spending the most on the great teachers and much less on its comparatively lean administration.

Harlem Prep's academic program is rooted in research-proven curricula that have been shown to accelerate progress to mastery for students, including those with disabilities and English-language deficits. Students are challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school. Our curricula are aligned with the New York State Next Generation Learning Standards. Harlem Prep uses regular assessment cycles to assess student mastery of standards-based knowledge and skills. Following each assessment, teachers analyze student performance data, identify which standards are causing the most difficulty, and create reteach plans to address these deficiencies in conjunction with the preexisting scope and sequence for that time period. Additionally, teachers use interim assessment data to create tutoring groups that address student learning deficiencies and to help determine which students receive push-in assistance from instructional support personnel during class periods. Data is tracked throughout the year to ensure scholars are maintaining growth.

In the 2022-2023 school year, Harlem Prep continued to take a focused approach to learning acceleration in response to learning loss from the pandemic. The DPPS Academics team created adjusted pacing calendars for each grade level and content area with just-in time support days. Some of these days were designed to be pre-planned to address the most common and necessary unfinished learning to ensure scholars' full mastery of the most important skills necessary to tackle grade-level content. The other flex days are for teachers to plan data-driven lessons to address the content their scholars needed most using network-provided resources.

In the 2023-2024 school year, Harlem Prep will enter an exciting phase in which new curriculum has been rolled out 3-12 in both ELA and Math. Over the past few years, Democracy Prep has embarked on an intensive process to research, vet, and roll out new curricula to staff, families and students at all schools as part of our 5 Year Strategic Plan in operation from 2020-2025.

Harlem Prep is committed to supporting scholars' and families' social, mental and emotional health. In 22-23, the school worked to address this via the below strategies. In the 23-24 year, the network has the added role of Director of Social and Emotional Wellness to help ensure effective implementation at all DPNY schools, including Democracy Prep Endurance.

- Implementation of strong systems and routines in every classroom, to ensure a clear floor of tier 1 supports for all scholars
- Increased study of suspensions using an equity lens to ensure discipline practices resulted in equitable outcomes for scholars
- Planning for and funding of robust social work teams using ESSER funding to ensure the school was prepared to provide the necessary social/emotional support to all scholars
- Facilitation of regular social worker PD by network lead-social workers, including:
 - differentiated opportunities to engage in restorative justice practices
 - ongoing case management and clinical support
 - crisis escalation and CPI/de-escalation techniques
 - enhanced accreditation opportunities/advanced learning frameworks for social workers and mental health therapists
- Investment in a series of social worker learning communities which provide differentiated content based on professional learning objectives pertinent in the field, such as continuing education opportunities, case work, family and organizational outreach, & community engagement

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
2020-21	57	62	61	64	65	67	79	103	118	116	101	89	65	1047
2021-22	27	49	58	70	55	66	82	79	113	119	99	83	83	983
2022-23	--	--	--	44	49	53	82	68	71	132	104	80	75	758

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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 30th
2020-21	2017-18	2017	71	5	76
2021-22	2018-19	2018	68	1	67
2022-23	2019-20	2019	70	2	70

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	59	5	64
2021-22	2018-19	2018	67	1	68
2022-23	2019-20	2019	70	2	72

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	74	4	78
2021-22	2017-18	2017	70	5	75
2022-23	2018-19	2018	63	1	64

PROMOTION POLICY

Elementary School End of Year Promotion Criteria

- Core (ELA and Math) coursework grades (70 or above in each core course)
- Scoring above the 40th percentile in MAP Growth Reading and Math (3-5)

Elementary School Summer School and Auto-Retention Thresholds:

- Core courses used for summer school and auto-retention thresholds:
 - ELA/SLA
 - Math

Elementary School Summer School Thresholds

Gen-Ed Scholars	Grades in one or more core courses are <70% for the year. Spring MAP Growth (3-5) 3rd - Score is at a 192 or below on MAP Reading; Score is at a 197 or below on MAP Math 4th - Score is at a 200 or below on MAP Reading; Score is at a 206 or below MAP Math
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	5th - Score is at a 206 or below on MAP Reading; Score is at a 214 or below on MAP Math
Scholars with IEPs and ELL Scholars	Grades in all core courses are less than their modified promotional criteria for the year (defaults to <70% for courses without MPC)

Elementary School Auto Retention Policy

- Elementary school scholars are eligible for automatic retention if they are failing both ELA and Math with scores below 60%. School leaders will evaluate this pool of scholars and determine if they will recommend any scholars for automatic retention. If they would like to recommend a scholar for automatic retention, they will submit those scholars to the MD of Elementary Schools and the Elementary Director of Academics.

Other relevant key aspects of policy:

- We are maintaining a coursework floor of 55. The coursework floor is applied at the aggregated term level for only coursework (aggregated assignments) for each "Trimester" or "Quarter". It does not get applied on exams, on individual assignments, nor on the final year "YR" grades.
- We are maintaining the practice of implementing curves across all grades for summative assessments (end of trimester + major interim assessments).
- Scholars cannot be retained at DPPS more than one time at each grade band, whether or not their first retention was at DPPS.
- The total number of scholars retained at the elementary level cannot exceed 10%, including automatic retention and retention at the end of summer school. Schools should not see this number as a goal, but as an absolute cap and should consider how retained scholars will receive a different experience if retained and how scholar retention will impact their enrollment.
- Summer school for automatically retained scholars will be highly recommended, but optional at the ES level.
- Modified promotional criteria will be applied for IEP and ELL scholars that meet the wide-net indicators on our DPPS internal policy. Schools must make decisions about SIFE or newcomer ELL promotion in consultation with the school ENL team and the CMO Special Services Team.

Middle & High School End of Year Promotion Criteria

- 70+ coursework in each core course (ELA, Math, Science, Social Studies)
- End of year assessments are generally not standalone criteria for promotion. NY Regents Exams continue to be a key factor in promotion decisions, since they are both graduation requirements and key indicators of college academic readiness.

Middle School Summer School and Auto-Retention Thresholds

- Core courses used for summer school and auto-retention thresholds:
 - ELA
 - Math
 - History
 - Science

Middle School Summer School Thresholds

Gen-Ed Scholars	Grades in 1 or more core courses are <70% for the year.
Scholars with IEPs and ELL Scholars	Grades in 1 or more core courses are less than their modified promotional criteria for the year (defaults to <70% for courses without MPC)

Middle School Auto-Retention Thresholds

Gen-Ed Scholars	Grades in all 4 core courses are <70% for the year.
Scholars with IEPs and ELL Scholars	Grades in all core courses are less than their modified promotional criteria for the year (defaults to <70% for courses without MPC)

Middle schools may retain no higher than 20% of their scholars (and ideally fewer), including both scholars who are auto-retained and those who fail summer school.

Details for Middle School Algebra 1

The Algebra 1 Regents counts as scholars’ Trimester 3 exam grade, and therefore counts as part of their year-end coursework grade. We follow the same rules for promotion, with a single exception :

1. If a scholar passes their Algebra 1 Regents exam with a 65+ and a coursework grade of 70%+ they are promoted and take Geometry as a 9th grader.
2. If a scholar fails their Algebra 1 Regents exam (<65) but passes their Algebra 1 course they will need to go to summer school and pass the Algebra 1 Regents in August. Otherwise, they will be placed in Algebra 1 again in 9th grade. Schools should particularly focus on scholars with scores 60-64 on the Regents exams.
3. If a scholar passes their Algebra 1 Regents exam with a 65+ but has an overall coursework grade under 70%:
 - a. They should be placed in summer school. If they pass Algebra 1 in summer school they will take Geometry in 9th grade. They should still take the Algebra 1 Regents in August, to try to get a higher grade, but they are not required to pass the August exam if they passed the June exam.

- b. If they fail Algebra 1 in summer school they can still be promoted, but will take Algebra 1 again in 9th grade. This only works if the scholar passed all of their other courses.

Other relevant key aspects of policy:

- We are maintaining a coursework floor of 55. The coursework floor is applied at the aggregated term level for only coursework (aggregated assignments) for each "Trimester" or "Quarter". It does not get applied on exams, on individual assignments, nor on the final year "YR" grades.
- We are maintaining the practice of implementing curves across all grades for summative assessments (end of trimester + major interim assessments).
- Scholars cannot be retained at DPPS more than one time at each grade band, whether or not their first retention was at DPPS.
- The total number of scholars retained at the secondary (MS + HS) level cannot exceed 20% across each school, including automatic retention and retention at the end of summer school. Schools should not see this number as a goal, but as an absolute cap and should consider how retained scholars will receive a different experience if retained and how scholar retention will impact their enrollment.
- Since there is no Tier 1 summer school this year it's imperative that we work with scholars throughout the school year to ensure that as many scholars as possible pass all of their core courses. This will help limit the size of summer school cohorts and ensure those cohorts get the attention they deserve.
- Modified promotional criteria will be applied for IEP and ELL scholars that meet the wide-net indicators on our DPPS internal policy. Schools must make decisions about SIFE or newcomer ELL promotion in consultation with the school ENL team and the CMO Special Services Team.

High School Summer School and Auto-Retention Thresholds

- Core courses used for summer school and auto-retention thresholds:
 - ELA
 - Math
 - History
 - Science
 - Korean/Spanish (may not apply to seniors if they've passed 3 years of world language and gotten their LOTE/WLE credit in NY)

High School Summer School Thresholds

Gen-Ed Scholars	Grades in 1 or more core courses are <70% for the year.
Scholars with IEPs	Grades in 1 or more core courses are <70% for the year.
ELL Scholars	Grades in 1 or more core courses are <65% for the year.

High Auto-Retention Thresholds

Gen-Ed Scholars	Grades in all core courses are <70% for the year and the scholar is taking at least four core courses. Scholars with three or fewer core courses cannot be autoretained. Please note, this applies to auto retention but does not determine which scholars take summer school classes. Scholars should continue taking summer school classes for each core course they failed.
Scholars with IEPs	Grades in all core courses are <70% for the year.
ELL Scholars	Grades in all core courses are <65% for the year.

High schools may retain no higher than 20% of their scholars (and ideally fewer), including both scholars who are auto-retained and those who fail summer school.

Other relevant key aspects of policy:

- We are maintaining a coursework floor of 55. The coursework floor is applied at the aggregated term level for only coursework (aggregated assignments) for each "Trimester" or "Quarter". It does not get applied on exams, on individual assignments, nor on the final year "YR" grades.
- We are maintaining the practice of implementing curves across all grades for summative assessments (end of trimester + major interim assessments).
- Scholars cannot be retained at DPPS more than one time at each grade band, whether or not their first retention was at DPPS.
- The total number of scholars retained at the secondary (MS + HS) level cannot exceed 20% across each school, including automatic retention and retention at the end of summer school. Schools should not see this number as a goal, but as an absolute cap and should consider how retained scholars will receive a different experience if retained and how scholar retention will impact their enrollment.
- Since there is no Tier 1 summer school this year it's imperative that we work with scholars throughout the school year to ensure that as many scholars as possible pass all of their core courses. This will help limit the size of summer school cohorts and ensure those cohorts get the attention they deserve. This is also important because if a scholar's Regents score brings their year end grade below 70 they will need to attend summer school. Schools should identify scholars who are on the cusp and provide additional coursework grades, as appropriate, before summer school.
- If scholars fail both their Algebra 1 and their Living Environment Regents in both June and August they should be retained.
 - PACE scholars receive automatic approval to pass with a 55 and work toward a local diploma
 - This only applies to scholars taking Algebra 1 and Living Environment, not Geometry and

Living Environment or any other combination of courses

- If a scholar fails both exams in both June and August but passes all of their courses we strongly recommend submitting a proposal for them to be promoted. This proposal should be addressed to the HS Managing Director and the Director of Secondary Academics and include an individualized schedule for that scholar.

For ELL scholars, previous policies outlined below will continue:

- HS: passing coursework threshold is 65%
- Schools must make decisions about SIFE or newcomer ELL promotion in consultation with the school ENL team and the CMO Special Services Team.

Modified Promotion Criteria Policy: ES & MS Scholars with IEPs & MLL Scholars

DPPS is committed to providing a rigorous education to all scholars, including scholars with disabilities. For some K-8 scholars with IEPs who struggle to demonstrate proficiency in content knowledge and conceptual understanding via standard assessment measures across a sustained period of time, we consider modified promotion criteria (MPC).

The rationale for modified promotion criteria for a scholar with an educational disability classification or who is a multilingual learner is to ensure that scholars with a disability or learning difference are not retained when repetition of that grade level will not result in a deeper understanding of the material as demonstrated through academic report card grades of 70+.

Qualifiers

The Deans of Special Services (DSS) will generate a wide-net list of scholars at each elementary and middle school campus based on the following indicators that flag scholars with IEPs or ELL scholars for consideration of MPC. The indicators are below. **All scholars considered must have a current IEP or have a formal ELL classification.**

- Scholar was enrolled in Summer Academy or was PID in at least 1 course in T3 of the previous school year
- Scholar is 2+ years overage for their enrolled grade
- Scholar is repeating their current grade
- Scholar had MPC last school year on their IEP/ELP or per internal DP policy

Please note: the fact that a scholar is 'flagged' does not mean they should automatically have MPC. But it does mean that they should be considered based on one or more of these indicators.

Parameters for Scholars with IEPs

While MPC determinations should be individualized for each scholar, there are some general parameters that will apply to all students.

- Modified promotion criteria for course grades cannot fall below 50%.
 - For scholars unable to demonstrate mastery of 50% of course content, a full IEP meeting should be held to discuss the scholar’s cognitive abilities, and consider the appropriateness of classifying the scholar as one whose progress is measured by alternate assessment.

- Scholars whose cognitive abilities demonstrate that they are appropriately measured by standard assessment should be held to a bar no lower than 50%. If scholars do not master 50% of course content, they are not set up for success in the subsequent grade.
- Modified promotion criteria should take into account the following metrics:
 - Psycho-educational testing results conducted in the last 3 years
 - MAP or other standardized assessment data
 - Intervention or benchmark data (i.e. trimester exams, Eureka and Into Reading module assessments, STAR assessments, iReady assessments, etc.)
 - SIS coursework and exam data; homework should not be a determining factor
 - Work samples
- Modified promotion criteria will be applied to the raw grade in the SIS at the end of each trimester. Floored grades will not be factored into MPC.

MPC will follow this general framework for scholars in grades 3-8. Scholar proficiency level will be assessed for math and ELA separately. Exceptions may apply to this framework on a case-by-case basis.

- If a scholar is performing at 1 grade level below their current grade, they will qualify for a 65% MPC.
- If a scholar is performing at 2 grade levels below their current grade, they will qualify for a 60% MPC.
- If a scholar is performing at 3 grade levels below their current grade, they will qualify for a 55% MPC.
- If a scholar is performing at 4+ grade levels below their current grade, they will qualify for a 50% MPC.

Promotion for scholars in grades K-2 will be determined with the teachers and leadership team at each elementary school in collaboration with the Special Services team. Mastery of ELA and math standards will be evaluated to determine if promotion is in the best interest of the scholar.

Parameters for ELL Scholars

While MPC determinations should be individualized for each scholar, there are some general parameters that will apply to all students.

- Modified promotion criteria for course grades cannot fall below 50%.
 - For scholars unable to demonstrate mastery of 50% of course content, a full LPT (Language Proficiency Team) meeting should be held to discuss the scholar's language acquisition, and consider the appropriateness of classifying the scholar as one whose progress is measured by alternate assessment. The LPT includes school leadership, ELL Coordinator, ELA/Math teacher, and the network MLL team.
 - Scholars whose language acquisition demonstrates that they are appropriately measured by standard assessment should be held to a bar no lower than 50%. If scholars do not master 50% of course content, they are not set up for success in the subsequent grade.
- Modified promotion criteria will be applied to the raw grade in the SIS at the end of each trimester. Floored grades will not be factored into MPC.

MPC will align with a scholar's NYS determined language proficiency level based on NYSITELL or NYSESLAT results. Exceptions may apply to this framework on a case-by-case basis.

- If a scholar is performing at Expanding level, they will qualify for a 65% MPC.
- If a scholar is performing at the Transitioning level, they will qualify for a 60% MPC.
- If a scholar is performing at the Emerging level they will qualify for a 55% MPC.
- If a scholar is performing at the Entering level, they will qualify for a 50% MPC.

*If an ELL scholar also has an IEP, both parameters for IEP scholars and ELL scholars will be applied; however, the scholar will not be given an MPC higher than their English proficiency level qualifies them.

Determinations review and approval

To ensure we are enacting determinations in accordance with the policy framework and acting consistently across regions, grades and schools, MPC determinations and rationale will be reviewed and given final approval by the Directors of Special Services.

Family communication

Schools will communicate MPC Determinations to families in writing using a network-generated and translated template letter by the appropriate regional deadline. Where translated letters are not available, schools should use interpreters via a telephonic language line or consult the Senior ELL Specialist for additional resources.

Application of MPC at EOY

School leaders will apply approved MPC during each trimester to determine PID for scholars and when making EOY promotion decisions. Scholar-specific MPC determinations will be entered into the ADMS once approved, and will be pulled into the Promotion Status System from the ADMS. School leaders will be responsible for ensuring that their final promotion decisions take scholars' MPC into account.

High School Graduation Requirements

All graduating seniors must meet the following requirements to earn graduation:

- Satisfactory transcript, earning a minimum of 70% in each class the senior is enrolled in
- Satisfactory compilation of credits in all content areas as outlined by NYS
- Passing grades on all required state exams
- Successful completion of the Senior Change the World Project

All scholars must earn the following course credit to earn graduation:

- 4 years of English
- 4 years of Math
- 3 years of Science
- 4 years of History (including completion of a Change the World Project)
- 3 years of a language (unless the scholar is a late transfer)
- 3 semesters of the Arts
- 1 semester of Health
- Physical Education each year of high school

Important Notes on the 2019 Accountability Cohort and Reported Data

It is important to note that the reported 2019 Total Cohort data and associated data points in this Accountability Plan Progress Report are reflective of June 2023 graduates, and are not inclusive of August 2023 graduates. August 2023 graduate data was not available nor included in any SIRS reports at the time of the compilation of this report.

It is also important to name the context in which the 2019 cohort experienced high school in order to do a robust analysis of the data reported for this cohort of students and to understand the larger picture in which to ground that analysis.

- Their freshman year in high school (19-20) saw the onset of the Covid-19 pandemic, and a sudden and drastic shift to all-virtual instruction for the last three and a half months of the school year. July and August 2020 Regents Exams were canceled, and scholars who passed a course culminating in a Regents exam were given an exemption.
 - Their sophomore year in high school (20-21), the 2019 cohort experienced a full year of virtual instruction. Limited Regents Exams were administered in June 2021, there was no August 2021 Regents Exam administration, and most scholars who passed a course usually culminating in a Regents exam were given Regents exemptions given the cancellations.
 - Their junior year in high school (21-22), the 2019 cohort experienced a return to full-time in-person instruction that was punctuated by school closures due to Covid-19 outbreaks and limited staff attendance due to illness, novel restrictions physically imposed on them such as social distancing, mask wearing, & desk dividers, and the onset of extreme social and emotional needs that followed the full year of remote learning at a level not previously experienced. January 2022 Regents were canceled, and the June 2022 US History Regents exam was also canceled, during the administration period that the vast majority of the cohort was slated to sit for the exam.
 - Their senior year in high school (22-23) was largely a return to “normal,” for the adults, but the 2019 cohort did not have any previous high school experience in a “normal” educational year. A normal year of full-time, in-person rigorous high school education was therefore much more difficult for this cohort of students than any other previous cohort, all of whom started their high school experience with a full year of “normal” education.
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GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	98	81
2022	103	83

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

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)
2019	2020-21	88	81
2020	2021-22	100	58
2021	2022-23	98	49

Graduation Goal Measures 3 & 4 - Absolute

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.

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

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Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	76	40	53
2018	2021-22	67	51	76
2019	2022-23	70	47	67

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	74	56	80
2017	2021-22	70	51	73
2018	2022-23	63	58	92

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	76	40	53	1016	87
2018	2021-22	67	51	76	970	88
2019	2022-23	70	47	67	TBD	TBD

Graduation Goal Measure 6 - 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.

¹ 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.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

There were no Harlem Prep scholars pursuing an alternative pathway to graduation in 22-23, nor any scholars exempted from or scholars who took a pathway examination in 22-23, nor is there previous data to report toward this metric.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overall, Harlem Prep did not meet its High School Graduation Goal, with the school meeting one of the five applicable measures of the goal. In some metrics, the school made progress toward meeting the goal, demonstrating positive gains toward high school graduation metrics.

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.	YES
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.	NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	NO
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	NO
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.	NO
Absolute	<i>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.</i>	N/A

EVALUATION OF THE GRADUATION GOAL

Harlem Prep did not meet its High School Graduation Goal, with the school meeting one of the five applicable measures of the goal.

- Harlem Prep **met** the first leading indicator, with 81% of the 2021 Accountability cohort and 83% of the 2022 Accountability cohort promoted in 22-23, exceeding the goal of 75% by 6 and 8 percentage points respectively.
- Harlem Prep **did not meet** the second leading indicator, with 49% of the 2021 Accountability cohort meeting this goal, missing the target of 75% by 26 percentage points.
- Harlem Prep **did not meet** the first absolute measure, with 67% of the 2019 Accountability cohort graduating in four years, missing the target of 75% by 8 percentage points.

- Harlem Prep **did not meet** the second absolute measure, with 92% of the 2018 Accountability cohort graduating in five years, missing the target of 95% by only 3 percentage points. It is worth noting that this is a significant increase from last year, with 73% of the 2017 Accountability cohort graduating in five years.
- Harlem Prep **did not meet** the comparative measure for the most recent year for which comparative data is available (21-22) with a graduation rate of 76% vs. the CSD graduation rate of 88% for the 2018 Accountability cohort, missing the target of the CSD's graduation rate by 12 percentage points. The school has demonstrated growth on this measure from the previous year (20-21) when the graduation rate was 53% vs. the CSD graduation rate of 87% for the 2017 Accountability cohort.

ADDITIONAL CONTEXT AND EVIDENCE

Harlem Prep continues to demonstrate positive progress in this goal over time. For example, the school met the first leading indicator of the school's Graduation Goal in 22-23, when in 21-22 the school did not, and making significant growth in closing the gap in the comparative measure between the school's graduation rate vs CSD's graduation rate. Harlem Prep will iterate on its action plan aligned to this goal to work toward meeting all five measures in 23-24.

ACTION PLAN

Harlem Prep has a specific focus in the 23-24 school year on implementing frequent, consistent and high quality coaching of teachers and school leaders as the most high leverage way to improve academic outcomes for students, which will directly support the school's growth in meeting graduation metrics. Coaching will focus on the network's 23-24 focus areas of data analysis, strong school culture, and lesson execution. Network leaders have developed a clear roadmap for providing targeted coaching to the Harlem Prep school leadership teams to ensure that school leaders are supported and equipped to run their schools with a focus on coaching and leading their instructional teams. The Harlem Prep principals worked collaboratively with the Democracy Prep Public Schools network-wide school leader team to develop their 23-24 instructional coaching priorities by doing analysis of their school's 22-23 data. In addition to targeted coaching throughout the year from their school leader on their specific instructional practices and goals, Harlem Prep teachers will also receive professional development in 23-24 from the DPPS CMO Academics team specific to their grade band and content area curriculum with a focus on lesson execution.

GOAL 2: COLLEGE PREPARATION

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

Harlem Prep Charter School has created a strong culture around college through the robust staffing of its high school college office with knowledgeable college counselors, by inculcating excitement about college through programming across all grade levels, and through the consistency of a strong CMO College Access and Success Team (CAST) with connections to and an understanding of the current and ever-shifting college landscape. Using an iterative process inspired by the experiences of Democracy Prep Public Schools alumni who transition to college each year and the lessons we learn by supporting them, CAST makes available a comprehensive two-year curriculum to cover the essential elements of being a successful college student that is offered to juniors and seniors. The first year is structured as a college-readiness full-class course; the second year provides both the opportunity to tackle the tasks associated with applying to and preparing for college during the school day, as well as for targeted, individualized support sessions during which seniors meet with their college counselor one-on-one. CAST members visit the school regularly and work alongside school-based teams on every aspect of the college process including financial aid counseling, help with matriculation decisions, and general transition counseling to provide individualized support to every potential graduate. Throughout this process, we hold critical conversations with students about how to navigate the challenges students typically encounter as they transition to college.

College Preparation Goal Measure 1 - Absolute

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.

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Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator³

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	47	33	70%
Passing an Advanced Placement (“AP”) exam with a score of 3 or higher	32	9 <i>0 are additional</i>	19%
Achieving the college and career readiness benchmark on the SAT	47	7 <i>0 are additional</i>	15%
Overall	47	33	70%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

³ Schools use any method listed above, 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.

Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	58	41	71
2018	2021-22	51	46	90
2019	2022-23	47	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

Harlem Prep met one of the two applicable measures of the College Preparation goal.

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.	NO
Absolute	<i>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.</i>	N/A
Comparative	<i>Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.</i>	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	YES

EVALUATION OF THE COLLEGE PREPARATION GOAL

Overall, Harlem Prep is demonstrating progress toward meeting the College Preparation Goal, with the school meeting one of the two applicable measures of the goal.

- Harlem Prep **did not meet** the first absolute indicator, with 70% of graduating students demonstrating their preparation for college by one or more of the possible indicators of college readiness, missing the target of 75% by only 5 percentage points.
- Harlem Prep **met** the second absolute indicator for the most recent year for which the data is available (21-22), with 90% of the 2018 cohort matriculating into a college or university in the year after graduation, exceeding the goal by 15 percentage points. The school grew from the preceding year in this indicator by 19 percentage points.

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

ADDITIONAL CONTEXT AND EVIDENCE

In the 2016 cohort, the matriculation rate surpassed the goal of 75% by a significant margin with 91% of graduates matriculating to college in the year after graduating from high school. In the 2017 cohort, the school did not meet this goal with a 71% matriculation rate in 20-21. The decrease in the school's matriculation percentage in the face of the Covid-19 pandemic speaks to the many-layered effect that the Covid-19 pandemic had on high school graduates' college-attendance plans, and we see the decrease trend reversing in the 2018 cohort, with the percentage rising to 90%.

ACTION PLAN

Support from the College Access and Success Team and the Democracy Prep Public Schools CMO is being provided to Harlem Prep Charter School's graduates, particularly in the form of robust communication regarding student wellness, college matriculation, and financial aid options. The network's microgrant program guidelines have been expanded to allow alumni to use funds to cover a wide variety of costs, and we proactively encourage students who appear to be struggling to apply for these funds to help cover their expenses.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

Over the last three years, the DPPS network schools have comprehensively updated our approach to literacy curriculum. One of our ultimate goals is to ensure that we are building knowledge over time in a coherent and cohesive manner. We know from research that the more background knowledge our scholars build over time, the more access they'll have to gaining more knowledge. Reading comprehension and language growth are a direct function of background knowledge. Democracy Prep has also worked to develop phonics instruction as a remediation tool through the program HD Word at the middle school level based on lessons learned from Democracy Prep's Pathways program. Democracy Prep Public Schools has implemented these curricular shifts at the middle school level network-wide.

Harlem Prep benefits from the CMO curriculum resources and Tier One curricular resources that the CMO Academics team has thoroughly analyzed. The CMO Academics Team focuses on analyzing curriculum at the network level. There is a dedicated Academics Team member partner for the school, who supports with classroom observations, data analysis, and professional development planning and execution. Teachers receive the benefit of the CMO-vetted lesson plans, and then adapt the lesson based on their students' needs, receive regular feedback from a coach, and implement the feedback in future lessons. Regularly, the Office of the Chief of Schools and Academics Team analyze academic data such as course pass rates and formative and summative literacy and math assessment data to help coach principals and coaches on high leverage areas when coaching teachers in their regular coaching sessions.

The ELA curriculum used at Harlem Prep Elementary School is Into Reading. Into Reading was selected by a working group of Democracy Prep stakeholders including teachers, administrators, members of the CMO, parents and scholars. The curriculum was selected because of its integrated programming allowing a one-stop shop for all ELA instruction. Stakeholders were also very excited about the paired SLA program, Arriba La Lectura.

The ELA curriculum used at Harlem Prep Middle School is KIPP Wheatley. This curriculum was created by the KIPP Foundation out of their work on Wit and Wisdom with Great Minds. It incorporates all of the wonderful features of Wit and Wisdom's curriculum with a greater focus on diverse representation in the curriculum.

The ELA curriculum used at Harlem Prep High School is StudySync. This curriculum allows scholars to read full book-length texts—both fiction and non-fiction throughout the year while engaging in

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aligned reading and writing skill lessons. The curriculum allows for scholars to both develop the necessary skills to master ELA standards and develop a true love of reading.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	45	0	2	0	0	0	1	43
4	50	1	0	1	0	0	1	52
5	60	0	0	0	0	0	0	60
6	77	3	1	1	0	0	1	82
7	72	0	1	0	0	0	0	73
8	77	0	0	0	0	0	2	79
All	381	4	4	2	0	0	5	389

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	45	22	49	28	15	54
4	50	25	50	35	21	60
5	60	18	30	36	14	39
6	77	27	35	36	12	33
7	72	45	63	52	30	58
8	77	48	62	55	34	62
All	381	185	49	242	126	52

ELA Measure 2 - Absolute

⁵ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54	28	TBD	TBD
4	60	35	TBD	TBD
5	39	36	TBD	TBD
6	33	36	TBD	TBD
7	58	52	TBD	TBD
8	62	55	TBD	TBD
All	52	242	TBD	TBD

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

⁶ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁷

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁸		Effect Size
		Actual	Predicted	
3	90.0	39.3	32.5	0.36
4	89.1	17.3	27.8	-0.61
5	95.5	25.0	22.0	0.21
6	96.3	66.2	2.4	1.52
7	92.4	45.6	35.7	0.59
8	92.0	38.0	39.3	-0.07
All	92.7	39.9	34.2	0.36

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA:

Curriculum-based module assessments in 3-5, and Trimester Final Exams in 6-12.

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁸ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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NWEA MAP Growth 2x per year in 3-8; curriculum-based module assessments in 3-5; and curriculum-based Trimester Final Exams in 6-12.

The school reviewed the data collected from its internal exams according to the data analysis cycles discussed in the 21-22 APPR action plan, and focused on implementing targeted unit and lesson plan adjustments based on the results of teachers’ and leaders’ assessment data analysis. NWEA MAP Assessment data is reported below. The school administered the NWEA Map Exam with a large enough sample size to report data for the Fall and Winter administrations - not Spring - and those results are displayed in the tables below.

NWEA MAP DATA

2022-23 NWEA MAP ELA Assessment End of Year Results*					
<i>Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data</i>					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	361	48	NO
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	171	54	NO
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	47	83	50	YES

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁰	2+ students	75%	231	37%	NO
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End of Year Performance* on 2022-23 NWEA MAP

ELA Assessment

By All Students and Students Enrolled in At Least Their Second Year

Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹¹	Number Tested	Percent Proficient	Number Tested
3	37	46	43	28
4	40	49	44	36
5	25	50	34	32
6	29	72	28	29
7	33	70	33	51
8	34	74	38	55
All	33	361	37	231

¹⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹¹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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End of Year Growth* on 2022-23 NWEA MAP

ELA Assessment

By All Students

Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

Grades	Median Growth Percentile	Number Tested
3	52	46
4	56	49
5	43	50
6	55	72
7	39	70
8	45	74
All	48	361

SUMMARY OF THE ELA GOAL

Harlem Prep met one of two applicable measures of the ELA goal, and is demonstrating some progress toward this goal by showing significant growth in the first absolute goal from last year. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NO
<i>Absolute</i>	<i>Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.</i>	N/A
<i>Comparative</i>	<i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.</i>	TBD
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	YES

Growth	<i>Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.</i>	N/A
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EVALUATION OF ELA GOAL

Harlem Prep met one of two applicable measures of the ELA goal, and is demonstrating some progress toward this goal by showing significant growth in the first absolute goal from last year. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

- Harlem Prep **did not meet** the first absolute measure, with 52% of all tested students who are enrolled in at least their second year performing at proficiency on the 3-8 NYS ELA Exam, missing the target of 75% by 23 percentage points. The school has demonstrated growth on this measure from the previous year - 39% of the tested second year students performed at proficiency in 21-22, demonstrating growth of 13 percentage points.
- Harlem Prep **met** the second comparative measure, exceeding its predicted level of performance on the 3-8 NYS ELA Exam with an overall effect size of 0.36, exceeding the target of 0.3.

ADDITIONAL CONTEXT AND EVIDENCE

We can supplement the NYS Exam data with NWEA MAP assessment data analysis, which show that among students enrolled in at least their second year, the percent proficient is at 37%, and the overall median growth percentile is 48, missing the target of 50 by 2. Please note that Harlem Prep utilized the NWEA MAP assessment during the fall and winter assessment windows in 22-23 (September 2022 and January 2023, respectively), but not during the spring assessment window. The growth data reported in the tables above is therefore the reportable growth from Fall to Winter. While the median growth percentile does not meet the target of 50, we would anticipate that had the assessment also been administered during the 22-23 Spring assessment window, we would have seen scores rise from Winter to Spring with the extra four months of instruction between January and May 2023. In 23-24 and beyond, Harlem Prep intends to administer the NWEA MAP assessment during the Spring administration window.

ELA ACTION PLAN

Harlem Prep has a specific focus in 23-24 on increasing the frequency of and the quality of ELA teacher observations by school leaders and coaches, and implementing higher quality ELA lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 ELA teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to ELA teachers

in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

High School ELA

High School ELA Measure 1 - Absolute

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.

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.¹²

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹³

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)	Number Tested	Percent Scoring at Least Level 4 Out of Total Tested
2017	2020-21	76	11	42	65	65	65
2018	2021-22	67	64	1	1	1	100
2019	2022-23	70	58	2	17	12	17

High School ELA Measure 2 - 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.

¹² Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹³ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

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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.

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)	Number Tested	Percent Scoring at Least Level 3 Out of Total Tested
2017	2020-21	76	11	61	94	65	94
2018	2021-22	67	64	1	1	1	100
2019	2022-23	70	58	4	33	12	33

High School ELA Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - Comparative

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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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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.

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.

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)	Number Tested	Percent Scoring at Least Level 4 Out of Total Tested
2017	2020-21	35	11	14	58	–	–
2018	2021-22	34	64	0	0	0	0
2019	2022-23	29	23	1	17	6	17

High School ELA Measure 8 - Growth

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.

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.

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)	Number Tested	Percent Scoring at Least Level 3 Out of Total Tested
2017	2020-21	35	11	24	100	–	–
2018	2021-22	34	64	0	0	0	0
2019	2022-23	29	23	3	50	6	50

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Harlem Prep did not meet the High School ELA Goal, meeting none of the applicable measures of the goal.

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.	NO
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.	NO
Absolute	<i>Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.</i>	N/A
Comparative	<i>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.</i>	TBD
Comparative	<i>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.</i>	TBD

Comparative	<i>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.</i>	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.	NO
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.	NO

EVALUATION OF HIGH SCHOOL ELA GOAL

Harlem Prep did not meet the High School ELA Goal, meeting none of the applicable measures of the goal.

- Harlem Prep **did not meet** the first absolute measure, with 17% of students in the 2019 Accountability cohort scoring at or above Performance Level 4 on the CC-aligned ELA Regents Exam, missing the target of 65% by 48 percentage points. The school has demonstrated progress from the prior year, when 1% of the 2018 cohort scored at or above Level 4.
- Harlem Prep **did not meet** the second absolute measure, with 33% of students in the 2019 Accountability cohort scoring at or above Performance Level 3 on the CC-aligned ELA Regents Exam, missing the target of 80% by 47 percentage points. The school has demonstrated progress from the prior year, when 1% of the 2018 cohort scored at or above Level 3.
- Harlem Prep **did not meet** the first growth measure, with 17% of students in the 2019 Accountability cohort who did not score proficient on their New York State 8th grade ELA exam scoring at or above Performance Level 4 on the CC-aligned ELA Regents Exam, missing the target of 50% by 33 percentage points. The school has demonstrated growth from the prior year, when 0% of the 2018 cohort who did not score proficient in 8th grade scored at least a Level 4.
- Harlem Prep **did not meet** the second growth measure, with 50% of students in the 2019 Accountability cohort who did not score proficient on their New York State 8th grade ELA exam scoring at or above Performance Level 3 on the CC-aligned ELA Regents Exam, missing the target of 75% by 25 percentage points. The school has demonstrated growth from the prior year, when 0% of the 2018 cohort who did not score proficient in 8th grade scored at least a Level 3.

ADDITIONAL CONTEXT AND EVIDENCE

The Harlem Prep 2019 Accountability cohort only had 12 students out of the cohort total of 70 take the CC-aligned ELA Regents Exam. This small sample size makes it difficult to extrapolate larger

trends in ELA proficiency. Harlem Prep will iterate on its action plan aligned to this goal to work toward meeting all four applicable measures in 23-24.

ACTION PLAN

Harlem Prep has a specific focus in 23-24 on increasing the frequency of and the quality of ELA teacher observations by school leaders and coaches, and implementing higher quality ELA lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 ELA teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to ELA teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 4: MATHEMATICS

Harlem Prep Charter School students will demonstrate proficiency in mathematics.

BACKGROUND

Harlem Prep benefits from the CMO curriculum resources and Tier One curricular resources that the CMO Academics team has thoroughly analyzed. The CMO Academics Team focuses on analyzing curriculum at the network level. There is a dedicated Academics Team member partner for each DPNY school site, who supports with classroom observations, data analysis, and professional development planning and execution. Teachers receive the benefit of the Tier One curricular resources that are then vetted by the CMO. They are then able to adapt the lessons based on their students’ needs, receive regular feedback from a coach, and implement the feedback in future lessons. Regularly, the Office of the Chief of Schools and Academics Team analyze academic data such as course pass rates and formative and summative literacy and math assessment data to help coach principals and coaches on high leverage areas when coaching teachers in their regular coaching sessions.

The math curriculum used at Harlem Prep Elementary is Eureka Squared. Eureka Squared is the new and improved version of the Eureka curriculum, which DPNY has been implementing for years. This new and improved version will allow our scholars to continue to dive deep into true mathematical understanding and develop mastery of all standards.

The math curriculum used at Harlem Prep Middle and Harlem Prep High is Illustrative Math. This curriculum allows scholars to master both the content standards and the mathematical practice standards, truly engaging in deep thinking and discovery around mathematics. The curriculum takes scholars well beyond algorithms to deep, lifelong learning.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	42	1	1	3	0	0	4	0	48
4	50	0	1	1	0	0	1	0	52
5	59	0	0	1	0	0	1	0	60
6	78	2	2	0	0	0	0	0	82
7	70	1	0	0	0	0	1	0	72
8*	-	-	-	-	-	-	1	78	78
All	299	4	4	5	0	0	8	78	392

*In 22-23, Harlem Prep 8th graders took the Algebra Regents Exam and not the NYS 8th Grade Math exam.

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	42	10	24	26	8	31
4	50	26	52	34	19	56
5	59	10	17	35	5	14
6	78	25	32	36	12	33
7	70	42	60	51	29	57
8*	-	-	-	-	-	-
All	299	113	38	182	73	40

*In 22-23, Harlem Prep 8th graders took the Algebra Regents Exam and not the NYS 8th Grade Math exam.

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	31	26	<i>TBD</i>	<i>TBD</i>
4	56	34	<i>TBD</i>	<i>TBD</i>
5	14	35	<i>TBD</i>	<i>TBD</i>
6	33	36	<i>TBD</i>	<i>TBD</i>
7	57	51	<i>TBD</i>	<i>TBD</i>
8	-	-	<i>TBD</i>	<i>TBD</i>
All	40	182	<i>TBD</i>	<i>TBD</i>

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	90.0	19.7	32.5	-0.63
4	89.1	7.4	25.6	-0.97
5	95.5	9.8	18.0	-0.51
6	96.3	21.1	18.7	0.18
7	92.4	29.2	17.5	0.75
8	–	–	–	–
All	92.8	18.2	22.1	-0.17

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics:

Curriculum-based module assessments in 3-5; curriculum-based Trimester Final Exam assessments in 6-12.

NWEA MAP Growth 2x per year in 3-8; curriculum-based module assessments in 3-5; and Trimester Final Exams in 6-12.

The school reviewed the data collected from its internal exams according to the data analysis cycles discussed in the 21-22 APPR action plan, and focused on implementing targeted unit and lesson plan adjustments based on the results of teachers’ and leaders’ assessment data analysis. NWEA MAP Assessment data is reported below. The school administered the NWEA Map Exam with a large enough sample size to report data for the Fall and Winter administrations - not Spring - and those results are displayed in the tables below.

NWEA MAP DATA

2022-23 NWEA MAP Mathematics Assessment End of Year Results*					
<i>Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data</i>					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	364	51	YES
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	201	52	NO
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁴	51	85	48	NO
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁵	2+ students	75%	234	19%	NO

¹⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance* on 2022-23 NWEA MAP

Mathematics Assessment

By All Students and Students Enrolled in At Least Their Second Year

Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁶	Number Tested	Percent Proficient	Number Tested
3	24	46	32	28
4	16	49	19	36
5	4	50	6	32
6	14	73	13	30
7	27	71	29	52
8	13	75	13	56
All	16	364	19	234

End of Year Growth* on 2022-23 NWEA MAP

Math Assessment

By All Students

Harlem Prep tested in Fall and Winter only in 22-23; Results are based on Winter Assessment Cycle Data

Grades	Median Growth Percentile	Number Tested
3	55	46
4	61	49
5	45	50
6	50	73
7	46	71
8	50	75
All	51	364

¹⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

SUMMARY OF THE MATHEMATICS GOAL

Harlem Prep did not meet the Math goal, meeting none of the applicable measures, but is demonstrating some progress toward this goal by showing significant growth in the first absolute goal from last year. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	NO
Absolute	<i>Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.</i>	N/A
Comparative	<i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.</i>	TBD
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	NO
Growth	<i>Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.</i>	N/A

EVALUATION OF THE MATHEMATICS GOAL

Harlem Prep did not meet its Math Goal, but is demonstrating some progress toward this goal by showing significant growth in the first absolute goal from last year. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

- Harlem Prep **did not meet** the first absolute measure, with 40% of all tested students who are enrolled in at least their second year performing at proficiency on the 3-8 NYS Math Exam, missing the target of 75% by 35 percentage points. The school has demonstrated growth on this measure from the previous year - 18% of the tested second year students performed at proficiency in 21-22, demonstrating growth of 22 percentage points.
- Harlem Prep **did not meet** the second comparative measure for the most recent year for which comparative data is available (21-22).

ADDITIONAL CONTEXT AND EVIDENCE

We can supplement the NYS Exam data with NWEA MAP assessment data analysis, which show that among students enrolled in at least their second year, the percent proficient is at 19%, and the overall median growth percentile is 51, exceeding the target of 50 by 1. Please note that Harlem

Prep utilized the NWEA MAP assessment during the fall and winter assessment windows in 22-23 (September 2022 and January 2023, respectively), but not during the spring assessment window. The growth data reported in the tables above is therefore the reportable growth from Fall to Winter. While the median growth percentile does exceed the target of 50, we would anticipate that had the assessment also been administered during the 22-23 Spring assessment window, we would have seen an additional rise in scores from Winter to Spring with the extra four months of instruction between January and May 2023. In 23-24 and beyond, Harlem Prep intends to administer the NWEA MAP assessment during the Spring administration window.

MATHEMATICS ACTION PLAN

Harlem Prep has a specific focus in 23-34 on increasing the frequency of and the quality of math teacher observations by school leaders and coaches, and implementing higher quality math lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 math teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to math teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities. Additionally, in school year 23-24, Harlem Prep will operate a fully rolled-out new mathematics curriculum in K-10. We anticipate that the new curricula will help leaders and teachers address the identified gaps in our math proficiency data. This is being paired with the addition of a third secondary mathematics curriculum and instruction specialist at the CMO to support the implementation of the curriculum.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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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)	Number Tested	Percent Scoring at Least Level 4 Out of Total Tested
2017	2020-21	76	4	30	32	71	42
2018	2021-22	67	66	21	31	67	31
2019	2022-23	70	2	12	18	68	18

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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)	Number Tested	Percent Scoring at Least Level 3 Out of Total Tested
2017	2020-21	76	4	68	94	71	96
2018	2021-22	67	66	64	96	67	96
2019	2022-23	70	2	39	57	68	57

High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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.

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

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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)	Number Tested of Group (a)	Percent Scoring at Least Level 4 Out of Total Tested
2017	2020-21	39	8	6	19	–	–
2018	2021-22	27	66	0	0	27	0
2019	2022-23	30	1	4	14	29	14

High School Math Measure 8 - Growth

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.

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 mathematics requirement for graduation.

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

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)	Number Tested of Group (a)	Percent Scoring at Least Level 3 Out of Total Tested
2017	2020-21	39	8	29	94	–	–
2018	2021-22	27	66	26	96	27	96
2019	2022-23	30	1	14	48	29	48

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Harlem Prep did not meet the high school math goal, meeting none of the applicable measures.

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	NO

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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.	NO
Absolute	<i>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.</i>	N/A
Comparative	<i>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.</i>	N/A
Comparative	<i>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.</i>	N/A
Comparative	<i>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.</i>	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.	NO
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.	NO

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Harlem Prep did not meet the High School Math Goal, meeting none of the applicable measures..

- Harlem Prep **did not meet** the first Absolute measure, with 18% of students in the 2019 Accountability cohort scoring at or above a Performance Level 4 on a Regents math exam, missing the target of 65% by 47 percentage points.
- Harlem Prep **did not meet** the second Absolute measure, with 57% of students in the 2019 Accountability cohort scoring at or above a Performance Level 3 on a Regents math exam, missing the target of 80% by 23 percentage points.
- Harlem Prep **did not meet** the first Growth measure, with 14% of students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade Math Exam scoring at or above a Performance Level 4 on a Regents math exam, missing the target of 50% by 36

percentage points. The school has demonstrated progress from the prior year, when 0% of the 2018 cohort who did not score proficient in 8th grade scored at or above a Level 4.

- Harlem Prep **did not meet** the second Growth measure, with 48% of students in the 2019 Accountability cohort who did not score proficient on their NYS 8th grade Math Exam scoring at or above a Performance Level 3 on a Regents math exam, missing the target of 75% by 27 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

Harlem Prep students, in line with the nationwide trend, have struggled to demonstrate math proficiency post-pandemic. Harlem Prep will iterate on its below-outlined action plan to tackle improving both math growth and math proficiency head-on.

ACTION PLAN

Harlem Prep has a specific focus in 23-34 on increasing the frequency of and the quality of math teacher observations by school leaders and coaches, and implementing higher quality math lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 math teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to math teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities. Additionally, in school year 23-24, Harlem Prep will operate a fully rolled-out new mathematics curriculum in K-10. We anticipate that the new curricula will help leaders and teachers address the identified gaps in our math proficiency data. This is being paired with the addition of a third secondary mathematics curriculum and instruction specialist at the CMO to support the implementation of the curriculum.

GOAL 5: SCIENCE

Harlem Prep Charter School students will demonstrate proficiency in science.

BACKGROUND

Harlem Prep uses an internally-developed, immersive, thorough, and experiment-driven science curriculum. Science units give scholars the practical knowledge and hands-on experience to critically investigate the world around them. Elementary school science is four days a week for approximately 40 minutes. At the 3-5 level science and social studies alternate by unit. The Science curriculum is loosely based on Pearson Interactive Science units of study and enhanced to meet the demands of the Next Generation Science Standards. Our scope and sequence builds on the core standards outlined in the NGSS and fleshes them out to add additional content and investigative study to each grade. Scholars in each grade study life science, earth science, and physical science to master content that increases in complexity each year. Every unit includes at least one laboratory investigation and numerous opportunities for hands-on learning, in addition to non-fiction reading, live demonstrations, and web-based interactive learning.

Science courses require scholars to internalize scientific content and apply it to understand and explain the world around them. As scholars move through the courses they use science to explore and solve real world problems. These courses are largely inquiry-based and require scholars to grapple with different examples to build their own knowledge, within a structured framework. Conducting labs, analyzing data, building arguments and supporting those arguments with quantitative data are all essential parts of these courses. Middle school science courses meet for a single block every Monday through Thursday, and for a single block every other Friday. Network-provided course materials are aligned to Next Gen Science Standards and to internal DPPS standards. They are fully aligned to New York state standards. These course materials also incorporate many of the best practices from the NSTA, specifically around inquiry-based learning and writing in science class. Network-provided course materials directly build off of the skills scholars have learned in previous grades and are vertically aligned with the DP network high school science curriculum. Scholars are expected to demonstrate mastery of the major branches (Life, Biology, Astronomy, Physical, Health) of Science. Scholars are expected to pass our internal and external (grade 8 NYS State Science Exam) assessments to demonstrate mastery. ELA standards are integrated into science courses to ensure that deeper thinking and literacy integration are happening in each of our classes.

High school scholars take four years of science courses. Science instruction at the high school level focuses on imparting content knowledge while also having scholars practice “thinking like a scientist.” To that end, scholars routinely utilize critical thinking and analysis skills to better gain a deep, conceptual understanding of the content.

Literacy plays a significant role in any science class. More traditional uses of literacy include reading chapters from the textbook or lab instructions and guidelines. However, literacy also provides impactful opportunities for application when scholars can grapple with real-life scenarios. For example, scholars may read a New York Times article on genetic engineering. While reading, scholars would need to identify the exact connection between DNA and genetics, including what ways scientists can manipulate DNA, and evaluate the ethical concerns of such a practice. By engaging in high-level thinking, we ensure that scholars have a deep understanding of the content.

Science demonstrations and labs must play a key role in any science curriculum. As per the Regents requirements, all scholars must complete 900 minutes of lab work. In all Science classes, hands-on learning and labs are regularly integrated into the curriculum and scholars’ learning.

High school science courses typically meet for a single block every Monday through Thursday, and for a single block every other Friday. Network-provided course materials are aligned to Next Gen Science Standards and to internal DPPS standards. They are fully aligned to state standards. These course materials also incorporate many of the best practices from the NSTA, specifically around inquiry-based learning and writing in science class. Network-provided course materials directly build off of the skills scholars have learned in previous grades and are directly aligned with what scholars will be asked to do in freshman science courses in college. Scholars generally take Biology in 9th grade, Chemistry in 10th grade, Physics in 11th grade, and an elective or Advanced Placement Science course in 12th grade. These courses require scholars to internalize scientific content and apply it to understand and explain the world around them. As scholars move through the courses they use science to explore and solve real world problems. These courses are largely inquiry-based with scholars grappling with different examples to build their own knowledge, within a structured framework. Conducting labs, analyzing data, building arguments and supporting those arguments with quantitative data are all essential parts of these courses.

Writing will also play a significant role in science education. Most commonly, scholars will routinely be asked to explain their answers, using specific science content to defend their thinking. The ability to explain one’s understanding of science through the written word demonstrates higher-level thinking skills and mastery, specifically when scholars are prompted to critique, predict, and analyze.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8 (All)	49	25	51

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8 (All)	49	25	51	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Harlem Prep did not meet the Elementary/Middle Science goal. Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	NO
<i>Comparative</i>	<i>Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.</i>	<i>TBD</i>

EVALUATION OF THE SCIENCE GOAL

Harlem Prep did not meet the Elementary/Middle Science goal, with 51% of 8th graders scoring proficient on the NYS Science Exam, missing the target of 75% by 24 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report, but analysis of this data will be made more meaningful once district data comparison is made possible, to situate the school's scores in a broader context. Harlem Prep 8th graders do not take a science Regents exam in 8th grade.

ACTION PLAN

Harlem Prep has a specific focus in 23-24 on increasing the frequency of and the quality of science teacher observations by school leaders and coaches, and implementing higher quality science lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 science teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to science teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

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, & Physics**. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Science 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)	Number Tested	Percent Scoring at Least at 65 Out of Total Tested
2017	2020-21	76	5	68	96	70	96
2018	2021-22	67	66	59	88	66	89
2019	2022-23	70	5	14	22	65	22

High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Harlem Prep did not meet the High School Science goal.

Type	Measure	Outcome
Absolute	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.	NO
Comparative	<i>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.</i>	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Harlem Prep did not meet the High School Science goal, with 22% of the 2019 Accountability cohort scoring at least 65 on a Science Regents exam, missing the target of 75% by 53 percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report, but analysis of this data will be made more meaningful once district data comparison is made possible, to situate the school's scores in a broader context.

ACTION PLAN

Harlem Prep has a specific focus in 23-24 on increasing the frequency of and the quality of science teacher observations by school leaders and coaches, and implementing higher quality science lesson plan feedback to more quickly develop newer teachers and better support the good-to-great growth of more veteran teachers. The 23-24 science teacher coaching plan has a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to science teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

Social Studies units at Harlem Prep provide scholars with essential content knowledge and promote the network's mission of civic engagement for all. Elementary school social studies happens four days a week for approximately 40 minutes. At the 3-5 level science and social studies alternate by unit. The curriculum is based on the units of study set forth by the Alexandria Plan for history. All Social Studies units are paired to address the informational reading standards outlined by the Common Core. Units have been updated in each grade to infuse geography and civics. Each Social Studies unit asks an essential question that scholars will work to answer by developing enduring understandings about topics ranging from geography to history to government. Lessons engage scholars with authentic nonfiction texts, videos, simulations, and projects to build deep content knowledge about the world around them. Each grade focuses on an overarching question and uses examinations of specific time periods and moments in history to delve into answers.

Scholars study history four to five days per week from the standards derived and created internally by the network curriculum team. In grade 6, the scholars will take Global Literacy. This class, with a heavy emphasis on integrating literacy skills, emphasizes the study of ancient cultures (Ancient Greece, Ancient China, Ancient Rome, Ancient Egypt, and Ancient West African cultures). In grades 7 and 8, scholars take a two-part United States History Course that will prepare all scholars for high school history. The goal for students is to grow comfortable with making historical claims as well as practicing the skills of comparison, causation and basic sourcing. Scholars engage in a research writing project each year, with increasing complexity based on school year. Middle social studies courses meet one period Monday through Thursday with alternative Fridays. Network provided resources are skill-aligned in literacy to Common Core ELA standards and in historical thinking skills to College Board's History Disciplinary and Reasoning Skills.

Social studies courses at the high school level meet for a single block every Monday through Thursday and for a single block every other Friday. Network provided resources are skill-aligned in literacy to Common Core ELA standards and in historical thinking skills to College Board's History Disciplinary and Reasoning Skills. Students receive content instruction based on internal standards centered around College Board content standards for pre-AP and AP World and US History with some adjustments based on state assessment expectations.

Social studies instruction at the high school level focuses on both the facts and details of history, which form the basis of cultural literacy, and the development of historical thinking skills. Such historical thinking skills include, but are not limited to: using background information to identify potential author bias; utilizing diction and author's word choice to ascertain tone or bias; and

interpreting a graph, chart or other data to predict changes, determine trends, and form coherent hypotheses about causes and effects.

Literacy is a significant part of any social studies class, as scholars must routinely grapple with a variety of texts, including: textbooks; academic secondary sources, academic journal articles; and primary source documents. The rigor of such lessons is determined not by the complexity of the texts, but the level of questioning that is provided and the quality of answer expected from the scholar. Scholars in history class will regularly show what they know through writing samples: responding to a daily essential question with evidence, explaining how bias is conveyed in a primary source document, or predicting what could have happened if one historical variable was shifted. Scholars routinely practice writing long pieces, especially for the Regents, AP Level Document-Based Regents essays, and Regents-Level Thematic essays. Each essay cycle must involve a peer editing cycle that utilizes Regents anchor essays and a revision process.

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)	Number Tested	Percent Scoring at Least at 65 Out of Total Tested
2017	2020-21	76	51	0	0	1	100
2018	2021-22	67	10	2	3	5	40
2019	2022-23	70	58	2	17	6	33

Social Studies Measure 2 - Comparative

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)	Number Tested	Percent Scoring at Least at 65 Out of Total Tested
2017	2020-21	76	9	61	80	66	92
2018	2021-22	67	63	1	1	1	100
2019	2022-23	70	61	6	66	7	86

Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Harlem Prep did not meet the Social Studies goal, meeting none of the applicable measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will	N/A

	<i>exceed that of the high school Total Cohort from the school district of comparison.</i>	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	NO
Comparative	<i>Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.</i>	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Harlem Prep did not meet the Social Studies goal, meeting none of the applicable measures.

- Harlem Prep **did not meet** the first absolute measure, with 17% of students in the 2019 Accountability cohort scoring a 65 on the US History Regents Exam, missing the target by 67 percentage points. However, it is important to note that this number jumps to 33% when only students who sat for the exam are considered, and that the June 2022 US History Regents exam administration was canceled, when most students in the 2019 cohort were scheduled to sit for this exam but instead earned an exemption.
- Harlem Prep **did not meet** the second absolute measure, with 66% of students in the 2019 Accountability cohort scoring a 65 on the Global History Regents exam, missing the target of 75% by 9 percentage points. However, it is important to note that this number jumps to 86% - exceeding the target by 11 percentage points - when only students who sat for the exam are considered, and that the June 2021 Global Regents exam administration was canceled, when most students in the 2019 cohort would have been scheduled to sit for this exam but instead earned an exemption.

ADDITIONAL CONTEXT AND EVIDENCE

Due to the unavailability of public data, we are unable to compare the school to the district of comparison in this report, but analysis of this data will be made more meaningful once district data comparison is made possible, to situate the school’s scores in a broader context, especially given the exemptions that this cohort population earned with regard to Regents exams.

ACTION PLAN

Harlem Prep has a specific focus in 23-34 on increasing the frequency of and the quality of social studies teacher observations by school leaders and coaches, and implementing higher quality social studies lesson plan feedback to more quickly develop newer teachers, and better support the good-to-great growth of more veteran teachers. The 23-24 social studies teacher coaching plan has

a focus on data analysis cycles, implementing targeted lesson plan adjustments based on data analysis results, and lesson execution. In 23-24, the school staffing plan includes a Dean of Special Services and the CMO network staffing plan includes a Senior ELL Specialist and three network Directors of Special Services, all of whom will provide support, coaching and professional development to social studies teachers in their different capacities around best practices for teaching and supporting multilingual scholars, English Language Learners, and scholars with disabilities.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Local Support and Improvement (formerly Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

The school’s 22-23 ESSA status is *Local Support and Improvement*, the new nomenclature for *Good Standing*. The school’s historical ESSA status has consistently been *Good Standing*, including all years of the current Accountability period. Accountability statuses have been static since 19-20. The school will continue to revise and implement action plans to work toward improving academic outcomes for scholars in 23-24 and beyond.

Democracy Prep New York Charter Schools

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2023 and 2022

Democracy Prep New York Charter Schools

Financial Statements and Uniform Guidance Schedules Together With Independent Auditors' Reports

June 30, 2023 and 2022

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Independent Auditors' Report

Board of Trustees Democracy Prep New York Charter Schools

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Democracy Prep New York Charter Schools (a nonprofit organization), which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Democracy Prep New York Charter Schools as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Democracy Prep New York Charter Schools and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Policy

As discussed in Note 2 to the financial statements, Democracy Prep New York Charter Schools adopted Financial Accounting Standards Board ("FASB") *Topic 842, Leases*, which resulted in the recognition of right of use assets and related lease liabilities effective July 1, 2022. Our opinion is not modified with respect to that matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Democracy Prep New York Charter Schools' ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Democracy Prep New York Charter Schools' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Democracy Prep New York Charter Schools' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedules of activities and functional expenses by school for the year ended June 30, 2023 on pages 22 through 31 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 32, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2023, on our consideration of Democracy Prep New York Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Democracy Prep New York Charter Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Democracy Prep New York Charter Schools' internal control over financial reporting and compliance.



Harrison, New York
October 31, 2023

Democracy Prep New York Charter Schools

Statements of Financial Position

	June 30,	
	2023	2022
ASSETS		
Current Assets		
Cash	\$ 24,501,682	\$ 28,497,090
Investments	15,395,399	15,828,461
Grants and contracts receivable	7,877,240	6,446,000
Due from related parties, net	923,189	1,358,444
Prepaid expenses and other current assets	434,898	535,984
Total Current Assets	49,132,408	52,665,979
Prepaid expenses and other assets, less current portion	1,500,000	1,800,000
Property and equipment, net	19,861,670	17,749,632
Right of use assets - operating leases, net	129,853,543	-
Right of use assets - finance leases, net	909,994	-
Security deposits	3,025,816	3,204,076
Restricted cash	225,842	225,295
	\$ 204,509,273	\$ 75,644,982
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 1,774,544	\$ 3,112,573
Accrued payroll and payroll taxes	4,608,788	6,334,453
Operating lease liabilities	3,031,062	-
Finance lease liabilities	905,652	-
Capital lease obligation	-	838,591
Refundable advances	2,835,316	4,402,954
Deferred rent	-	259,895
Total Current Liabilities	13,155,362	14,948,466
Deferred rent, less current portion	-	1,654,823
Operating lease liabilities, less current portion	132,468,072	-
Finance lease liabilities, less current portion	210,286	-
Capital lease obligation, less current portion	-	985,157
Total Liabilities	145,833,720	17,588,446
Net Assets		
Without Donor Restrictions		
Undesignated	48,372,263	47,267,243
Board designated	989,123	989,123
Total Without Donor Restrictions	49,361,386	48,256,366
With donor restrictions	9,314,167	9,800,170
Total Net Assets	58,675,553	58,056,536
	\$ 204,509,273	\$ 75,644,982

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Activities Year Ended June 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
State and Local Per Pupil Operating Revenue			
Regular student enrollment	\$ 66,401,821	\$ -	\$ 66,401,821
Students with disabilities	9,103,089	-	9,103,089
Facilities funding	4,541,887	-	4,541,887
Universal pre-kindergarten	413,894	-	413,894
Grants and Contracts			
Federal grants	21,929,169	-	21,929,169
Federal IDEA and E-Rate	983,492	-	983,492
State	240,262	-	240,262
Total Operating Revenue	103,613,614	-	103,613,614
EXPENSES			
Program Services			
Regular education	74,195,541	-	74,195,541
Special education	18,778,510	-	18,778,510
Total Program Services	92,974,051	-	92,974,051
Supporting Services			
Management and general	11,391,391	-	11,391,391
Fundraising	665,367	-	665,367
Total Expenses	105,030,809	-	105,030,809
(Deficit) from Operations	(1,417,195)	-	(1,417,195)
SUPPORT AND OTHER REVENUE			
Contributions	785,460	50,769	836,229
Rental income	602,372	-	602,372
Other income	597,611	-	597,611
Net assets released from restrictions	50,769	(50,769)	-
Total Support and Other Revenue	2,036,212	-	2,036,212
Result of Operations	619,017	-	619,017
Net assets released from restriction - amortization of interest in Friends' Building			
	486,003	(486,003)	-
Change in Net Assets	1,105,020	(486,003)	619,017
NET ASSETS			
Beginning of year	48,256,366	9,800,170	58,056,536
End of year	\$ 49,361,386	\$ 9,314,167	\$ 58,675,553

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Activities Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
State and Local Per Pupil Operating Revenue			
Regular student enrollment	\$ 67,604,690	\$ -	\$ 67,604,690
Students with disabilities	7,626,419	-	7,626,419
Facilities funding	2,531,252	-	2,531,252
Grants and Contracts			
Federal grants	7,780,809	-	7,780,809
Federal IDEA and E-Rate	1,305,542	-	1,305,542
State	280,800	-	280,800
Total Operating Revenue	87,129,512	-	87,129,512
EXPENSES			
Program Services			
Regular education	57,955,408	-	57,955,408
Special education	14,764,208	-	14,764,208
Total Program Services	72,719,616	-	72,719,616
Supporting Services			
Management and general	11,424,969	-	11,424,969
Fundraising	495,572	-	495,572
Total Expenses	84,640,157	-	84,640,157
Surplus from Operations	2,489,355	-	2,489,355
SUPPORT AND OTHER REVENUE			
Contributions	42,858	52,201	95,059
Rental income	595,466	-	595,466
Other income	255,959	-	255,959
Net assets released from restrictions	52,201	(52,201)	-
Total Support and Other Revenue	946,484	-	946,484
Result of Operations	3,435,839	-	3,435,839
Net assets released from restriction - amortization of interest in Friends' Building			
	486,003	(486,003)	-
Change in Net Assets	3,921,842	(486,003)	3,435,839
NET ASSETS			
Beginning of year	44,334,524	10,286,173	54,620,697
End of year	\$ 48,256,366	\$ 9,800,170	\$ 58,056,536

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2023

	No. of Positions	Program Services			Management and General	Fundraising	Total
		Regular Education	Special Education	Total			
Personnel Services Costs							
Administrative staff personnel	164	\$ 3,388,724	\$ 778,987	\$ 4,167,711	\$ 5,356,676	\$ -	\$ 9,524,387
Instructional personnel	401	30,011,687	6,656,653	36,668,340	-	-	36,668,340
Non-instructional personnel	31	1,989,744	852,748	2,842,492	-	-	2,842,492
Total Personnel Services Costs	<u>596</u>	<u>35,390,155</u>	<u>8,288,388</u>	<u>43,678,543</u>	<u>5,356,676</u>	<u>-</u>	<u>49,035,219</u>
Fringe benefits and payroll taxes		5,711,329	1,336,812	7,048,141	830,635	-	7,878,776
Retirement		759,294	178,245	937,539	115,645	-	1,053,184
Management company fees		7,441,702	2,923,526	10,365,228	2,259,088	664,439	13,288,755
Legal services		-	-	-	64,836	-	64,836
Accounting/audit services		-	-	-	162,476	-	162,476
Other purchased/professional/consulting services		462,093	115,648	577,741	199,008	-	776,749
Occupancy		8,890,030	2,128,353	11,018,383	614,530	-	11,632,913
Repair and maintenance		3,598,047	863,859	4,461,906	524,386	-	4,986,292
Insurance		506,894	130,374	637,268	-	-	637,268
Utilities		749,048	171,623	920,671	112,285	-	1,032,956
Supplies/materials		1,869,220	493,039	2,362,259	-	-	2,362,259
Equipment/furnishings		47,151	12,295	59,446	-	-	59,446
Staff development		176,765	40,210	216,975	24,693	-	241,668
Marketing/recruitment		62,564	16,913	79,477	1,191	-	80,668
Technology		1,685,725	399,123	2,084,848	209,282	-	2,294,130
Food services		-	-	-	-	-	-
Student services		3,007,744	759,997	3,767,741	-	-	3,767,741
Office expense		795,190	185,819	981,009	225,774	-	1,206,783
Depreciation and amortization		2,388,362	575,513	2,963,875	348,316	-	3,312,191
Travel		-	-	-	-	-	-
Other		304,306	76,152	380,458	289,110	928	670,496
Total Expenses Before Amortization of Interest in Friends' Building		<u>73,845,619</u>	<u>18,695,889</u>	<u>92,541,508</u>	<u>11,337,931</u>	<u>665,367</u>	<u>104,544,806</u>
Amortization of interest in Friends' building		<u>349,922</u>	<u>82,621</u>	<u>432,543</u>	<u>53,460</u>	<u>-</u>	<u>486,003</u>
Total Expenses		<u>\$ 74,195,541</u>	<u>\$ 18,778,510</u>	<u>\$ 92,974,051</u>	<u>\$ 11,391,391</u>	<u>\$ 665,367</u>	<u>\$ 105,030,809</u>

See notes to financial statements

Democracy Prep New York Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2022

	No. of Positions	Program Services			Management and General	Fundraising	Total
		Regular Education	Special Education	Total			
Personnel Services Costs							
Administrative staff personnel	140	\$ 3,466,096	\$ 990,314	\$ 4,456,410	\$ 6,096,427	\$ -	\$ 10,552,837
Instructional personnel	324	25,409,100	6,423,876	31,832,976	-	-	31,832,976
Non-instructional personnel	48	1,258,258	379,931	1,638,189	-	-	1,638,189
Total Personnel Services Costs	<u>512</u>	<u>30,133,454</u>	<u>7,794,121</u>	<u>37,927,575</u>	<u>6,096,427</u>	<u>-</u>	<u>44,024,002</u>
Fringe benefits and payroll taxes		4,253,486	1,101,915	5,355,401	852,606	-	6,208,007
Retirement		949,991	246,890	1,196,881	191,023	-	1,387,904
Management company fees		6,442,459	1,486,721	7,929,180	1,486,721	495,572	9,911,473
Legal services		-	-	-	11,044	-	11,044
Accounting/audit services		5,423	1,329	6,752	41,566	-	48,318
Other purchased/professional/consulting services		235,034	81,393	316,427	166,587	-	483,014
Occupancy		3,798,406	1,000,310	4,798,716	809,326	-	5,608,042
Repair and maintenance		2,156,895	533,214	2,690,109	446,652	-	3,136,761
Insurance		542,028	142,711	684,739	107,343	-	792,082
Utilities		571,276	127,426	698,702	123,571	-	822,273
Supplies/materials		1,982,057	512,982	2,495,039	53,628	-	2,548,667
Equipment/furnishings		149,442	37,992	187,434	29,029	-	216,463
Staff development		316,758	80,545	397,303	65,500	-	462,803
Marketing/recruitment		193,330	47,009	240,339	17,477	-	257,816
Technology		1,397,192	369,583	1,766,775	274,176	-	2,040,951
Food services		1,781	423	2,204	-	-	2,204
Student services		1,954,501	498,540	2,453,041	41,033	-	2,494,074
Office expense		526,332	136,403	662,735	101,051	-	763,786
Depreciation and amortization		1,516,621	380,062	1,896,683	371,706	-	2,268,389
Travel		1,567	381	1,948	330	-	2,278
Other		450,760	113,775	564,535	99,268	-	663,803
Total Expenses Before Amortization of Interest in Friends' Building		<u>57,578,793</u>	<u>14,693,725</u>	<u>72,272,518</u>	<u>11,386,064</u>	<u>495,572</u>	<u>84,154,154</u>
Amortization of interest in Friends' building		<u>376,615</u>	<u>70,483</u>	<u>447,098</u>	<u>38,905</u>	<u>-</u>	<u>486,003</u>
Total Expenses		<u>\$ 57,955,408</u>	<u>\$ 14,764,208</u>	<u>\$ 72,719,616</u>	<u>\$ 11,424,969</u>	<u>\$ 495,572</u>	<u>\$ 84,640,157</u>

See notes to financial statements

Democracy Prep New York Charter Schools

Statements of Cash Flows

	Year Ended June 30,	
	2023	2022
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 619,017	\$ 3,435,839
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	2,588,170	2,268,389
Amortization of right of use asset - operating leases	6,364,843	-
Amortization of right of use asset - finance leases	724,021	-
Amortization of interest in Friends' building	486,003	486,003
Deferred rent	-	(12,918)
Changes in operating assets and liabilities		
Grants and contracts receivable	(1,431,240)	(2,288,578)
Due from related parties, net	435,255	(1,113,290)
Prepaid expenses and other current assets	401,086	1,427,908
Security deposits	178,260	(1,122,720)
Accounts payable and accrued expenses	(1,338,029)	553,560
Accrued payroll and payroll taxes	(1,725,665)	619,888
Operating lease liabilities	(2,633,969)	-
Finance lease liabilities	(841,586)	-
Refundable advances	(1,567,638)	4,143,006
Net Cash from Operating Activities	2,258,528	8,397,087
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(6,686,451)	(3,449,865)
Dividend and interest reinvested	(376,288)	(10,898)
Proceeds from sale of investments	809,350	-
Net Cash from Investing Activities	(6,253,389)	(3,460,763)
CASH FLOWS FROM FINANCING ACTIVITY		
Principal payments on capital lease obligation	-	(621,436)
Net Change in Cash and Restricted Cash	(3,994,861)	4,314,888
CASH AND RESTRICTED CASH		
Beginning of year	28,722,385	24,407,497
End of Year	\$ 24,727,524	\$ 28,722,385
SUPPLEMENTARY CASH FLOW INFORMATION		
Cash paid during the year for interest	\$ 86,718	\$ 133,530
Computer and equipment acquired under a capital lease	-	140,466
Cash paid for amounts included in the measurement of lease liabilities	7,791,858	-

See notes to financial statements

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

1. Organization and Tax Status

Democracy Prep New York Charter Schools (the “School”) is a New York State, not-for-profit educational corporation that was incorporated to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School is dedicated to providing a high quality college preparatory education to primarily disadvantaged students. The School provided education to approximately 3,750 students in grades kindergarten through twelfth during the 2022-2023 academic year.

The accompanying financial statements include the following charter schools collectively forming the School:

Bronx Preparatory Charter School (“BPCS”) – BPCS was granted a provisional charter on April 4, 2000 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (“Board of Regents”). The Board of Regents approved and issued several renewals to the School’s charter now expiring on June 30, 2025.

Democracy Preparatory Charter School (“DPCS”) – DPCS was granted a provisional charter on December 9, 2005 valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School’s charter now expiring on June 30, 2025.

Democracy Preparatory Harlem Charter School (“DPH”) – DPH was granted a provisional charter on February 9, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School’s charter now expiring on July 30, 2024.

Harlem Preparatory Charter School (“HPCS”) – HPCS was granted a provisional charter on May 14, 2001, valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School’s charter now expiring on July 31, 2026.

Democracy Preparatory Endurance Charter School (“DPE”) – DPE was granted a provisional charter on July 16, 2012, valid for a term of five years and renewable upon expiration by the Board of Regents. The Board of Regents approved and issued several renewals to the School’s charter now expiring on July 31, 2024.

Effective July 1, 2017, DPCS, DPH and HPCS merged into a single legal entity under BPCS. BPCS was renamed Democracy Prep New York Charter Schools also effective July 1, 2017. DPCS, DPH and HPCS were dissolved and ceased to exist as separate legal entities in conjunction with the merger. The plan of merger was approved by the New York State Board of Regents on April 4, 2017.

Effective July 1, 2019, DPE merged into the School. DPE ceased to exist as a separate legal entity in conjunction with the merger. The plan of merger was approved by the New York State Board of Regents.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

1. Organization and Tax Status *(continued)*

Friends of Bronx Preparatory Charter School, Inc. (“Friends”) was organized under the laws of the State of New York on June 29, 1999 as a not-for-profit corporation under subparagraph (a)(5) of Section 102 of the Not-For-Profit Corporation Law. Friends was established to create a plan for a charter school in New York City, drafting an application for such a charter and making contributions to such a school and other tax-exempt organizations. The by-laws of Friends was amended, restated, and approved by the board of directors. Under the amended by-laws, Friends ceased to be controlled by the School effective July 1, 2014. Upon the School and Friends’ separation, a consolidation is no longer required and Friends’ net assets, except for the School’s interest in Friends’ building (see Note 5), were transferred out from the School’s financial statements. At July 1, 2014, \$1,792,958 of net assets was transferred to Friends from the separation of Friends from the School.

The New York City Department of Education (“NYCDOE”) provides transportation directly to some of the School’s students based on eligibility. In addition, the NYCDOE provides free lunch to all students. Such costs are not included in these financial statements.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America (“U.S. GAAP”), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly actual results could differ from those estimates.

Adoption of New Accounting Policies

Leases (Topic 842)

In February 2016, the Financial Accounting Standard Board issued Accounting Standards Update (“ASU”) No. 2016-02, Leases (Topic 842), which requires schools that lease assets (lessees) to recognize the assets and related liabilities for the rights and obligations created by the leases on the statement of financial position for leases with terms exceeding 12 months. ASU No. 2016-02 defines a lease as a contract or part of a contract that conveys the right to control the use of identified assets for a period of time in exchange for consideration. The lessee in a lease will be required to initially measure the right-of-use asset and the lease liability at the present value of the remaining lease payments, as well as capitalize initial direct costs as part of the right-of-use asset.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies (*continued*)

Adoption of New Accounting Policies (continued)

Leases (Topic 842) (continued)

The School adopted the requirements of the new standard effective July 1, 2022, using the modified retrospective transition method, which applies the provisions of the standard at the effective date without any adjustment to the comparative periods presented. The School adopted the following practical expedients and elected the following accounting policies related to this standard: Carry forward of historical lease classifications and accounting treatment.

Accordingly, the School will recognize lease payments on a straight-line basis over the lease term and variable payments in the period when the corresponding obligation is incurred. As a result of the adoption of the new lease accounting guidance on July 1, 2022, the School recognized operating and finance lease liabilities of \$140,090,621 that represents the present value of the operating and finance lease payments of \$211,909,744, discounted with a risk-free interest rate using the treasury bond rate ranging from 2.79% to 6% depending on the lease term and a right of use (“ROU”) asset of \$137,852,401. The standard did not materially impact operating results or liquidity.

Net Asset Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net assets without donor restrictions - consist of resources available for the general support of the School’s operations. Net assets without donor restrictions may be used at the discretion of the School’s management and/or the Board of Trustees. Board designated net assets of \$989,123 were established to provide a reserve for unforeseen facility, personnel and other issues.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies *(continued)*

Restricted Cash (continued)

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows at June 30:

	2023	2022
Cash	\$ 24,501,682	\$ 28,497,090
Restricted cash	225,842	225,295
	<u>\$ 24,727,524</u>	<u>\$ 28,722,385</u>

Fair Value Measurements

The School follows U.S. GAAP guidance on fair value measurements which defines fair value and establishes a fair value hierarchy organized into three levels based upon the input assumptions used in pricing assets. Level 1 inputs have the highest reliability and are related to assets with unadjusted quoted prices in active markets. Level 2 inputs relate to assets with other than quoted prices in active markets which may include quoted prices for similar assets or liabilities or other inputs which can be corroborated by observable market data. Level 3 inputs are unobservable inputs and are used to the extent that observable inputs do not exist.

Investments Valuation and Income Recognition

Money market funds are stated at fair value. Certificates of deposit are valued at the amounts deposited plus accrued interest, which approximate fair value. Purchases and sales of securities are recorded on a trade-date basis. Interest income is recorded on the accrual basis and dividends are recorded on the ex-dividend date. Realized and unrealized gains and losses are included in the determination of the change in net assets.

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$5,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case such assets are expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Computers and equipment	3 and 5 years
Furniture and fixtures	7 years

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies (*continued*)

Property and Equipment (continued)

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2023 and 2022.

Leases

The School accounts for leases under ASU No. 2016-02, Leases. The School determines if an arrangement is a lease at inception. Leases are included in ROU assets and lease liabilities in the statements of financial position. All leases are recorded on the statements of financial position.

Operating and finance lease ROU assets and lease liabilities are recognized at the lease commencement date based on the present value of the lease payments over the lease term. The School has made an accounting policy election to use a risk-free rate, determined using a period comparable with that of the lease term, to discount future lease payments. ROU assets also include adjustments related to lease payments made and lease incentives received at or before the commencement date. At lease commencement, lease liabilities are recognized based on the present value of the remaining lease payments and discounted using the School's risk-free rate. Operating and finance lease cost is recognized on a straight-line basis over the lease term within occupancy expense in the accompanying statements of functional expenses. Lease and non-lease components lease agreements are accounted for separately. Lease terms may include options to extend or terminate the lease. When it is reasonably certain that the School will exercise that option, such amounts are included in the ROU assets and lease liabilities.

Refundable Advances

The School records certain government grants and contracts as refundable advances until the related services are performed, at which time it is recognized as revenue. At June 30, 2023 and 2022, the refundable advances balance includes a \$2,735,927 deposit from the Internal Revenue Service that the School is investigating.

Revenue and Support

Revenue from state and local governments resulting from the School's charter status are based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency. Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

2. Summary of Significant Accounting Policies (*continued*)

Marketing and Recruiting Costs

The School uses marketing and recruitment specifically aimed at hiring staff and enrolling new students. Accordingly, all costs in marketing and recruiting were allocated to program and management and general expenditures and expensed as incurred. For the years ended June 30, 2023 and 2022, marketing and recruiting costs totaled \$80,667 and \$257,816.

Measure of Operations

The statements of activities report all changes in net assets, including changes in net assets from operating and non-operating activities. Operating activities consist of those items attributable to the School's ongoing services. Non-operating activities include revenue and support from non-governmental sources that include contributions revenue, return on investments and other activities considered to be of a non-recurring nature.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses such as personnel services costs, fringe benefits and payroll taxes, occupancy and repair and maintenance have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2020.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 31, 2023.

3. Investments

The School's investments at June 30, 2023 and 2022 consist of money market funds of \$1,571 and \$810,921, categorized as level 1 in fair value hierarchy and certificates of deposit totaling \$15,393,828 and \$15,017,540 held by a bank.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

4. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance for doubtful accounts and has determined that such an allowance is not necessary.

5. Property and Equipment

Property and equipment consists of the following at June 30:

	2023	2022
Computers and equipment	\$ 10,910,324	\$13,132,532
Furniture and fixtures	3,742,615	3,023,714
Leasehold improvements	16,135,827	11,155,938
Interest in Friends' Building (a)	13,608,077	13,608,077
	44,396,843	40,920,261
Accumulated depreciation and amortization	(24,535,173)	(23,170,629)
	\$ 19,861,670	\$17,749,632

Due to the adoption of FASB Topic 842, Leases, the School reclassified leased equipment with a cost basis of \$3,209,869 and accumulated depreciation of \$1,709,626.

(a) On July 1, 2014, the lease agreement between Friends' and BPCS, originally commenced in fiscal year 2007, was amended and restated. The amended and restated lease agreement expires on the earlier of: 1) the last day of the month of the 99th anniversary of the commencement date; 2) the termination for any reason of the management agreement between the School and Democracy Prep Public Schools ("DPPS", a related party) (see Note 7); or 3) revocation or nonrenewal of the BPCS charter.

The annual base rent equals an amount sufficient to pay Friends' reasonable and necessary actual, third party costs of owning the property (including, but not limited to, such costs arising from abatement or remediation of any hazardous or illegal condition not remedied by the School in accordance with and within the cure periods provided by this lease), plus Friends' reasonable and necessary operational and administrative expenses directly associated with the ownership of the property and compliance with this lease for such lease year. The base rent based on Friends' operating cost was \$190,296 and \$69,500 for the years ended June 30, 2023 and 2022.

Due to the estimated fair value rental over the estimated lease payment amount throughout the lease term being higher than the net book value of the building, the School recognizes its interest in Friends' building and amortizes its interest over the building's remaining useful life, which is approximately 28 years. The amortization expense for each of the years ended June 30, 2023 and 2022 was \$486,003. Interest in the School's building, net of accumulated amortization at June 30, 2023 and 2022 is \$9,261,096 and \$9,747,099 and is included in property and equipment in the accompanying statements of financial position.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

6. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30:

	2023	2022
Cash	\$ 24,501,682	\$28,497,090
Investments	15,395,399	15,828,461
Grants and contracts receivable	7,877,240	6,446,000
Due from related parties	923,189	1,358,444
Total Financial Assets	48,697,510	52,129,995
Less amounts unavailable for general expenditure:		
Net assets with donor restrictions (net of \$9,261,096 and \$9,747,099 Interest in Friends' Building - see Note 5)	(53,071)	(45,358)
Board designated net assets	(989,123)	(989,123)
	\$ 47,655,316	\$ 51,095,514

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use. The Board of Trustees has designated net assets without donor restrictions that could be drawn upon through board resolution and can be made available for current operations, unbudgeted expenses and unanticipated loss in funding. The School will continue to rely on funding received from New York City Department of Education to cover future operating costs. (see Note 9)

7. Related Party Transactions (not disclosed elsewhere)

The School is an affiliate of Democracy Prep Public Schools ("DPPS"), a New York State not-for-profit charter management organization, which provides management services to the School. DPPS provides similar management services to Democracy Prep Texas ("DPT"), a Texas not-for-profit organization, Democracy Prep Baton Rouge ("DPBR"), a Louisiana not-for-profit organization, and Democracy Prep Agassi Campus ("DPAC"), a Nevada not-for-profit organization.

The predecessors of the School (BPCS, DPCS, DPH, HPCS, DPE) entered into management agreements with DPPS to assume responsibility for their educational process, management and operations. As compensation to DPPS for these services rendered, the School pays DPPS an annual fee, originally equal to 12% to 15% of each predecessor's non-competitive public revenue, which percentage decreases by one-half percent (0.5%) in each renewal term until it reaches a minimum of 12% of non-competitive public revenue, which rate will remain in effect for all subsequent renewal terms. Following the initial term, the agreements (now consolidated into a single agreement with the School) automatically extended for successive one-year periods unless terminated by either party. For the year ended June 30, 2023, DPPS charged an annual management fee of 13% to the School. For the year ended June 30, 2022, DPPS charged an annual management fee of 12%.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

7. Related Party Transactions (not disclosed elsewhere) (continued)

For the years ended June 30, 2023 and 2022, the School incurred \$13,288,755 and \$9,911,473 in management fees.

On September 20, 2016, HPCS and DPE entered into two operating leases with DPPS for additional office and instructional space expiring on August 30, 2047. During the year ended June 30, 2019, HPCS prepaid \$2,000,000 and DPE prepaid \$1,000,000 of base rent. The School is entitled to a monthly credit of \$25,000 starting July 1, 2019. This prepayment is included in the statements of financial position under current and long term prepaid expenses and other assets. On July 1, 2022, the School and DPPS signed a revised and amended sublease under new terms and conditions expiring on June 30, 2047 (see Note 11).

For operational efficiency and purchasing power, the School shares expenses with the related charter schools and DPPS. The balance of due (to) from related parties consists of the following at June 30:

	2023	2022
DPAC	\$ 347,142	\$ 179,344
DPPS	278,918	1,129,293
DPBR	212,517	98,237
DPT	89,793	24,213
Friends'	(5,181)	(72,643)
	<u>\$ 923,189</u>	<u>\$ 1,358,444</u>

8. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents including certificates of deposits on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. Investment in money market funds are maintained at a broker, which insures up to \$500,000 with Securities Investor Protection Corporation Insurance ("SIPCI"). The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. At June 30, 2023 and 2022, approximately \$24,434,000 and \$43,230,000 of cash was maintained with two institutions in excess of FDIC and SIPCI limits.

9. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2023 and 2022, the School received approximately 77% and 88% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

10. Net Assets With Donor Restrictions

Net assets with donor restrictions consist of the following at June 30:

	<u>2023</u>	<u>2022</u>
Korean dual language program	\$ 51,866	\$ 51,866
Field trips and classroom incentives	1,205	1,205
Interest in Friends' building (Note 5)	<u>9,261,096</u>	<u>9,747,099</u>
	<u>\$ 9,314,167</u>	<u>\$ 9,800,170</u>

Net assets were released from donor restrictions by satisfying the purpose specified by the donors as follows for years ended June 30:

	<u>2023</u>	<u>2022</u>
Korean dual language program	\$ 50,769	\$ 52,201
Interest in Friends' building (Note 5)	<u>486,003</u>	<u>486,003</u>
	<u>\$ 536,772</u>	<u>\$ 538,204</u>

11. Commitments

Facility leases

On October 1, 2007, as amended in December 2015, DPCS entered into a triple-net sublease agreement with Civic Builders Property Holding Corp. ("Sub-landlord") for new facilities at St. Philips Church (207 West 133rd Street). DPCS also entered into license agreements for the use of the undercroft, the elevator and additional classroom space. On August 25, 2008, DPCS occupied the space. The sublease provides that DPCS pay a monthly base rent plus triple-net charges for DPCS' share of expenses related to the leased property. The term of the sublease is twenty two years from the commencement date.

Effective July 1, 2012, DPCS entered into a sub-sublease agreement with DPH for use of office and classroom facilities at St. Philips Church. The rent payments are based on a fraction, determined annually for each rent year and expressed as a percentage, the numerator of which is the number of students of DPH during the rent year, and the denominator of which is the aggregate number of students at both DPCS and DPH during the rent year. The number of students is determined by the New York City Department of Education as of the end of the rent year for purposes of reconciling school funding allocations. DPH is also responsible for utilities and other building costs. The term shall end on the earlier of December 31, 2029, or the date on which the sublease agreement is terminated. Rental income was \$602,372 and \$595,466 for the years ended June 30, 2023 and 2022. The School does not disclose the minimum future rent to be received due to the undetermined number of future students served, and merger of the two entities.

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

11. Commitments *(continued)*

Facility leases (continued)

On July 1, 2022, the School and DPPS signed a revised and amended sublease agreement under new terms and conditions expiring on June 30, 2047 (see Note 7). This sublease is for HPCS and DPE for additional classroom facilities at 230 East 123rd Street, New York, NY.

On December 17, 2020, the School entered into a sub-lease agreement with Friends for the space located at 1000 Westchester Avenue, Bronx, New York. The lease term is scheduled to start on July 1, 2024 and will expire on June 30, 2058. Total future minimum lease payments under this lease agreement is \$224,839,606.

On April 29, 2022, the School entered into a lease agreement with Neumont Management Corporation for the office space located at 101 & 115 West 116th Street, New York. The lease term started on May 1, 2022 and will expire on July 31, 2025.

Equipment leases

The School leases computers and equipment under non-cancelable lease agreements expiring at various dates through in November 2027.

ROU assets consist of the following at June 30, 2023:

ROU assets - operating leases	\$136,218,386
ROU assets - finance leases	1,634,015
Accumulated amortization - operating leases	(6,364,843)
Accumulated amortization - finance leases	<u>(724,021)</u>
	<u>\$130,763,537</u>

Weighted average remaining lease term for finance leases	1.52 years
Weighted average remaining lease term for operating leases	23.10 years
Weighted average discount rate for finance leases	5.78%
Weighted average discount rate for operating leases	3.11%

Democracy Prep New York Charter Schools

Notes to Financial Statements
June 30, 2023 and 2022

11. Commitments (*continued*)

The future minimum lease payments under the facility and equipment leases are as follows for the years ending June 30:

2024	\$ 8,118,689
2025	6,449,493
2026	5,522,622
2027	5,687,657
2028	5,935,285
Thereafter	<u>172,404,139</u>
Total minimum lease payments	204,117,885
Present value discount	<u>(67,502,813)</u>
Present value of lease liabilities	136,615,072
Current portion	<u>(3,936,714)</u>
Lease liabilities, less current portion	<u>\$132,678,358</u>

ASC 842 Cost Components

Operating lease cost	\$ 10,594,434
Finance lease cost	221,509
Interest cost- finance lease	<u>86,718</u>
	<u>\$ 10,902,661</u>

Occupancy expense for the years ended June 30, 2023 and 2022 was \$11,632,913 and \$5,608,042.

For the years ended June 30, 2023 and 2022, interest expense was \$86,718 and \$133,530, and included in the other expenses in the accompanying statements of functional expenses.

12. Employee Benefit Plan

The School maintains a retirement plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 10% of the participant's annual compensation. Employer match for the years ended June 30, 2023 and 2022 amounted to \$1,053,204 and \$1,387,901.

13. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

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Democracy Prep New York Charter Schools

Supplementary Information

June 30, 2023

Democracy Prep New York Charter Schools

Schedule of Activities Bronx Preparatory Charter School Year Ended June 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
State and Local Per Pupil Operating Revenue			
Regular student enrollment	\$ 15,183,318	\$ -	\$ 15,183,318
Students with disabilities	1,650,312	-	1,650,312
Facilities funding	331,212	-	331,212
Grants and Contracts			
Federal grants	5,438,553	-	5,438,553
Federal IDEA	178,054	-	178,054
State	40,471	-	40,471
Total Operating Revenue	22,821,920	-	22,821,920
EXPENSES			
Program Services			
Regular education	16,729,170	-	16,729,170
Special education	4,359,548	-	4,359,548
Total Program Services	21,088,718	-	21,088,718
Supporting Services			
Management and general	2,254,102	-	2,254,102
Fundraising	156,106	-	156,106
Total Expenses	23,498,926	-	23,498,926
Deficit from Operations	(677,006)	-	(677,006)
SUPPORT AND OTHER REVENUE			
Contributions	168,326	10,000	178,326
Other income	597,611	-	597,611
Net assets released from restrictions	10,000	(10,000)	-
Total Support and Other Revenue	775,937	-	775,937
Result of Operations	98,931	-	98,931
Net assets released from restriction - amortization of interest in Friends' Building	486,003	(486,003)	-
Change in Net Assets	584,934	(486,003)	98,931
NET ASSETS			
Beginning of year	2,396,971	9,744,557	12,141,528
End of year	\$ 2,981,905	\$ 9,258,554	\$ 12,240,459

Democracy Prep New York Charter Schools

Schedule of Activities Democracy Preparatory Charter School Year Ended June 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
State and Local Per Pupil Operating Revenue			
Regular student enrollment	\$ 9,854,687	\$ -	\$ 9,854,687
Students with disabilities	1,037,114	-	1,037,114
Grants and Contracts			
Federal grants	3,424,167	-	3,424,167
Federal IDEA	144,625	-	144,625
State	37,924	-	37,924
Total Operating Revenue	<u>14,498,517</u>	<u>-</u>	<u>14,498,517</u>
EXPENSES			
Program Services			
Regular education	9,873,283	-	9,873,283
Special education	1,976,395	-	1,976,395
Total Program Services	<u>11,849,678</u>	<u>-</u>	<u>11,849,678</u>
Supporting Services			
Management and general	2,139,427	-	2,139,427
Fundraising	98,351	-	98,351
Total Expenses	<u>14,087,456</u>	<u>-</u>	<u>14,087,456</u>
Surplus from Operations	<u>411,061</u>	<u>-</u>	<u>411,061</u>
SUPPORT AND OTHER REVENUE			
Contributions	175,921	14,769	190,690
Rental income	602,372	-	602,372
Net assets released from restrictions	14,769	(14,769)	-
Total Support and Other Revenue	<u>793,062</u>	<u>-</u>	<u>793,062</u>
Change in Net Assets	1,204,123	-	1,204,123
NET ASSETS			
Beginning of year	<u>9,293,630</u>	<u>21,857</u>	<u>9,315,487</u>
End of year	<u>\$ 10,497,753</u>	<u>\$ 21,857</u>	<u>\$ 10,519,610</u>

Democracy Prep New York Charter Schools

Schedule of Activities
Democracy Preparatory Harlem Charter School
Year Ended June 30, 2023

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
OPERATING REVENUE			
State and Local Per Pupil Operating Revenue			
Regular student enrollment	\$ 17,374,447	\$ -	\$ 17,374,447
Students with disabilities	3,422,523	-	3,422,523
Grants and Contracts			
Federal grants	5,310,307	-	5,310,307
Federal IDEA	298,212	-	298,212
State	<u>66,911</u>	<u>-</u>	<u>66,911</u>
Total Operating Revenue	<u>26,472,400</u>	<u>-</u>	<u>26,472,400</u>
EXPENSES			
Program Services			
Regular education	15,031,135	-	15,031,135
Special education	<u>4,578,778</u>	<u>-</u>	<u>4,578,778</u>
Total Program Services	19,609,913	-	19,609,913
Supporting Services			
Management and general	2,203,932	-	2,203,932
Fundraising	<u>175,208</u>	<u>-</u>	<u>175,208</u>
Total Expenses	<u>21,989,053</u>	<u>-</u>	<u>21,989,053</u>
Surplus from Operations	<u>4,483,347</u>	<u>-</u>	<u>4,483,347</u>
SUPPORT AND OTHER REVENUE			
Contributions	164,825	10,000	174,825
Net assets released from restrictions	<u>10,000</u>	<u>(10,000)</u>	<u>-</u>
Total Support and Other Revenue	<u>174,825</u>	<u>-</u>	<u>174,825</u>
Change in Net Assets	4,658,172	-	4,658,172
NET ASSETS			
Beginning of year	<u>17,352,138</u>	<u>15,190</u>	<u>17,367,328</u>
End of year	<u>\$ 22,010,310</u>	<u>\$ 15,190</u>	<u>\$ 22,025,500</u>

Democracy Prep New York Charter Schools

Schedule of Activities Harlem Preparatory Charter School Year Ended June 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE			
State and Local Per Pupil Operating Revenue			
Regular student enrollment	\$ 13,180,815	\$ -	\$ 13,180,815
Students with disabilities	1,662,413	-	1,662,413
Facilities funding	1,900,964	-	1,900,964
Grants and Contracts			
Federal grants	4,521,563	-	4,521,563
Federal IDEA and E-Rate	194,806	-	194,806
State	57,099	-	57,099
Total Operating Revenue	21,517,660	-	21,517,660
EXPENSES			
Program Services			
Regular education	17,947,684	-	17,947,684
Special education	4,518,144	-	4,518,144
Total Program Services	22,465,828	-	22,465,828
Supporting Services			
Management and general	2,850,431	-	2,850,431
Fundraising	131,256	-	131,256
Total Expenses	25,447,515	-	25,447,515
Deficit from Operations	(3,929,855)	-	(3,929,855)
SUPPORT AND OTHER REVENUE			
Contributions	134,513	10,000	144,513
Net assets released from restrictions	10,000	(10,000)	-
Total Support and Other Revenue	144,513	-	144,513
Change in Net Assets	(3,785,342)	-	(3,785,342)
NET ASSETS			
Beginning of year	11,554,937	7,500	11,562,437
End of year	\$ 7,769,595	\$ 7,500	\$ 7,777,095

Democracy Prep New York Charter Schools

Schedule of Activities
Democracy Preparatory Endurance Charter School
Year Ended June 30, 2023

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
OPERATING REVENUE			
State and Local Per Pupil Operating Revenue			
Regular student enrollment	\$ 10,808,554	\$ -	\$ 10,808,554
Students with disabilities	1,330,727	-	1,330,727
Facilities funding	2,309,711	-	2,309,711
Universal pre-kindergarten	413,894	-	413,894
Grants and Contracts			
Federal grants	3,234,579	-	3,234,579
Federal IDEA	167,795	-	167,795
State	37,857	-	37,857
Total Operating Revenue	<u>18,303,117</u>	<u>-</u>	<u>18,303,117</u>
EXPENSES			
Program Services			
Regular education	14,614,269	-	14,614,269
Special education	3,345,645	-	3,345,645
Total Program Services	17,959,914	-	17,959,914
Supporting Services			
Management and general	1,943,499	-	1,943,499
Fundraising	104,446	-	104,446
Total Expenses	<u>20,007,859</u>	<u>-</u>	<u>20,007,859</u>
Deficit from Operations	<u>(1,704,742)</u>	<u>-</u>	<u>(1,704,742)</u>
SUPPORT AND OTHER REVENUE			
Contributions	141,875	6,000	147,875
Net assets released from restrictions	<u>6,000</u>	<u>(6,000)</u>	<u>-</u>
Total Support and Other Revenue	<u>147,875</u>	<u>-</u>	<u>147,875</u>
Change in Net Assets	(1,556,867)	-	(1,556,867)
NET ASSETS			
Beginning of year	<u>7,669,756</u>	<u>-</u>	<u>7,669,756</u>
End of year	<u>\$ 6,112,889</u>	<u>\$ -</u>	<u>\$ 6,112,889</u>

Democracy Prep New York Charter Schools

Schedule of Functional Expenses
Bronx Preparatory Charter School
Year Ended June 30, 2023

	No. of Positions	Program Services			Management and General	Fundraising	Total
		Regular Education	Special Education	Total			
Personnel Services Costs							
Administrative staff personnel	45	\$ 1,354,211	\$ 261,332	\$ 1,615,543	\$ 865,234	\$ -	\$ 2,480,777
Instructional personnel	86	6,493,663	1,657,057	8,150,720	-	-	8,150,720
Non-instructional personnel	8	446,331	191,285	637,616	-	-	637,616
Total Personnel Services Costs	<u>139</u>	<u>8,294,205</u>	<u>2,109,674</u>	<u>10,403,879</u>	865,234	-	<u>11,269,113</u>
Fringe benefits and payroll taxes		1,461,124	363,829	1,824,953	139,607	-	1,964,560
Retirement		181,974	46,553	228,527	19,422	-	247,949
Management company fees		1,737,992	682,783	2,420,775	527,605	155,178	3,103,558
Legal services		-	-	-	15,098	-	15,098
Accounting/audit services		-	-	-	31,084	-	31,084
Other purchased/professional/consulting services		112,623	21,481	134,104	38,998	-	173,102
Occupancy		576,683	109,993	686,676	-	-	686,676
Repair and maintenance		1,089,281	278,665	1,367,946	116,257	-	1,484,203
Insurance		110,754	21,125	131,879	-	-	131,879
Utilities		430,648	110,171	540,819	45,962	-	586,781
Supplies/materials		348,582	66,487	415,069	-	-	415,069
Equipment/furnishings		4,161	794	4,955	-	-	4,955
Staff development		48,611	12,152	60,763	4,723	-	65,486
Marketing/recruitment		6,955	1,327	8,282	-	-	8,282
Technology		416,782	101,305	518,087	35,762	-	553,849
Student services		792,566	151,170	943,736	-	-	943,736
Office expense		147,446	37,720	185,166	32,836	-	218,002
Depreciation and amortization		558,331	149,732	708,063	43,476	-	751,539
Other		60,530	11,966	72,496	284,578	928	358,002
Total Expenses Before Amortization of Interest in Friends' Building		<u>16,379,248</u>	<u>4,276,927</u>	<u>20,656,175</u>	2,200,642	156,106	<u>23,012,923</u>
Amortization of interest in Friends' building		<u>349,922</u>	<u>82,621</u>	<u>432,543</u>	53,460	-	<u>486,003</u>
Total Expenses		<u>\$ 16,729,170</u>	<u>\$ 4,359,548</u>	<u>\$ 21,088,718</u>	<u>\$ 2,254,102</u>	<u>\$ 156,106</u>	<u>\$ 23,498,926</u>

See independent auditors' report

Democracy Prep New York Charter Schools

Schedule of Functional Expenses
Democracy Preparatory Charter School
Year Ended June 30, 2023

	No. of Positions	Program Services			Management and General	Fundraising	Total
		Regular Education	Special Education	Total			
Personnel Services Costs							
Administrative staff personnel	23	\$ 446,548	\$ 101,581	\$ 548,129	\$ 1,217,501	\$ -	\$ 1,765,630
Instructional personnel	59	4,353,441	597,638	4,951,079	-	-	4,951,079
Non-instructional personnel	5	347,036	148,730	495,766	-	-	495,766
Total Personnel Services Costs	<u>87</u>	<u>5,147,025</u>	<u>847,949</u>	<u>5,994,974</u>	1,217,501	-	<u>7,212,475</u>
Fringe benefits and payroll taxes		815,519	136,329	951,848	185,818	-	1,137,666
Retirement		97,696	15,926	113,622	23,714	-	137,336
Management company fees		1,101,528	432,743	1,534,271	334,392	98,351	1,967,014
Legal services		-	-	-	921	-	921
Accounting/audit services		-	-	-	27,218	-	27,218
Other purchased/professional/consulting services		67,490	15,570	83,060	27,780	-	110,840
Occupancy		621,852	141,500	763,352	7,033	-	770,385
Repair and maintenance		366,300	59,712	426,012	88,912	-	514,924
Insurance		79,401	18,318	97,719	-	-	97,719
Utilities		170,194	27,745	197,939	41,312	-	239,251
Supplies/materials		243,515	56,178	299,693	-	-	299,693
Equipment/furnishings		5,613	1,295	6,908	-	-	6,908
Staff development		53,856	9,151	63,007	11,741	-	74,748
Marketing/recruitment		9,000	1,933	10,933	514	-	11,447
Technology		260,968	46,268	307,236	49,985	-	357,221
Student services		342,416	78,994	421,410	-	-	421,410
Office expense		130,648	21,300	151,948	58,482	-	210,430
Depreciation and amortization		260,140	42,408	302,548	63,146	-	365,694
Other		100,122	23,076	123,198	958	-	124,156
Total Expenses		<u>\$ 9,873,283</u>	<u>\$ 1,976,395</u>	<u>\$ 11,849,678</u>	<u>\$ 2,139,427</u>	<u>\$ 98,351</u>	<u>\$ 14,087,456</u>

Democracy Prep New York Charter Schools

Schedule of Functional Expenses
Democracy Preparatory Harlem Charter School
Year Ended June 30, 2023

	No. of Positions	Program Services			Management and General	Fundraising	Total
		Regular Education	Special Education	Total			
Personnel Services Costs							
Administrative staff personnel	34	\$ 363,693	\$ 113,841	\$ 477,534	\$ 1,039,602	\$ -	\$ 1,517,136
Instructional personnel	94	7,098,495	1,956,913	9,055,408	-	-	9,055,408
Non-instructional personnel	3	309,895	132,812	442,707	-	-	442,707
Total Personnel Services Costs	<u>131</u>	<u>7,772,083</u>	<u>2,203,566</u>	<u>9,975,649</u>	1,039,602	-	11,015,251
Fringe benefits and payroll taxes		1,242,756	351,505	1,594,261	168,347	-	1,762,608
Retirement		170,225	48,099	218,324	23,180	-	241,504
Management company fees		1,962,326	770,914	2,733,240	595,706	175,208	3,504,154
Legal services		-	-	-	16,518	-	16,518
Accounting/audit services		-	-	-	42,028	-	42,028
Other purchased/professional/consulting services		77,956	26,268	104,224	34,280	-	138,504
Occupancy		470,500	158,539	629,039	-	-	629,039
Repair and maintenance		839,458	238,421	1,077,879	111,247	-	1,189,126
Insurance		118,989	40,094	159,083	-	-	159,083
Supplies/materials		525,754	177,157	702,911	-	-	702,911
Equipment/furnishings		8,300	2,797	11,097	-	-	11,097
Staff development		21,887	6,584	28,471	1,979	-	30,450
Marketing/recruitment		24,446	7,973	32,419	663	-	33,082
Technology		348,835	101,478	450,313	40,215	-	490,528
Student services		614,139	206,939	821,078	-	-	821,078
Office expense		216,881	61,338	278,219	50,811	-	329,030
Depreciation and amortization		561,502	158,658	720,160	76,461	-	796,621
Other		55,098	18,448	73,546	2,895	-	76,441
Total Expenses		<u>\$ 15,031,135</u>	<u>\$ 4,578,778</u>	<u>\$ 19,609,913</u>	<u>\$ 2,203,932</u>	<u>\$ 175,208</u>	<u>\$ 21,989,053</u>

Democracy Prep New York Charter Schools

Schedule of Functional Expenses
Harlem Preparatory Charter School
Year Ended June 30, 2023

	No. of Positions	Program Services			Management and	Fundraising	Total
		Regular Education	Special Education	Total	General		
Personnel Services Costs							
Administrative staff personnel	39	\$ 691,302	\$ 170,190	\$ 861,492	\$ 1,327,504	\$ -	\$ 2,188,996
Instructional personnel	87	6,422,583	1,401,038	7,823,621	-	-	7,823,621
Non-instructional personnel	9	532,862	228,370	761,232	-	-	761,232
Total Personnel Services Costs	<u>135</u>	<u>7,646,747</u>	<u>1,799,598</u>	<u>9,446,345</u>	1,327,504	-	10,773,849
Fringe benefits and payroll taxes		1,161,470	273,669	1,435,139	198,535	-	1,633,674
Retirement		156,053	36,673	192,726	27,595	-	220,321
Management company fees		1,470,062	577,524	2,047,586	446,269	131,256	2,625,111
Legal services		-	-	-	15,898	-	15,898
Accounting/audit services		-	-	-	35,617	-	35,617
Other purchased/professional/consulting services		124,555	31,589	156,144	66,355	-	222,499
Occupancy		4,053,298	988,609	5,041,907	373,952	-	5,415,859
Repair and maintenance		714,889	168,192	883,081	124,615	-	1,007,696
Insurance		104,736	26,562	131,298	-	-	131,298
Utilities		114,112	26,816	140,928	20,179	-	161,107
Supplies/materials		390,373	99,004	489,377	-	-	489,377
Equipment/furnishings		24,302	6,163	30,465	-	-	30,465
Staff development		33,155	7,904	41,059	4,789	-	45,848
Marketing/recruitment		13,967	3,541	17,508	14	-	17,522
Technology		358,118	85,632	443,750	49,321	-	493,071
Student services		757,624	192,143	949,767	-	-	949,767
Office expense		142,277	33,427	175,704	46,912	-	222,616
Depreciation and amortization		635,647	149,378	785,025	112,404	-	897,429
Other		46,299	11,720	58,019	472	-	58,491
Total Expenses		<u>\$ 17,947,684</u>	<u>\$ 4,518,144</u>	<u>\$ 22,465,828</u>	<u>\$ 2,850,431</u>	<u>\$ 131,256</u>	<u>\$ 25,447,515</u>

Democracy Prep New York Charter Schools

Schedule of Functional Expenses
Democracy Preparatory Endurance Charter School
Year Ended June 30, 2023

	No. of Positions	Program Services			Management and	Fundraising	Total
		Regular Education	Special Education	Total	General		
Personnel Services Costs							
Administrative staff personnel	23	\$ 532,970	\$ 132,043	\$ 665,013	\$ 906,835	\$ -	\$ 1,571,848
Instructional personnel	75	5,643,505	1,044,007	6,687,512	-	-	6,687,512
Non-instructional personnel	6	353,620	151,551	505,171	-	-	505,171
Total Personnel Services Costs	<u>104</u>	<u>6,530,095</u>	<u>1,327,601</u>	<u>7,857,696</u>	<u>906,835</u>	<u>-</u>	<u>8,764,531</u>
Fringe benefits and payroll taxes		1,030,460	211,480	1,241,940	138,328	-	1,380,268
Retirement		153,346	30,994	184,340	21,734	-	206,074
Management company fees		1,169,794	459,562	1,629,356	355,116	104,446	2,088,918
Legal services		-	-	-	16,401	-	16,401
Accounting/audit services		-	-	-	26,529	-	26,529
Other purchased/professional/consulting services		79,469	20,740	100,209	31,595	-	131,804
Occupancy		3,167,697	729,712	3,897,409	233,545	-	4,130,954
Repair and maintenance		588,119	118,869	706,988	83,355	-	790,343
Insurance		93,014	24,275	117,289	-	-	117,289
Utilities		34,094	6,891	40,985	4,832	-	45,817
Supplies/materials		360,996	94,213	455,209	-	-	455,209
Equipment/furnishings		4,775	1,246	6,021	-	-	6,021
Staff development		19,256	4,419	23,675	1,461	-	25,136
Marketing/recruitment		8,196	2,139	10,335	-	-	10,335
Technology		301,022	64,440	365,462	33,999	-	399,461
Student services		500,999	130,751	631,750	-	-	631,750
Office expense		157,938	32,034	189,972	36,733	-	226,705
Depreciation and amortization		372,742	75,337	448,079	52,829	-	500,908
Other		42,257	10,942	53,199	207	-	53,406
Total Expenses		<u>\$ 14,614,269</u>	<u>\$ 3,345,645</u>	<u>\$ 17,959,914</u>	<u>\$ 1,943,499</u>	<u>\$ 104,446</u>	<u>\$ 20,007,859</u>

Democracy Prep New York Charter Schools

Uniform Guidance
Schedules and Reports

June 30, 2023

Democracy Prep New York Charter Schools

Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Pass-Through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021-22-4002	\$ -	\$ 52,360
Title I Grants to Local Educational Agencies	84.010	0021-22-4125	-	101,663
Title I Grants to Local Educational Agencies	84.010	0021-22-4349	-	61,312
Title I Grants to Local Educational Agencies	84.010	0021-22-4685	-	74,669
Title I Grants to Local Educational Agencies	84.010	0021-22-4220	-	97,425
Title I Grants to Local Educational Agencies	84.010	0021-23-4002	-	277,895
Title I Grants to Local Educational Agencies	84.010	0021-23-4125	-	459,089
Title I Grants to Local Educational Agencies	84.010	0021-23-4349	-	268,523
Title I Grants to Local Educational Agencies	84.010	0021-23-4685	-	395,236
Title I Grants to Local Educational Agencies	84.010	0021-23-4220	-	359,525
			<u>-</u>	<u>2,147,697</u>
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-4685	-	6,946
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-4220	-	13,103
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-4349	-	15,522
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-4125	-	8,812
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-4002	-	10,762
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-23-4685	-	76,908
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-23-4220	-	118,755
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-23-4349	-	66,321
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-23-4125	-	105,889
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-23-4002	-	94,927
			<u>-</u>	<u>517,945</u>
Student Support and Academic Enrichment Program	84.424	0204-22-4685	-	3,765
Student Support and Academic Enrichment Program	84.424	0204-22-4220	-	6,900
Student Support and Academic Enrichment Program	84.424	0204-22-4349	-	5,691
Student Support and Academic Enrichment Program	84.424	0204-22-4125	-	6,259
Student Support and Academic Enrichment Program	84.424	0204-22-4002	-	2,579
Student Support and Academic Enrichment Program	84.424	0204-23-4685	-	21,260
Student Support and Academic Enrichment Program	84.424	0204-23-4220	-	35,679
Student Support and Academic Enrichment Program	84.424	0204-23-4349	-	22,049
Student Support and Academic Enrichment Program	84.424	0204-23-4125	-	36,985
Student Support and Academic Enrichment Program	84.424	0204-23-4002	-	34,327
			<u>-</u>	<u>175,494</u>

See independent auditors' report and notes to schedule of expenditures of federal awards

Democracy Prep New York Charter Schools

Schedule of Expenditures of Federal Awards *(continued)* Year Ended June 30, 2023

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Education <i>(continued)</i>				
English Language Acquisition State Grants	84.365	0293-23-4685	\$ -	\$ 13,377
English Language Acquisition State Grants	84.365	0293-23-4220	-	16,348
English Language Acquisition State Grants	84.365	0293-23-4349	-	11,912
English Language Acquisition State Grants	84.365	0293-23-4125	-	19,668
English Language Acquisition State Grants	84.365	0293-23-4002	-	15,489
			<u>-</u>	<u>76,794</u>
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-4685	-	543,117
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-4220	-	643,992
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-4349	-	497,193
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-4125	-	915,505
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-4002	-	507,180
			<u>-</u>	<u>3,106,987</u>
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-4685	-	2,257,185
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-4220	-	4,053,755
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-4349	-	2,489,838
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-4125	-	3,752,944
COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-4002	-	3,409,918
			<u>-</u>	<u>15,963,640</u>
Total U.S. Department of Education			<u>-</u>	<u>21,988,557</u>
Total Expenditures of Federal Awards			<u>\$ -</u>	<u>\$ 21,988,557</u>

See independent auditors' report and notes to schedule of expenditures of federal awards

Democracy Prep New York Charter Schools

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2023

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Democracy Prep New York Charter Schools (the "School"), under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.



**Report on Internal Control Over Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in Accordance With *Government
Auditing Standards***

Independent Auditors' Report

**Board of Trustees
Democracy Prep New York Charter Schools**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Democracy Prep New York Charter Schools (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 31, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose



Harrison, New York
October 31, 2023

**Report on Compliance for Each Major Federal Program and Report on Internal Control
Over Compliance Required by the Uniform Guidance**

Independent Auditors' Report

Board of Trustees
Democracy Prep New York Charter Schools

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Democracy Prep New York Charter Schools' (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Harrison, New York
October 31, 2023

Democracy Prep New York Charter Schools

Schedule of Findings and Questioned Costs
Year Ended June 30, 2023

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Noncompliance material to the financial statements noted?

_____ yes X no

Federal Awards

Internal control over major federal programs:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Type of auditors' report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

_____ yes X no

Identification of major federal programs:

Federal Assistance Listing Number(s)

Name of Federal Program or Cluster

84.010

Title I Grants to Local Educational Agencies

84.425D

COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II

84.425U

COVID-19 Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

X yes _____ no

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2023.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no material instance of noncompliance and none of the costs tested which were reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Year Findings

There were no findings in the prior year.

Board of Trustees
Democracy Prep New York Charter Schools

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Democracy Prep New York Charter Schools (the "School") as of and for the year ended June 30, 2023, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, the Board of Trustees, The Charter School Institute of the State University of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.



Harrison, New York
October 31, 2023

SUNY Charter Schools Institute
Budget Narrative

Education Corporation Name:

Fiscal Contact:

Date:

Name:

Email:

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Brittany Buffaloe

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Community and Family Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

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Business Address:

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E-mail Address:

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Home Telephone:

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7/17/2023

Signature

Date

- Acceptable signature formats include:
- Digitally certified PDF signature
 - Print form, manually sign, scan to PDF

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Douglas Snyder

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

vice-chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

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Business Address:

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E-mail Address:

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Home Telephone:

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6/27/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Farida Ilboudo

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

N/A

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

Niece and cousins and no benefit from my participation on the board that is any different than the other students enrolled.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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Business Telephone:

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7/17/2023

Signature

Date

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- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Drew Gannon Singh

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Governance committee member, academic committee member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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Business Telephone:

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Home Telephone:

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Home Address:

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6/28/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Alastair Wood

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

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7/20/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Brian Berger

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

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6/27/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Greg weston

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

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7/20/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Jake Foley

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

NA

Business Address:

NA

E-mail Address:

[REDACTED]

Home Telephone:

NA

Home Address:

NA

DocuSigned by:
[REDACTED]
BD66EBE026E94B3...

7/25/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

KENNETH WEILLER

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Josh Pristaw

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

vice chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

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Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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Business Telephone:

[REDACTED]

Business Address:

810 Seventh Avenue

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

DocuSigned by:
[REDACTED]
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7/17/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Dr. Robert North

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

chair person

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE	NONE	NONE	NONE

-

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

-

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Business Telephone:

██████████

Business Address:

NA

E-mail Address:

████████████████████

Home Telephone:

██████████

Home Address:

████████████████████
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6/27/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Khary Barnes

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

vice chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

██████████

Business Address:

██████████

E-mail Address:

████████████████████

Home Telephone:

██████████

Home Address:

████████████████████

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7/20/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Roger Berg

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary; member of the Executive Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

I am a former partner of Nixon Peabody LLP and former Senior Counsel of Pillsbury Winthrop Shaw Pittman LLP. Both of these law firms have in the past provided pro bono legal services to the education corporation.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Business Telephone:

██████████

Business Address:

(none)

E-mail Address:

████████████████████

Home Telephone:

(██████████)

Home Address:

██

DocuSigned by:
████████████████████
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7/17/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Ross Frommer

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member of the Board

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Sean windsor

Name of Charter School Education Corporation:

Democracy Prep New York Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member of the Finance Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes **No**

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Yes **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

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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.



Calendar Prefix

Calendar Color

Banana

Year: 2023-2024

School/Region: NY

Weekly PD Day: [1] Friday

Calendar Name & Color: NY Regional Calendar

Last Published: 28/06/2023

PA T1 T2 T3 Year Total

Instructional Days	5	57	62	62	181
Full	0	46	50	50	146
Shortened	0	11	12	12	35
Professional Development, Full	0	0	2	1	20
PD, Partial	0	11	12	12	35

LEGEND

Full Day PD	18
Holiday/Vacation	33
Term Start/End	5
Other Non-instructional	41

Event	Category	Inst?	Start	End [2]	Start Time	End Time	Location	Note
Summer School	Other	No	7/10/23	8/4/23				
School Leader PD	Full Day PD	No	8/1/23	8/2/23				
New Teacher Summer Professional Development	Full Day PD	No	8/7/23	8/9/23				
Full Staff Summer PD	Full Day PD	No	8/10/23	8/25/23				
August Regents	Other	No	8/16/23	8/17/23				
Prep Academy	Other	No	8/28/23	9/1/23				
Labor Day: No School for Staff or Scholars	Holiday/Vacation	No	9/4/23					
First Day of School	Term Start/End	Yes	9/5/23					
9/11 National Day of Service Window	Other	Yes	9/7/23	9/12/23				
GOTV HS Voter Registration Window	Other	Yes	9/18/23	9/29/23				
National Voter Registration Day	Other	Yes	9/19/23					
Yom Kippur	Holiday/Vacation	No	9/25/23					
Doctor Day 1	Other	Yes	10/6/23					
Indigenous People's Day	Holiday/Vacation	No	10/9/23					
Latinx History Month Culminating Event	Other	Yes	10/13/23					
Student Council Election Window	Other	Yes	10/16/23	11/03/23				
HS Midterms (Half day for HS scholars)	Other	Yes	10/19/23	10/20/23				
Network Town Hall One	Other	Yes	10/27/23					
Halloween (Half Day)	Other	Yes	10/31/23					
Network PD	Other	Yes	11/3/23					
Election Day	Holiday/Vacation	No	11/7/23					
Veteran's Day Observed	Holiday/Vacation	No	11/10/23					
Thanksgiving Break	Holiday/Vacation	No	11/22/23	11/24/23				
T1 Exam Window	Other	Yes	11/29/23	12/1/23				
Course Gradebooks Lock	Other	Yes	11/29/23					
Last Day of T1	Term Start/End	Yes	12/1/23					
First Day of T2	Term Start/End	Yes	12/4/23					
Exam Gradebooks Lock	Other	Yes	12/6/23					
Data Day T1	Full Day PD	No	12/8/23					
Family Conference Window	Other	Yes	12/11/23	12/15/23				
Network PD	Other	Yes	12/15/23					
Early Release for Staff	Other	Yes	12/22/23					
Winter Break	Holiday/Vacation	No	12/25/23	1/1/24				
January PD Day	Full Day PD	No	1/2/24					
Network Town Hall	Other	Yes	1/5/24					
Network PD	Other	Yes	1/12/24					
MLK Day	Holiday/Vacation	Yes	1/15/24					
January Regents	Other	Yes	1/23/24	1/26/24				
T2 HS Midterms (Half day for HS scholars)	Other	Yes	1/24/24	1/26/24				
Start of Mid-Year HS Courses	Other	Yes	1/29/24					
Network PD	Other	Yes	2/2/24					
Doctor Day 2	Other	Yes	2/16/24					
February Break	Holiday/Vacation	No	2/19/24	2/23/24				
Black History Month Culminating Event	Other	Yes	3/1/24					
NYSAA Window	Other	Yes	3/11/24	6/7/24				
T2 Course Gradebooks Lock	Other	Yes	3/13/24					
T2 Exam Window	Other	Yes	3/13/24	3/15/24				
Last Day of T2	Term Start/End	Yes	3/15/24					
First Day of T3	Term Start/End	Yes	3/18/24					
T2 Exam Gradebooks Lock	Other	Yes	3/20/24					
Data Day T2	Full Day PD	No	3/22/24					
T2 Family Conference Window	Other	Yes	3/25/24	3/28/24				
Good Friday	Holiday/Vacation	No	3/29/24					

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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JULY

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

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

Calendar NY 2023-2024

CALENDAR DAYS, 2023-2024 YEAR

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.



Calendar Prefix

Calendar Color

Banana

Year: 2023-2024

School/Region: NY

Weekly PD Day: [1] Friday

Calendar Name & Color: NY Regional Calendar

Last Published: 24/10/2023

	PA	T1	T2	T3	Year Total	LEGEND
Instructional Days	5	57	61	61	179	Full/Half Day PD 20
Full	0	46	49	49	144	Holiday/Vacation 33
Shortened	0	11	12	12	35	Term Start/End 5
Professional Development, Full	0	0	2	1	20	Half Day 0
PD, Partial	0	11	12	12	35	Other Non-instructional 45
						Blackout Date 32

Event	Category	Inst?	Start	End [2]	Start Time	End Time	Location	Note
Summer School	Other	No	7/10/23	8/4/23				
School Leader PD	Full Day PD	No	8/1/23	8/2/23				
New Teacher Summer Professional Development	Full Day PD	No	8/7/23	8/9/23				
Full Staff Summer PD	Full Day PD	No	8/10/23	8/25/23				
DPPS Family Ice Cream Social	Other	No	8/11/23	8/11/23				
August Regents	Other	No	8/16/23	8/17/23				
Network Summer Block Party	Other	No	8/26/23	8/26/23				
Prep Academy	Other	No	8/28/23	9/1/23				
Labor Day: No School for Staff or Scholars	Holiday/Vacation	No	9/4/23					
ES Benchmark Window One	Other	Yes	9/4/23	9/15/23				
Summer PD	Other	Yes	9/5/23					
Day after Labor Day (Blackout Date)	Other	Yes	9/5/23					
First Day of School	Term Start/End	Yes	9/5/23					
9/11 National Day of Service Window	Other	Yes	9/7/23	9/12/23				
GOTV HS Voter Registration Window	Other	Yes	9/18/23	9/29/23				
Fall MAP BOY Window (ES and MS)	Other	Yes	9/18/23	9/22/23				
National Voter Registration Day	Other	Yes	9/19/23					
Day before Yom Kippur (Blackout Date)	Other	Yes	9/22/23					
Yom Kippur (No School)	Holiday/Vacation	No	9/25/23					
Day after Yom Kippur (Blackout Date)	Other	Yes	9/26/23					
New York Application Lottery Opening	Other	Yes	10/2/23					
Day before Indigenous People's Day (Blackout Date)	Other	Yes	10/6/23					
Doctor Day 1	Other	Yes	10/6/23					
Indigenous People's Day (No School)	Holiday/Vacation	No	10/9/23					
Day after Indigenous People's Day (Blackout Date)	Other	Yes	10/10/23					
School Leader PD	Other	Yes	10/13/23					
Latinx History Month Culminating Event	Other	Yes	10/13/23					
Charter Renewal Hearing	Other	Yes	10/16/23					
Student Council Election Window	Other	Yes	10/16/23	11/3/23				
Title I Regional Family Meeting	Other	Yes	10/18/23					
HS Only Midterms Exams	Other	Yes	10/18/23	10/20/23				
HS Midterms (Half day for HS scholars)	Other	Yes	10/19/23	10/20/23				
Sin Jim Korean Celebration Concert @ DPHH (4:00 - 5:00)	Other	Yes	10/24/23					
Network Town Hall One @ DPHE Auditorium (2:30-4:00)	Other	Yes	10/27/23					
DPPS Civics Empowerment Event @The Africa Center (5:30 - 700)	Other	Yes	10/27/23					
Halloween (Half Day)	Other	Yes	10/31/23					
Network PD	Other	Yes	11/3/23					
School Leader PD	Other	Yes	11/3/23					
Day before Election Day (Blackout Date)	Other	Yes	11/6/23					
Election Day (No School)	Holiday/Vacation	No	11/7/23					
Day after Election Day (Blackout Date)	Other	Yes	11/8/23					
Before Veterans Day (Blackout Date)	Other	Yes	11/9/23					
Veteran's Day Observed (No School)	Holiday/Vacation	No	11/10/23					
After Veterans Day (Blackout Date)	Other	Yes	11/13/23					
Days before Thanksgiving Break (Blackout Date)	Other	Yes	11/20/23	11/21/23				
Thanksgiving Break (No School)	Holiday/Vacation	No	11/22/23	11/24/23				
Day after Thanksgiving Break (Blackout Date)	Other	Yes	11/27/23					
ES Benchmark Window Two	Other	Yes	11/27/23	12/8/23				
ES State Exam Practice Test One	Other	Yes	11/27/23	12/1/23				
Course Gradebooks Lock	Other	Yes	11/29/23					
T1 Exam Window	Other	Yes	11/29/23	12/1/23				
School Leader PD	Other	Yes	12/1/23					

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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Calendar NY 2023-2024

CALENDAR DAYS, 2023-2024 YEAR

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.



Calendar Prefix

Calendar Color

Year: 2023-2024

School/Region: NY

Weekly PD Day: [1] Friday

Calendar Name & Color: NY Regional Calendar

Last Published: 24/10/2023

	PA	T1	T2	T3	Year Total
Instructional Days	5	57	61	61	179
Full	0	46	49	49	144
Shortened	0	11	12	12	35
Professional Development, Full	0	0	2	1	20
PD, Partial	0	11	12	12	35

LEGEND

Full/Half Day PD	20
Holiday/Vacation	33
Term Start/End	5
Half Day	0
Other Non-instructional	45
Blackout Date	32

Event	Category	Inst?	Start	End [2]	Start Time	End Time	Location	Note
Last Day of T1	Term Start/End	Yes	12/1/23					
First Day of T2	Term Start/End	Yes	12/4/23					
Exam Gradebooks Lock	Other	Yes	12/6/23					
Data Day T1	Full Day PD	No	12/8/23					
Family Conference Window	Other	Yes	12/11/23	12/15/23				
T1 Family Conference Window	Other	Yes	12/11/23	12/16/23				
Network PD	Other	Yes	12/15/23					
Early Release for Staff	Other	Yes	12/22/23					
Before December Holiday Break (Blackout Date)	Other	Yes	12/22/23					
Winter Break (No School)	Holiday/Vacation	No	12/25/23	1/1/24				
January PD Day (Blackout Date)	Full Day PD	No	1/2/24	1/2/24				
Network Town Hall	Other	Yes	1/5/24					
Winter MAP MOY Window (ES and MS)	Other	Yes	1/8/24	1/12/24				
Global Citizens HS School Chaperone Training (2:30 - 4:00)	Other	Yes	1/12/24					
Day before MLK Day (Blackout Date)	Other	Yes	1/12/24					
Network PD	Other	Yes	1/12/24					
MLK Day (No School)	Holiday/Vacation	No	1/15/24					
Day after MLK Day (Blackout Date)	Other	Yes	1/16/24					
School Leader PD	Other	Yes	1/19/24					
January Regents	Other	Yes	1/23/24	1/26/24				
T2 HS Midterms (Half day for HS scholars)	Other	Yes	1/24/24	1/26/24				
HS Only Mid Term Exams	Other	Yes	1/24/24	1/26/24				
Start of Mid-Year HS Courses	Other	Yes	1/29/24					
Network PD	Other	Yes	2/2/24					
School Leader PD	Other	Yes	2/2/24					
ES State Exam Practice Test Two	Other	Yes	2/5/24	2/9/24				
Doctor Day 2	Other	Yes	2/16/24					
Day before Mid-Winter Break (Blackout Date)	Other	Yes	2/16/24					
February Break (No School)	Holiday/Vacation	No	2/19/24	2/23/24				
Day after Mid-Winter Break (Blackout Date)	Other	Yes	2/26/24					
ES Benchmark Window Three	Other	Yes	2/26/24	3/8/24				
Black History Month Culminating Event	Other	Yes	3/1/24					
NYSAA Window	Other	Yes	3/11/24	6/7/24				
T2 Course Gradebooks Lock	Other	Yes	3/13/24					
T2 Exam Window	Other	Yes	3/13/24	3/15/24				
Last Day of T2	Term Start/End	Yes	3/15/24					
School Leader PD	Other	Yes	3/15/24					
First Day of T3	Term Start/End	Yes	3/18/24					
T2 Exam Gradebooks Lock	Other	Yes	3/20/24					
Data Day T2	Full Day PD	No	3/22/24					
T2 Family Conference Window	Other	Yes	3/25/24	3/28/24				
Day before Good Friday (Blackout Date)	Other	Yes	3/28/24					
Good Friday (No School)	Holiday/Vacation	No	3/29/24					
Easter Monday (No School)	Holiday/Vacation	No	4/1/24					
DPNY Lottery Deadline @ 5:00 PM	Other	No	4/1/24					
Day after Easter Sunday (Blackout Date)	Other	Yes	4/2/24					
DPNY Lottery @ 5:00 PM	Other	Yes	4/3/24					
Grade 3-8 Math, ELA and Science CBT Window	Other	Yes	4/8/24	5/17/24				
8th Grade Science CBT Window	Other	Yes	4/8/24	4/12/24				
Eid (No School)	Holiday/Vacation	No	4/10/24					
Day of Service Window	Other	Yes	4/12/24	5/17/24				
ELA CBT Window Grades 3-8	Other	Yes	4/15/24	4/19/24				
NYSELAT Speaking	Other	Yes	4/15/24	5/24/24				

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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
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JULY

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Certificate of Occupancy

CO Number:1057405-0000002

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.*

<p>A. Borough: MANHATTAN Address: 101 WEST 116 STREET Building Identification Number(BIN): 1057405</p>	<p>Block Number: 1901 Lot Number(s): 29 Additional Lot Number(s): Application Type: A1 - ALTERATION TYPE 1</p>	<p>Full Building Certificate Type: Temporary Date Issued: 06/09/2023</p>
<p>This building is subject to this Building Code: 1968</p>		
<p>This Certificate of Occupancy is associated with job# 100436798-01</p>		
<p>B. Construction Classification: 3: NON-FIREPROOF STRUCTURES Building Occupancy Group classification: E - BUSINESS Multiple Dwelling Law Classification: Not Available</p>		
<p>No.of stories: Not Available</p>	<p>Height in feet: 24</p>	<p>No.of dwelling units: Not Available</p>
<p>C. Fire Protection Equipment: Fire Alarm System, Fire Suppression System, Sprinkler System</p>		
<p>D. Parking Spaces and Loading Berths: Open Parking Spaces: 0 Enclosed Parking Spaces: 0 Total Loading Berths: Not available</p>		
<p>E. This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: None BSA Calendar Number(s): None CPC Calendar Number(s): None</p>		
<p>Borough Comments:</p>		

Borough Commissioner



Commissioner





Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 2	E	272	75	3A, 3B	0	100436798	Temporary	09/07/2023
Description of Use: Schools SCHOOL CLASSROOMS AND ACCESSORY OFFICES						Exceptions:		
Floor 2	B	39	75	6B	0	100436798	Temporary	09/07/2023
Description of Use: Offices						Exceptions:		

CofO Comments:

Borough Commissioner

Commissioner