



New York State Education Department

2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Mott Hall Charter School

Renewal Site Visit Dates: October 28-29, 2024
Date of Final Draft Site Visit Report: February 6, 2025
Date of Final Site Visit Report: February 19, 2025

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
CharterSchools@nysed.gov
518-474-1762

Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	5
BENCHMARK ANALYSIS	6
SUMMARY OF FINDINGS.....	8
BENCHMARK 1: STUDENT PERFORMANCE.....	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT	15
BENCHMARK 4: FINANCIAL CONDITION	20
BENCHMARK 5: FINANCIAL MANAGEMENT	21
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	22
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	24
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	27
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	29
BENCHMARK 10: LEGAL COMPLIANCE	31

ATTACHMENT 1: 2025 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2024 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Mott Hall Charter School (MHCS)
Board Chair	Patrick Awosogba
District of Location	New York City (NYC) Community School District (CSD) 9
Initial Commencement of Instruction	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Term: August 12, 2012 - June 30, 2017 • First Renewal Term: July 1, 2017 - June 30, 2019 • Second Renewal Term: July 1, 2019 - June 30, 2022 • Third Renewal Term: July 1, 2022 - June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	Grades 6 – 8 / 210 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6 – 8/ 210 students
Comprehensive Management Service Provider	None
Facilities	1260 Franklin Avenue, Bronx NY 10456 – Public Space
Mission Statement	<i>The mission of the Mott Hall Charter School is to prepare our scholars in mind, body, and character to succeed in top high schools, colleges, and careers by becoming inquisitive, open-minded, and compassionate citizens of the world.</i>
Key Design Elements	<ul style="list-style-type: none"> • 21st century teaching and learning model • Proficiency • Special population support • College and career readiness program • Social and emotional health programming
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

Innovative and Noteworthy Programs: In the 2024-25 school year, Mott Hall Charter School (MHCS) has added a 12:1:1 special education program to provide increased and targeted services for students with disabilities (SWD).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the

¹ The information in this section was provided by the NYS Education Department Charter School Office.

time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

(a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

(b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school’s charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school’s charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office’s Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal based on its educational success. However, the school may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	Grades 6-8	Grades 6-8	Grades 6-8
Total Approved Enrollment	280	280	210

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6-8
Total Proposed Enrollment	210	210	210	210	210

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school’s performance in three broad areas:

1. The school’s **academic success** and ability to operate in an educationally sound manner;
2. The school’s **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school’s faithfulness to the terms of its charter and **adherence to applicable laws and regulations.**

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A two-day renewal site visit was conducted at MHCS on October 28 – 29, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, student support team, and teachers.

The team conducted 12 classroom observations in Grades 6 – 8. The observations were approximately 20 minutes in length and conducted jointly with school leadership. NYSED utilizes the CSO’s Classroom

² This proposed chart was submitted by Mott Hall Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for the school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school’s strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- MHCS is in year twelve of operation and serves students in Grades 6–8. During its current charter term, the school is rated in the following manner: six “Meets” and four “Approaches.” A summary of those ratings is provided below.
- **Strengths:** MHCS continues to demonstrate a strong commitment to the social-emotional needs of all students, as well as to meeting the individualized learning needs of students with disabilities (SWD) and English language learners (ELL).
- **Challenges:** MHCS has had declining overall enrollment for the past three years, 77 percent, 81 percent and currently 65 percent. The school continues to have outstanding deficiencies from its corrective action plan (CAP), as well as some ongoing legal deficiencies. The school's record-keeping, reporting, and timeliness in submitting reports to the NYSED CSO are additional areas in which the school needs to focus increased attention and improvement efforts.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to MHCS performing below the district of location (DOL), New York City (NYC) Community School District (CSD) 9, on the New York State Testing Program (NYSTP) 3-8 Assessment in math and English language arts (ELA).

Based on the results of the 2024 NYSTP 3-8 Assessments, MHCS’s overall ELA proficiency of 31 percent is -4 percentage points below the DOL. The school’s overall math proficiency of 24 percent is -11 percentage points below NYC CSD 9. Further, the 2024 NYSTP assessment results showed the school underperformed the DOL for all subgroups in ELA and math, with the exception of a +2 differential for SWD in ELA. MHCS’s overall maintenance of and trending toward proficiency for 2023-2024 was 42 percent for ELA and 33 percent for math.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students’ success, including sub-groups.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School:

- Science: The school’s science curriculum is *Amplify*, which includes hands-on investigation, literacy activities, and digital tools.
- ELA: The ELA curriculum is developed in-house using the International Baccalaureate (IB) framework. MHCS also uses *i-READY* as a supplement to address reading and writing skills.
- Math: MHCS uses *Eureka Math* as its math curriculum. This curriculum is holistic and sequences math progressions into modules. It also provides real-life application skills.
- MHCS utilizes curriculum maps, pacing guides, lesson plans, standards crosswalks, assessment alignment, and digital platforms.

Academic Program for Students with Disabilities (SWD) and English Language Learners (ELL):

- SWD:
 - According to MHCS’s renewal application and student support focus group, differentiation is used to meet students’ needs. MHCS offers specialized support through its ELA and math special education teacher support services (SETSS) programs. These services provide both one-on-one and small group instruction customized to students’ specific needs.
- ELL:
 - According to MHCS’s renewal application and the student support focus group, students receive the support they need to build language and academic skills through a combination of push-in and pull-out services from ELL teachers. In the push-in model, ELL teachers work in the classroom with students, helping them access the curriculum and providing additional language support. With the pull-out model, students receive small group targeted instruction outside of the classroom.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Curriculum:***

- **Indicator a:** The leadership team, teachers, and renewal application described a documented curriculum aligned to the NYS Learning Standards. Starting this school year, MHCS shifted to using *Eureka* for math instruction as it offers scholars opportunities to connect their learning to real-life application problems through thoughtfully sequenced math progression modules. Teachers use an ELA curriculum developed in-house and based on the IB framework. The school’s science program is *Amplify Science*. For humanities, the school uses a teacher-generated curriculum that combines ELA skills with social studies content.
- **Indicator b:** Teachers in the teacher focus group confirmed that the instruction is vertically and horizontally aligned at MHCS. Teachers and school leadership described weekly meetings for staff that include grade team and content team meetings. The renewal application states that

horizontal alignment is executed through common assessments, collaborative planning, professional development, and pacing guides, and that vertical alignment happens through curriculum mapping, standards alignment, skill progression, collaboration, and communication between grades.

- **Indicator c:** Differentiated curricular documents and lesson plans were reviewed by the site visit team. All MHCS lesson plans include a column that notes the strategies that will be used to purposefully differentiate for SWD and ELL students. For students with varying reading abilities, teachers in the focus group explained that they use the AI tool, Diffit, to assist with adjusting students' reading levels, which can also be used to translate text to students' native language. Teachers use anchor charts and other visual aids in the classroom. Teachers in the student support focus group described the use of graphic organizers to help students with processing and changing the font size of text to make it more manageable.
- **Indicator d:** The school leadership team described a curriculum review process that includes a leadership team meeting in August, followed by sitting down with teachers to analyze the curriculum together. Leaders and teachers review unit by unit and look at modules to ensure they are aligned across subjects and grades. Teachers and school leaders also look at individual student and schoolwide data to inform instructional decisions. Teachers shared that they provide the leadership team with feedback on curricular materials.

2. Element: ***Instruction:***

- **Indicator a:** As described above, school leaders and teachers were able to articulate their use of a differentiated curriculum that supports all learners. In 11 of the 12 classrooms observed, lesson organization and preparation were evident, with full lesson plans provided prior to entering each observation. The site visit team noted that in most classrooms, students demonstrated awareness of classroom rules, procedures, and expectations, and were able to self-monitor behavior. In the majority of observed classrooms, teachers effectively communicated the lesson objective to students. In those classrooms where the objective was not communicated during the 20-minute observation, the site visit team noted they were posted in lesson plans and visible in classrooms.
- **Indicator b:** Across the 12 classrooms visited by the renewal site visit team, student engagement was evident, with few students off task or uninvolved in the lesson activities. Most teachers established a suitable pace for the lesson and managed class time efficiently. Instructional/learning time also appeared to be maximized in the majority of classroom observations.
- **Indicator c:** Various differentiation strategies were observed across classrooms. Co-teachers were used to break students into small groups or support individual students. Lesson plans were differentiated by ELL and SWD subgroups, and Diffit was used to scaffold reading into reading levels targeted to student needs. In classrooms, differentiation was observed in over half the visited classrooms. Aside from co-teaching and small group instruction, multiple learning modes - were not observed in the CSO team's 20-minute classroom observations. However, they were described more thoroughly in the lesson plans and in teacher and leadership focus groups.
- **Indicator d:** The teacher and school leadership focus groups confirmed that MHCS provides staff with professional development opportunities that promote best practices and focus on improving students' academic success. School leadership provided the NYSED site visit team with a list of monthly professional development offerings scheduled throughout the school year, including curriculum, instruction, the Danielson Framework, and utilizing data to inform instruction. Teachers also confirmed that professional development happens every Friday and that they find it useful. They also shared that school leaders welcome feedback on professional development.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** As stated in the renewal application, MHCS uses a variety of standardized assessments and curriculum-based measurements to track student progress and serve as predictors for standards mastery. These assessments are formative, diagnostic, and summative. Each year MHCS administers baseline assessments to all scholars. This first level of data determines student groupings for support and interventions. Data is periodically collected through interim assessments and progress monitoring and shared with all staff. The staff disaggregates data with the whole school, grade level, and departmental professional learning communities (PLCs).
- **Indicator b:** In the school leadership focus group, school leaders described multiple ways in which the school uses data to inform instruction. Teachers utilize a lesson data tracker to track “do now” data, classwork, and exit tickets. Teachers also track data in assessment trackers. Data is analyzed during teacher planning time, and grade team and schoolwide meetings. MHCS has developed a data task force, where all Grades 6-8 subjects/departments meet weekly to discuss data. Additionally, PLCs comprised of grade level teams meet weekly to discuss data and adjust lesson plans, as necessary.
- **Indicator c:** The leadership team shared specific examples of how they evaluate the effectiveness of the curriculum and make adjustments, as necessary. For example, MHCS used to utilize *i-Ready* for math instruction, but it was not meeting student and teacher needs. As a result, a decision was made to shift to *Eureka Math* this year, which they described as utilizing vocabulary that better matches the NYS Learning Standards, has better “real-world” connections, and provides a higher level of rigor. School leaders shared that they have already seen improvements to student data since using this new program.
- **Indicator d:** The MHCS renewal application lists multiple ways in which the school measures and assesses student learning progress toward the NYS Learning Standards. The renewal application describes and focus group interviews confirmed formative, diagnostic, and summative assessments, including, but not limited to: formerly released NYS ELA and math exams, exit slips, project-based assessments, and the *i-Ready* diagnostic assessments.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The MHCS renewal application outlines a clear process by which the school identifies SWD and ELL students. For SWD, the process begins when a student is struggling academically or socially. The school completes the response to intervention (RTI) process, and once a referral is made, the Committee on Special Education (CSE) conducts a comprehensive evaluation, which includes assessments in cognitive ability, academics, and/or social-emotional development. Based on these results, the CSE meets to determine whether a student qualifies for special education services. For ELL identification, the process begins when families complete a Home Language Identification Survey (HLIS) during the registration process. If the HLIS indicates a need for language support, the New York State Identification Test for English Language Learners (NYSITELL), is administered. Students identified as needing support are then provided with programming that aligns with their proficiency level.
- **Indicator b:** The school leadership team and teachers provided multiple examples of how they provide supports to meet the academic needs of all students. Teachers in the student support focus group described the use of small group instruction and various differentiation techniques to service ELL and SWD students. The renewal application describes specialized support through the ELA and math SETSS program, as well as integrated co-teaching (ICT) classrooms. As of this

school year, MHCS also offers a 12:1:1 class to provide a smaller learning environment for those who need it.

- **Indicator c:** Teachers in the student support focus group described a seamless process to allow for communication between interventionists and classroom teachers to monitor the progress of individual students and meet student needs. They described the lesson planning process between interventionists and general classroom teachers as highly collaborative, with common planning time built into the school day with one to two common preparation times per day, PLC meetings each Friday, and weekly department meetings. All teachers described a culture of frequent collaboration.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Measures of Culture, Climate, and Student Engagement</i>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element

Indicators

<p>2. <i>Behavior Management and Safety</i></p>	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** While the chronic absenteeism rate was 63.9 percent according to the most recent NYSED school report card data for MHCS, the school leadership team described a clear approach to improving this rate, which included home visits, starting the school day 15 minutes later, and having the deans check the perimeter of the school to ensure students enter the building. In the 2023-2024 school year, the attendance rate was 80 percent, and so far, this school year it is approximately 90 percent, a significant increase.
- **Indicator b:** MHCS is focused on addressing out-of-school suspension rates. According to leadership, in the 2023-2024 school year, there were seven out-of-school suspensions, all of which were assigned for violations of policies related to weapons and vaping on school grounds. Suspended students are required to attend school via Zoom, and a reentry meeting is held with families to avoid repeated behaviors. The renewal application also states that MHCS has a clear policy in place to determine which circumstances and behaviors warrant out-of-school suspensions. Additionally, the renewal application states that students serving an in-school suspension receive instruction in an alternate setting.
- **Indicator c:** The renewal application describes how school climate and culture is measured using the New York City (NYC) School Survey, student surveys administered by social-emotional learning (SEL) counselors, and teacher surveys administered to analyze satisfaction and well-being. School leadership also described an ambassadorship program in which students are able to speak about their shared experiences at MHCS. As a result of this program, a female dean was hired, as female students felt that they were not adequately represented with all male deans.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** According to the renewal application, the school has a written discipline policy that addresses in-school and out-of-school suspensions. As part of its policy, MHCS utilizes positive behavioral incentives and supports (PBIS), where positive behaviors are reinforced and celebrated.
- **Indicator b:** School leaders described a four-step approach to classroom management, which was also seen posted in classrooms and described in the renewal application. These steps involve a verbal warning, a seat change, time out from the lesson, and finally a dean’s referral.
- **Indicator c:** All interviewed stakeholders felt the school is safe. Teachers described the leadership staff as very responsive to concerns and shared that they are trained through professional development to handle various safety issues. In classroom observations and in observed transitions, students exhibited safe behavior.
- **Indicator d:** MHCS has a Dignity for All Students Act (DASA) coordinator in place, and the assistant principal is the DASA coordinator. The school has a Google form available for staff to report any safety concerns. An attorney conducted a DASA training for all staff during the 2023-2024 school year.

- **Indicator e:** In observed classrooms, students generally were not found to interrupt instruction. Class time was maximized for student learning in about half of those classrooms.

3. Element: ***Family Engagement and Communication:***

- **Indicator a:** School leaders described multiple instances in which the school communicates with families in their preferred language. Teachers shared that some teachers are fluent in Spanish and will translate phone calls for other teachers. Leadership shared that communications are distributed in all languages that represent the community. The school uses Kickboard to communicate with families, and through this portal, messages are translated into multiple languages. The school also uses the Google Translate app, as well as translating information on Instagram into the preferred language of families.
- **Indicator b:** The school leadership and renewal application describe multiple methods that MHCS uses to engage families. The school has a community engagement coordinator on staff, focused specifically on engagement. Families are encouraged to join meetings, join the principal for coffee and breakfast events, and are invited to parent-to-parent dinners. Teachers described frequent outreach through texts, phone calls, Kickboard, curriculum night, and open houses.
- **Indicator c:** The leadership team shared that parental satisfaction is assessed through surveys that are administered on an annual basis. Through monthly parent-to-parent dinners, families have a chance to speak directly with the leadership team and teachers. Teachers frequently have check-ins with families, according to teachers in the focus group.
- **Indicator d:** School leaders were able to articulate a systematic and transparent process for responding to family concerns. If a parent or guardian has a concern, they first report the concern in the main office. The deans then investigate the concern, document their findings, and immediately coordinate with the family. If the family is dissatisfied with the outcome, the issue is then escalated, according to the family handbook.
- **Indicator e:** The MHCS renewal application states that the school shares NYSED school report card data on its website, and leadership shared that this data is also provided to families during family check-ins and parent-teacher conferences.
- **Indicator f:** The school shares its NYSTP exam participation rate compared to the DOL on its website, according to the renewal application.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** Focus groups and the renewal application outline multiple methods by which the school supports the social-emotional and mental health needs of students. The renewal application describes a social-emotional learning (SEL) program based on trauma-informed practices and the implementation of the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. The school is also piloting a program called Big Lion Little Lion, which pairs students with mentors.
- **Indicator b:** The renewal application describes a program called Hello Insight, which is used to track the social-emotional needs of students. Students are surveyed monthly through PowerSchool, and the SEL department keeps notes based on individual and group counseling sessions.
- **Indicator c:** The school leadership team described their use of data around the social-emotional health of students. Schoolwide data regarding physical altercations and parent meetings is tracked and analyzed. According to school leaders, this data showed a decrease in student altercations at the school as compared to last school year. The renewal application also notes the

use of data from KickBoard, PowerSchool, teacher anecdotal reports, attendance, chronic absenteeism reports, and behavioral improvement plans (BIPs).

- **Indicator d:** The renewal application states that every Tuesday and Friday the SEL team meets with the staff to coach on various strategies to support students' social and emotional health. School leaders also described the pilot of the Good Human app, a social and emotional health and life skills program. During the 2023-2024 school year, a social worker provided professional development sessions on deescalating behavior and the RTI process.
- **Indicator e:** According to the renewal application and leadership focus group, the school has a McKinney-Vento liaison in place. MHCS provides free or reduced-price uniforms for students in temporary housing. Students in temporary housing are notified of eligibility for busing, guidance counselors are notified to provide support for these students, and events are organized, such as an anonymous "giving tree."

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

Summative Evidence for Benchmark 4:

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <https://www.nysed.gov/charter-schools/charter-schools-directory>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Mott Hall Charter School appears to be in adequate financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. Mott Hall Charter School’s 2023-2024 composite score is 1.48.

**Composite Scores
2019-2020 to 2023-2024**

<i>Year</i>	<i>Composite Score</i>
2019-2020	1.72
2020-2021	3.00
2021-2022	2.56
2022-2023	2.54
2023-2024	1.48

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Mott Hall Charter School’s 2023-2024 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Approaches

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to continued governance oversight issues.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The board stated that they currently informally evaluate the executive director but are in the process of developing a formal evaluation tool. While the renewal application describes an annual board self-evaluation process, the board was unable to articulate this process in the focus group.

- **Indicator b:** The board described the diverse skills that they bring to the school, and the renewal application also outlined diverse experience. Board member experience includes non-profit management, education, technology, and law. The board also includes members who are either Bronx residents or have ties to the local community.
- **Indicator c:** The board described its oversight process, which includes conducting monthly meetings during which the executive director provides updates on enrollment, attendance, and academics. An external vendor oversees financial management and provides monthly updated information to the board. As described above in Indicator a, the renewal application indicates that the board engages in an annual self-evaluation, although this process was not described by the board at the time of the renewal site visit. The school leader shared that they systematically evaluate service providers, based on pricing, responsiveness, and product quality.
- **Indicator d:** At the time of the renewal site visit, the board was unable to describe the process they use to set goals and priorities that areas aligned to the school’s mission and charter. The board does not currently have a strategic plan in place, but shared that it reviews by-laws, charter terms, and history of the school at the board’s annual retreat.
- **Indicator e:** The board shared that it updates school policies through “ongoing conversations.” Currently, the board is in the process of updating its staff and family handbook.
- **Indicator f:** The board shared that they have not yet engaged in formal professional development. Committees share with one another, and at the last retreat, they participated in a session on responsibility of board members. The renewal application also mentioned the annual board retreat that “addresses different areas of expertise.”
- **Indicator g:** The board has not yet demonstrated full awareness of its governance role and legal obligations. A Notice of Deficiency (NOD) was issued by the CSO on December 13, 2021, and has not yet been resolved. The 2024 midterm site visit report noted that MHCS submitted a Corrective Action Plan (CAP) to address deficiencies regarding active oversight of the school leaders and sufficient internal control systems. An outside consultant conducted an audit of MHCS operations and identified deficiencies in staffing, pointing out the school's lack of essential staff to meet the overall operational requirements. As a result, a director of operations was appointed and new procedural standards were established. As of the 2024-2025 school year, the director of operations role has shifted to an operations manager to decrease costs. The CAP stated that to strengthen the board's active oversight, all hiring requests must be approved by the finance committee, and the board shared that all hiring requests are now officially approved through this committee. At the time of the site visit, components of the school’s Annual Report were missing, including the board Disclosure of Financial Interest forms.
- **Indicator h:** While there are some new board members who are not yet familiar with the Charter School Performance Framework, the board focus group shared that the annual retreat will include a session focused on the framework.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>School Leadership</i>	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. <i>Professional Climate</i>	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
	a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.

Element

Indicators

3. *Contractual Relationships (if applicable)*

b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved from “Approaches” to “Meets” due to improvements with communication systems, resolution of organizational structure issues, and adoption of an improved onboarding and hiring process.

1. Element: ***School Leadership:***

- **Indicator a:** According to the MHCS board, teachers, and school leaders, the school communicates a shared mission and vision. Teachers described how all students are treated with respect, and the leadership team stated that shared goals and school vision are discussed during whole school staff meetings. The renewal application notes that the leadership team meets regularly to review progress, assess data, and make strategic decisions aligned to the school’s mission.
- **Indicator b:** School leaders described a clear communication system throughout the school, with regularly scheduled Monday cabinet meetings and mid-week check-ins between the principal and assistant principal. The renewal application also describes attendance meetings every Tuesday, regular staff meetings, and the use of digital communication platforms like Google Classroom.
- **Indicator c:** The MHCS leadership team described a clear onboarding process from the time a staff member is hired through their start date. Leaders also shared that they have removed ineffective staff members when warranted, with the support of Extensis, a third-party human resources vendor. The renewal application describes a hiring committee comprised of a general education teacher, an English as a new language (ENL) teacher, a special education teacher, parent representative, emotional lead, and the dean of culture. The recruitment process described in the renewal application includes seeking candidates with a proven track record of success in diverse and inclusive education settings and outlines an extensive interview process.
- **Indicator d:** The school leadership team shared that while the school leader is familiar with the Charter School Performance Framework, they are still in the process of training the rest of the leadership team and staff. The renewal application notes a regular review of the Performance Standards by the leadership team, to ensure that all aspects of the school’s operations are in full compliance, but this review was not discussed while on site.

2. Element: ***Professional Climate:***

- **Indicator a:** The MHCS renewal application states that at the start of each school year, staff are provided an organizational table that identifies the roles of all staff members. The organization chart depicts the executive director / principal reporting directly to the board, with an assistant principal, operations manager, and school counselor reporting to the principal. Additional leadership roles include a community engagement coordinator, special education coordinator, ENL coordinator, dean of culture, and department leads.
- **Indicator b:** School leaders shared that although 15 teachers are currently uncertified, they are confident that all MHCS staff have the skills and expertise needed to meet student needs. School

leaders frequently observe all teachers and provide feedback, coaching, and opportunities for professional development to ensure staff meet their professional instructional responsibilities.

- **Indicator c:** At the time of the renewal site visit, the school leadership stated that they are fully staffed to meet the school's operational needs. During the focus group, the board shared that MHCS restructured the operations manager's role from overseeing all operations to reduce costs and now relies more heavily on third-party vendors.
- **Indicator d:** As described in Benchmark 2, the staff at MHCS have multiple opportunities for collaboration. These opportunities include weekly grade-level team and department meetings and schoolwide data planning and analyzing sessions, as described in the renewal application.
- **Indicator e:** Organizational and instructional quality are monitored and maintained using TeachBoost, a digital platform aligned with the Danielson Framework, according to the renewal application. After observations, leadership meet with teachers to discuss how they can be supported and coached, and then teachers are provided with feedback within 24 hours of their observations. The leadership team explained that two formal observations take place for teachers each school year, at the beginning of the school year and mid-year. School leaders conduct frequent informal observations, as well.
- **Indicator f:** The renewal application, as well as interviewed teachers and school leaders, described a process for surveying teachers and staff to gauge overall satisfaction. Teachers noted they are comfortable approaching the principal and leadership team with feedback and that their feedback is frequently incorporated into professional development opportunities.

3. Element: ***Contractual Relationships:***

- **Indicator a:** Not applicable.
- **Indicator b:** Not applicable.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: **Mission and Key Design Elements:**

- **Indicator a:** The mission of MHCS is “to prepare our scholars in mind, body, and character to succeed in top high schools, colleges, and careers by becoming inquisitive, open-minded, and compassionate citizens of the world.” During focus groups, the board and the leadership team demonstrated a shared understanding of this mission statement and described the college and career readiness program, the social-emotional health program, and curriculum and instruction focus at the school.
- **Indicator b:** In its charter, MHCS lists five key design elements. Implementation of the key design elements by the school are described in the following paragraphs:
 - **21st century teaching and learning model:** The school’s renewal application described the use of Socratic seminars, technology, and diversity and inclusion. The school leadership team also described the use of Understanding by Design (UBD) as their primary method of curriculum development and the use of the IB framework to support critical thinking, problem solving, global perspective, self-analysis, and creativity. Leadership also shared that basic technology skills, internet safety, and use of adaptive learning software such as i-Ready are explicitly taught.
 - **Proficiency:** The school leadership team discussed that because a large percentage of students enter below grade level, MHCS utilizes longer blocks of instruction in ELA and math and places a greater emphasis on literacy acquisition through leveled literacy intervention. The MHCS renewal application outlines how the school monitors proficiency by utilizing an assessment calendar with diagnostic tools, conducting monthly assessments, quarterly mock assessments, holding schoolwide data meetings, and tracking proficiency goals at the beginning of the school year.
 - **Special population support:** Special population supports described in the renewal application include the new 12:1:1 self-contained classroom that was established this school year. School leadership also discussed a collaborative team teaching approach to ensure the needs of students with Individualized Education Programs (IEPs) are met. MHCS uses small group instruction and pull-out and push-in support.

- **College and career readiness program:** The renewal application notes that students are provided opportunities to visit high schools and colleges, given opportunities to attend career fairs, have access to high school placement classes, and can take specialized high school admission tests. Entrepreneurship awareness is stressed in financial literacy classes. The leadership team shared that the college and career readiness program is modeled on the AVID College and Career Readiness program and described the use of high school placement counselors to guide students in the high school application process.
- **Social and emotional health programming:** Social and emotional supports described in the MHCS renewal application include trauma-informed practices, individual and group counseling, implementation of the CASEL framework, and the piloting of the Big Lion Little Lion program that pairs students with mentors. School leadership also noted the use of the Sanctuary model, with on-going training in trauma and attachment theory to ensure that classrooms are trauma-sensitive environments. This school year, MHCS is piloting the Good Human app, which allows students to watch trained professionals address many of the common challenges middle school students face.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to consistent overall under-enrollment and consistently falling below the DOL in the enrollment of SWD and ELL students.

1. Element: **Targets are met:**
 - **Indicator a:** In the 2023-2024 school year, MHCS enrolled economically disadvantaged (ED) students at the same rate as the DOL.
2. Element: **Targets are not met:**
 - **Indicator a:** In the 2023-2024 school year, MHCS had a contracted enrollment maximum of 280 students but reported an enrollment of 183 students, which was 65 percent of its total allowable enrollment. The school submitted a revision request to the CSO to decrease its authorized enrollment from 280 to 210 students beginning in the 2024-2025 school year, which has been approved. At the time of the renewal site visit, school leadership reported an enrollment of 170 students, which would be 81 percent of its new contracted enrollment. The school’s enrollment of SWD and ELL is currently below the DOL in 2023-2024 by -7 percentage points each. In addition, the school’s 2023-2024 retention rates overall and for all subgroups have declined compared to previous years and are now -17, -19, -20, and -16 percentage points below the DOL overall and for SWD, ELL, and ED students, respectively.

- **Indicator b:** According to the school’s renewal application, MHCS has formed a recruitment committee for the 2024-2025 school year. Their enrollment strategies include open houses, email invitations, invitations to school events, translating texts, emails, and website into Spanish, engaging families via Zoom, Instagram, and Facebook, and hosting town hall events at which translators are present. MHCS has also shared information about its remote English as a second language (ESL) initiative, attracting over 100 registrants. Additionally, the school offers a civics class to ENL families to support their citizenship process and provides details about the new 12:1:1 class. School leaders also mentioned that flyers are distributed at the local laundromat and that they collaborate with community organizations such as the Bronx Chamber of Commerce, Coalition of Hispanic Children and Families (CHCF), and Future Productions to build connections and promote the school.
- **Indicator c:** MHCS’s renewal application states that its enrollment committee meets bi-monthly to review recruitment and retention outreach strategies and to plan ongoing outreach events. The school utilizes SchoolMint, a lottery system, to track application progress, facilitate enrollment, and streamline student transfers. MHCS staff also reviews application data regularly.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to ongoing issues with non-compliance and the timely submission and accuracy of reports to the CSO.

1. Element: **Legal Compliance:**

- **Indicator a:** Over the course of the charter term, MHCS has at times failed to submit reports to the CSO and other NYSED departments by the due dates and has submitted incomplete reports missing key documents. While the school has an established procedure and record-keeping process for NYSED TEACH fingerprint clearance for new staff, this information has been inaccurately reported in several annual reports. As described in Benchmark 6 above, components of the school’s 2023-2024 Annual Report were missing, such as the Financial Disclosure forms.
- **Indicator b:** In December 2021, the school was issued a Notice of Deficiency (NOD) outlining various concerns. The majority of these concerns have subsequently been addressed, including the school’s failure to maintain detailed records regarding the programs and services required for SWD and ELL. The midterm site visit report noted that the operations staff have organized and

cleaned up the files, which are now stored on a central shared drive accessible to school staff. At the renewal site visit, the leadership team confirmed that all SWD records are stored in the NYC DOE Special Education Student Information System (SEIS). The NOD also cited issues with procedures to ensure fingerprint clearance is obtained prior to hiring. Analysis of the 2023-2024 faculty/staff roster submitted with the school's annual report showed that the school had fully complied with proper hiring practices, and no one hired during the 2023-2024 school year had worked prior to obtaining clearance. Leadership stated that steps have been taken to ensure teacher start dates will be accurately reported on the school's Annual Report moving forward. While the school has taken appropriate corrective action to address issues identified in the NOD, two areas remain deficient. These include the under-enrollment of SWD and ELL compared to the DOL, as detailed in Benchmark 9, and the number of uncertified teachers, which will be outlined in the next indicator.

- **Indicator c:** In the 2023-2024 school year, 23 of 33 teachers were uncertified which is out of compliance with the statutory requirements. The school must take appropriate steps to ensure that uncertified teachers obtain their teacher certification. At the time of the visit, MHCS leaders said they will be working with the NYC Charter School Center to secure certification for these teachers, some of whom have applications that are currently pending approval.
- **Indicator d:** The school has appropriately sought NYSED approval for material and non-material revisions. The renewal application and annual report described the request issued January 23, 2024 for decreased student enrollment from 280 to 210, which has been approved.
- **Indicator e:** MHCS has struggled to maintain adequate enrollment, with students enrolled at less than 85 percent of the school's authorized maximum in the 2021-2022, 2022-2023, and 2023-2024 school years. At the time of the renewal site visit, the school's enrollment was 170 students, which is 81 percent of its contracted enrollment of 210 students. This falls slightly below the 15 percent variance allowable as per the school's charter agreement.
- **Indicator f:** The MHCS renewal application states that it seeks guidance from its legal counsel when updating documents and handling any issues that may arise. The school retains counsel to assist in all legal matters.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

MOTT HALL CHARTER SCHOOL

BEDS Code

320900861004

2023-2024 Enrollment

183

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 9
Total Public School Enrollment of Resident Students attending Charter Schools:	28%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	6-8
Address:	1260 FRANKLIN AVE, BRONX, NY, 10456
Website:	www.motthallcs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2012
Authorizer:	REGENTS
CEO:	MS. CONNIE LOBDELL
CEO Phone:	718-991-9139
CEO Email:	clobdell@motthallcs.org
BOT President:	MR. PATRICK AWOSOGBA
BOT President Phone:	516-302-5074
BOT President Email:	pawosogba@motthallsta.org
Institution ID:	80000071085

BoR Charter School Office Information

Regional Liaison:	Latoya Johnson
Performance Framework:	2019
Current Term:	07/01/22 - 06/30/25
2020-2021	Check-in
2021-2022	Renewal
2022-2023	Check-in
2023-2024	Midterm
2024-2025	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School
MOTT HALL CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

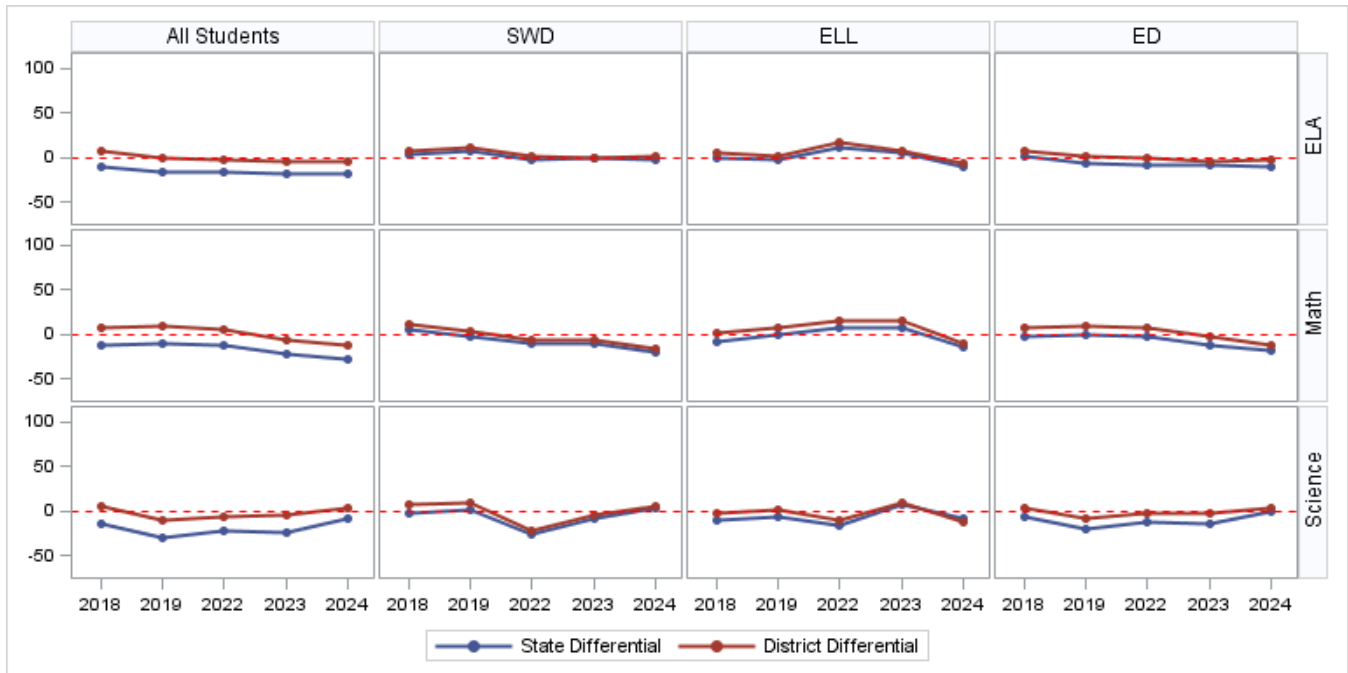
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Mott Hall CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2017-2018	56%	51%	44%	56%	48%	38%	39%	47%
2018-2019	43%	43%	40%	43%	50%	22%	41%	50%
2021-2022	49%	33%	52%	50%	28%	9%	41%	29%
2022-2023	42%	28%	42%	42%	43%	28%	50%	44%
2023-2024	42%	28%	31%	41%	33%	14%	39%	33%

*See NOTES (2), (3), (7), and (8).

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

**Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Mott Hall CS and NYC CSD 9**



*See NOTES (1), (2), (3), and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Mott Hall CS	NYC CSD 9	District Differential	NYS	NYS Differential	Mott Hall CS	NYC CSD 9	District Differential	NYS	NYS Differential	Mott Hall CS	NYC CSD 9	District Differential	NYS	NYS Differential
All Students	2018	37%	30%	+7	46%	-9	29%	21%	+8	40%	-11	45%	39%	+6	59%	-14
	2019	29%	29%	0	45%	-16	34%	24%	+10	43%	-9	26%	35%	-9	56%	-30
	2022	36%	38%	-2	52%	-16	22%	16%	+6	34%	-12	28%	33%	-5	50%	-22
	2023	33%	37%	-4	50%	-17	26%	31%	-5	48%	-22	25%	29%	-4	48%	-23
	2024	31%	35%	-4	48%	-17	24%	35%	-11	51%	-27	27%	24%	+3	34%	-7
SWD	2018	19%	11%	+8	15%	+4	18%	7%	+11	12%	+6	30%	23%	+7	32%	-2
	2019	21%	9%	+12	14%	+7	11%	7%	+4	13%	-2	30%	20%	+10	29%	+1
	2022	16%	14%	+2	18%	-2	0%	5%	-5	10%	-10	0%	21%	-21	25%	-25
	2023	18%	18%	0	18%	0	10%	15%	-5	19%	-9	17%	21%	-4	24%	-7
	2024	17%	15%	+2	19%	-2	3%	18%	-15	22%	-19	18%	12%	+6	15%	+3
ELL	2018	19%	14%	+5	20%	-1	13%	12%	+1	21%	-8	21%	24%	-3	31%	-10
	2019	16%	14%	+2	19%	-3	22%	14%	+8	23%	-1	22%	21%	+1	27%	-5
	2022	41%	23%	+18	29%	+12	26%	10%	+16	18%	+8	10%	20%	-10	25%	-15
	2023	30%	23%	+7	25%	+5	37%	22%	+15	29%	+8	29%	20%	+9	22%	+7
	2024	14%	19%	-5	23%	-9	17%	27%	-10	31%	-14	11%	22%	-11	18%	-7
ED	2018	37%	29%	+8	36%	+1	28%	20%	+8	30%	-2	43%	39%	+4	49%	-6
	2019	29%	28%	+1	35%	-6	33%	23%	+10	33%	0	27%	35%	-8	46%	-19
	2022	36%	37%	-1	43%	-7	23%	16%	+7	25%	-2	29%	32%	-3	41%	-12
	2023	33%	37%	-4	41%	-8	27%	30%	-3	38%	-11	27%	29%	-2	40%	-13
	2024	31%	34%	-3	40%	-9	24%	35%	-11	41%	-17	28%	24%	+4	28%	0

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students	ELA					Math					Science					
	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	
Grade 6	2018	46%	32%	+14	49%	-3	24%	22%	+2	44%	-20	.	.	.	.	.
	2019	30%	27%	+3	47%	-17	31%	25%	+6	47%	-16	.	.	.	.	.
	2022	43%	39%	+4	57%	-14	22%	13%	+9	39%	-17	.	.	.	.	.
	2023	25%	29%	-4	46%	-21	28%	27%	+1	48%	-20	.	.	.	.	.
	2024	24%	25%	-1	44%	-20	29%	31%	-2	51%	-22	.	.	.	.	.
Grade 7	2018	24%	24%	0	40%	-16	30%	20%	+10	42%	-12	.	.	.	.	.
	2019	26%	26%	0	40%	-14	32%	24%	+8	44%	-12	.	.	.	.	.
	2022	30%	35%	-5	48%	-18	16%	18%	-2	36%	-20	.	.	.	.	.
	2023	28%	35%	-7	48%	-20	29%	33%	-4	52%	-23	.	.	.	.	.
	2024	26%	39%	-13	50%	-24	23%	41%	-18	57%	-34	.	.	.	.	.
Grade 8	2018	43%	33%	+10	48%	-5	31%	21%	+10	30%	+1	45%	39%	+6	59%	-14
	2019	32%	33%	-1	48%	-16	39%	23%	+16	34%	+5	26%	35%	-9	56%	-30
	2022	37%	39%	-2	50%	-13	29%	18%	+11	26%	+3	28%	33%	-5	50%	-22
	2023	46%	47%	-1	56%	-10	21%	32%	-11	43%	-22	25%	29%	-4	48%	-23
	2024	41%	38%	+3	52%	-11	20%	34%	-14	41%	-21	27%	24%	+3	34%	-7

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

MOTT HALL CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	Mott Hall CS	NYS	Differential to NYS	Total Charter Tested	Mott Hall CS	NYS	Differential to NYS	Total Charter Tested	Mott Hall CS	NYS	Differential to NYS	Total Charter Tested	Mott Hall CS	NYS	Differential to NYS
Algebra I	2023-2024	14	50%	83%	-33	.	.	.	.	.	.	.	.	14	50%	72%	-22
Algebra I (Common Core)	2019-2020	95	100%	100%	0	17	100%	100%	0	18	100%	100%	0	91	100%	100%	0
	2021-2022	8	100%	81%	+19	.	.	.	.	.	.	.	.	7	100%	68%	+32
	2022-2023	23	35%	83%	-48	.	.	.	.	.	.	.	.	19	32%	73%	-41
Living Environment	2019-2020	94	100%	100%	0	17	100%	100%	0	17	100%	100%	0	90	100%	100%	0
	2022-2023	35	43%	74%	-31	.	.	.	.	7	43%	39%	+4	29	48%	63%	-15
	2023-2024	12	25%	74%	-49	.	.	.	.	.	.	.	.	11	27%	63%	-36

*See NOTES (1), (2), (3), (4), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

MOTT HALL CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Mott Hall CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	280	263	94%
2020-2021	280	272	97%
2021-2022	280	216	77%
2022-2023	280	228	81%
2023-2024	280	183	65%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District
2019-2020	21%	26%	-5	19%	29%	-10	92%	93%	-1
2020-2021	22%	26%	-4	22%	32%	-10	93%	95%	-2
2021-2022	19%	27%	-8	22%	33%	-11	92%	96%	-4
2022-2023	21%	27%	-6	24%	32%	-8	93%	96%	-3
2023-2024	21%	28%	-7	24%	31%	-7	96%	96%	0

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District
2019-2020	89%	88%	+1	93%	86%	+7	84%	89%	-5	89%	88%	+1
2020-2021	90%	92%	-2	82%	90%	-8	83%	94%	-11	90%	93%	-3
2021-2022	83%	85%	-2	79%	85%	-6	78%	87%	-9	84%	86%	-2
2022-2023	83%	88%	-5	79%	87%	-8	91%	87%	+4	82%	88%	-6
2023-2024	71%	88%	-17	67%	86%	-19	68%	88%	-20	71%	87%	-16

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

Charter School Fiscal Accountability Summary

MOTT HALL CHARTER SCHOOL

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

	2019 20	2020 21	2021 22	2022 23	2023 24
Grades Served	6-8	6-8	6-8	6-8	6-8
Maximum Chartered Grades Served	6-8	6-8	6-8	6-8	6-8
Chartered Enrollment	280	280	280	280	280
Maximum Chartered Enrollment	280	280	280	280	280
Actual Enrollment	263	272	216	228	183

Total Current Assets
Non-Current Assets
Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets
Total Non-Current Assets
Total Assets

Total Current Assets	1,444,466	1,625,743	1,141,070	1,312,866	601,399
Non-Current Assets	16,957	-	-	639,767	591,406
Property, Building and Equipment, net	5,507	1,853	45,527	-	-
Restricted Cash	147,491	351,535	875,367	-	-
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non-Current Assets	269,953	277,346	309,953	286,252	339,781
Total Assets	1,884,374	2,256,477	2,371,917	2,238,885	1,532,586

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities
Total Current Liabilities

Accounts Payable and Accrued Expenses	489,106	404,191	594,099	487,993	615,865
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	69,346	27,244	(10,616)	(4,943)
Total Current Liabilities	489,106	473,537	621,343	477,377	610,922

Long-Term Liabilities

	-	-	-	-	-
	633,822	-	-	-	-
	633,822	-	-	-	-
	1,122,928	473,537	621,343	477,377	610,922

NET ASSETS

	761,446	1,782,940	1,750,574	1,761,508	921,664
Total Net Assets	761,446	1,782,940	1,750,574	1,761,508	921,664
Total Liabilities and Net Assets	1,884,374	2,256,477	2,371,917	2,238,885	1,532,586

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income
Total Operating Revenue

State and Local Per Pupil Revenue - Reg. Ed	4,206,353	4,283,381	3,517,448	3,912,821	3,394,807
State and Local Per Pupil Revenue - SPED	557,556	558,452	452,646	653,638	543,199
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	353,834	433,947	1,045,741	883,535	746,678
State and City Grants	-	-	-	-	-
Other Operating Income	-	-	-	-	-
Total Operating Revenue	5,117,743	5,275,780	5,015,835	5,449,994	4,684,684

OPERATING EXPENSES

Salaries and Benefits
Instructional Materials
Travel
Total Program Services
Supporting Services

Salaries and Benefits	2,902,629	2,795,388	3,217,994	3,307,284	3,564,345
Instructional Materials	1,535,439	1,399,321	1,290,220	1,172,376	1,241,603
Travel	-	-	-	-	-
Total Program Services	4,438,068	4,194,709	4,508,214	4,479,660	4,805,948
Supporting Services	681,190	681,998	625,504	1,065,271	814,563

OPERATING DEFICIT

Depreciation
Amortization
Bad Debt
Total Operating Deficit

Depreciation	52,565	63,352	61,067	61,266	67,236
Amortization	733,755	745,350	686,571	1,126,537	881,799
Bad Debt	5,171,823	4,940,059	5,194,785	5,606,297	5,687,747
Total Operating Deficit	(54,080)	335,721	(178,950)	(156,303)	(1,003,063)

NET ASSETS

Net Assets - Beginning of Year
Change in Net Assets
Net Assets - End of Year

Net Assets - Beginning of Year	8,819	47,724	728	351	140,000
Change in Net Assets	-	-	-	-	-
Net Assets - End of Year	3,079	638,049	145,856	166,886	21,219
Net Assets - Beginning of Year	11,898	685,773	146,584	167,237	161,219
Change in Net Assets	(42,182)	1,021,494	(32,366)	10,934	(841,844)
Net Assets - End of Year	803,628	761,446	1,782,940	1,750,574	1,761,508
Net Assets - End of Year	761,446	1,782,940	1,750,574	1,761,508	919,664

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

State and Local Per Pupil Revenue - Reg. Ed	19,459	19,396	23,221	23,903	25,599
State and Local Per Pupil Revenue - SPED	45	2,521	679	733	881
Total Revenue	19,504	21,917	23,900	24,637	26,480

Expenses - Per Pupil

Salaries and Benefits	16,875	15,422	20,871	19,648	26,262
Instructional Materials	2,790	2,740	3,179	4,941	4,819
Total Operating Expenses	19,665	18,162	24,050	24,589	31,081
Operating Deficit	85.8%	84.9%	86.8%	79.9%	84.5%
Operating Deficit	14.2%	15.1%	13.2%	20.1%	15.5%
Operating Deficit	0.8%	20.7%	0.6%	0.2%	14.8%

Operating Deficit

Operating Deficit	1.72	3.00	2.56	2.54	1.48
Operating Deficit	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Working Capital	1,125,315	1,505,594	1,440,621	1,475,256	581,883
Working Capital	3.3	4.2	3.3	4.1	2.0
Working Capital	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio

Debt to Asset Ratio	0.6	0.2	0.3	0.2	0.4
Debt to Asset Ratio	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

CASH POSITION

Cash Position	101.9	120.1	80.2	85.5	38.6
Cash Position	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard

TOTAL MARGIN

Total Margin	(0.0)	0.2	(0.0)	0.0	(0.2)
Total Margin	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard

