New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Amani Public Charter School

Renewal Site Visit Dates: November 1 and November 10, 2021
Date of Report: March 15, 2022

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Amani Public Charter School
Board Chair	Tamara Huston
District of location	Mount Vernon CSD
Opening Date	Fall 2011
Charter Terms	• Initial Charter: August 29, 2011 - June 30, 2016 • First Renewal: July 1, 2016 - June 30, 2019 • Second Renewal: July 1, 2019 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 5-8 / 355 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 5-8 / 355 students
Facilities	60 South Third Avenue, Mount Vernon 10552 - Private Space
Mission Statement	*"Amani Public Charter School's (APCS) mission is to provide 100% of Mount Vernon students who attend the school from the 5th through 8th grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice. APCS graduates are academically accomplished, intellectually curious, and civically engaged young people who tackle challenges diligently and creatively."*
Key Design Elements	• Ridiculously Great Teaching • Rigorous Academic Program • Strong School Culture
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	• Revise a Key Design Element to modify the length of the school day to better meet the needs of students and families while still providing an extended school day • Revise the school's organizational chart to better reflect existing roles and responsibilities

Noteworthy: Amani Public Charter School (Amani) has a long-standing partnership with Young at Arts (YAA), a performing arts educational organization. This year Amani partnered with YAA and its partner

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

Sing for Hope/Young at Arts Lab (SFH/YAA). In addition to providing the general education program, the school offers classes in Amani's extended day programing including include African Drumming, Rising Star Musical Theater, voice, acting, and dance modules, all within a framework of rigorous health and safety measures. In addition, the school received a Sing for Hope Piano, which is part of SFH's global arts initiative that creates artist-designed pianos for public spaces for all to play and enjoy. The piano lives outside the music room and is available for all community members to enjoy.

"Amani Grown and Flown" has been designed to support the mission *to succeed in high school, college and the career of their choice.* Over the past seven years the school developed a high school articulation process to link its middle school with high school systems. Now that the school is in its tenth year of operation there are scholars who have begun to live the second part of the school's mission—college and career. The school is building out the process to support scholars as they navigate their post graduate endeavors. Going back to 2014 in preparation of the first graduating class the school made a decision to develop relationships with Catholic and Private/Independent high schools within the Westchester and New York City area as well as the local public high school. The goal was to be able to introduce a variety of schools to the graduating scholars to increase their future choices. The high school application program is done with support from families and the school guidance counselor and Amani teachers. Over the past seven years approximately 30% (210) of Amani graduates have been accepted at Catholic and Private/Independent High Schools. Of that, approximately 140 have attended with graduates receiving on average 50% scholarship based on need and merit. To date, approximately $700,000 has been awarded to scholars to attend high school.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at http://www.nysed.gov/charter-schools/law-regulations-memos. Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the memo (See Monitoring Plan section).

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 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) <u>have compiled a mixed or limited record</u> 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) <u>have compiled an overall record of meeting </u>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 with regard to its educational success but 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 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 5-8	Grades 5-8	Grades 5-8
Total Approved Enrollment	355	355	355

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Grades 5-8	Grades 5-8	Grades 5-8	Grades 5-8	Grades 5-8
Total Proposed Enrollment	355	355	355	355	355

METHODOLOGY

A two-day remote renewal site visit was conducted at Amani on November 1 and 10 (the second day was delayed due to the COVID-19 pandemic). The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, social emotional learning team, parents and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted remote 10 classroom observations in Grades 5-8. The observations were approximately 20 minutes in length and conducted jointly with instructional leaders. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the Renewal SV Protocol.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **2019-2020 NYSED CSO Parent Survey Results;**
- **2019-2020 NYSED CSO Teacher Survey Results;**
- **CSO 2021 Parent, Teacher, and Student Surveys' Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**

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[2] This proposed chart was submitted by Amani Public 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.

- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **School's 2021 renewal application;**
- **School's Notices of Deficiency/Concern; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each 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.

For the site visit conducted November 1 and 10, 2021 at Amani, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

	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. **Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**	**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.	**Meets**
	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.	**Meets**

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[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.

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- Amani is in year 10 of operation and serves students in Grades 5-8. During its current charter term, the school is rated in the following manner; meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: Amani has a strong school culture and has developed a strong adult community among parents and staff. In the last two years the school has enhanced its academic program with an increased focus on academic coherence and rigor. The curriculum was reviewed and revised in 2018 to better meet the needs of the school's student population. Using co-teaching, the school provides ample opportunities for targeted small group instruction. In addition, the school has added student support staff and continues to refine its tiered intervention program. Amani also has a strong school culture that engages families virtually and in-person.

- **Summary of Areas in Need of Improvement**: Amani has not met all the academic benchmarks in the Performance Framework; specifically, its students underperform the district of location in math. Amani continues to employ various strategies to meet its enrollment targets for at-risk sub-groups; but has not yet been able to do so, although it has somewhat closed the gap for students with disabilities (SWD) and economically disadvantaged (ED) students.

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

Note: State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 pandemic constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the NYSED Local Assessment Plan memo. Local assessment data will be shared starting in the 2021-2022 school year.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Approaches rating on its 2020 mid-term site visit report and this renewal visit report. The school needs to continue working to improve the academic proficiency of all students in ELA and math, when compared to statewide performance.

This school is designated as a school in "Good Standing" under current New York State criteria as defined by the Elementary and Secondary Education Act (ESSA) for accountability in 2019-2020.

Due to the COVID-19 pandemic, the last state test results are from 2018-2019. In 2018-2019 with 36% proficient the school overall outperformed its district of location in ELA and all three at-risk subgroups outperformed the district as well, with SWDs outperforming the district of location by +11 percentage points. The school underperformed the state in ELA, all three at-risk subgroups outperformed the state. In math and that same year, with 23% proficient Amani underperformed the district of location by 6 percentage points and all three at-risk subgroups also underperformed the district, with English language learners (ELLs) underperforming the district of location by -24 percentage points. The school outperformed the district of location by 32 percentage points in science.   In 2020-2021 (In Algebra I and Living Environment, 39 and 49 students, respectively took those exams) 100 percent of the students passed Regents' exams.

The school submitted its 2020-2021 Annual Report and stated it was able to meet one of seven academic goals. Six goals they were not able to assess because there was not state testing in 2019-2020 and due to the testing constraints in 2020-2021. The school was able to meet four of the four organizational goals and two of the two fiscal goals.

See Attachment 1 for data tables and additional academic information.

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<table>
<tr><td colspan="2" align="center">Benchmark 2: Teaching and Learning</td></tr>
<tr><td colspan="2">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.</td></tr>
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Finding: Meets

Element	*Indicators*
1. *Curriculum*	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. *Instruction*	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. *Assessment and Program Evaluation*	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. *Supports for Diverse Learners*	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 learners/multi-lingual learners; and economically disadvantaged students.

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| | 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:
- MS:
  - Amani employs a mix of external curriculum programs as well as school-developed lessons.
  - Amani uses co-taught double blocks of ELA and math.
  - The school has an advisory program for social-emotional learning.
  - Amani employs field learning and rites of passage field trips.

Academic Program for Students with Disabilities and English language learners:
- SWDs:
  - Amani provides integrated co-teaching and resource room services for students with disabilities.
  - The school has social workers on staff who provide mandated counseling.
  - The school employs speech and language pathologist to provide mandated services.
- ELLs:
  - ENL/ELL scholars receive daily support from a licensed teacher during ELA and/or math class. Classroom support includes checking for understanding of directions and class content, frontloading vocabulary words, modifying assignments and reading support during instruction.
  - The school uses a variety of assessment tools, including i-Ready and reading fluency assessments.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets on both its 2020 mid-term site visit report and this renewal site visit report.

1. Element: *Curriculum*:
   - **Indicator a:** Amani has a coherent curriculum in place. According to the CSO 2021 Teacher Survey 100 percent of all 33 respondents believe "The school has a documented curriculum that is aligned to the New York State learning standards." The school's renewal application indicates the "curriculum reflects an extensive revision conducted in 2018, the goals of which were to have a clear written curriculum with standards-aligned objectives, a curriculum that is fully aligned to the NYSLS… The school uses both Math and ELA Common Core standards-aligned modules from Great Minds, Curriculum Associates, FishTank Learning, EngageNY and EL Education. For Social Studies the school utilizes the New York State K-8 Social Studies Framework and for Science the school uses McGraw Hill Integrated Science." Interviewed school leaders indicated that after the

curriculum review in 2018, the school moved from Great Minds to Eureka Math and that about half of the 8th grade class will take 8th grade math and half will take Algebra. School leaders reported working with a math consultant who is the helping the STEM chair and principal to develop a math action plan to improve math instruction. In ELA the literacy block is divided between use of EngageNY and Fishtank programs. Interviewed school leaders described the literacy program as a combination of guided reading, independent reading, word work and shared reading activities. School leaders also noted the full adoption of the iReady program with a dedicated block in the schedule two times per week. Student support teachers noted the school's enrichment program, including art, dance and DJ class, which was maintained virtually during remote learning. Interviewed students also highlighted the variety of enrichment opportunities, including yoga, writing, fencing, step, basketball, math team and homework club.

- **Indicator b:** School leaders indicated that they used a review of curriculum in 2018 to revise the curriculum and adopt vertically aligned programs**.** Interviewed school leaders described using curriculum maps, scope and sequences and pacing calendars to organize the curriculum, and teachers then "plug in" their lessons and use assessment to inform topics for re-teach days. According to the CSO 2021 Teacher Survey, 100 percent of respondents believe the curriculum is horizontally aligned and 97 percent of respondents believe it is vertically aligned.
- **Indicator c:** School leaders described using a variety of curriculum resources for targeted small group instruction and tier 2 and 3 interventions. In addition, the school is now using the iReady program for all students, which provides differentiated lessons based on ongoing assessment. In addition, the school's renewal application states "the curriculum is culturally and linguistically responsive to the language and learning needs of students whose first language is not English."
- **Indicator d:** In addition to the formal curriculum review noted in 2018, school leaders described ongoing curriculum monitoring, including collaborative reviews with teachers.

2. Element: *Instruction*:
   - **Indicator a:** The school's renewal application describes Amani's approach to pedagogy as a combination of direct instruction, guided practice/modeled instruction, small group and independent practice. This was evident in observed classrooms, where both whole group and small group instruction took place as well as independent work. A variety of co-teaching practices were employed, including lead and assist, lead and monitor, and small group instruction. Interviewed school leaders described using a variety of pedagogical tools and strategies, including those found in Teach Like A Champion. Interviewed school leaders indicated their desire to foster student-centered learning, but in some debriefs after classroom observations noted teacher-centered instruction and the need for more aligned strategies, such as extended wait time, and more student-centered activities, such as turn and talks.
   - **Indicator b:** In observed classrooms during the renewal site visit, teachers delivered organized and purposeful lessons and students were generally engaged in the learning activities. Teachers used a variety of strategies to engage students, including cold calling, turn and talks, and call and response. In many classes pacing was effective, but in some teachers spent extended time on procedural issues and low rigor activities such as vocabulary review rather than higher order learning activities.
   - **Indicator c:** Based on the CSO 2021 Teacher Survey, 94 percent of respondents reported "The school differentiates instruction to ensure equity and access for all students." Interviewed school leaders noted tiered interventions and small group instruction, e.g., guided reading, are used to address individual student needs. The school's renewal application indicated that "Differentiation

can take multiple forms, but the most common at Amani is the multi-tiered support plan that promotes small group instruction within the math and ELA blocks using a co-teaching model." Co-teaching was observed during the renewal site visit, which provided small group instruction and individual support. In addition, teachers reviewed academic vocabulary to help all students access the material.

- **Indicator d:** Interviewed instructional leaders described a professional development program that included explicit training in August and ongoing training and coaching throughout the school year. Moreover, all teachers, including special education teachers, submit their lessons to their coaches and receive feedback. Based on the CSO 2021 Teacher Survey, 94 percent of respondents reported "The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups."

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** Amani utilizes a variety of program and school developed assessments. The school's renewal application indicates that Amani administers diagnostic assessments via the iReady platform three times per year as well as school developed interim assessments "three times a year: November, January and four weeks before each respective state exam. These tests are standards-based and assess the particular standards that have been taught up until that point in the school year. The predictive exams mimic the state tests, both in length and composition." The school's renewal application also describes regular unit assessments and indicates that "teachers plan mini-assessments, or quizzes, to be given every two weeks throughout the unit. Those quizzes are based on specific standards, or portions of the standard, in the unit." According to the school's renewal application, Amani also uses a variety of formative assessments and monitoring techniques, including Do Nows, graphic organizers, reflection questions, Exit Tickets and checks for understanding. For example, "During pre-determined points in the lesson, teachers check for student understanding. These checks can be in the form of a poll, short response question, or other method." Interviewed instruction leaders described the use of reading fluency assessments as part of the Fishtank program. Amani provided data in its 2020-2021 Local Assessment Plan (LAP) based on results from school-designed interim assessments. According to the school's submitted overall LAP results, the school tested 94% and 92% of its students in ELA and math, respectively, with proficiency rates of 55% and 35%, respectively. Self-reported data from the school for 2020-2021 internal assessments indicated that 51% of 8th grade students demonstrated proficiency in ELA and 59% in math.
   - **Indicator b:** Interviewed school leaders described increased use of data in the moment, and reported using Tableau, a data platform for evaluating data. The school's renewal application indicates that teachers use Reflection and Analysis Tracker Templates (RATTs) that are completed by teachers and coaches after every interim exam and used to analyze data and create a reteach plan to target the standards where scholars are struggling the most. The CSO 2021 Teacher Survey indicated that 100 percent of respondents believe "The school uses qualitative and quantitative data to inform instruction and improve student outcomes."
   - **Indicator c:** Ninety-seven percent of respondents on the CSO 2021 Teacher Survey reported "The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program." Interviewed school leaders described using data to review programs and implement improvements, such as the curriculum review and revision in 2018. They described comparing year to year data and sorting and disaggregating to evaluate subgroup performance and needs. They also noted using data to inform professional development. The school's renewal application indicates that school leaders use diagnostic assessment results "to see where students

(individually, by class and by grade) have demonstrated growth across domains in math and Reading." Finally, interviewed school leaders said they conduct annual program reviews called "hot washing," which incorporates anonymous feedback from faculty.

- **Indicator d:** Amani uses a variety of diagnostic, formative and summative assessments to track progress towards state standards. These include curriculum embedded assessments that are aligned to state standards, e.g., EngageNY module assessments, and school developed interim assessments designed as predictive exams to demonstrate progress toward proficiency on state exams.

4. Element: *Supports for Diverse Learners*:
   - **Indicator a:** Interviewed school leaders and student support staff described a tiered response to intervention (RTI) model used to identify struggling students, implement interventions, monitor progress, and refer for evaluation students who might have disabilities. Supports are provided via both push-in and pull-out intervention models. Interviewed school leaders said there had been substantial focus on tier 1 instruction and they are now moving to enhance tier 2 and 3 academic interventions with a reading specialist and math interventionist added to their faculty. Interviewed student support staff indicated that they are working with outside partners to review their tier 2 and 3 supports and develop a multi-tier system of support.
   - **Indicator b:** Amani employs a tiered approach to support students with varying needs and hired a math interventionist and reading specialist to provide targeted supports. According to the school's renewal application, Amani uses diagnostic assessments administered via the iReady platform three times per year to identify student needs; "information from this data has enabled us to create a three-tiered approach to instruction. Tier 1 is the model of instruction that we've always had; grade-level curriculum during class time. Tier 2 is for scholars who test one to two grades below their actual grade; they receive additional small-group support during class time and remediation, if necessary, after in-class assessments. Tier 3 is for those who have tested three or more levels below their actual grade level. These scholars receive small group, targeted academic support in addition to their 90-minute instructional blocks and any Tier 2 support they receive during that time." Moreover, "the twenty scholars in each grade with the largest academic gaps are placed in the What I Need (WIN) hour to receive targeted instructional time twice a week for 45 mins to close those gaps." For special education, Amani provides integrated co-teaching (ICT) and resource room by certified special education teachers. The school also employs counselors and a speech and language pathologist to provide mandated services. During the COVID-19 pandemic, Amani recognized that some students struggled with remote learning and developed a Virtual Learning Hub (VLH), "a supervised learning space where scholars interacted with teachers and scholars over Zoom in the school cafeteria and library. The VLH provided scholars a safe, supervised and distraction-free space to engage in their online learning." Interviewed students noted a variety of supports, including accessible teacher assistance, after-school help and extensions. In addition, the school provides resources for parents, including training and runs its own food pantry. Finally, teachers indicated supplemental time for supporting students, including the afterschool what I need (WIN) program and Saturday School, though at the time of the renewal site visit it had not yet launched this year.
   - **Indicator c:** Amani utilizes its assessment system, including regular diagnostic, interim and formal assessments to monitor student progress. Amani also utilizes a co-teaching model, which includes regular co-planning by general and special education teachers, who review data together and plan instruction and re-teaching. In addition, the school renewal application notes that "Case managers communicate weekly with teachers on students who receive Resource Room services to ensure that all classroom accommodations are being met. Teachers also communicate with the

case managers weekly on classroom assessments." Moreover, "Classified students are monitored by special education case managers weekly, and their progress is reported to parents quarterly in Progress Reports." Interviewed student support staff described tracking and using behavior data as well, such as Kickboard reports. Finally, the CSO 2021 Teacher Survey found that 100 percent of respondents believe "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."

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

Element	*Indicators*
1. Measures of Culture, Climate, and Student Engagement	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]
	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]
	c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. Behavior Management and Safety	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

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[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_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	Indicators
	a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.
	b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.
	c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.
	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.
	e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication	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. 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. 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. d. The school has a systematic and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. 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 educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

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Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets on both its 2020 mid-term site visit report and this renewal site visit report.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - **Indicator a:** Amani has a robust social emotional learning (SEL) team that works closely with teachers and parents to address absenteeism, including tracking data and facilitating communication among stakeholders. The school's renewal application indicates "we have established systems and routines to track various attendance tiers." Moreover, on the CSO 2021 Teacher Survey, 91% of the 33 respondents indicated that "In general, attendance is not an issue at the school."
   - **Indicator b:** According to the Amani renewal application, the school attempts "to avoid exclusionary discipline whenever possible, opting for a more inclusive approach to discipline that supports a constructive learning environment." School leaders reported about eight out-of-school suspensions this year and about ten in-school suspensions, preferring to use in-school suspension to maintain learning and connection with the school. According to the school's renewal application "Scholars who receive a Cultural Reset… spend either a full day or half day with the Dean (depending on the level of the infraction). These scholars receive reflective packets aimed to help scholars reflect on challenging situations, their actions and learn replacement behaviors. Scholars also receive their academic work from their teachers."
   - **Indicator c:** According to the Amani renewal application, "The school primarily utilizes surveys as the way to assess school climate. We conduct an annual survey for families and teachers. We also utilize focus groups and town hall discussions with teachers and parents. Finally, the leadership, specifically the executive director engages in annual interviews with ALL staff members to measure school climate and culture." This was confirmed during focus groups with leadership, staff and families.

2. Element: ***Behavior Management and Safety:***
   - **Indicator a:** Amani has a written discipline policy. The school's renewal application indicates that "school wide behavior management systems, required uniforms, community-building activities, support staff dedicated to students' social and emotional well-being, core values and common expectations, and pre-emptive outreach efforts comprise the behavior management systems at Amani." Moreover, the school emphasizes positive expectations and community building. For example, "There are a continuum of strategies to acknowledge displays of appropriate behavior, including specific praise, group celebrations, behavior contracts and a token economy." The school uses Kickboard to assign and track merits and demerits and also incorporates school values into culture building. Interviewed students reported that students take the Kickboard system seriously, recognizing that it will affect their grades.
   - **Indicator b:** Amani has a social emotional learning (SEL) department, which according to the school's renewal application "organizes the management of programs and a system of resource alignment to assist Amani in providing culturally relevant and responsive intervention, prevention, and student support which integrates special and general education services including but not limited to Social Emotional Learning, Positive Behavior and Intervention Systems, Restorative Justice, Trauma Informed Practices, intervention, prevention, and student support services." This was confirmed during focus groups with school leadership, teachers, the social emotional team members, and parents.

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- **Indicator c:** On the days of the school visit (which was conducted remotely) the school appeared safe; and no stakeholders raised concerns about the safety of the school. Moreover, interviewed parents reported the school is safe; they noted security at the school and the school's careful COVID-19 pandemic policies and procedures, including masking. The school's renewal application notes Amani has a Safety Plan "to properly plan for and address appropriate responses to a variety of emergency situations." In addition, interviewed school leaders described safety precautions taken as students and staff returned to the building after remote learning due to COVID-19 pandemic last year. Finally, the CSO 2021 Teacher Survey indicates that 100 percent of respondents believe "The school provides a safe environment."
- **Indicator d:** The Amani school culture is framed around the core values of Accountability, Community, Hard Work, Integrity, Empathy, Vision and Excellence (ACHIEVE), according to the school's renewal application. Interviewed students felt bullying is not a problem at Amani, that teachers would deal with it immediately. They also noted that it was a topic of their advisory program, including cyberbullying. Finally, 97% of respondents reported on the CSO 2021 Teacher Survey that "The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination." However, on the same survey 45% of the 33 respondents did not know the name of the school's Dignity for All Students Act (DASA) coordinator.
- **Indicator e:** Classroom instruction was observed remotely during the renewal site visit; observed classes were consistently organized with students mostly on task and adhering to the school's behavioral expectations. There was no evidence of disruptive behavior. According to the CSO 2021 Teacher Survey, 100% of respondents reported that "Classroom environments support learning and are generally free from disruption."

3. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The school uses a variety of tools to share academic and behavioral information about with families. The renewal application notes "Schooltool is the school's student information system that allows students, families and staff to access information on schedules, attendance, assignments and student grades. Schooltool has a parent portal to which all parents and students receive a password and are able to login and view scholar academic progress in real time." In addition, the school uses Kickboard to share behavioral and social emotional learning with parents. Parent teacher conferences are held twice per year. Finally, interviewed parents described the use of Google Classroom, Kickboard, e-mail, text messages and phone calls to communicate with them. They also noted informal opportunities to speak with teachers at morning drop-off and afternoon pick-up. Parents particularly appreciated the weekly calendar and homework calendar in Google Classroom.
   - **Indicator b:** The school uses multiple methods to engage with parents, including community meetings, social media and home visits. According to the school's renewal application "The purpose of the home visit is to learn about the scholar's needs, interests and concerns, to share important information about the Amani culture, and most paramount, establish communication and rapport with the families and scholars." Over the last year the school also developed "Parent University: The Scott Show," a weekly meeting with families and school leadership in partnership with the PTA, which was described by school leaders as critical to maintaining communication with the school community during the COVID-19 pandemic. The school also disseminates a weekly newsletter and "maintains a strong social media presence." In 2020 Amani transitioned quickly to remote learning, offering families a range of supports to help them help their children. A newsletter from spring 2020 notes "On Monday we kick off our second phase of online learning -

AmaniOnLine (AOL). AOL will build on the plan that we implemented in the early days to begin scheduled lessons from your scholar's teacher and live office hours. We will be providing support throughout the upcoming weeks for both you and your scholar as we continue to navigate this new normal of online learning. On Monday, Wednesday and Thursday, teachers will post pre-recorded video lessons to help support your scholar as they complete their assignments. In addition, every teacher will have live office hours twice a week to add additional support for your scholars." In addition, the school's renewal application indicates "during the pandemic Amani staff engaged in weekly wellness calls, expanding on the Advisory concept in a pandemic world." Each adult staff member was assigned a small group of students and became a case manager responsible for maintaining communication with families at home.

- **Indicator c:** Interviewed school leaders and the renewal application both described efforts to solicit parent input via annual surveys as well as regular town halls, home visits, and frequent communication between school staff and teachers and parents. The school's renewal application indicates "Amani arranges for computers to be available at school events to encourage families to complete the survey." Moreover, 97 percent of respondents reported on the CSO 2021 Teacher Survey that "The school seeks feedback from parents through surveys, meetings, or some other way."

- **Indicator d:** In addition to addressing parent concerns via town halls, home visits and PTA meetings, the school has developed resources to help parents. For instance, the school created a presentation delivered by the school social worker to give parents ideas on how to help their children learn virtually while balancing their own jobs and responsibilities during the COVID-19 pandemic. The school's renewal application also notes that "In addition to the presentation, Amani SEL staff created resource documents on job loss, coping with stress, talking to your scholar about the COVID-19 pandemic, Community Resources, and working/studying from home which they shared with the community. These resources were posted to the school website and easily accessible for parents and guardians." Finally, interviewed parents reported that teachers are very responsive and get back to them when they raise concerns.

- **Indicator e:** The school's renewal application states that "To communicate school-level academic data and initiatives, the executive director includes information in newsletters and during monthly Parent University meetings, as well as at monthly PTA meetings. We hold numerous information sessions for new families. In addition, as part of each new year there are mandatory parent meetings at each grade level on the first days of school. Finally, in the second week of school we host a 'back to school night' where parents are invited to walk through their child's schedule and meet briefly with each teacher and the leadership team." In addition, the renewal application indicates "the school has established a data dashboard that is aligned with the school accountability goals…The data dashboard allows the broader school community to monitor key indicators of performance, including but not limited to student achievement, finance, operations, and parent, student, and teacher satisfaction."

- **Indicator f:** The school uses data sharing tools to communicate information about state exam results. The school's renewal application notes "the school utilizes Tableau as its data dashboard for viewing and analyzing student achievement and performance data. Key data for monitoring student achievement and directing policy-level decisions are presented through charts and graphs that are accessible to the broader school community." This was confirmed during focus groups with school leadership and the board as well as reviewing board minutes.

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

- Indicator a: According to the CSO 2021 Teacher Survey, 97% of the 33 respondents indicated that "The school has social, emotional, and mental health programs and supports for all students." In addition to infusing social emotional learning (SEL) into the curriculum, the school's renewal application said that Amani has an advisory program to "ensure all students have opportunities to build SEL skills and receive an asset-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Advisory is focused on helping scholars manage daily frustrations, master key non-academic skills and develop character strengths in the context of the ACHIEVE core values." Amani has implemented the Sandford Harmony program in advisory classes over the last year and school leaders noted during the site visit that 5th grade students also take an additional class introducing them to the school values. Interviewed student support staff indicated that they had assessed social emotional needs via grade teams and identified conflict resolution, communication skills and self-esteem as important topics and developed relevant lessons. In addition, the renewal application notes the use of field learning and rites of passage field trips as an SEL component, which provide opportunities for shared social experiences, community building, and experiences that many ED students may not have access to. The school also has a robust SEL team providing general and targeted services. For example, during the COVID-19 pandemic "the School Social Worker continued to hold weekly 30 minute "Chat and Chew" sessions. These sessions serve as a way for scholars of all grade levels to interact with one another and voice any feelings they may be experiencing." The school has also enhanced its SEL team to provide additional supports. "In order to support the entire Amani community effectively, Amani took on two Masters' Level Social Work Interns to work under the School Social Worker. Together they managed a caseload of 26 scholars providing weekly counseling sessions." This information was supported by responses from the SEL team during focus groups and school leadership and teachers.
- **Indicator b:** As noted, the school developed a case management approach during the COVID-19 pandemic to maintain contact with families. The school's renewal application describes collecting social emotional information during weekly calls; moreover, "teachers used pre-scripted questions to help them begin purposeful conversations and take note of imperative information that should be shared with the staff. They then transferred this information into a shared document that was open for review by all administration and teachers to keep everyone aware of individual circumstances that may have impacted progress. Members of the SEL team reviewed all documents daily to provide the necessary social-emotional support needed. Teachers reviewed notes and took these specific circumstances into account when monitoring academic progress and grades." In addition, interviewed school leaders and support staff noted the use of KickBoard to track student behavior and the renewal application indicates KickBoard reports are sent weekly as the student "paychecks" and serve as a behavioral report card.
- **Indicator c:** School leaders described using a variety of data to review programs and identify student needs, including attendance, behavior and discipline, and staff and parent input. The renewal application also notes that the school's Culture Team reviews trends in student behavioral data bi-weekly. 88% of respondents surveyed on the CSO 2021 Teacher Survey agreed that "School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups."
- **Indicator d:** During the teacher focus group, teachers stated that they receive two hours of professional development and planning time each Wednesday, which includes topics related to SEL. For example, the school's renewal application notes professional development on culturally responsive teaching and virtual instruction. In addition, 88% of respondents said on the CSO 2021

Teacher Survey that "The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner."

- **Indicator e:** The school's McKinney-Vento Coordinator is a staff social worker. According to the school's renewal application, "Scholars who are eligible under McKinney-Vento meet with the McKinney-Vento Liaison once a month or on an as needed basis to discuss behavioral and academic successes. The scholars' families are also contacted on a bi-weekly basis to "check-in" allowing the family to discuss recent changes or any concerns they may have. During check-in's, community and in-house resources regarding food, uniforms, and transportation assistance are provided. If the family requests additional services that are available in the school due to their current living situation or general needs; the McKinney-Vento Liaison or School Social Worker are available to address these social and emotional concerns."

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 with regard to this benchmark has been consistent as a Meets on both its 2020 mid-term site visit report and this renewal site visit report.

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 http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

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

Financial Condition

Amani Public Charter School appears to be in good 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 1.5 and 3.0 is generally considered to be in good financial health. Amani Public Charter School's 2020-2021 composite score is 2.61.

Composite Scores
2016-2017 to 2020-2021

Year	*Composite Score*
2016-2017	2.39
2017-2018	2.79
2018-2019	2.29
2019-2020	2.03
2020-2021	2.61

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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 with regard to this benchmark has been consistent as a Meets on both the 2020 mid-term site visit report and this renewal site visit report.

<u>Renewal is based on evidence that the following indicators are generally present:</u>
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 Amani Public Charter School's 2020-2021 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: Meets

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 with regard to this benchmark has been consistent as a Meets on both its 2020 mid-term site visit report and this renewal site visit report.

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The Amani board engaged BoardOnTrack this year to implement a formal evaluation process for itself and leadership, which includes evaluation tools for both the board and school

leader. The school's renewal application indicates "In the last year they have undertaken a more rigorous process that begins with the board self-evaluation, builds on goal setting and culminates in the executive director evaluation process." According to the renewal application, leadership evaluation will include forming an executive director (ED) evaluation and support committee, collecting a self-evaluation from the ED, developing annual goals, and sharing an evaluation report with the full board.

- **Indicator b:** The school has a small board of trustees, with a number of relevant skill sets, including education, legal and finance. Interviewed board members reported their goal is to increase the size of the board, which has experienced some turnover and recruited additional members to enhance the board's areas of expertise. Specifically, the school's renewal application states "we have focused on recruiting talent in specific areas that will provide long term sustainability for the school, including fundraising and financing. In the last charter term, they recruited three education professionals to support the instructional growth of the school.

- **Indicator c:** The school's renewal application describes the ongoing evolution of the school's board of trustees and its governance of the school. "The Board has slowly transitioned from a working community-based board in its early years to more of a governing Board in its preadolescence. As it matures into a governing Board, the members have become more focused on being responsible for big picture strategy and policies." The board has developed working committees, which include Finance, Facilities and Educational Accountability Committees, according to the school's renewal application. Interviewed board members demonstrated some familiarity with student performance data; and demonstrated inconsistent knowledge of student enrollment and retention data. While school leaders described an array of measures of student academic performance, including interim assessments, when asked about monitoring progress towards state standards, the board only mentioned iReady results. When asked about how the board monitors the school's mission of high school and post-secondary preparation, the board had anecdotal information about high school admissions and said vaguely there is some work on tracking students after they graduate from Amani.

- **Indicator d:** The school has acknowledged the need for assistance with strategic planning. According to the school's renewal application "this year the Board engaged BoardOnTrack to drive excellence. This engagement will focus the Board on being data driven in its own development of governance." Interviewed board members described examining areas for growth as their annual board retreat, indicating the need to expand the board's knowledge of finance and develop a succession plan. They also indicated a focus on fundraising and making the board more diverse.

- **Indicator e:** According to the school's renewal application, the board annually reviewed bylaws and policies. It also relies on legal counsel to evaluate policies and ensure they are in compliance and up to date.

- **Indicator f:** According to interviewed board members, the board has engaged BoardOnTrack and expects to learn from its protocols and practices.

- **Indicator g:** According to the school's renewal application, the board utilizes legal counsel "to provide the Board with support to be fully aware of its legal obligations to the school and stakeholders."

- **Indicator h:** During the board interview, board members demonstrated awareness of the NYSED Charter School Performance 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

Element	*Indicators*
1. *School Leadership*	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. *Professional Climate*	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.
3. *Contractual Relationships (if applicable)*	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.

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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 with regard to this benchmark has improved from an Approaches on its 2020 mid-term site visit, to a Meets on this renewal site visit report. The school has improved in these areas: long-term retention of key leadership staff, the addition of coaching positions to support teacher development, the implementation of policies and procedures to improve the professional climate including opportunities for staff development and collaboration and opportunities for staff to provide feedback to leadership.

1. Element: ***School Leadership:***
   - **Indicator a:** Amani continues to be led by the founding executive director, who along with the principal, director of operations and director of finance, comprise the school's leadership team. Three of the four members of the leadership team are founding members of the school. The school's renewal application indicates "there are four departments in which tasks and functions are grouped essentially by specialty [sic]: Executive, Instructional, Finance and Operations." The executive director has maintained a clear focus on educating the whole child and social emotional development while the relatively new principal, who was promoted has focused on establishing expectations for academic rigor and achievement. According to the CSO 2021 Teacher Survey, 91% of respondents felt "The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. This was confirmed during the teacher focus group.
   - **Indicator b:** The school's renewal application notes "Amani utilizes a variety of tools to connect. Websites, school notification systems, mobile apps and social media form the foundation that is absolutely pivotal to this connection." Interviewed school leaders and staff all described enhanced communication systems and strategies during the COVID-19 pandemic to maintain close contact within the school community. These included weekly internal memos and external newsletters to families, up to date social media, and regular school community meetings called Parent University/The Scott Show. Finally, the school staff have regular structured meetings, including leadership, social emotional and grade teams, where decision-making is made and/or delegated.
   - **Indicator c:** The school has a dedicated staff to assist with recruiting and hiring. The school's renewal application indicates "the Marketing and Recruitment coordinator works with the directors and coaches to determine the key selection criteria for any open position. We also take time to update all job descriptions to fit the school's current needs based on key selection criteria, in addition to subject matter criteria." The school's hiring team is composed of departmental directors, instructional coaches and teachers. The renewal application also notes an emphasis on hiring from the local community (30% of all staff live in Mt. Vernon) and hiring staff who have experience working with the same demographics as Amani students. The renewal application details "Over the term of the charter, we have built a core staff (including teachers) who are diverse and reflective of the community. 65% of our teachers are African American and Hispanic, 32% are male, and 90% of our leadership team is BIPOC." Amani has experienced some turnover;

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data furnished by the school in its 2020-2021 Annual Report indicates that 29% of current staff have been at the school two years or less. The school's reported reasons for staff departures include moving to another location, desired access to a pension, and termination. In the 2019-2020 CSO Teacher Survey it was noted that 50% of the teachers who responded knew the name of the DASA coordinator and 22% who responded did not realize that the school had a DASA policy. In the 2021 CSO Teacher Survey the school's efforts to improve in this area were seen with fifty-five percent of teachers responding to the survey reporting they knew the name of the DASA coordinator. Eighty-four percent of the staff reported receiving a copy of the DASA policy since the 2019-2020 Teacher Survey and 66% of teachers who responded reported receiving DASA training in the past two school years.

- **Indicator d:** Interviewed school leaders were clearly familiar with the NYSED Charter School Performance Framework standards and their reflections on school performance and practices as well as strategic planning decisions all aligned with indicators in the Performance Framework. With student achievement in mind, instructional leaders noted revision of curriculum and professional development as key drivers of improvement.

2. Element: ***Professional Climate:***
   - **Indicator a:** Based on interviews with school leaders, staff and parents, roles within the school and their distinct responsibilities seem clear to all stakeholders. Moreover, the renewal application documents key roles and responsibilities for school leaders and board members. Interviewed parents felt the addition of a principal position was needed and were positive about the current principal's creativity, thoughtfulness and responsiveness. Finally, 94% of respondents said on the CSO 2021 Teacher Survey that "Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to."
   - **Indicator b:** One of Amani's key design elements is "Ridiculously Great Teaching." In addition to two of hours dedicated to professional development on Wednesdays, Amani has a coaching program in place to develop effective teaching practices. According to the school's renewal application, "instructional leaders perform classroom observations weekly... math and ELA teachers receive weekly classroom visits from their direct coach. Feedback is placed in Whetstone, a powerful, customizable classroom observation platform that enables Amani to develop our teachers through feedback. Science and Social Studies teachers receive classroom observations and coaching bi-weekly."
   - **Indicator c:** At the time of the renewal site visit, the school was staffed to meet the needs of its students. The school has experienced some teacher turnover. Interviewed school leaders reported that their while their humanities faculty have been consistent, they have found it hard to find math teachers. Interviewed teachers also noted the fluctuation in math faculty, with new staff having to learning the culture. On the CSO 2021 Teacher Survey, about three-quarters (73%) of respondents agreed that "there is a long-term career pathway and opportunities for professional growth for you at this school."
   - **Indicator d:** 94% of respondents surveyed by the CSO 2021 Teacher Survey indicated "The school has established procedures for effective collaboration among teachers." The school has weekly departmental meetings, including the special education department, and ICT teachers have two planning periods per week per subject, according to the school's renewal application. In addition, weekly professional development and planning is used to facilitate collaboration: "each month includes one session for grade-level team meetings to discuss particular students, one session for departmental teams to discuss curricular issues, one session for whole staff meetings on school

wide issues, and one for a targeted training." Interviewed teachers also noted the use of Wednesday professional development sessions with grade team and content meetings used to talk about academic and behavioral issues.

- **Indicator e:** Amani has a formal teacher evaluation system in place, which is detailed in the school's renewal application. Mid-year teachers complete a self-evaluation, and the principal or coach completes a rubric based on observation data, video, assessment results, and an action steps tracker. Supervisors meet with teachers to review their evaluation and set goals for the remainder of the year. Teachers who do not meet expectations are placed on a performance improvement plan (PIP), which is designed to articulate expectations and scaffolds for development. "When a teacher has not satisfactorily addressed the course of action outlined in a PIP then they will be counseled out of their role at Amani."
- **Indicator f:** In addition to regular staff meetings and evaluation discussions, Amani uses staff surveys to solicit feedback. 94% of teachers responding to the CSO 2021 Teacher Survey agreed that "The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** N/A
   - **Indicator b:** N/A

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

Element	*Indicators*
1. *Mission and Key Design Elements*	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. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating on its 2020 mid-term site visit report and this renewal site visit report.

1. Element: ***Missions and Key Design Elements:***
   - **Indicator a:** The renewal application describes the mission of the Amani Public Charter School is to provide 100% of Mount Vernon Students who attend the school from 5th through 8th grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice. APCS graduates are academically accomplished, intellectually curious, and civically engaged young people who tackle challenges diligently and creatively. Interviews with school leaders, staff and parents all noted the school's emphasis on preparing students for their future. Interviewed parents noted the emphasis on excellence and a career and college focus. Interviewed students also noted the college and career focus and preparation for their futures. Amani tracks its graduates; and reported that over the past seven years approximately 30% (210) Amani graduates were accepted to Catholic and Private/Independent high schools.
   - **Indicator b:** Amani has three key design elements: Ridiculously Great Teaching, Rigorous Academic Program, and Strong School Culture. While the school's academic outcomes have not been consistently stellar, school leadership has maintained its focus on these key design elements with reasonable plans for improvement and resources in place to realize them. For example, the school has a robust instructional leadership team that provides frequent professional development and coaching, although its efficacy may be limited by teacher turnover. The school has made clear efforts to strengthen its curriculum based on assessed needs and provide tiered interventions targeted to individual needs of students. The school has in place a strong school culture, which leaders, staff and parents all pointed to as pivotal to the Amani school identity.

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

Element	*Indicators*
1. *Targets are met*	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. *Targets are not met*	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has been consistent as an Approaches on both the 2020 mid-term site visit report and this renewal site visit report. It continues to have challenges with enrolling SWDs and ELLs comparable to the district of location.

1. Element: ***Target are met:***
   - **Indicator a:** For the 2020-2021 school year, Amani was at 100% of its contracted enrollment.

2. Element: ***Targets are not met:***
   - **Indicator a:** The school has consistently enrolled at or close to its maximum authorized enrollment; however, it has under-enrolled at-risk subgroups in comparison to the district of location. In 2020-2021, Amani enrolled 7% SWD compared to 17% in the district of location; Amani enrolled 3% ELLs compared to 14% in the district of location; and Amani enrolled 68% ED students compared to 81% in the district of location. Based on data from previous years the enrollment percentage for SWDs has increased and for ED students has declined, while ELL enrollment has

remained about the same. School leaders noted that the Mount Vernon City School District has a very small population of ELL students overall, just 36 ELLs in 8th grade in 2019-2020. Moreover, Amani is located in a neighborhood that does not have a high concentration of ELL families.

- **Indicator b:** According to the school's renewal application, COVID-19 pandemic restrictions required the school to focus on online recruiting efforts, including:
    - Sending approximately 10,000 targeted mailers.
    - Advertising on two outdoor billboards.
    - Distributing lawn signs and flyers.
    - The school disseminates information at 13 elementary schools as well as local community-based organizations, including The Boys and Girls Club, Mount Vernon Public Library, The Dole Center, and MV Neighborhood Health Center.
    - The school also reports distributing literature in local housing projects, primarily Levister towers.
    - To increase ELL enrollment, the school reported:
        - "We increased our presence in the popular local Spanish newspaper "Westchester Latino" with an 100% Spanish language advertisement...
        - We also leveraged our online premise with two Promotional ads on Facebook written in the Spanish language that reached an audience of 29,000 users."
        - Two local billboard ads with the tagline "Hablamos Espanol" were posted in targeted areas in the City of Mount Vernon for six weeks.
        - The contact information for Spanish speaking marketing coordinator is made readily available at all information sessions and on the school website."
    - To increase SWD enrollment, the school reported:
        - "Information sessions provided detailed information of our SPED program by our SPED coordinator.
        - A Facebook promotional video was created specifically to highlight "Services for Scholars with Special Education Needs are Available", the video received 889 clicks.
        - The school's website was updated to include a page for "Special Education Information". The term "Special Education" was used as an ad word for a Google ads campaign.
        - Online students' application form clearly states that Amani offers Special education services.
    - The SPED coordinator was made available at all information sessions and open houses to answer parents' questions."
    - Amani introduced a weighted lottery for SWD and ELL students in 2021 intended to increase the percentage enrollment of those subgroups.
    - With the lifting of COVID-19 pandemic restrictions, the school plans more "hands on" recruitment efforts: "We will attend in-person events, such as City Fest in Mount Vernon, reinstate open house events in our school building and distribute flyers in organizations such as Mount Vernon Youth Bureau, Doles Center, Mount Vernon Public Library, and Boys and Girls Club."
- **Indicator c:** According to the school's renewal application, the school has set targets for sub-group enrollment and tracks enrollment applications on a weekly basis to monitor sub-group applications. The weighted lottery was implemented as a result of tracking enrollment data.

See Attachment 1 for data tables and additional information.

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Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	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 with regard to this benchmark has been consistent in its Meets rating on its 2020 mid-term site visit report and 2021 renewal site visit report.

1. Element: *Legal Compliance:*
   - **Indicator a:** At the time of the renewal site visit there was no evidence the school was out of compliance with State and federal laws and regulations and the provisions of its charter. Moreover, the school's renewal application notes "We have engaged with BoardOnTrack to ensure transparency & Open Meeting Law Compliance." There was a short period of time in 2019 when the board fell below five members due to a member submitting his resignation without warning. The school had been seeking additional candidates and submitted an application to the NYSED CSO within 60 days to request approval for an additional member. In its renewal application, the school submitted several policies, many of them requiring revisions to be in

compliance with the law or NYSED policy; and therefore, must work with NYSED CSO to update its policies.

- **Indicator b:** The NYSED CSO issued a Notices of Deficiency to the school in 2019 and 2020 for academic performance below the state and/or district of location and for percentage enrollment of at-risk sub-groups below the district of location. Amani was required to complete a Corrective Action Plan (CAP) to highlight its strategies to be implemented to address these deficiencies. It has implemented changes to its academic program to address academic deficiencies (see Benchmark 2) and taken deliberate steps to address under-enrollment of student sub-groups, including modifying its admissions policy to include a weighted lottery (see Benchmark 9).
- **Indicator c:** Based on annual reports the school has a record of compliance with meeting state and local teacher certification requirements. For example, the 2020-2021 Annual Report states that 22 of the 31 teachers are certified. Those not certified fall into allowable categories. However, the information submitted by the school in its 2020-2021 Annual Report indicates that three staff who were hired in the 2020-2021 school year had begun working prior to their fingerprint clearance dates. The school should work with the CSO to ensure it is following its hiring practices that include fingerprint clearance prior to working at the school.
- **Indicator d:** Amani requested revisions to modify the length of the school day to meet the needs of students and families and to change the school's organizational chart to better reflect roles and responsibilities. The school will work with their CSO liaison to request an update to their mission statement, which was revised after the last renewal without NYSED or Regents approval.
- **Indicator e:** Amani has maintained enrollment at or close to its maximum authorized enrollment throughout the current charter term.
- **Indicator f:** Interviews with board members and the school's renewal application both noted the use of legal counsel to assist with policy review and compliance.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2020-2021 Enrollment
AMANI PUBLIC CHARTER SCHOOL	660900861000	354

ESEA Accountability Designation (2019-2020):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	MOUNT VERNON SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	6%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Elementary-Middle
Address:	60 S 3RD AVE MOUNT VERNON NY 10550
Website:	www.amanicharter.org
RIC:	LOWER HUDSON/SO. WESTCH/LHRIC
Regents Region:	HUDSON VALLEY REGION
Regent:	FRANCES G. WILLS
Active Date:	7/1/2011
Authorizer:	NYS BOR
CEO:	DEBRA STERN
CEO Phone:	(914) 668-6450
CEO Email:	dstern@amanicharter.org
BOT President:	SIDNEY BURKE
BOT President Phone:	(646) 342-2454
BOT President Email:	sidney.burke@dlapiper.com
Institution ID:	800000070172

BoR Charter School Office Information

Regional Liaison:	Kimberly Santiago
Performance Framework:	2019
Current Term:	7/1/19-6/30/22
2017-2018	Check-in
2018-2019	Renewal
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2021 Survey Results

	Expected Responses	Total Responses	Response Rate
Parent Survey	354	156	44%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	33	-

*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.

Charter School

AMANI PUBLIC CHARTER SCHOOL

2018-2019

AMANI PUBLIC CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle School	+/- 5	TIOGA MIDDLE SCHOOL	+4	-28	-33	.
		Mean	+4	-28	-33	.
	+/- 7.5	CORTLAND JUNIOR HIGH SCHOOL	+11	+7	-26	.
		JOHNSON CITY MIDDLE SCHOOL	+8	-12	-17	.
		NORTH ROSE-WOLCOTT MIDDLE SCHOOL	+7	-10	-5	.
		SODUS INTERMEDIATE SCHOOL	+11	-9	-51	.
		Mean	+9	-6	-25	.
	+/- 10	BROOKLYN EAST COLLEGIATE CHARTER SCH	-9	-38	.	.
		BROOKLYN SCIENCE AND ENGINEERING ACA	-3	-10	-39	.
		BUFFALO COLLEGIATE CHARTER SCHOOL	+15	+12	-19	.
		CAMDEN MIDDLE SCHOOL	+6	-4	-27	.
		CANAJOHARIE MIDDLE SCHOOL	-1	-2	+3	.
		CARL I BERGERSON MIDDLE SCHOOL	+7	-21	-21	.
		CENTRAL PARK MIDDLE SCHOOL	+11	+6	-3	.
		CHEEKTOWAGA MIDDLE SCHOOL	+12	+5	-19	.
		GOWANDA MIDDLE SCHOOL	+12	-9	-32	.
		IS 227 LOUIS ARMSTRONG	-33	-52	-49	.
		JEAN NUZZI INTERMEDIATE SCHOOL	-4	-9	-2	.
		JOHN F KENNEDY MIDDLE SCHOOL	+15	+3	+3	.
		KENNEY MIDDLE SCHOOL	+12	-2	-33	.
		LIBERTY MIDDLE SCHOOL	+16	0	+5	.
		MOTT HALL SCHOOL (THE)	-42	-62	.	.
		MS 890	-11	-16	.	.
		MYERS MIDDLE SCHOOL	+14	+7	+19	.
		NEWFIELD MIDDLE SCHOOL	+2	+2	-30	.
		PERSELL MIDDLE SCHOOL	+8	-1	-33	.
		SALMON RIVER MIDDLE SCHOOL	+13	+5	+5	.
		SOLVAY MIDDLE SCHOOL	+5	+2	-25	.
		THOMAS JEFFERSON MIDDLE SCHOOL	+12	+3	-17	.
		Mean	+3	-8	-17	.
		Mean	+4	-9	-19	.

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

AMANI PUBLIC 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%

Amani Public CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	46%	-	-	46%	24%	-	-	24%
2016-2017	32%	-	-	-	32%	-	-	-
2017-2018	45%	25%	25%	41%	25%	11%	0%	23%
2018-2019	48%	29%	36%	49%	33%	8%	9%	32%

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

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
Amani Public Charter School and Mount Vernon School District
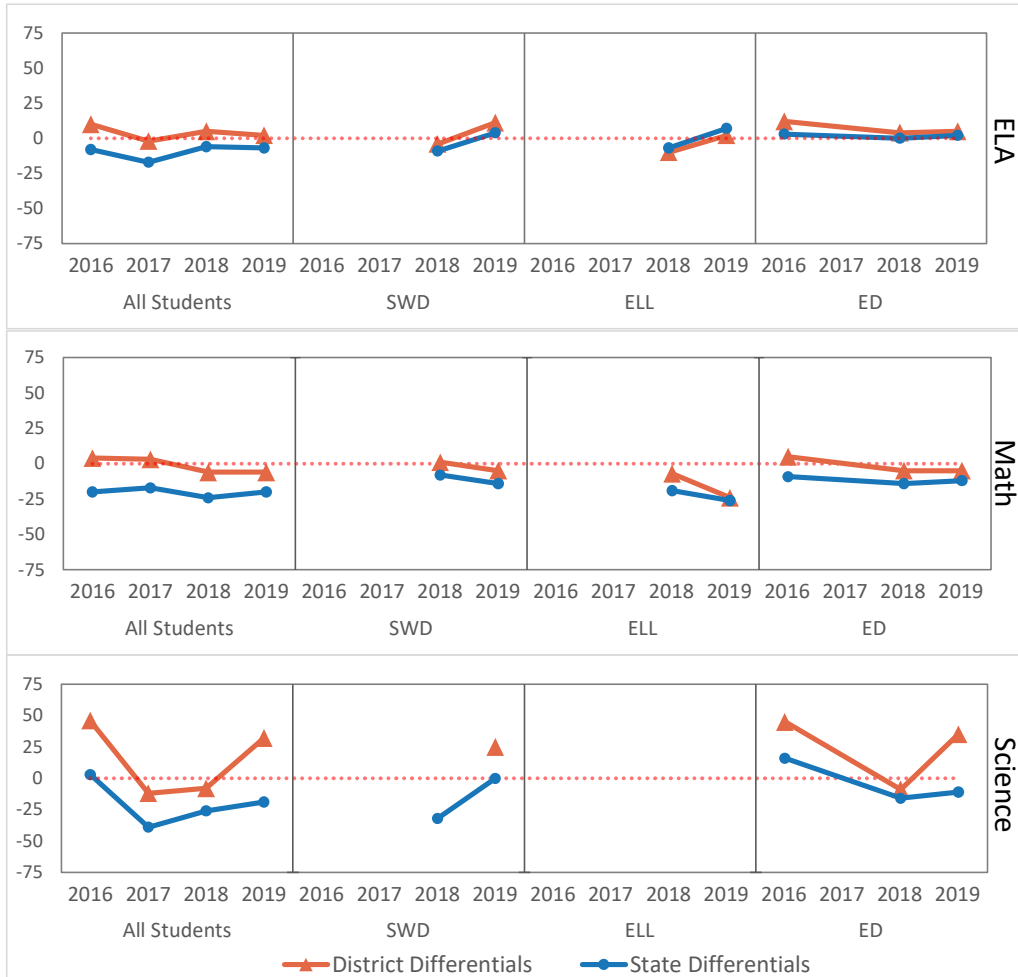
See NOTES (1), (2), (3), and (6) below.

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				
		Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	28%	18%	+10	36%	-8	16%	12%	+4	36%	-20	63%	17%	+46	60%	+3
	2016-2017	22%	24%	-2	39%	-17	20%	17%	+3	37%	-17	29%	41%	-12	68%	-39
	2017-2018	37%	32%	+5	43%	-6	17%	23%	-6	41%	-24	43%	51%	-8	69%	-26
	2018-2019	36%	34%	+2	43%	-7	23%	29%	-6	43%	-20	36%	4%	+32	55%	-19
SWD	2017-2018	5%	9%	-4	14%	-9	5%	4%	+1	13%	-8	0%	0%	0	32%	-32
	2018-2019	17%	6%	+11	13%	+4	0%	5%	-5	14%	-14	29%	4%	+25	29%	0
ELL	2017-2018	11%	21%	-10	18%	-7	0%	7%	-7	19%	-19	-	-	-	-	-
	2018-2019	27%	25%	+2	20%	+7	0%	24%	-24	26%	-26	-	-	-	-	-
ED	2015-2016	29%	17%	+12	26%	+3	16%	11%	+5	25%	-9	66%	21%	+45	50%	+16
	2017-2018	34%	30%	+4	34%	0	16%	21%	-5	30%	-14	40%	49%	-9	56%	-16
	2018-2019	35%	30%	+5	33%	+2	21%	26%	-5	33%	-12	35%	0%	+35	46%	-11

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

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS
Grade 5	2015-2016	18%	14%	+4	33%	-15	4%	16%	-12	40%	-36	-	-	-	-	-
	2016-2017	14%	25%	-11	35%	-21	18%	24%	-6	43%	-25	-	-	-	-	-
	2017-2018	27%	26%	+1	37%	-10	16%	30%	-14	44%	-28	-	-	-	-	-
	2018-2019	23%	28%	-5	38%	-15	21%	36%	-15	46%	-25	-	-	-	-	-
Grade 6	2015-2016	40%	24%	+16	34%	+6	31%	20%	+11	40%	-9	-	-	-	-	-
	2016-2017	18%	19%	-1	32%	-14	31%	24%	+7	40%	-9	-	-	-	-	-
	2017-2018	46%	45%	+1	49%	-3	33%	34%	-1	44%	-11	-	-	-	-	-
	2018-2019	51%	37%	+14	47%	+4	43%	35%	+8	47%	-4	-	-	-	-	-
Grade 7	2015-2016	19%	13%	+6	35%	-16	20%	6%	+14	36%	-16	-	-	-	-	-
	2016-2017	27%	23%	+4	42%	-15	19%	11%	+8	38%	-19	-	-	-	-	-
	2017-2018	24%	23%	+1	40%	-16	12%	13%	-1	41%	-29	-	-	-	-	-
	2018-2019	30%	31%	-1	40%	-10	16%	27%	-11	43%	-27	-	-	-	-	-
Grade 8	2015-2016	34%	23%	+11	41%	-7	2%	5%	-3	24%	-22	63%	17%	+46	60%	+3
	2016-2017	34%	30%	+4	45%	-11	0%	4%	-4	22%	-22	29%	41%	-12	68%	-39
	2017-2018	53%	32%	+21	48%	+5	2%	11%	-9	30%	-28	43%	51%	-8	69%	-26
	2018-2019	40%	39%	+1	48%	-8	10%	7%	+3	33%	-23	36%	4%	+32	55%	-19

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

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS
Grade 5	2018-2019	14%	3%	+11	11%	+3	0%	7%	-7	17%	-17	-	-	-	-	-
Grade 6	2018-2019	40%	8%	+32	15%	+25	0%	6%	-6	15%	-15	-	-	-	-	-
Grade 7	2017-2018	0%	0%	0	12%	-12	0%	2%	-2	12%	-12	-	-	-	-	-
Grade 7	2018-2019	20%	7%	+13	10%	+10	0%	4%	-4	12%	-12	-	-	-	-	-
Grade 8	2017-2018	13%	10%	+3	16%	-3	0%	0%	0	9%	-9	0%	0%	0	32%	-32
Grade 8	2018-2019	0%	5%	-5	15%	-15	0%	0%	0	10%	-10	29%	4%	+25	29%	0

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

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS
Grade 5	2018-2019	50%	14%	+36	20%	+30	0%	22%	-22	30%	-30	-	-	-	-	-
Grade 7	2017-2018	0%	14%	-14	15%	-15	0%	12%	-12	20%	-20	-	-	-	-	-

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

1/24/2022

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS
Grade 5	2015-2016	17%	12%	+5	23%	-6	0%	14%	-14	28%	-28	-	-	-	-	-
	2017-2018	22%	24%	-2	27%	-5	12%	27%	-15	32%	-20	-	-	-	-	-
	2018-2019	21%	24%	-3	28%	-7	20%	33%	-13	36%	-16	-	-	-	-	-
Grade 6	2015-2016	47%	22%	+25	25%	+22	36%	18%	+18	28%	+8	-	-	-	-	-
	2017-2018	41%	44%	-3	39%	+2	35%	32%	+3	32%	+3	-	-	-	-	-
	2018-2019	49%	33%	+16	37%	+12	42%	33%	+9	36%	+6	-	-	-	-	-
Grade 7	2015-2016	15%	12%	+3	25%	-10	22%	6%	+16	25%	-3	-	-	-	-	-
	2017-2018	24%	21%	+3	31%	-7	10%	12%	-2	30%	-20	-	-	-	-	-
	2018-2019	30%	27%	+3	30%	0	13%	24%	-11	32%	-19	-	-	-	-	-
Grade 8	2015-2016	34%	22%	+12	31%	+3	0%	4%	-4	19%	-19	66%	21%	+45	50%	+16
	2017-2018	50%	30%	+20	39%	+11	3%	10%	-7	25%	-22	40%	49%	-9	56%	-16
	2018-2019	38%	36%	+2	39%	-1	7%	7%	0	28%	-21	35%	0%	+35	46%	-11

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

Charter School

AMANI PUBLIC CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Amani Public CS	NYS	Differential to NYS	Charter Total Tested	Amani Public CS	NYS	Differential to NYS	Charter Total Tested	Amani Public CS	NYS	Differential to NYS	Charter Total Tested	Amani Public CS	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	21	95%	94%	+1	-	-	-	-	-	-	-	-	-	-	-	-
	2017-2018	25	96%	90%	+6	-	-	-	-	-	-	-	-	17	94%	81%	+13
	2018-2019	45	42%	89%	-47	-	-	-	-	-	-	-	-	36	36%	80%	-44
	2019-2020	22	100%	100%	0	-	-	-	-	-	-	-	-	12	100%	100%	0
	2020-2021	39	100%	97%	+3	-	-	-	-	-	-	-	-	23	100%	94%	+6
Living Environment	2018-2019	26	92%	100%	+7	-	-	-	-	-	-	-	-	20	90%	76%	+14
	2019-2020	26	100%	100%	0	-	-	-	-	-	-	-	-	13	100%	100%	0
	2020-2021	49	100%	99%	+1	-	-	-	-	-	-	-	-	30	100%	98%	+2
Physical Setting/ Earth Science	2016-2017	21	76%	94%	-18	-	-	-	-	-	-	-	-	-	-	-	-
	2017-2018	25	96%	94%	+2	-	-	-	-	-	-	-	-	17	94%	84%	+10

See NOTES (1), (2), (4), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

AMANI PUBLIC CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Not applicable to this charter school

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Not applicable to this charter school

Charter School

AMANI PUBLIC CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Amani Public CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	355	343	97%
2017-2018	355	355	100%
2018-2019	355	355	100%
2019-2020	355	350	99%
2020-2021	355	354	100%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Amani Public CS	Mount Vernon SD	Differential to District	Amani Public CS	Mount Vernon SD	Differential to District	Amani Public CS	Mount Vernon SD	Differential to District
2016-2017	1%	18%	-17	0%	10%	-10	0%	80%	-80
2017-2018	6%	18%	-12	3%	14%	-11	76%	86%	-10
2018-2019	7%	18%	-11	3%	14%	-11	75%	80%	-5
2019-2020	9%	18%	-9	3%	14%	-11	69%	76%	-7
2020-2021	7%	17%	-10	3%	14%	-11	68%	81%	-13

See NOTES (2) and (6) below.

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Amani Public CS	Mount Vernon SD	Differential to District	Amani Public CS	Mount Vernon SD	Differential to District	Amani Public CS	Mount Vernon SD	Differential to District	Amani Public CS	Mount Vernon SD	Differential to District
2016-2017	92%	84%	+8	100%	83%	+17	100%	86%	+14	91%	87%	+4
2017-2018	92%	86%	+6	50%	90%	-40	-	-	-	-	-	-
2018-2019	90%	85%	+5	93%	85%	+8	100%	87%	+13	91%	85%	+6
2019-2020	84%	85%	-1	71%	86%	-15	100%	87%	+13	83%	84%	-1
2020-2021	87%	71%	+16	77%	71%	+6	80%	71%	+9	88%	72%	+16

See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

Notes

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(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).

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	5-8	5-8	5-8	5-8	5-8
Maximum Chartered Grades Served	5-8	5-8	5-8	5-8	5-8
Chartered Enrollment	355	355	355	355	355
Maximum Chartered Enrollment	355	355	355	355	355
Actual Enrollment	343	355	355	350	354

Chartered vs. Actual Enrollment

AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
ASSETS					
Current Assets					
Cash and Cash Equivalents	2,565,033	2,142,351	2,006,920	2,645,383	2,663,822
Grants and Contracts Receivable	198,742	252,161	135,767	342,191	383,249
Prepaid Expenses	85,730	23,923	110,723	10,088	176,167
Other Current Assets	-	832,025	773,864	787,176	790,488
Total Current Assets	2,849,505	3,250,460	3,027,274	3,784,838	4,013,726
Non-Current Assets					
Property, Building and Equipment, net	561,293	529,664	500,454	484,709	555,610
Restricted Cash	75,000	-	75,000	75,000	75,000
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	636,293	529,664	575,454	559,709	630,610
Total Assets	3,485,798	3,780,124	3,602,728	4,344,547	4,644,336
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	50,615	158,671	160,862	131,654	140,413
Accrued Payroll and Payroll Taxes	297,827	292,201	275,066	318,198	410,679
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	370,562	295,499	301,504	632,659	304,721
Total Current Liabilities	719,004	746,371	737,432	1,082,511	855,813
Long-Term Liabilities					
Deferred Rent	623,226	744,981	-	903,775	939,233
Other Long-Term Liabilities	-	-	838,789	531,145	862,300
Total Long-Term Liabilities	623,226	744,981	838,789	1,434,920	1,801,533
Total Liabilities	1,342,230	1,491,352	1,576,221	2,517,431	2,657,346
NET ASSETS					
Unrestricted	2,126,088	2,258,572	1,998,757	1,782,687	1,942,761
Restricted	17,480	30,200	27,750	44,429	44,229
Total Net Assets	2,143,568	2,288,772	2,026,507	1,827,116	1,986,990
Total Liabilities and Net Assets	3,485,798	3,780,124	3,602,728	4,344,547	4,644,336

Cash, Assets and Liabilities

Net Assets

STATEMENT OF ACTIVITIES

	2016-17	2017-18	2018-19	2019-20	2020-21
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	5,960,981	6,358,549	6,602,178	6,582,331	6,580,047
State and Local Per Pupil Revenue - SPED	182,541	196,791	-	183,529	
State and Local Per Pupil Facilities Revenue	-	-	-		
Federal Grants	383,638	483,135	-	374,617	382,536
State and City Grants	-	-	437,316		
Other Operating Income	84,162	-	-	28,673	
Total Operating Revenue	6,611,321	7,038,475	7,039,494	7,169,150	6,962,583
EXPENSES					
Program Services					
Regular Education	4,424,755	4,633,082	5,429,455	5,347,009	5,298,710
Special Education	1,305,160	1,172,407	1,294,995	1,347,610	807,800
Other Expenses	-	-	-		
Total Program Services	5,729,915	5,805,489	6,724,450	6,694,619	6,106,510
Supporting Services					
Management and General	1,325,896	1,227,581	825,034	810,275	742,234
Fundraising	4,071	6,290	12,686	7,092	25,226
Total Support Services	1,329,967	1,233,871	837,720	817,367	767,460
Total Expenses	7,059,882	7,039,360	7,562,170	7,511,986	6,873,970
Surplus/Deficit from Operations	(448,561)	(885)	(522,676)	(342,836)	88,613
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-		
Contributions and Grants	465	4,329	81,865	61,455	11,718
Fundraising Support	11,145	39,036	40,375	26,990	-
Other Support and Revenue	151,647	102,724	138,171	55,000	59,543
Total Support and Other Revenue	163,257	146,089	260,411	143,445	71,261
Change in Net Assets	(285,304)	145,204	(262,265)	(199,391)	159,874
Net Assets - Beginning of Year	2,428,872	2,143,568	2,288,772	2,026,507	1,827,116
Net Assets - End of Year	2,143,568	2,288,772	2,026,507	1,827,116	1,986,990

Revenue & Expenses

Change in Net Assets

FISCAL ANALYSIS
RATIOS, BENCHMARKS and FINDINGS

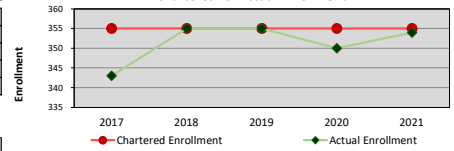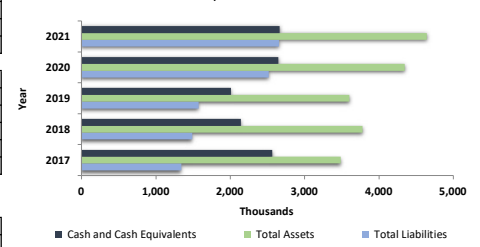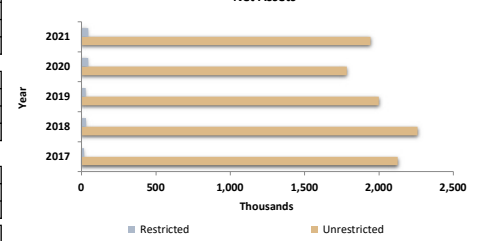|	2016-17	2017-18	2018-19	2019-20	2020-21
REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	19,275	19,827	19,830	20,483	19,668
Support and Other Revenue	476	412	734	410	201
Total Revenue	19,751	20,238	20,563	20,893	19,870
Expenses - Per Pupil					
Program Services	16,705	16,353	18,942	19,127	17,250
Mangement and General, Fundraising	3,877	3,476	2,360	2,335	2,168
Total Expenses	20,583	19,829	21,302	21,463	19,418
% of Program Services	81.2%	82.5%	88.9%	89.1%	88.8%
% of Management and Other	18.8%	17.5%	11.1%	10.9%	11.2%
% of Revenue Exceeding Expenses	-4.0%	2.1%	-3.5%	-2.7%	2.3%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.39	2.79	2.29	2.03	2.61
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	2,130,501	2,504,089	2,289,842	2,702,327	3,157,913
Working Capital (Current) Ratio	4.0	4.4	4.1	3.5	4.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.4	0.4	0.4	0.6	0.6
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	132.6	111.1	96.9	128.5	141.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	(0.0)	0.0	(0.0)	(0.0)	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard

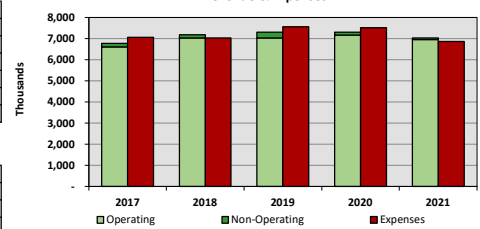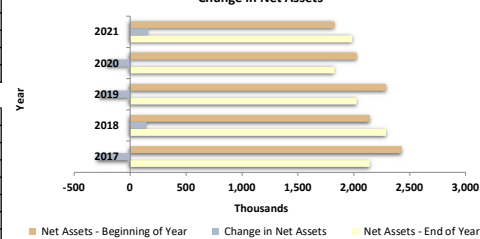**Enrollment vs. Revenue & Expenses**

Working Capital

Debt to Asset

Days of Cash

Total Margin