New York State Education Department

Charter School Of-

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Grades 5-		

Amani Public Charter School RENEWAL STE VIST REPORT

The 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 <u>Performance Framework</u> benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief Each benchmark will be rated;

however, the report narrative will highlight those indicators not fully met by the school.

The school meets the performance benchmark; potential exemplar in this area.
The school generally meets the performance benchmark; few concerns are noted.
The school does not meet the performance benchmark; a number of concerns are noted.
The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from 10/15/2018 to 10/16/2018 at Amani Public Charter School, see the following Performance Benchmark scores and discussion.

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade

Amani Public Charter School is in year eight of operation and serves students in Grades 5-8. During its current charter term, the school

Amani Public Charter School

In 2015-2016, 46% of students attending Amani Public Charter School were trending towards proficiency in ELA. In 2016-2017, the rate was 32%, and in 2017-2018, the rate was 45%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2015-2016, 25% of students attending Amani Public Charter School were trending towards proficiency in math. In 2016-2017, the rate was 32%, and in 2017-2018, the rate was 25%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2017-2018, 25% of students with disabilities attending Amani Public Charter School were trending towards proficiency in ELA. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2017-2018, 11% of students with disabilities attending Amani Public Charter School were trending towards proficiency in math. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2017-2018, 25% of ELLs/MLLs attending Amani Public Charter School were trending towards proficiency in ELA. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2017-2018, 0% of ELLs/MLLs attending Amani Public Charter School were trending towards proficiency in math. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2015-2016, 46% of economically disadvantaged students attending Amani Public Charter School were trending towards proficiency in ELA. In 2017-25(att)-2(ey(8)-3(,)-153(th9()3())-155(rate)-155(was)-155(w47(1)-3(8.))

	Amani Public CS	Mount Vernon SD	Variance to District	SAN	Variance to NYS	Amani Public CS	Mount Vernon SD	Variance to District	SAN	Variance to NYS
2014-2015	21%	12%	+9	31%	-10	24%	11%	+13	36%	-12
2015-2016	28%	19%	+9	36%	-8	16%	12%	+4	36%	

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teachers have received instructional supports for specific content areas that have made substantive, positive differences. For pacing purposes in ELA, Engage NY (6th grade) and Elevate Now (5th, 7th, 8th grades) are being used. In math the school is using Engage NY

Amani is generally meeting indicators under this benchmark. For this academic year the leadership team is focusing on greater consistency across the school. Such practices as an emphasis on Gradual Release of Responsibility (where students are given more voice and autonomy) and LEADs (Learning Objectives, Essential Questions, Agenda, and Do Nows) are to be seen in every classroom. Ste visit team members observed high levels of rigor and student engagement in many classrooms. There appears to be a common understanding that activities must be varied to meet the diverse learning styles of students though this was not consistently observed during the classroom visits. Some lessons incorporated the use of interactive notebooks, manipulatives, cooperative learning, visuals, technology, and some rotating centers with timed activities.

The school has been increasing the use of data to drive instruction. The data coordinator has created a comprehensive database to analyze and monitor student progress in math and help teachers plan lessons informed by student data. Leaders and coaches are in the preliminary stages of creating a similar database for ELA. Ourrently, the school utilizes a database for the

The shift in student expectations (e.g. silent hallways) were instituted to focus more time on task and create a more seamless transition from hallways to classrooms. Students that met with the review team noted the differences from the previous year to this year but complied with the new expectations.

Important Notes:

The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context

the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation.

audited financial statements.

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1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

Amani Public Charter School appears to be in good financial condition as evidenced by performance on

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near term indicators, such as the current ratio and unrestricted

term indicators, such as total margin and debt to asset ratio, are capacity to remain viable and to meet financial obligations.

A

Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Amani Public Charter School -2017 composite score is 2.1.

2014-2015	

3.0

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

- 1. The school has an accurate and functional accounting system that includes monthly budgets.
- 2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
- 3. 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.
- 4. The school has and follows a written set of fiscal policies.
- 5. The school has complied with state and federal financial reporting requirements.
- 6. The school has and is maintaining appropriate internal controls and procedures.
- 7. 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.

The Charter School Office reviewed Amani Public Charter School 2016-2017 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

tain provisions of laws,

regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts, the results of the tests disclosed one instance of noncompliance must be reported under Government Auditing Standards:

By meeting ten times over the course of the year ending June 30, 2017 and by not holding its June -laws in regard to

governance. Management responded that it planned to amend the bylaws to change the frequency of

h as the Board may determine

Revenue and expenses related to a fundraise4 Tf1 its June

Amani Public Charter School RENEWAL STE VIST REPORT

At the end of every school year, the board meets to update and revise policies and strategically plan for the following year. Board members participate in a board retreat annually and hire consultants to provide them with board development and training.

perational and fiscal alignment to execute the

director of culture and his team works closely with the director of curriculum and instruction and her team to support consistency in approach in behavioral norms and classroom management. They are working to establish and enforce consistency in discipline that ensures a positive and safe teaching and learning environment for students, staff and families.

The Amani Public Charter School is staffed with competent and qualified personnel. The director of curriculum and instruction (DC) leads the educational program by developing curriculum, overseeing its effective implementation, and in conjunction with the instructional coaches, conducts all formal observations of teachers in the school. The DC and the instructional coaches (one focused on ELA and social studies, the other on math and science) ensures that schedules allow for common planning time with grade level teams as well as subject based teams.

EL/MLL	1%	10%	-9

a. The school has compiled a record of substantial compliance with applicable state and federal laws 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; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.

c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

The school is currently overenrolled by 11 students. A material revision to the charter requesting to

The school is requesting to increase its maximum authorized enrollment from 320 students to 355 students.

According to the 2014-2015 annual report, while the school is in compliance with the overall number of uncertified teachers allowable by NYS Education Law Section 2854(3)(a-1), the three uncertified teachers do not fall into any of the four statutory exemption categories specified by law. Subsequent to the renewal site visit, school leaders informed the CSO that one of the uncertified teachers now falls into one of the exemption categories, another is no longer employed there, and the third has been paired with a certified teacher.