Entry 1 School Information and Cover Page

Created: 07/02/2018 • Last updated: 07/31/2018

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer **(as of June 30, 2018)** or you may not be assigned the correct tasks.

a. SCHOOL NAME

(Select name from the drop down menu)

MOTT HALL CS (REGENTS)

b. CHARTER AUTHORIZER (As of June 30th, 2018)

(For technical reasons, please re-select authorizer name from the drop down menu).

Regents-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 9

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1260 Franklin Avenue Bronx, NY 10456	[redacted]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Connie Lobdell
Title	Principal
Emergency Phone Number (###-###-####)	[redacted]

e. SCHOOL WEB ADDRESS (URL)

www.motthallcharterschool.org

f. DATE OF INITIAL CHARTER

12/2010

g. DATE FIRST OPENED FOR INSTRUCTION

08/2012

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

The mission of the Mott Hall Charter School is to prepare our scholars in mind, body, and character to succeed in top high schools, colleges, and careers by becoming inquisitive, open-minded, and compassionate citizens of the world.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	21st Century Teaching and Learning Model MHCS's instructional program is student-centered and inquiry-based, which is how middle school students learn best. The International Baccalaureate Middle Years Programme (MYP) provides high-quality teacher professional development and a curriculum framework which puts students at the center of a changing and increasingly interrelated world. Teachers use Understanding by Design (UBD) as their primary method of curriculum development as they align lessons to state standards. The Workshop Model of instruction is used to ensure that students are constructing their own knowledge.
Variable 2	Proficiency Because such a large percentage of students enter MHCS below proficiency, Mott Hall focuses on proficiency attainment for students in both English Language Arts (ELA) as well as Mathematics. This includes longer blocks of instruction in ELA and Math, greater emphasis on literacy acquisition through programs such as Leveled Literacy Intervention, and additional teachers supporting ELA and Math.
Variable 3	Special Population Support MHCS uses a collaborative team teaching approach to ensure that the needs of students with IEPs are met. Our ELL instructional model includes small group instruction, pull-out and push-in support, direct vocabulary instruction, and a requirement that all lesson plans include language objectives

	paired with learning objectives. All MHCS teachers receive professional development to ensure that they can address the learning needs of ELLs and students with IEPs.
Variable 4	College and Career Readiness Program MHCS's college and career readiness program is modeled on the AVID College and Career Readiness Program. This program helps ensure that Mott Hall students have the skills and information they need to gain acceptance to college bound high schools throughout New York City.
Variable 5	Social and Emotional Health Program The program design is rooted in aspects of the Sanctuary model, with on-going training in trauma and attachment theory, adolescent development, and other topics to all staff as well as providing teachers feedback to ensure classrooms are trauma sensitive. This program includes enhanced counseling for scholars who are identified as at-risk, a character development advisory class for all scholars, and on-going parent support groups.
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2018

261

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	6, 7, 8

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

I1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.

I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	1260 Franklin Avenue Bronx NY 10456	[redacted]	NYC CSD 9	6-8	No	N/A
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Connie Lobdell	[redacted]		
Operational Leader	Kassandra Diaz			
Compliance Contact	Kassandra Diaz			
Complaint Contact	Connie Lobdell			
DASA Coordinator	Meghan Oppenheimer			

m1. Are any sites in co-located space? If yes, please proceed to the next question.

Yes

m2. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	N/A	No		No		Yes
Site 2						
Site 3						

n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	Decrease the maximum approved enrollment from 315 to 280 students.	11/09/2017	04/26/2018
2	Change in design or educational program	Alter key design elements to more closely align with the current goals of the school.	11/09/2017	04/26/2018
3	Change in organizational structure	Change the organizational structure of the school to consolidate administrative roles to drive resources directly supporting the school's instructional program.	11/09/2017	04/26/2018
4				
5				

o. Name and Position of Individual(s) Who Completed this Annual Report.

Kassandra Diaz, Director of Operations

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

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Natalie Thompson

Date 2018/07/31

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 07/02/2018

MOTT HALL CS (REGENTS)

1. CHARTER AUTHORIZER (As of June 30th, 2018) (For technical reasons, please re-select authorizer name from the drop down menu).	REGENTS-Authorized Charter School
2. NEW YORK STATE REPORT CARD **Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).** **(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).**	https://data.nysed.gov/reportcard.php?year=2017&instid=800000071085

Entry 3 Progress Toward Goals

Created: 10/24/2018 • Last updated: 10/26/2018

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	Each year, the percent of students who score proficiently on 6-8 ELA state assessments for all students at the school level will meet or exceed the district and state average.	NYS ELA Exam Gr.-MHCS--#9--NYS 6----46%---32%---49% 7----24%---24%---40% 8----43%---32%---48% All--37%---30%---46%	Met	
Academic Goal 2	Each year, the percent of students who score proficiently on 6-8 Math state assessments for all students at the school level will meet or exceed the district and state average.	NYS Math Exam Gr.-MHCS--#9---NYS 6----24%---22%---44% 7----30%---20%---41% 8----31%---21%---30% All---29%---21%---40%	Met	
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

2. Do have more academic goals to add? No

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	After reviewing the Performance Framework, the Board of Trustees felt that the academic performance benchmarks comprehensively address the most pertinent areas of accountability for our next charter term. Therefore, Mott Hall Charter School has not included any additional charter specific goals related to organizational performance.			
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				

5. Do you have more organizational goals to add? No

6. FINANCIAL GOALS

2017-18 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	After reviewing the Performance Framework, the Board of Trustees felt that the academic performance benchmarks comprehensively address the most pertinent areas of accountability for our next charter term. Therefore, Mott Hall Charter School has not included any additional charter specific goals related to financial performance.			
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Entry 4 Expenditures per Child

Created: 07/02/2018 • Last updated: 07/30/2018

MOTT HALL CS (REGENTS)Section Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html

Line 1: Total Expenditures	4910874
Line 2: Year End FTE student enrollment	257
Line 3: Divide Line 1 by Line 2	19094

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	357761
Line 2: Management and General Cost (Column)	182435
Line 3: Sum of Line 1 and Line 2	540196
Line 5: Divide Line 3 by the Year End FTE student enrollment	2100

Thank you.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Audited Financial Statements
In Accordance With
Government Auditing Standards

June 30, 2018

307 Fifth Avenue, 15th Floor
New York, New York 10016
Tel: (212) 268-2800 Fax: (212) 268-2805
www.schallandashenfarb.com

MOTT HALL CHARTER SCHOOL

Table of Contents

	Page
Independent Auditor's Report	1 – 2
Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7 – 11
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	12 – 13
Schedule of Findings and Responses	14

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Independent Auditor's Report

To the Board of Trustees of
Mott Hall Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Mott Hall Charter School (the "School"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

307 Fifth Avenue, 15th Floor
New York, New York 10016
Tel: (212) 268-2800 Fax: (212) 268-2805
www.schallandashenfarb.com

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Mott Hall Charter School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2017 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 25, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Schall & Ashenfarb

Schall & Ashenfarb
Certified Public Accountants, LLC

October 16, 2018

MOTT HALL CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2018
(With comparative totals at June 30, 2017)

	6/30/18	6/30/17
Assets		
Cash and cash equivalents	$1,329,348	$1,649,296
Restricted cash (Note 3)	76,691	76,661
Government grants receivable	252,103	264,090
Fixed assets, net (Note 5)	226,461	253,452
Total assets	$1,884,603	$2,243,499
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	$575,819	$457,538
Grant advance - New York City (Note 4)	20,948	89,190
Total liabilities	596,767	546,728
Net assets:		
Unrestricted	1,287,836	1,696,771
Total net assets	1,287,836	1,696,771
Total liabilities and net assets	$1,884,603	$2,243,499

The attached notes and auditor's report
are an integral part of these financial statements.

MOTT HALL CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018
(With comparative totals for the year ended June 30, 2017)

	6/30/18	6/30/17
Unrestricted:		
Public support and revenue:		
Public school district: (Note 4)		
Revenue - resident student enrollment	$3,736,344	$4,067,802
Revenue - students with special education services	455,263	571,561
Subtotal public school district revenue	4,191,607	4,639,363
Government grants	373,357	362,059
Contributions	0	20,046
Other income	14,496	7,548
Total public support and revenue	4,579,460	5,029,016
Expenses:		
Program services:		
Regular education	3,131,185	2,802,006
Special education	1,294,454	1,001,352
Total program services	4,425,639	3,803,358
Supporting services:		
Management and general	551,675	502,082
Fundraising	11,081	64,004
Total expenses	4,988,395	4,369,444
Change in net assets	(408,935)	659,572
Net assets - beginning	1,696,771	1,037,199
Net assets - ending	$1,287,836	$1,696,771

The attached notes and auditor's report
are an integral part of these financial statements.

MOTT HALL CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018
(With comparative totals for the year ended June 30, 2017)

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Expenses 6/30/18	Total Expenses 6/30/17
Salaries	$2,092,247	$941,814	$3,034,061	$247,466	$8,522	$3,290,049	$2,847,325
Employee benefits and payroll taxes	461,264	207,636	668,900	54,556	1,879	725,335	603,161
Total personnel costs	2,553,511	1,149,450	3,702,961	302,022	10,401	4,015,384	3,450,486
Professional development	6,716	1,441	8,157	89,831		97,988	94,471
Professional fees	219,088	29,633	248,721	119,021	17	367,759	391,270
Student and staff recruitment			0	15,911		15,911	21,962
Curriculum and classroom expenses	65,950	14,156	80,106			80,106	67,909
Supplies and materials	84,802	20,324	105,126	1,066	37	106,229	94,484
Food services	47,064	10,102	57,166			57,166	10,809
Postage, printing, and copying	1,679	756	2,435	199	7	2,641	6,015
Insurance	13,011	5,857	18,868	1,539	52	20,459	22,292
Information technology	47,704	21,474	69,178	5,642	194	75,014	61,774
Non-capitalized equipment and furnishings	24,518	11,037	35,555	2,900	100	38,555	31,903
Repairs and maintenance	1,748	787	2,535	207	8	2,750	2,382
Depreciation	65,394	29,437	94,831	7,734	265	102,830	105,614
Other			0	5,603		5,603	8,073
Total other than personnel costs	577,674	145,004	722,678	249,653	680	973,011	918,958
Total expenses	$3,131,185	$1,294,454	$4,425,639	$551,675	$11,081	$4,988,395	$4,369,444

The attached notes and auditor's report are an integral part of these financial statements.

MOTT HALL CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2018
(With comparative totals for the year ended June 30, 2017)

	6/30/18	6/30/17
Cash flows from operating activities:		
Change in net assets	($408,935)	$659,572
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	102,830	105,614
Changes in assets and liabilities:		
Restricted cash	(30)	(30)
Grant receivable/advance - New York City	(68,242)	110,001
Government grants receivable	11,987	(121,927)
Prepaid expenses	0	2,998
Accounts payable and accrued expenses	118,281	60,046
Total adjustments	164,826	156,702
Net cash (used for)/provided by operating activities	(244,109)	816,274
Cash flows from investing activities:		
Purchases of fixed assets	(75,839)	(51,605)
Net cash used for investing activities	(75,839)	(51,605)
Net (decrease)/ increase in cash and cash equivalents	(319,948)	764,669
Cash and cash equivalents - beginning	1,649,296	884,627
Cash and cash equivalents - ending	$1,329,348	$1,649,296
Supplemental disclosures:		
Interest and taxes paid	$0	$0

The attached notes and auditor's report
are an integral part of these financial statements.

MOTT HALL CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018

Note 1 - Organization and Nature of Activities

Mott Hall Charter School (the "School"), located in Bronx, New York, is a not-for-profit education corporation chartered by the Regents of the University of the State of New York. The School provides a full range of educational services appropriate for the sixth, seventh and eighth grade levels. The School completed the 2017-2018 fiscal year with an average enrollment of approximately 260 students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE").

On June 27, 2011, the School was granted a provisional charter for a term up through and including December 14, 2016. Such provisional charter may be extended upon application for a term of up to five years in accordance with the provisions of Article 56 of the Education Law. On December 28, 2016, the School received a 2-year extension on their charter for a term up through and including June 30, 2019.

The School has been notified by the Internal Revenue Service that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting which is the process of recognizing revenue and expenses when earned or incurred rather when received or paid.

Net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Unrestricted* – represents those resources for which there are no restrictions by donors as to their use.

- *Temporarily restricted* – represents those resources, the uses of which have been restricted by donors for a specific purpose or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Temporarily restricted contributions, the requirements of which are met in the year of donation, are reported as unrestricted. The School did not have any temporary restricted net assets at June 30, 2018 or June 30, 2017.

- *Permanently restricted* – represents activity restricted by donors that must remain intact in perpetuity. The School did not have any permanently restricted net assets at June 30, 2018 or June 30, 2017.

b. Cash and Cash Equivalents
The School considers all liquid investments purchased with a maturity of three months or less to be cash and cash equivalents. Restricted cash has been classified separately.

c. Concentration of Credit
Financial instruments which potentially subject the School to concentration of credit risk consist of checking accounts, which have been placed with a financial institution that management deems to be creditworthy. From time-to-time, cash balances may be in excess of insurance levels. At year-end, there was a significant uninsured balance; however, the School has not experienced any losses due to bank failure.

d. Capitalization Policy
Computer hardware, furniture, equipment and assembling of the website are capitalized at cost or at the fair value at the date of gift, if donated. The School capitalizes fixed assets in excess of pre-defined amounts that have a useful life of more than one year. Depreciation was computed using the straight-line method over the estimated useful lives of the respective assets, which generally are between 3 and 7 years.

e. Contributions
Contributions are recorded as revenue at the earlier of the receipt of cash or when a pledge is considered unconditional in nature. Contributions are available for unrestricted use, unless specifically restricted by the donor, in which case they are recorded in one of the restricted classes of net assets, depending on the nature of the restriction.

Contributions expected to be received within one year are recorded at their net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discount rate. Conditional contributions are recognized as income when the conditions have been substantially met.

f. Revenue – Public School District and Government Grants
Program revenue is recognized based on student attendance using rates established by the School's funding source in the period during which services are provided.

The terms of each government grant are reviewed to determine if they contain traits more closely associated with contributions or exchange transactions. Management has determined that all existing government grants are exchange transactions because they are similar in nature to contracts for service. The difference between cash received and revenue recognized is reflected as government grants receivable or refundable advances.

g. Donated Services
Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided in-kind.

Board members and other individuals volunteer their time and perform a variety of tasks that assist the School. These services do not meet the criteria outlined above and have not been recorded in the financial statements.

h. Functional Allocation of Expenses
The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

i. Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

j. Contingencies
Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

k. Accounting for Uncertainty in Income Taxes
The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2015 and later are subject to examination by applicable taxing authorities.

l. Comparative Financial Information
The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year-ended June 30, 2017 from which the summarized information was derived.

m. Subsequent Events
Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 16, 2018, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date through our evaluation date that would require adjustment to or disclosure in the financial statements.

n. New Accounting Pronouncement
The Financial Accounting Standards Board (FASB) issued ASU No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. The ASU, which also becomes effective for the June 30, 2019 year, with early implementation permitted, focuses on improving the current net asset classification requirements and information presented in the financial statements and notes that is useful in assessing a not-for-profit's liquidity, financial performance and cash flows.

FASB issued an Accounting Standards Update (ASU) No. 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The ASU which becomes effective for the June 30, 2020 year, with early implementation permitted, provides guidance on whether a receipt from a third-party resource provider should be accounted for as contributions (nonreciprocal transactions) within the scope of Topic 958, Not-for-Profit Entities, or as exchange (reciprocal) transactions.

In addition, FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers*. The ASU, which becomes effective for the June 30, 2020 year, focuses on a principle-based model. It highlights the identification of performance obligations of the contract, determining the price and allocating that price to the performance obligation so that revenue is recognized as each performance obligation is satisfied.

Lastly, FASB issued ASU No. 2016-02, *Leases*. The ASU which becomes effective for the June 30, 2021 year, requires the full obligation of long-term leases to be recorded as a liability with a corresponding "right to use asset" on the statement of financial position.

The School is in the process of evaluating the impact these standards will have on future financial statements.

Note 3 - Restricted Cash

An escrow account has been established to meet the requirement of the Board of Regents of the State of New York. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 4 - Advance Payable/Grant Receivable – New York City Department of Education

	6/30/18	6/30/17
Beginning (advance payable)/grant receivable	($89,190)	$20,811
Funding based on allowable FTE's	4,191,607	4,639,363
Advances received	(4,123,365)	(4,749,364)
Ending advance payable	($20,948)	($89,190)

Note 5 - Fixed Assets

Fixed assets consist of the following:

	6/30/18	6/30/17
Furniture and equipment	$726,221	$650,382
Less: accumulated depreciation	(499,760)	(396,930)
Total fixed assets, net	$226,461	$253,452

Note 6 - Significant Concentrations

The School and New York City Department of Education signed an agreement, which permits the school to operate the charter. Approximately 92% of the School's total public support and revenue was received from NYCDOE in each 2018 and 2017, respectively. If

NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate.

Note 7- Donated Space

The School is located in a NYCDOE facility and utilizes approximately 7,000 square feet at no charge. The School was unable to determine a value for this service.

Note 8 – Defined Contribution Plan

The School maintains a tax deferred 403(b) retirement plan. Employees who are at least 21 years old may participate by designating a percentage of their salaries, subject to regulatory limits, to be contributed to the plan on a pre-tax basis. The School matches employee contributions to the plan on a discretionary basis. The amount of estimated matching payments of $21,000 and $18,000 has been included in payroll taxes and employee benefits in the accompanying financial statements for the years ended June 30, 2018 and June 30, 2017, respectively.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Mott Hall Charter School

Report on the Financial Statements

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Mott Hall Charter School (the "School"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 16, 2018.

Internal Control over Financial Reporting

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

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

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

307 Fifth Avenue, 15th Floor
New York, New York 10016
Tel: (212) 268-2800 Fax: (212) 268-2805
www.schallandashenfarb.com

Compliance and Other Matters

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

Purpose of this Report

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

Schall & Ashenfarb

Schall & Ashenfarb
Certified Public Accountants, LLC

October 16, 2018

MOTT HALL CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2018

Current Year:

None

Prior Year:

None

Annual Financial Statement Audit Report

School Name:	Mott Hall Charter School
Date (Report is due Nov. 1):	November 1, 2018
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #9
School Fiscal Contact Name:	Josh Moreau, boostEd Finance
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	Schall & Ashenfarb, CPA's, LLC
School Audit Contact Name:	Joe Albano
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	[redacted]
Audit Period:	2017-18
Prior Year:	2016-17

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	N/A
Management Letter Response	N/A
Form 990	On Extension
Federal Single Audit (A-133)	N/A
Corrective Action Plan	N/A

Mott Hall Charter School
Statement of Financial Position
as of June 30

	2018	2017
CURRENT ASSETS		
Cash and cash equivalents	$ 1,329,348	$ 1,649,296
Grants and contracts receivable	-	-
Accounts receivables	252,103	264,090
Prepaid Expenses	-	-
Contributions and other receivables	-	-
Other current assets	-	-
TOTAL CURRENT ASSETS	1,581,451	1,913,386
NON-CURRENT ASSETS		
Property, Building and Equipment, net	$ 226,461	$ 253,452
Restricted Cash	76,691	76,661
Security Deposits	-	-
Other Non-Current Assets	-	-
TOTAL NON-CURRENT	303,152	330,113
TOTAL ASSETS	**1,884,603**	**2,243,499**
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 575,819	$ 457,538
Accrued payroll, payroll taxes and benefits	-	-
Current Portion of Loan Payable	-	-
Due to Related Parties	-	-
Refundable Advances	-	-
Deferred Revenue	20,948	89,190
Other Current Liabilities	-	-
TOTAL CURRENT	596,767	546,728
LONG-TERM LIABILITIES		
Loan Payable; Due in More than One Year	$ -	$ -
Deferred Rent	-	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM	-	-
TOTAL LIABILITIES	596,767	546,728

NET ASSETS		
Unrestricted	$ 1,287,836	$ 1,696,771
Temporarily restricted	-	-
Permanently restricted	-	-
TOTAL NET ASSETS	1,287,836	1,696,771
TOTAL LIABILITIES AND NET ASSETS	**1,884,603**	**2,243,499**

Mott Hall Charter School
Statement of Activities
as of June 30

	2018			2017
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	$ 3,736,344	$ -	$ 3,736,344	$ 4,067,802
State and Local Per Pupil Revenue - SPED	455,263	-	455,263	571,561
State and Local Per Pupil Facilities Revenue	-	-	-	-
Federal Grants	373,357	-	373,357	362,059
State and City Grants	-	-	-	-
Other Operating Income	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	4,564,964	-	4,564,964	5,001,422
EXPENSES				
Program Services				
Regular Education	$ 3,131,185	$ -	$ 3,131,185	$ 2,802,006
Special Education	1,294,454	-	1,294,454	1,001,352
Other Programs	-	-	-	-
Total Program Services	4,425,639	-	4,425,639	3,803,358
Management and general	551,675	-	551,675	502,082
Fundraising	11,081	-	11,081	64,004
TOTAL EXPENSES	4,988,395	-	4,988,395	4,369,444
SURPLUS / (DEFICIT) FROM OPERATIONS	(423,431)	-	(423,431)	631,978
SUPPORT AND OTHER REVENUE				
Interest and Other Income	$ -	$ -	$ -	$ -
Contributions and Grants	-	-	-	20,046
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	14,496	-	14,496	7,548
TOTAL SUPPORT AND OTHER REVENUE	14,496	-	14,496	27,594
Net Assets Released from Restrictions / Loss on Disposal	$ -	$ -	$ -	$ -
CHANGE IN NET ASSETS	(408,935)	-	(408,935)	659,572
NET ASSETS - BEGINNING OF YEAR	$ 1,696,771	$ -	$ 1,696,771	$ 1,037,199

PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS - END OF YEAR	$ 1,287,836	$ -	$ 1,287,836	$ 1,696,771

Mott Hall Charter School
Statement of Cash Flows
as of June 30

	2018	2017
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ (408,935)	$ 659,572
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	102,830	105,614
Grants Receivable	(56,255)	(11,926)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	2,998
Accounts Payable	118,281	60,046
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Restricted Cash	(30)	(30)
Security Deposit	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ (244,109)	$ 816,274
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	(75,839)	(51,605)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (75,839)	$ (51,605)
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ -	$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ (319,948)	$ 764,669
Cash at beginning of year	1,649,296	884,627
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 1,329,348	$ 1,649,296

Mott Hall Charter School
Statement of Functional Expenses
as of June 30

		2018						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total
Personnel Services Costs		$	$	$	$	$	$	$
Administrative Staff Personnel	6.00	2,092,247	941,815	-	3,034,062	8,522	247,466	255,988
Instructional Personnel	35.00	-	-	-	-	-	-	-
Non-Instructional Personnel	6.00	461,264	207,636	-	668,900	1,879	54,557	56,436
Total Salaries and Staff	47.00	2,553,511	1,149,451	-	3,702,962	10,401	302,023	312,424
Fringe Benefits & Payroll Taxes		-	-	-	-	-	-	-
Retirement		-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		219,088	29,633	-	248,721	17	119,021	119,038
Building and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		1,748	787	-	2,535	8	207	215
Insurance		13,011	5,857	-	18,868	53	1,539	1,592
Utilities		-	-	-	-	-	-	-
Supplies / Materials		150,752	34,480	-	185,232	37	1,066	1,103
Equipment / Furnishings		24,518	11,037	-	35,555	100	2,900	3,000
Staff Development		6,716	1,441	-	8,157	-	89,831	89,831
Marketing / Recruitment		-	-	-	-	-	15,911	15,911
Technology		47,704	21,474	-	69,178	194	5,642	5,836
Food Service		47,064	10,102	-	57,166	-	-	-
Student Services		-	-	-	-	-	-	-
Office Expense		1,679	756	-	2,435	7	199	206
Depreciation		65,394	29,436	-	94,830	264	7,735	7,999
OTHER		-	-	-	-	-	5,601	5,601
Total Expenses		$ 3,131,185	$ 1,294,454	$ -	$ 4,425,639	$ 11,081	$ 551,675	$ 562,756

	2017
Total	
$	$
3,290,050	2,847,325
-	-
725,336	603,161
4,015,386	3,450,486
-	-
-	-
-	-
-	-
-	-
367,759	391,270
-	-
2,750	2,382
20,460	22,292
-	-
186,335	162,393
38,555	31,903
97,988	94,471
15,911	21,962
75,014	61,774
57,166	10,809
-	-
2,641	6,015
102,829	105,614
5,601	8,073
$ 4,988,395	$ 4,369,444

Entry 5c Additional Financial Docs

Last updated: 10/24/2018

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

Section Heading

1. Management Letter

(No response)

Explanation for not uploading the Management Letter.	Management letter no issued

2. Form 990

(No response)

Explanation for not uploading the Form 990.	On extension

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit.	N/A

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report.	N/A

5. Evidence of Required Escrow Account

https://nysed-cso-reports.fluidreview.com/resp/19988899/pN6H0Nalce/

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

a. The person responsible
b. The date action was taken, or will be taken
c. Description of the action taken
d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. N/A

CHASE

JPMorgan Chase Bank, N.A.
P O Box 182051
Columbus, OH 43218 - 2051

June 01, 2018 through June 29, 2018
Account Number: [redacted]

CUSTOMER SERVICE INFORMATION

Web site:	**www.Chase.com**
Service Center:	**1-877-425-8100**
Deaf and Hard of Hearing:	1-800-242-7383
Para Espanol:	1-888-622-4273
International Calls:	1-713-262-1679

00108522 DRE 802 143 18118 NNNNNNNNNNN T 1 000000000 64 0000
MOTT HALL CHARTER SCHOOL
1260 FRANKLIN AVE
BRONX NY 10456-3502

01085220101000000021

SAVINGS SUMMARY

Chase Business Select High Yield Savings

	INSTANCES	AMOUNT
Beginning Balance		**$76,689.02**
Deposits and Additions	1	2.42
Ending Balance	**1**	**$76,691.44**

Annual Percentage Yield Earned This Period	0.04%
Interest Paid This Period	$2.42
Interest Paid Year-to-Date	$15.21

There has been no activity on your account during this statement period. You may not receive a statement through the mail in the future if there is no activity on your account. You can always view your account activity and statement by logging on to your account through chase.com. If you have questions, please call us at the number on this statement.

You could earn an even higher interest rate on your Chase Business Select High Yield Savings account if you link it to a qualifying checking account. Visit any of our branches for details or call us at the telephone number on your statement.

Your monthly service fee was waived because you maintained an average savings balance of $10,000 or more during the statement period.

TRANSACTION DETAIL

DATE	DESCRIPTION	AMOUNT	BALANCE
	Beginning Balance		**$76,689.02**
06/29	Interest Payment	**2.42**	76,691.44
	Ending Balance		**$76,691.44**

30 deposited items are provided with your account each month. There is a $0.20 fee for each additional deposited item.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS: Call us at 1-866-564-2262 or write us at the address on the front of this statement (non-personal accounts contact Customer Service) immediately if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt.

For personal accounts only: We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:

- Your name and account number
- The dollar amount of the suspected error
- A description of the error or transfer you are unsure of, why you believe it is an error, or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (or 20 business days for new accounts) to do this, we will credit your account for the amount you think is in error so that you will have use of the money during the time it takes us to complete our investigation .

IN CASE OF ERRORS OR QUESTIONS ABOUT NON-ELECTRONIC TRANSACTIONS: Contact the bank immediately if yo incorrect or if you need more information about any non-electronic transactions (checks or deposits) on this statement. If any such error appears, you must notify the bank in writing no later than 30 days after the statement was made available to you. For more complete details, see the Account Rules and Regulations or other applicable account agreement that governs your account. Deposit products and services are offered by JPMorgan Chase Bank, N.A. Member FDIC

EQUAL HOUSING LENDER **JPMorgan Chase Bank, N.A. Member FDIC**

Entry 5d Financial Services Contact Information

Last updated: 10/24/2018

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

MOTT HALL CS (REGENTS)Section Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Kassandra Diaz	[redacted]	

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Joseph Albano	[redacted]		

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
	BoostEd	Josh Moreau	[redacted]			5

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the - Board of Regents -

2018-19 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing **RED** triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Mott Hall Charter School -

PROJECTED BUDGET FOR 2018-2019 -

July 1, 2018 to June 30, 2019 -

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	**4,548,825**	**521,516**	**-**	**15,000**	**-**	**5,085,341**
Total Expenses	**3,354,844**	**1,202,817**	**-**	**10,279**	**511,100**	**5,079,041**
Net Income	**1,193,981**	**(681,301)**	**-**	**4,721**	**(511,100)**	**6,300**
Actual Student Enrollment	**238**	**34**				**-**
Total Paid Student Enrollment	**-**	**-**				**-**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
NYC	*$15,308.00*	4,163,776	-	-	-	-	4,163,776
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		4,163,776					**4,163,776**
Special Education Revenue		-	472,783	-	-	-	472,783
Grants							
Stimulus		122,672	-	-	-	-	122,672
Other		-	-	-	-	-	-
Other State Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		**4,286,448**	**472,783**				**4,759,231**
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	48,733	-	-	-	48,733
Title I		194,201	-	-	-	-	194,201
Title Funding - Other		49,158	-	-	-	-	49,158
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		**243,359**	**48,733**				**292,092**
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	15,000	-	15,000
Erate Reimbursement		-	-	-	-	-	-
Interest Income, Earnings on Investments,		31	-	-	-	-	31
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		18,987	-	-	-	-	18,987
Other Local Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		**19,018**			**15,000**		**34,018**
TOTAL REVENUE		**4,548,825**	**521,516**		**15,000**		**5,085,341**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	81,857	29,417	-	2,558	14,069	127,901
Deans, Directors & Coordinators	3.00	280,277	40,040	-	-	-	320,317
CFO / Director of Finance	-	-	-	-	-	-	-

Mott Hall Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	4,548,825	521,516	-	15,000	-	5,085,341
Total Expenses	3,354,844	1,202,817	-	10,279	511,100	5,079,041
Net Income	1,193,981	(681,301)	-	4,721	(511,100)	6,300
Actual Student Enrollment	238	34				-
Total Paid Student Enrollment	-	-				-

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	1.00	-	-	-	-	90,000	90,000
Administrative Staff	2.00	89,759	12,823	-	-	-	102,582
TOTAL ADMINISTRATIVE STAFF	7	451,893	82,280		2,558	104,069	640,800
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	18.00	1,172,338	167,477	-	-	-	1,339,815
Teachers - SPED	7.00	-	528,194	-	-	-	528,194
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	3.00	172,848	24,693	-	-	-	197,541
Aides	-	-	-	-	-	-	-
Therapists & Counselors	7.00	407,200	58,171	-	-	-	465,371
Other	-	160,563	22,938	-	-	-	183,500
TOTAL INSTRUCTIONAL	35	1,912,949	801,472				2,714,421
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	1.00	-	-	-	-	31,668	31,668
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1					31,668	31,668
SUBTOTAL PERSONNEL SERVICE COSTS	43	2,364,842	883,752		2,558	135,737	3,386,889
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		204,559	76,445	-	221	11,741	292,966
Fringe / Employee Benefits		12,623	4,717	-	14	725	18,079
Retirement / Pension		299,530	111,936	-	324	17,192	428,982
TOTAL PAYROLL TAXES AND BENEFITS		516,712	193,098		559	29,658	740,027
TOTAL PERSONNEL SERVICE COSTS		2,881,554	1,076,850		3,117	165,395	4,126,916
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	110,000	110,000
Legal		-	-	-	-	9,000	9,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		5,795	2,166	-	6	333	8,300
Special Ed Services		-	15,000	-	-	-	15,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		163,625	23,375	-	-	-	187,000
TOTAL CONTRACTED SERVICES		169,420	40,541		6	119,333	329,300
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	2,000	2,000
Classroom / Teaching Supplies & Materials		74,714	10,673	-	-	-	85,387

Mott Hall Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	**4,548,825**	**521,516**	**-**	**15,000**	**-**	**5,085,341**
Total Expenses	**3,354,844**	**1,202,817**	**-**	**10,279**	**511,100**	**5,079,041**
Net Income	**1,193,981**	**(681,301)**	**-**	**4,721**	**(511,100)**	**6,300**
Actual Student Enrollment	**238**	**34**				**-**
Total Paid Student Enrollment	**-**	**-**				**-**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials	-	8,700	-	-	-	8,700
Textbooks / Workbooks	10,938	1,563	-	-	-	12,500
Supplies & Materials other	2,231	319	-	-	-	2,550
Equipment / Furniture	-	-	-	-	35,500	35,500
Telephone	-	-	-	-	4,200	4,200
Technology	-	-	-	-	64,160	64,160
Student Testing & Assessment	6,300	900	-	-	-	7,200
Field Trips	20,825	2,975	-	-	-	23,800
Transportation (student)	-	-	-	-	-	-
Student Services - other	13,388	1,913	-	-	-	15,300
Office Expense	-	-	-	-	23,320	23,320
Staff Development	102,990	38,488	-	111	5,911	147,500
Staff Recruitment	8,750	1,250	-	-	-	10,000
Student Recruitment / Marketing	5,688	813	-	-	-	6,500
School Meals / Lunch	16,713	2,388	-	-	-	19,100
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	7,000	-	7,000
Other	25,067	9,368	-	27	1,439	35,900
TOTAL SCHOOL OPERATIONS	**287,601**	**79,347**		**7,139**	**136,530**	**510,617**
FACILITY OPERATION & MAINTENANCE						
Insurance	16,269	6,080	-	18	934	23,300
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	3,200	3,200
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**16,269**	**6,080**		**18**	**4,134**	**26,500**
DEPRECIATION & AMORTIZATION	-	-	-	-	85,708	85,708
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	**3,354,844**	**1,202,817**		**10,279**	**511,100**	**5,079,041**
NET INCOME	**1,193,981**	**(681,301)**	**-**	**4,721**	**(511,100)**	**6,300**

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
NYC	238	34	272
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	**238**	**34**	**272**
REVENUE PER PUPIL	19,113	15,339	-

Mott Hall Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	4,548,825	521,516	-	15,000	-	5,085,341
Total Expenses	3,354,844	1,202,817	-	10,279	511,100	5,079,041
Net Income	1,193,981	(681,301)	-	4,721	(511,100)	6,300
Actual Student Enrollment	238	34				-
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	14,096	35,377	-			

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
List exact titles and staff FTE"s (Full time eqiuilivalent)

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Richard Alan Cohen

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):
Mott Hall Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board member

2. Is the trustee ~~an~~ employee of any school operated by the Education Corporation?
   ____Yes ✓ No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____Yes ✓ No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

Signature 7/3/18 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Tele

Business Addr

E-mail Address

Home Telepho

Home Address

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Karen Bhatia

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Mott Hall Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Vice Chair

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** X **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank. none			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. none				

Signature 7/30/18 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below wil

Business Tele

Business Add

E-mail Addres

Home Telepho

Home Address

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Marianna Houston

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name): Mott Hall Charter Academy

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Board member

2. Is the trustee an employee of any school operated by the Education Corporation?

   ____Yes X No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____Yes X No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

None	None	None	None

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Signature Date July 5, 2018

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided belo

Business

Business

E-mail Add

Home Tele

Home Add

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Sarah Calderon

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Mott Hall Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). President

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____ **Yes** X **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____ **Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

None Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None Please write "None" if applicable. Do not leave this space blank.				

Signature 7/10/2018 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telep

Business Addr

E-mail Address

Home Telephor

Home Address

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

NATALIE THOMPSON

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

MOTT HALL CHARTER SCHOOL (MHCS)

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ✓ **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** ✓ **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank. NONE	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. NONE	NONE	NONE	NONE	NONE

Signature

07. 02. 18

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will b

Business Telep

Business Addre

E-mail Address:

Home Telephon

Home Address:

Entry 8 BOT Table

Created: 07/02/2018 • Last updated: 07/31/2018

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Natalie Thompson [redacted]	Chair	Executive, Finance/Audit	Yes	2	01/16/2018	01/15/2021	10
2	Sarah Calderon [redacted]	Treasurer	Executive, Finance/Audit	Yes	2	01/16/2018	01/15/2021	7
3	Richard Cohen [redacted]	Secretary	Executive, Finance/Audit	Yes	1	09/10/2015	09/09/2018	7
4	Karen Bhatia [redacted]	Vice Chair	Executive	Yes	1	10/08/2015	10/07/2018	9
5	Marianna Houston [redacted]	Trustee/Member	n/a	Yes	1	08/15/2017	08/14/2020	9
6	Emily Harrington [redacted]	Trustee/Member	n/a	Yes	1	01/13/2015	01/12/2018	5 or less

7	Jesse Margolis [redacted]	Treasurer	Executive, Finance	Yes	2	02/25/2017	10/17/2018	5 or less
8		Other		No				
9		Other		No	1			

1a. Are there more that 9 members of the Board of Trustees?	No
2. Total number of members on June 30, 2018	5
3. Total number of members joining the Board during the 2017-18 school year	1
4. Total number of members departing the Board during the 2017-18 school year	2
5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes	7
6. Number of Board meetings conducted during the 2017-18 School Year	12
7. Number of Board meetings scheduled for the coming 2018-19 school year	12

Thank you.

Entry 9 - Board Meeting Minutes

Last updated: 07/31/2018

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

MOTT HALL CS (REGENTS)

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website?	Yes

the charter school's website.

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2017-18 school year.	http://motthallcharterschool.org/

Entry 10 Enrollment and Retention of Special Populations

Created: 07/05/2018 • Last updated: 08/02/2018

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

MOTT HALL CS (REGENTS)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	MHCS partnered with the NYC Charter Center for the application process. Preference is given to families residing in district 9, which is a district with high economically disadvantaged households. We have a new Family Engagement Coordinator for 2017-2018 who will be assisting families in ordering the uniform and school supplies and will make house visits. The objective is to provide monetary assistance and emotional support for struggling families.	MHCS will continue to partner with the NYC Charter Center for the application process. Preference is given to families residing in district 9, which is a district with high economically disadvantaged households. Our Family Engagement Coordinator will continue to assist families in ordering the uniform and school supplies and will make house visits. The objective is to provide monetary assistance and emotional support for struggling families. Mott Hall Charter School is co-located and shares space with PS 63 (Author's Academy) and information is shared so that families and students are informed about the lottery process, program offerings, and ELL and Special Education services. Families with students already enrolled in middle school at Mott Hall Charter school and with younger siblings are offered preferential lottery. Mott Hall Charter School incorporates a strong social emotional support program and has 2 on site counselors that support families and students at risk. This service is aimed at supporting students and families and connecting them to needed community resources as needed.
		MHCS will continue to partner with the NYC

English Language Learners	MHCS partnered with the NYC Charter Center for the application process. This electronic application gives parents a choice of language and includes information about our acceptance of ELLs. In order to meet our targets, we chose to give an enrollment preference to ELLs and gave them twice as many chances to receive a seat on the lottery. All the registration documents have been translated into Spanish, and so is the website and the communications sent through our Facebook page. Our main office staff is all bilingual in Spanish and one staff member speaks French. We have identified an small increase in numbers of African families speaking French, and this resource has proven useful. We have a new Family Engagement Coordinator who also speaks Spanish and will be engaging and partnering with local organizations in the community, as well as helping ELL parents. Our 1st Open House for incoming 6 graders was held in English and in Spanish. Documents and handouts are also in both languages.	Charter Center for the application process. This electronic application gives parents a choice of language and includes information about our acceptance of ELLs. In order to meet our targets, we chose to give an enrollment preference to ELLs and gave them twice as many chances to receive a seat on the lottery. All the registration documents have been translated into Spanish, and so is the website and the communications sent through our Facebook page. We started to translate material in French as well. Our main office staff is all bilingual in Spanish and one staff member speaks French. We continue to see an increase in numbers of African families speaking French, and this resource has proven useful. Our Family Engagement Coordinator who also speaks Spanish will be engaging and partnering with local organizations in the community, as well as helping ELL parents. Open Houses and school visits to recruit incoming 6 graders will be held in English and in Spanish. Documents and handouts are also in both languages. Mott Hall employs a new full-time ELL teacher to support all students with a focus on working with ELLs to help students use their native language to access information effectively as well as become proficient in English.
	MHCS partnered with the NYC Charter Center for the application process. This electronic application gives parents a choice of	MHCS will continue to partner with the NYC Charter Center for the application process. This electronic application gives parents a choice of language and includes information about our acceptance of Students with needs. Our materials and website include a description of our supports for SWD as well as a description of our Response to Intervention (RTI) model that supports all learners and targets areas of need in Math and ELA for all students and includes supports and data that help identify students that may need further assessments and intensive supports. Mott Hall Charter School meets the needs of all learners in including students with identified Individual Education Plans (IEPs) by offering Integrated Co-Teaching (ICT) in core classes as it has proven to be a successful model to close the achievement gap. Mott Hall Charter School has responded to parents that expressed

Students with Disabilities	language and includes information about our acceptance of SPED students. Our materials and website include a description of our supports for SWD students. We will continue to offer the Integrated Co-Teaching model as it has proven to be a success and parents have expressed interest and satisfaction in the implementation of this model. We have expanded our SPED team and have very dedicated teachers and a new Coordinator who will continue working with families in order to successfully assist families. Relationships have been developed with the CSE over the years and we will be sending our teachers to more Professional Development workshops.	interest and satisfaction in the implementation of this model and will continue to offer ICT classes. Mott Hall Charter School has responded to student needs by offering Special Education Teacher Support Services (SETSS) to support student access to the Next Generation curriculum. SETSS is also part of the special education continuum of services available. As students are able to close the achievement gap the least restrictive environment can be offered so that students remain at Mott Hall Charter School. In order to recruit students Mott Hall Charter School will continue to closely work with the CSE to ensure all related services are provided for identified students. Services such as speech, occupational and physical therapy, counseling, paraprofessional services as well as other services are secured for students so that they can participate and access the curriculum. We have recruited and expanded our SPED teaching teams, increased training opportunities, and have very dedicated teachers and a new Coordinator who will continue working and assisting families. Strong collaborative relationships have been developed with the CSE over the years which encourages a supportive process for any additional assessments and identification of student with needs. Mott Hall in collaboration with the NYC Charter Center’s Special Education Collaborative will allow for more specialized Professional Development workshops to increase professional practice.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Economically Disadvantaged	MHCS will continue the monthly Parent-to-Parent meetings with families. The school is committed to help our struggling families throughout the year by providing assistance with ordering the uniform pieces, transportation, or senior-related activities. Our new Family Engagement Coordinator will play a crucial role in retaining struggling	In order to retain students from 6th grade through graduation, Mott Hall Charter School provides monthly opportunities for families to engage in Parent-to-Parent dinner and parent trainings to encourage supportive relationships with other families and staff. Our Family Engagement Coordinator plays a crucial role by fostering meaningful relationships, conducting home visits, providing uniform, transportation, or graduation assistance and retaining families from the diverse economic community we

	families and creating meaningful relationships with them, especially when conducting home visits.	serve. Mott Hall Charter school is committed to providing a variety of assistance as well as connecting families to community resources and providing social emotional support for students and families though at risk services.
English Language Learners	For the 2017-2018 school year, MHCS will offer parents a dedicated bilingual Family Engagement Coordinator as well as an ELL Coordinator, who will be working with providing all necessary services to ELL students. The school will continue to translate all communications to parents and school information into both English and Spanish, and will continue to update its website and Facebook page in both languages.	For the 2019-2020 school year, MHCS will have a bilingual Family Engagement Coordinator, as well as other staff members speaking Spanish and even French. The school will continue to translate all communications to parents and school information into English and Spanish, and will start to translate some of the communications in French, along with updating its website and Facebook page in both English and Spanish. Our new ELL Coordinator will continue to work on small group instruction and on providing all necessary services to ELL students, as well as conducting assessments on their language acquisition. Teachers at MHCS will support students by providing relevant and accessible texts related to the curriculum to ensure students access to the Next Generation standards and support them in building English language skills.
Students with Disabilities	MHCS's new Special Education Coordinator will continue to work with families and the CSE in order to provide accurate and strong services to the Special Education population. We have extended our collaboration with the NYC Special Education Collaborative so that teachers can benefit from Professional Development. We will continue to offer the Integrated Co-Teaching model as it has proven to be a success and parents have expressed interest and satisfaction in the implementation of this model.	For the 2018-19 school year, Mott Hall Charter School’s offers students intervention classes 3 times per week as part of the student’s schedule. These targeted interventions are provided and student growth is monitored to ensure students are closing academic gaps. Mott Hall Charter School’s Special Education Coordinator works collaboratively with the Committee on Special Education to make sure students and families receive the appropriate educational programs and related services to make needed academic gains. Mott Hall Charter School is an active member and partner of the NYC Charter School’s Special Education Collaborative and our staff participates in professional development to improve their practice. Mott Hall Charter school continues to offer Integrated Co-teaching, Special Education Teacher Support Services (SETSS) and related services as recommended on Individual Education Plans (IEPs). Mott Hall Charter Schools Social Work Department offers mandated and at risk

		services for students as needed. In order to retain students with disabilities Mott Hall Charter School responds to parents concerns and offers a variety of services to meet student’s individual needs.

Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/05/2018 • Last updated: 08/01/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 – 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 – 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/3018
	25	7	6	2	25

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 – 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 – 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
	14	4	2	4	15

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

While Instructional leadership and teacher turnover had been a challenge for MHCS in its first years of operation, retention has greatly improved over time. In the 2017-2018 school year, MHCS had just one administrative position turn over. Additionally, only three of 27 teachers left in 2017-2018, leading to an 80% retention rate. Administrative turnover was due to restructuring the organizational team, and teacher turnover reasons included removal due to poor performance, moving to another state, and pursuing additional opportunities.

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

Entry 12 Uncertified Teachers

Last updated: 08/01/2018

FTE Count of All Teachers (Certified and Uncertified) as of 6/30/18	26
FTE Count of All Certified Teachers as of 6/30/18	14

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

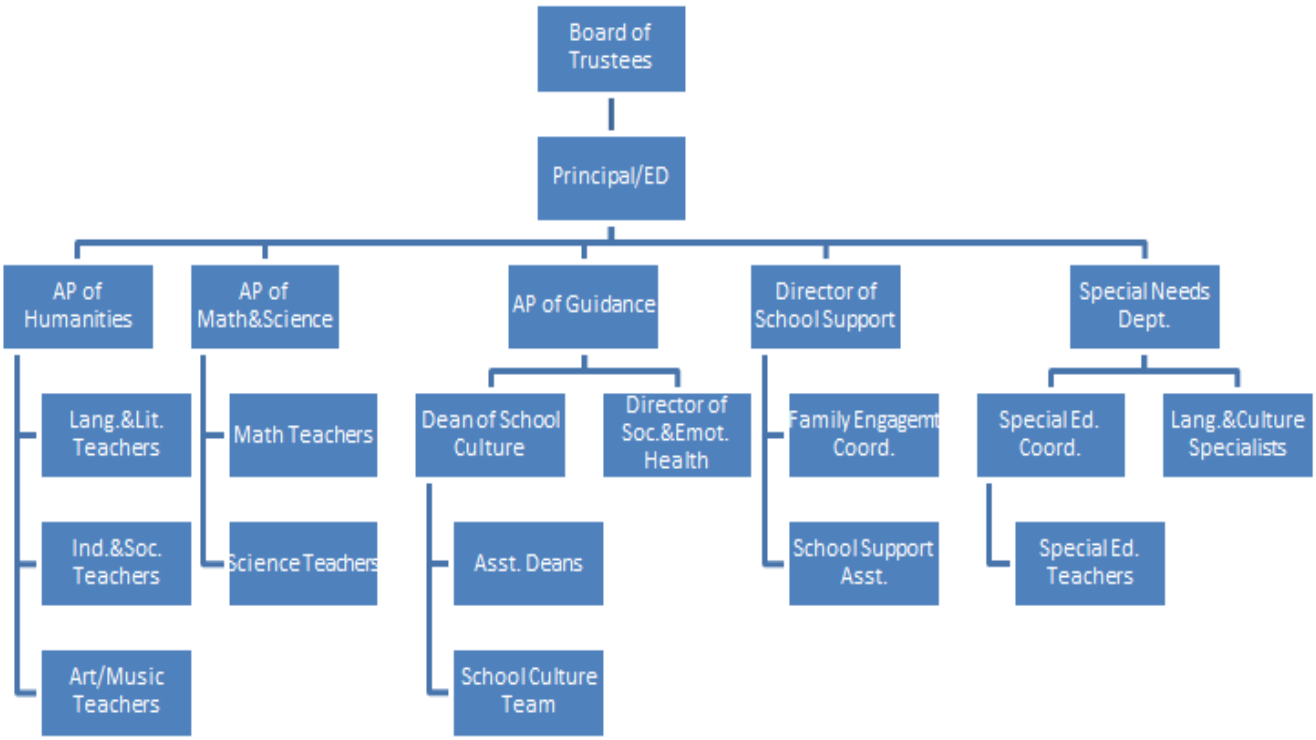
	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	11
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	9
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	1
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	1

Thank you.

Mott Hall Charter School

MOTT HALL
CHARTER SCHOOL
RISE TO THE CHALLENGE
AN INTERNATIONAL BACCALAUREATE CANDIDATE SCHOOL

Table of Organization 2018-2019



2018-2019 School Calendar

August 2018

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 - Staff Orientation begins (2 wks)

23,24 - "Bridge Program" and Orientation 6th grade

27 - First Day of School

5 days

September 2018

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

3 - Labor Day - No School

5 - Public Schools start

10,11 - Rosh Hashanah - No School

13 - Back-to-School Night

19 - Yom Kippur - No School

24 - Enrichment starts

16 days

October 2018

Su	Mo	Tu	We	Th	Fr	Sa
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 - Columbus Day - No School

26 - Parent Check-in #1

(3pm ending)

22 days

November 2018

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 - End of Quarter 1

3,17 - Saturday Academy

6 - Election Day/PD (Students out)

12 - Veteran's Day observed

22,23 - Thanksgiving - No School

18 days

December 2018

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1,8,15 - Saturday Academy

14 - Staff Holiday Party

24-1/1 - Winter Recess

15 days

January 2019

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2 - School Resumes

5,12,26 - Saturday Academy

10 - Parent Check-in #2 (1/2 day)

18 - End of Quarter 2

21 - MLK Jr. Day - No School

21 days

February 2019

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Saturday Academy: 2, 9

5 - Lunar New Year - No School

18-22 Mid-Winter Recess

14 days

March 2019

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Saturday Academy: 2,9,16,23,30

- End of Quarter 3

21 - Parent Check-in #3

29 - End of Quarter 3

21 days

April 2019

Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

6,13,20,27 - Saturday Academy

2, 3 - ELA State Exams

16 days

May 2019

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1, 2 - Math State Exams

6-10 - Spring Break

27 - Memorial Day- No School

22 days

June 2019

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

End of Quarter 4

Grades are due

14 Senior Dance

4 - Eid al-Fitr - No School

21 - "Moving Up" Ceremony

26 - Last Day - Students (1/2 day)

28 - Last Day - Teachers

17 days

July 2019

Su	Mo	Tu	We	Th	Fr	Sa
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4 - Independance Day

187 instructional days