



Entry 1 School Information

Created: 06/23/2016

Last updated: 07/29/2016

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 or you may not be assigned the correct tasks.

Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

MIDDLE VILLAGE PREPARATORY CS (SUNY TRUSTEES) 342400861048

b. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 24

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	6802 Metropolitan Avenue, Middle Village, N.Y. 11379	718-869-2933	718-821-2498	

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Mr. Ronald E. Rivera

Title	Principal
Emergency Phone Number (###-###-####)	

e. SCHOOL WEB ADDRESS (URL)

www.Middlevillageprep.org
--

f. DATE OF INITIAL CHARTER

02/2013

g. DATE FIRST OPENED FOR INSTRUCTION

09/2013

i. TOTAL ENROLLMENT ON JUNE 30, 2016

362

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served	6, 7, 8
---------------	---------

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

No

Page 2

11. 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	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	6802 Metropolitan Ave. Middle Village N.Y.	718-869-2933	CSD 24	6,7 and 8	No	Rent/Lease
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ronald E. Rivea			
Operational Leader	Christian Quezada			
Compliance Contact	Michele Allocca			
Complaint Contact	Andrew Burton			

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n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

Mr. Ronald E. Rivera, Principal

p. Our signatures 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).**

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is written in a cursive, flowing style and reads "Mr. R. E. Rivera".

Signature, President of the Board of Trustees

Date

2016/06/24

Thank you.



Entry 2 Link

Created: 06/23/2016

Last updated: 07/14/2016

Page 1

1. 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).

C:\Users

rivera\Desktop\ANNUAL REPORT 2016-17\2015 MIDDLE VILLAGE PREP CHARTER SCHOOL - Report Card NYSED Data Site_php.mht

INSTRUCTIONS / NOTES

FOR 2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report. As guidance, schools should remove the existing text entirely and replace it with the appropriate information to complete the report.
2. Text Highlighted in Green = a sample entry that may be modified. As a sample entry, schools will edit sections highlighted in green or leave the text intact in alignment with the measures and goals included in the school's Accountability Plan.
3. The template for **high school measures** is in Appendix A, beginning on page 26.
4. The template for reporting for each K-2 school with a norm-referenced test growth measure in the Accountability Plan appears on page 66. The corresponding template for a high school with a norm-referenced test growth measure appears on page 66. Present the respective results at the end of the English language arts and math goals.
5. **Annual adjustments to the Accountability Plan Progress Report**
 - Elementary and Middle Schools**
 - a) The New York State Education Department has recalibrated the Annual Measurable Objectives (AMOs) in ELA and math. Schools must therefore complete the second 3-8 absolute measure (Performance Level Index (PLI) meeting the AMO) in ELA and math. The 2014-15 school year will mark the final year of reporting PLIs with the state's forthcoming implementation of a new accountability system under the Every Student Succeeds Act.
 - b) For the 3-8 Growth Measure in ELA and math, report 2014-15 results using the state's 3-8 Growth Model. (The 2015-16 results are not yet available.)
 - College Preparatory High Schools**
 - a) Due to the introduction of college and career readiness standards, schools renewed after 2011-12 use revised Accountability Plan measures. (See the appendix in the Guidelines for Creating a SUNY Accountability Plan for a list of the revised measures.)
 - b) The Institute will gradually phase the new measures into its evaluation of all schools and the SUNY Trustees will take these new measures into account when making renewal decisions. Therefore, the Institute encourages all high schools to include the college and career readiness standard in their Accountability Plan Progress Report as optional measures.
6. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

	<u>Page</u>
INTRODUCTION	
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The Accountability Plan Progress Report Template Is Below.

84Q298
MIDDLEVILLAGE
PREPARATORY CHARTER
SCHOOL
2015-16 ACCOUNTABILITY
PLAN
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute
on:

August 1, 2016

By Mr. Ronald E. Rivera

6802 Metropolitan Avenue,
Middle Village, New York 1137984

718-869-2933



Mr. Ronald Rivera, Principal, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Josephine Lume	Chairperson
Serphin R. Maltese	Vice-Chairman
Rosemary DeGennaro	Secretary
Maureen Campbell	Trustee
Kaiko Hayes	Trustee
Michael Michel	Advisor
Margaret Ognibene	Treasurer
Deborah Kueber	Trustee
Monica Konopka	Trustee
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees

Ms. Josephine Lume has served as the Chairperson since 2013.

Middle Village Preparatory Charter School opened in September of 2013 as a middle school servicing grades 6 through 8. The students number approximately 400 in number at the present time. Students are drawn from the middle class homes of minority families living in District 24 Queens New York. Approximately 65% of the students are Hispanic, 15% East European, 8 % African American, with the rest of them a mix of Asian, Middle Eastern and White. Our mission is to prepare our students for the academic and social rigors of high school and to guide them in choosing the best high school for their individual needs.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13														
2013-14							120							120
2014-15							120	110						230
2015-16							150	120	110					380

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Write the school's English language arts goal here.

BACKGROUND

The ELA curriculum included the following elements. It was:

- Based on McGraw Hill classroom text grade appropriate programs
- Included a daily Journal Writing component for all students
- Included the 100 Book Challenge program for student Literacy.
- An Inclusion Class model for literacy, with a Co-Teacher servicing all At-Risk ELA learners.
- Access to Professional Development literacy services for teachers, both in and out of the school building with outside PD providers.
- Rigorous, year-long teaching and practice of the NYS Core Standards in the classroom by the ELA teachers.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 6th through 8th grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ENGLISH LANGUAGE ARTS

3						
4						
5						
6	146				4	150
7	110				1	111
8	108					108
All						

RESULTS

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving at proficiency.

Performance on 2015-16 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	34.20 %	146	NA	NA
7	44.50 %	110	44.5 %	110
8	56.48 %	108	56.48 %	108
All	45.06 %	364	50.49 %	218

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period². This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. The table shell appears on page 64 in the Appendix.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

English Language Arts Performance by Grade Level and School Year

² A school's Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

ENGLISH LANGUAGE ARTS

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						
All						

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

RESULTS

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PLI to this year's AMO.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{rclclclclcl}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PLI} & = & ?
 \end{array}$$

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

ENGLISH LANGUAGE ARTS

in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure, e.g. the aggregate charter school performance compared to the aggregate district performance in the same tested grades.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

EVALUATION

Narrative explicitly stating whether or not the school met the measure, i.e., whether the charter school fell short of, equaled or exceed the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels' comparative performance.

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ENGLISH LANGUAGE ARTS

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. The table shell appears on page 66 in the Appendix.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6						
7						
8						
All						

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute ("Institute") conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

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RESULTS

Provide a brief narrative highlighting 2014-15 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

Write in Comparative Performance Analysis from report here

EVALUATION

Narrative explicitly stating whether the school met the measure; i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels' comparative performance.

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance of this comparative measure, including trends over time.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13						
2013-14						
2014-15						

Goal 1: Growth Measure⁵

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ENGLISH LANGUAGE ARTS

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁶

RESULTS

Provide a brief narrative highlighting 2014-15 results, shown in the data table below, that directly addresses the critical data: the school's mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

EVALUATION

Narrative explicitly stating whether the school met the measure; i.e. whether the school's overall mean growth percentile is greater than the state median of the 50th percentile. In addition, the narrative may also include discussion of specific grade-level results.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance in comparison to the statewide average.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Goal 1: Optional Measure

Include additional measures that are part of the Accountability Plan.

METHOD

RESULTS

EVALUATION

ADDITIONAL EVIDENCE

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Choose an item.
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Choose an item.
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Choose an item.
Comparative	Each year, the school will exceed its predicted level of performance	Choose an

ENGLISH LANGUAGE ARTS

e	on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	item.
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Choose an item.
	Write in optional measure here	Choose an item.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

MATHEMATICS

Goal 2: Mathematics

Write the school's mathematics goal here.

BACKGROUND

Brief narrative discussing mathematics curriculum, instruction, assessment and professional development at the school and any important changes to the mathematics program or staff prior to or during the 2015-16 school year.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in X through Y grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁷				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6						
7						
8						
All						

RESULTS

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving at proficiency.

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

MATHEMATICS

Performance on 2015-16 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. The table shell appears on page 64 in the Appendix.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						

MATHEMATICS

All						
-----	--	--	--	--	--	--

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

RESULTS

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PLI to this year's AMO.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$\begin{array}{rclclclclcl}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PLI} & = & ?
 \end{array}$$

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Goal 2: Comparative Measure

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

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure, e.g. the aggregate charter school performance compared to the aggregate district performance in the same tested grades.

2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

EVALUATION

Narrative explicitly stating whether or not the school met the measure; i.e., whether the charter school fell short of, equaled or exceeded the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels' comparative performance.

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. The table shell appears on page 66 in the Appendix.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6						
7						
8						
All						

Goal 2: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Provide a brief narrative highlighting 2014-15 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						

MATHEMATICS

4
5
6
7
8
All

School's Overall Comparative Performance:

Write in Comparative Performance Analysis from report here

EVALUATION

Narrative explicitly stating whether the school met the measure; i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels' comparative performance.

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance on this comparative measure, including trends over time.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13						
2013-14						
2014-15						

Goal 2: Growth Measure¹⁰

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

MATHEMATICS

growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹¹

Provide a brief narrative highlighting 2014-15 results in the data table that directly addresses the critical data: the school's mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

EVALUATION

Narrative explicitly stating whether the school met the measure; i.e. whether the school's overall mean growth percentile is greater than the state median of the 50th percentile. In addition, the narrative may also include discussion of specific grade-level results.

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance in comparison to the statewide average.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

Goal 2: Optional Measure

Include additional measures that are part of the Accountability Plan.

METHOD

RESULTS

EVALUATION

ADDITIONAL EVIDENCE

SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Choose an item.
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Choose an item.
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Choose an item.
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Choose an item.
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Choose an item.
	Write in optional measure here	Choose an item.

MATHEMATICS

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

SCIENCE

Goal 3: Science

Write the school's Accountability Plan science goal here.

BACKGROUND

Brief narrative discussing science curriculum, instruction, assessment and professional development at the school and any important changes to the science program or staff.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving proficiency.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SCIENCE

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. The table shell appears on page 66 in the Appendix.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; e.g. the charter school performance compared to the district performance in the same tested grades.

2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				

SCIENCE

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
8				
All				

EVALUATION

Narrative explicitly stating whether or not the school met the measure; i.e. whether the charter school fell short of, equaled or exceeded the district performance in each grade and by how much.

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8						
All						

Goal 3: Optional Measure

Include additional measures that are part of the Accountability Plan.

METHOD

RESULTS

EVALUATION

ADDITIONAL EVIDENCE

SUMMARY OF THE SCIENCE GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on	Choose an item.

SCIENCE

	the New York State examination.	
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Choose an item.
	Write in optional measure here	Choose an item.

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

NCLB

Goal 4: NCLB

Write the school's Accountability Plan NCLB goal here.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

State the school's NCLB status this year.

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school's NCLB status during each year of the current Accountability Period.

NCLB Status by Year

Year	Status
2013-14	Choose an item.
2014-15	Choose an item.
2015-16	Choose an item.

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute's 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute's 2013 Guidelines need report on the measures flagged below with the symbol "(§)" and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school's next Accountability Period.

Note: Add the following section following the School Enrollment section on page 4.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School	Number in Accountability Cohort as of June 30 th

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

				Year	
2013-14	2010-11	2010	??	??	??
2014-15	2011-12	2011	??	??	??
2015-16	2012-13	2012	??	??	??

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹² (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	??	??	??
2014-15	2011-12	2011	??	??	??
2015-16	2013-14	2012	??	??	??

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ¹³ (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	??	??	??
2014-15	2010-11	2010	??	??	??
2015-16	2011-12	2011	??	??	??

¹² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

¹³ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Include the following section under the Accountability Plan English language arts goal.

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school administered the Choose an item. that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.¹⁴ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2012 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 75 passing score.

English Regents Passing Rate with a Score of 65 / 75
by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 75
--------------------	------------------	---

¹⁴ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁵ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

English Regents Passing Rate with a score of 65 / 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma / the college and career readiness standard.

RESULTS

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 75 passing score

English Regents Passing Rate with a Score of 65 / 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of <u>65</u> / <u>75</u>
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level ("APL") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

SAME FOR ALL SCHOOLS

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making

¹⁶ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of **174**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

Brief narrative highlighting results in the data tables that directly address the measure.

English Language Arts Accountability Performance Level (APL) For the 2010 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?
PI = ? + ? + ? = ?				
APL = ?				

EVALUATION

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (“APL”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁷

RESULTS

Provide brief narrative highlighting results in the data table that directly addresses the measure.

Select the appropriate table depending on Accountability Plan.

English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010				
2011				
2012			N/A	N/A

OR

English Regents Accountability Performance Level (APL)¹⁸ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010				
2011				
2012			N/A	N/A

¹⁷ The New York State Report Card provides the district results for students scoring at or above 65.

¹⁸ For an explanation of the procedure to calculate the school's APL, see page 31.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 1: Optional Measure

Include additional measures that are part of the Accountability Plan.

METHOD

RESULTS

EVALUATION

ADDITIONAL EVIDENCE

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

19

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, the Accountability Performance Level (APL) on the	Choose an

19 If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

	Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	item.
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Choose an item.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Choose an item.
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Choose an item.
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Choose an item.

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

HIGH SCHOOL GOALS: MATHEMATICS

Include the following section under the Accountability Plan mathematics goal.

GOAL 2: MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.²⁰ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure, i.e., the percent of students in the 2010 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 80 passing score.

Mathematics Regents Passing Rate with a Score of 65/80

²⁰ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

HIGH SCHOOL GOALS: MATHEMATICS

by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure's target.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

²¹ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

METHOD

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

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2012 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 80 passing score

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²²

Cohort Designation	Number in Cohort	Percent Passing with a score of <u>65</u> / <u>80</u>
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level ("APL") on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

SAME FOR ALL SCHOOLS

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual

²² Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVIS ED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure.

Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?
PI = ? + ? + ? = ?				
APL = ?				

EVALUATION

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

HIGH SCHOOL GOALS: MATHEMATICS

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²³

RESULTS

Provide brief narrative highlighting results in the data table that directly addresses the measure.

Select the appropriate table depending on Accountability Plan.

Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010				
2011				
2012			N/A	N/A

OR

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District²⁴

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010				
2011				
2012			N/A	N/A

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in

²³ The New York State Report Card provides the district results for students scoring at or above 65.

²⁴ See page 39 above for an explanation of the APL.

HIGH SCHOOL GOALS: MATHEMATICS

specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 1: Optional Measure

Include additional measures that are part of the Accountability Plan.

METHOD

RESULTS

EVALUATION

ADDITIONAL EVIDENCE

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²⁵

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Choose an item.
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability	Choose an item.

²⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: MATHEMATICS

	Cohort from the local school district. (Using 2013-14 school district results.)	
Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Choose an item.
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Choose an item.
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Choose an item.
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Choose an item.

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

HIGH SCHOOL GOALS: SCIENCE

Include the following section under the Accountability Plan science goal.

GOAL 3: SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered **Living Environment, Earth Science, Chemistry and Physics**. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2012 Cohort who have passed the exam with a comparison to previous years' performance.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their

²⁶ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

fourth year, showing the school is making progress towards meeting the measure's target.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Provide brief narrative highlighting results in the data table that directly addresses the measure.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010				
2011				
2012				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

HIGH SCHOOL GOALS: SCIENCE

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth, showing year the school is making progress towards or maintaining a high level of performance.

HIGH SCHOOL GOALS: SOCIAL STUDIES

Include the following section as a separate Accountability Plan subject area goal following the science section.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

Write the school's Accountability Plan social studies goal here.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2012 Cohort who have passed the exam with a comparison to previous years' performance.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the

²⁷ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010				
2011				
2012				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the

HIGH SCHOOL GOALS: SOCIAL STUDIES

context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

²⁸ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012						
2013						
2014						
2015						

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010				
2011				
2012				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

HIGH SCHOOL GOALS: SOCIAL STUDIES

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Include the following section as a separate Accountability Plan goal following the NCLB goal.

GOAL 5: HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

Write the school's graduation goal here.

Goal 5: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Select the appropriate table depending on Accountability Plan.

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2012		
2013		

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2014		
2015		

OR

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014		
2015		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 5: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2012		
2013		
2014		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 5: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

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

Cohort Designation	Number in Cohort	Percent Graduating
2010		
2011		
2012		

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

Cohort Designation	Number in Cohort	Percent Graduating
2009		

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2010		
2011		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district²⁹. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010				
2011				
2012				N/A

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

²⁹ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Choose an item.
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Choose an item.
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Choose an item.
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Choose an item.

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Include the following section as a separate Accountability Plan goal following the NCLB goal.

GOAL 6: COLLEGE PREPARATION

GOAL 6: COLLEGE PREPARATION

Write the school's college preparation goal here.

Goal 6: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14						
2014-15						
2015-16						

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14						
2014-15						
2015-16						

HIGH SCHOOL GOALS: COLLEGE PREPARATION

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(See below for measures in more recent Plans.)

METHOD

Provide a brief description of the measure.

RESULTS

Provide a brief narrative highlighting results in a data table that directly address the measure.

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005

HIGH SCHOOL GOALS: COLLEGE PREPARATION

cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Percent of Graduates Meeting the Aspirational Performance Measure³⁰

Cohort	Charter School	Statewide ³¹
2010		38.1
2011		40.0
2012		N/A

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

³⁰ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³¹ Statewide results for the 2011 cohort are not yet available.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Graduates with a Regents Diploma with Advanced Designation³²

Cohort	Charter School	School District ³³
2010		
2011		
2012		N/A

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§)Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

Discuss the achievement indicators used to demonstrate college preparation.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³⁴
2010		
2011		
2012		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also,

³² Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³³ District results for the 2011 cohort are not yet available.

³⁴ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: COLLEGE PREPARATION

use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Goal 7: School Created College Attendance or Achievement Measure

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

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

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

Provide a brief description of the measure.

RESULTS

Provide a brief narrative highlighting results in a data table that directly address the measure.

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Choose an item.
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Choose an item.
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Choose an item.
College	Each Year, the school will demonstrate college attendance	Choose an

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Attainment	or achievement through at least one measure of its own design.	item.
	Write in optional measure here	Choose an item.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Choose an item.
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Choose an item.
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Choose an item.
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Choose an item.
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Choose an item.
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Choose an item.
	Write in optional measure here	Choose an item.

Action Plan

Provide a narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

APPENDIX B: OPTIONAL GOALS

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Write the school's goal here.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

RESULTS

Provide a narrative of parents' responses.

2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
##	##	%

2015-16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
	%
	%
	%
	%
	%

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

APPENDIX B: OPTIONAL GOALS

METHOD

Provide a narrative explaining how students are tracked year to year

RESULTS

Present a narrative describing number of students in various categories and the retention rate.

2015-16 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
#	#	#	%

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	%
2014-15	%
2015-16	%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Provide a narrative explaining how the school tracks student attendance and calculates its daily attendance rate.

RESULTS

Provide a narrative describing the year's attendance rate.

2015-16 Attendance

Grade	Average Daily Attendance Rate
1	%
2	%
3	%
4	%
5	%
6	%
7	%
8	%

APPENDIX B: OPTIONAL GOALS

Overall	%
---------	---

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2013-14	%
2014-15	%
2015-16	%

APPENDIX C: SUMMARY TABLES

APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2015-16, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2015-16 English Language Arts Performance
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

Comparative Measure

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

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2015-16; the other presents annual aggregate results over time.

APPENDIX C: SUMMARY TABLES

2015-16 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

English Language Arts Performance of
School and Comparison Schools by School Year

School Year	Grade s	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2013-14									
2014-15									
2015-16									

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2014-15 and 2015-16. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

APPENDIX C: SUMMARY TABLES

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

RESULTS

Cohort Growth on XXX Test from Spring 2014 to Spring 2015

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2014-15	Target	2015-16	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2013-14	
2014-15	
2015-16	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2012-13	?-?		
2013-14	?-?		
2014-15	?-?		
2015-16	?-?		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2015-16 Science Performance by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in
--	---

APPENDIX C: SUMMARY TABLES

	School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

METHOD

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Include a brief narrative that describes the type of test administered, to which grades, the dates of administration, etc.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2011					YES/NO
2012					YES/NO
2013					YES/NO
2014					YES/NO

APPENDIX C: SUMMARY TABLES

EVALUATION

Provide narrative explicitly stating whether or not the school met the measure; i.e. whether the cohort achieved its target. In addition, the evaluation may include how close the cohort came to its target.

ADDITIONAL EVIDENCE

Narrative provides an analysis of year-to-year cohort performance including the previous year.

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2009	2010	2011	2012
Integrated Algebra				
Geometry				
Algebra 2				

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2009	2010	2011	2012
Living Environment				
Earth Science				
Chemistry				
Physics				



Entry 4 Expenditures per Child

Created: 07/14/2016

Last updated: 07/26/2016

Page 1

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 2015-16 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	5122663
Line 2: Year End FTE student enrollment	369
Line 3: Divide Line 1 by Line 2	13869

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 2015-16 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)	530139
Line 2: Management and General Cost (Column)	1245028
Line 3: Sum of Line 1 and Line 2	1775167
Line 5: Divide Line 3 by the Year End FTE student enrollment	4806

Thank you.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS


1- GRAY tab contains the Instructions


Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates


2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE containe guidance regarding the input of information.

 = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
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ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Middle Village Preparatory Charter School

SCHOOL

Name:	Middle Village Preparatory Charter School
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CONTACT INFORMATION

Contact Name:	Christian Quezada
Contact Title:	Director of Operations
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2016-17
Prior Academic Year:	Err:508

MIDDLE VILLAGE PREPARATORY CHARTER
2016-17

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT							144	134.4
TOTAL ENROLLMENT = 393.408								

ENROLLMENT BY DISTRICT									
			PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER					
				QUARTER 1		QUARTER 2		QUARTER 3	
NUMBER OF SCHOOL DISTRICTS ENROLLED:			0	Original	Revised	Original	Revised	Original	Revised
NUMBER OF STUDENTS ENROLLED:			0	1	0	1	0	1	0
				393.408	0	393.408	0	393.08	0
				*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns affected quarter(s) must be completed on tabs 2, 3 and 4.					
			PRIOR YEAR Err:508	ENROLLMENT BY QUARTER					
				QUARTER 1		QUARTER 2		QUARTER 3	
			Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment
PRIMARY/OTHER				393.408		393.408		393.08	
DISTRICT NAME(S)									
PRIMARY District									
SECONDARY District									
Other District 3									
Other District 4									
Other District 5									
Other District 6									
Other District 7									
Other District 8									
Other District 9									
Other District 10									
Other District 11									
Other District 12									
Other District 13									
Other District 14									
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Other District 39									
Other District 40									
Other District 41									
Other District 42									
Other District 43									
Other District 44									
Other District 45									
Other District 46									
Other District 47									
Other District 48									
Other District 49									
Other District 50									

R SCHOOL

8	9	10	11	12
115.008				

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
Column(s) for the				
ACTUAL ENROLLMENT BY QUARTER				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

STAFFING PLAN - F

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column blank. If budget revisions ARE made, the entire "REVISED" budget columns for the affected

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE				
PRIOR YEAR		Q1		Q2		Q3
Err:508						
ACTUAL		Original	Revised	Original	Revised	Original
Executive Management						
Instructional Management		1.0		1.0		1.0
Deans, Directors & Coordinators		4.0		4.0		4.0
CFO / Director of Finance						
Operation / Business Manager		1.0		1.0		1.0
Administrative Staff		4.0		4.0		4.0
TOTAL ADMINISTRATIVE STAFF		0.0		10.0	0.0	10.0

INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE				
PRIOR YEAR		Q1		Q2		Q3
Err:508						
ACTUAL		Original	Revised	Original	Revised	Original
Teachers - Regular		18.0		18.0		18.0
Teachers - SPED		8.0		8.0		8.0
Substitute Teachers						
Teaching Assistants						
Specialty Teachers		2.0		2.0		2.0
Aides						
Therapists & Counselors		2.0		2.0		2.0
Other						
TOTAL INSTRUCTIONAL		0.0		30.0	0.0	30.0

NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE				
PRIOR YEAR		Q1		Q2		Q3
Err:508						
ACTUAL		Original	Revised	Original	Revised	Original
Nurse						
Librarian						
Custodian						
Security						
Other		1.0		1.0		1.0
TOTAL NON-INSTRUCTIONAL		0.0		1.0	0.0	1.0

TOTAL PERSONNEL SERVICE FTE		0.0		41.0	0.0	41.0
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**SEPARATORY CHARTER SCHOOL
2016-17**

FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

The 'REVISED' Column(s) COMPLETELY BLANK. Revised quarter(s) must be completed on tabs 2, 3

***NOTE:** Each quarter, the actual FTE should be input.

ADMINISTRATIVE PERSONNEL FTE				ACTUAL QUARTERLY FTE			
	Q3	Q4		Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Executive Management							
Instructional Management		1.0					
Deans, Directors & Coordinators		4.0					
CFO / Director of Finance							
Operation / Business Manager		1.0					
Administrative Staff		4.0					
TOTAL ADMINISTRATIVE STAFF	0.0	10.0	0.0	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE				ACTUAL QUARTERLY FTE			
	Q3	Q4		Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Teachers - Regular		18.0					
Teachers - SPED		8.0					
Substitute Teachers							
Teaching Assistants							
Specialty Teachers		2.0					
Aides							
Therapists & Counselors		2.0					
Other							
TOTAL INSTRUCTIONAL	0.0	30.0	0.0	0.0	0.0	0.0	0.0

NON-INSTRUCTIONAL PERSONNEL FTE				ACTUAL QUARTERLY FTE			
	Q3	Q4		Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Nurse							
Librarian							
Custodian							
Security							
Other		1.0					
TOTAL NON-INSTRUCTIONAL	0.0	1.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	41.0	0.0	0.0	0.0	0.0	0.0
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*NOTE: Enter the number of FTE positions in the "blue" cells.	*NOTE: State the assumptions that are being made for personnel FTE levels.
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ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	

NON-INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	

TOTAL PERSONNEL SERVICE FTE	
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MIDDLE VILLAGE PREPARATORY CHARTER
Budget / Operating Plan
2016-17

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	-	1,186,270	#NAME?	#NAME?	1,700,959	#NAME?	#NAME?	1,700,959	
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	-	393	-	-	393	-	-	393	
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 10/1 - 12/31	
	Err:508	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions								
Executive Management	-			#NAME?			#NAME?		
Instructional Management	1.00	32,745		#NAME?	32,745		#NAME?	32,745	
Deans, Directors & Coordinators	4.00	79,375		#NAME?	79,375		#NAME?	79,375	
CFO / Director of Finance	-			#NAME?			#NAME?		
Operation / Business Manager	1.00	27,500		#NAME?	27,500		#NAME?	27,500	
Administrative Staff	4.00	42,750		#NAME?	42,750		#NAME?	42,750	
TOTAL ADMINISTRATIVE STAFF	10.00	-	182,370	-	#NAME?	182,370	-	#NAME?	182,370
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	18.00	141,875		#NAME?	283,750		#NAME?	283,750	
Teachers - SPED	8.00	60,625		#NAME?	121,250		#NAME?	121,250	
Substitute Teachers	-			#NAME?			#NAME?		
Teaching Assistants	-			#NAME?			#NAME?		
Specialty Teachers	2.00	15,000		#NAME?	30,000		#NAME?	30,000	
Aides	-			#NAME?			#NAME?		
Therapists & Counselors	2.00	16,250		#NAME?	32,500		#NAME?	32,500	
Other	-	10,400		#NAME?	20,801		#NAME?	20,801	
TOTAL INSTRUCTIONAL	30.00	-	244,150	-	#NAME?	488,301	-	#NAME?	488,301
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-			#NAME?			#NAME?		
Librarian	-			#NAME?			#NAME?		
Custodian	-			#NAME?			#NAME?		
Security	-			#NAME?			#NAME?		
Other	1.00			#NAME?			#NAME?		
TOTAL NON-INSTRUCTIONAL	1.00	-	-	-	#NAME?	-	-	#NAME?	-
SUBTOTAL PERSONNEL SERVICE COSTS	41.00	-	426,520	-	#NAME?	670,671	-	#NAME?	670,671
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		42,652.00		#NAME?	67,067.00		#NAME?	67,067.00	
Fringe / Employee Benefits		11,839.00		#NAME?	18,616.00		#NAME?	18,616.00	
Retirement / Pension		25,669.00		#NAME?	40,362.00		#NAME?	40,362.00	
TOTAL PAYROLL TAXES AND BENEFITS		-	80,160	-	#NAME?	126,045	-	#NAME?	126,045
TOTAL PERSONNEL SERVICE COSTS	41.00	-	506,680	-	#NAME?	796,716	-	#NAME?	796,716
CONTRACTED SERVICES									
Accounting / Audit		18,200		#NAME?	18,200		#NAME?	18,200	
Legal		7,500		#NAME?	7,500		#NAME?	7,500	
Management Company Fee				#NAME?			#NAME?		
Nurse Services		520		#NAME?	1,560		#NAME?	1,560	
Food Service / School Lunch		28,454		#NAME?	85,363		#NAME?	85,363	
Payroll Services		2,825		#NAME?	2,825		#NAME?	2,825	
Special Ed Services		2,080		#NAME?	6,240		#NAME?	6,240	
Titlement Services (i.e. Title I)				#NAME?			#NAME?		
Other Purchased / Professional / Consulting		14,807		#NAME?	14,807		#NAME?	14,807	
TOTAL CONTRACTED SERVICES		-	74,386	-	#NAME?	136,495	-	#NAME?	136,495

	MIDDLE VILLAGE PREPARATORY CHARTER Budget / Operating Plan 2016-17							
Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,186,270	#NAME?	#NAME?	1,700,959	#NAME?	#NAME?	1,700,959
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	393	-	-	393	-	-	393
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Err:508	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	393	-	-	393	-	-	393
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	393	-	-	393	-	-	393
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	3,015	-	#NAME?	4,324	-	#NAME?	4,327

		SCHOOL				
Total Revenue			#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses			#NAME?	#NAME?	2,318,822	#NAME?
Net Income			#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	-	393	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE		If the 'REVISED' Column(s) COMPLETELY BLANK, the selected quarter(s) must be completed on tabs 2, 3 and 4.				
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	2016-17					
NYC CHANCELLOR'S OFFICE	Per Pupil Rate	25.0%	25.0%	25.0%		
-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		#NAME?	184,567		#NAME?	
Grants						
Stimulus		#NAME?			#NAME?	
DYCD (Department of Youth and Community Development)		#NAME?	3,131		#NAME?	
Other		#NAME?	216,304		#NAME?	
Other		#NAME?			#NAME?	
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		#NAME?			#NAME?	
Title I		#NAME?	15,919		#NAME?	
Title Funding - Other		#NAME?	1,901		#NAME?	
School Food Service (Free Lunch)		#NAME?			#NAME?	
Grants						
Charter School Program (CSP) Planning & Implementation		#NAME?			#NAME?	
Other		#NAME?	5,000		#NAME?	
Other		#NAME?			#NAME?	
TOTAL REVENUE FROM FEDERAL SOURCES		-	22,820	-	#NAME?	
LOCAL and OTHER REVENUE						
Contributions and Donations		#NAME?			#NAME?	
Fundraising		#NAME?			#NAME?	
Erate Reimbursement		#NAME?	20,064		#NAME?	
Earnings on Investments		#NAME?			#NAME?	
Interest Income		#NAME?			#NAME?	
Food Service (Income from meals)		#NAME?	57,389		#NAME?	
Text Book		#NAME?	34,391		#NAME?	
OTHER		#NAME?			#NAME?	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	111,844	-	#NAME?	
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		SCHOOL				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	2,318,822	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	393	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	-		#NAME?			#NAME?
Instructional Management	1.00		#NAME?	32,745		#NAME?
Deans, Directors & Coordinators	4.00		#NAME?	79,375		#NAME?
CFO / Director of Finance	-		#NAME?			#NAME?
Operation / Business Manager	1.00		#NAME?	27,500		#NAME?
Administrative Staff	4.00		#NAME?	42,750		#NAME?
TOTAL ADMINISTRATIVE STAFF	10.00	-	#NAME?	182,370	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	18.00		#NAME?	425,625		#NAME?
Teachers - SPED	8.00		#NAME?	181,875		#NAME?
Substitute Teachers	-		#NAME?			#NAME?
Teaching Assistants	-		#NAME?			#NAME?
Specialty Teachers	2.00		#NAME?	45,000		#NAME?
Aides	-		#NAME?			#NAME?
Therapists & Counselors	2.00		#NAME?	48,750		#NAME?
Other	-		#NAME?	231,201		#NAME?
TOTAL INSTRUCTIONAL	30.00	-	#NAME?	932,451	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-		#NAME?			#NAME?
Librarian	-		#NAME?			#NAME?
Custodian	-		#NAME?			#NAME?
Security	-		#NAME?			#NAME?
Other	1.00		#NAME?			#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	-	#NAME?	-	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		41.00	-	#NAME?	1,114,821	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			#NAME?	111,482.00		#NAME?
Fringe / Employee Benefits			#NAME?	30,944.00		#NAME?
Retirement / Pension			#NAME?	67,092.00		#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	209,518	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS		41.00	-	#NAME?	1,324,339	-
CONTRACTED SERVICES						
Accounting / Audit			#NAME?	68,200		#NAME?
Legal			#NAME?	7,500		#NAME?
Management Company Fee			#NAME?			#NAME?
Nurse Services			#NAME?	1,560		#NAME?
Food Service / School Lunch			#NAME?	85,363		#NAME?
Payroll Services			#NAME?	2,825		#NAME?
Special Ed Services			#NAME?	6,240		#NAME?
Titlement Services (i.e. Title I)			#NAME?			#NAME?
Other Purchased / Professional / Consulting			#NAME?	14,807		#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	186,495	-	#NAME?

	SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	2,318,822	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	393	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		#NAME?	3,120		#NAME?
Classroom / Teaching Supplies & Materials		#NAME?	72,108		#NAME?
Special Ed Supplies & Materials		#NAME?			#NAME?
Textbooks / Workbooks		#NAME?	58,384		#NAME?
Supplies & Materials other		#NAME?			#NAME?
Equipment / Furniture		#NAME?	1,300		#NAME?
Telephone		#NAME?	1,238		#NAME?
Technology		#NAME?	4,320		#NAME?
Student Testing & Assessment		#NAME?	46,800		#NAME?
Field Trips		#NAME?	18,720		#NAME?
Transportation (student)		#NAME?	1,500		#NAME?
Student Services - other		#NAME?	52,368		#NAME?
Office Expense		#NAME?	14,385		#NAME?
Staff Development		#NAME?	20,280		#NAME?
Staff Recruitment		#NAME?	3,640		#NAME?
Student Recruitment / Marketing		#NAME?	5,949		#NAME?
School Meals / Lunch		#NAME?	2,400		#NAME?
Travel (Staff)		#NAME?	1,250		#NAME?
Fundraising		#NAME?			#NAME?
Other		#NAME?	2,500		#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	310,261	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance		#NAME?	18,113		#NAME?
Janitorial		#NAME?	49,000		#NAME?
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	180,000.00		#NAME?
Repairs & Maintenance		#NAME?	5,750		#NAME?
Equipment / Furniture		#NAME?	1,250		#NAME?
Security		#NAME?	57,150		#NAME?
Utilities		#NAME?	60,750		#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	372,013	-	#NAME?
DEPRECIATION & AMORTIZATION		#NAME?	125,714		#NAME?
RESERVES / CONTINGENCY		#NAME?			#NAME?
TOTAL EXPENSES	-	#NAME?	2,318,822	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

	SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	2,318,822	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	393	-	-
Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
Revised Budget			Original Budget	Revised Budget	Variance
Variance					
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:					
NYC CHANCELLOR'S OFFICE	-	-	1	-	-
-	-	-	393	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	393	-	-
REVENUE PER PUPIL					
-	#NAME?	#NAME?	-	#NAME?	
EXPENSES PER PUPIL					
-	#NAME?	5,899	-	#NAME?	

		MIDDLE VILLAGE PREPARATOR Budget / Operating Plan 2016-17				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		6,907,009	#NAME?	#NAME?	(6,907,009)	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	2016-17 Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		738,268	#NAME?	#NAME?	738,268	#NAME?
Grants						
Stimulus		-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		12,524	#NAME?	#NAME?	12,524	#NAME?
Other		865,215	#NAME?	#NAME?	865,215	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	#NAME?	#NAME?	-	#NAME?
Title I		53,064	#NAME?	#NAME?	53,064	#NAME?
Title Funding - Other		6,336	#NAME?	#NAME?	6,336	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?	-	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	-	#NAME?
Other		20,000	#NAME?	#NAME?	20,000	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		79,400	#NAME?	#NAME?	79,400	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		-	#NAME?	#NAME?	-	#NAME?
Fundraising		-	#NAME?	#NAME?	-	#NAME?
Erate Reimbursement		40,128	#NAME?	#NAME?	40,128	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?
Interest Income		-	#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)		191,296	#NAME?	#NAME?	191,296	#NAME?
Text Book		34,391	#NAME?	#NAME?	34,391	#NAME?
OTHER		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		265,815	#NAME?	#NAME?	265,815	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		MIDDLE VILLAGE PREPARATOR Budget / Operating Plan 2016-17				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		6,907,009	#NAME?	#NAME?	(6,907,009)	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	-	-	#NAME?	#NAME?	-	#NAME?
Instructional Management	1.00	130,980	#NAME?	#NAME?	(130,980)	#NAME?
Deans, Directors & Coordinators	4.00	317,500	#NAME?	#NAME?	(317,500)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	1.00	110,000	#NAME?	#NAME?	(110,000)	#NAME?
Administrative Staff	4.00	171,000	#NAME?	#NAME?	(171,000)	#NAME?
TOTAL ADMINISTRATIVE STAFF	10.00	729,480	#NAME?	#NAME?	(729,480)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	18.00	1,135,000	#NAME?	#NAME?	(1,135,000)	#NAME?
Teachers - SPED	8.00	485,000	#NAME?	#NAME?	(485,000)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	-	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	2.00	120,000	#NAME?	#NAME?	(120,000)	#NAME?
Aides	-	-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselors	2.00	130,000	#NAME?	#NAME?	(130,000)	#NAME?
Other	-	283,203	#NAME?	#NAME?	(283,203)	#NAME?
TOTAL INSTRUCTIONAL	30.00	2,153,203	#NAME?	#NAME?	(2,153,203)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	1.00	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	-	#NAME?	#NAME?	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	41.00	2,882,683	#NAME?	#NAME?	(2,882,683)	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		288,268	#NAME?	#NAME?	(288,268)	#NAME?
Fringe / Employee Benefits		80,015	#NAME?	#NAME?	(80,015)	#NAME?
Retirement / Pension		173,485	#NAME?	#NAME?	(173,485)	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		541,768	#NAME?	#NAME?	(541,768)	#NAME?
TOTAL PERSONNEL SERVICE COSTS	41.00	3,424,451	#NAME?	#NAME?	(3,424,451)	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		122,800	#NAME?	#NAME?	(122,800)	#NAME?
Legal		30,000	#NAME?	#NAME?	(30,000)	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		5,200	#NAME?	#NAME?	(5,200)	#NAME?
Food Service / School Lunch		284,544	#NAME?	#NAME?	(284,544)	#NAME?
Payroll Services		11,299	#NAME?	#NAME?	(11,299)	#NAME?
Special Ed Services		20,800	#NAME?	#NAME?	(20,800)	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		59,227	#NAME?	#NAME?	(59,227)	#NAME?
TOTAL CONTRACTED SERVICES		533,870	#NAME?	#NAME?	(533,870)	#NAME?

MIDDLE VILLAGE PREPARATOR Budget / Operating Plan 2016-17					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,907,009	#NAME?	#NAME?	(6,907,009)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	10,400	#NAME?	#NAME?	(10,400)	#NAME?
Classroom / Teaching Supplies & Materials	240,360	#NAME?	#NAME?	(240,360)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	120,264	#NAME?	#NAME?	(120,264)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	5,200	#NAME?	#NAME?	(5,200)	#NAME?
Telephone	4,950	#NAME?	#NAME?	(4,950)	#NAME?
Technology	17,281	#NAME?	#NAME?	(17,281)	#NAME?
Student Testing & Assessment	156,000	#NAME?	#NAME?	(156,000)	#NAME?
Field Trips	62,400	#NAME?	#NAME?	(62,400)	#NAME?
Transportation (student)	5,000	#NAME?	#NAME?	(5,000)	#NAME?
Student Services - other	174,560	#NAME?	#NAME?	(174,560)	#NAME?
Office Expense	57,538	#NAME?	#NAME?	(57,538)	#NAME?
Staff Development	67,600	#NAME?	#NAME?	(67,600)	#NAME?
Staff Recruitment	7,280	#NAME?	#NAME?	(7,280)	#NAME?
Student Recruitment / Marketing	5,949	#NAME?	#NAME?	(5,949)	#NAME?
School Meals / Lunch	8,000	#NAME?	#NAME?	(8,000)	#NAME?
Travel (Staff)	5,000	#NAME?	#NAME?	(5,000)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	10,000	#NAME?	#NAME?	(10,000)	#NAME?
TOTAL SCHOOL OPERATIONS	957,782	#NAME?	#NAME?	(957,782)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	72,452	#NAME?	#NAME?	(72,452)	#NAME?
Janitorial	196,000	#NAME?	#NAME?	(196,000)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	720,000	#NAME?	#NAME?	(720,000)	#NAME?
Repairs & Maintenance	23,000	#NAME?	#NAME?	(23,000)	#NAME?
Equipment / Furniture	5,000	#NAME?	#NAME?	(5,000)	#NAME?
Security	228,600	#NAME?	#NAME?	(228,600)	#NAME?
Utilities	243,000	#NAME?	#NAME?	(243,000)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,488,052	#NAME?	#NAME?	(1,488,052)	#NAME?
DEPRECIATION & AMORTIZATION	502,854	#NAME?	#NAME?	(502,854)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	6,907,009	#NAME?	#NAME?	(6,907,009)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		MIDDLE VILLAGE PREPARATOR Budget / Operating Plan 2016-17				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	6,907,009	#NAME?	#NAME?	(6,907,009)	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
NYC CHANCELLOR'S OFFICE						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
ALL OTHER School Districts: (Weighted Avg)						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

	Y CHARTER SCHOOL																																			
Total Revenue Total Expenses Net Income Actual Student Enrollment	DESCRIPTION OF ASSUMPTIONS																																			
REVENUE REVENUES FROM STATE SOURCES <div> <div>Per Pupil Revenue</div> <div>2016-17 Per Pupil Rate</div> <table border="1"> <tr><td>NYC CHANCELLOR'S OFFICE</td><td>#NAME?</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>-</td><td>#N/A</td></tr> <tr><td>ALL OTHER School Districts: (Weighted Avg)</td><td>#N/A</td></tr> <tr><td>TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)</td><td>#NAME?</td></tr> </table> </div> <div> Special Education Revenue Grants Stimulus DYCD (Department of Youth and Community Development) Other Other </div> TOTAL REVENUE FROM STATE SOURCES REVENUE FROM FEDERAL FUNDING IDEA Special Needs Title I Title Funding - Other School Food Service (Free Lunch) Grants Charter School Program (CSP) Planning & Implementation Other Other TOTAL REVENUE FROM FEDERAL SOURCES LOCAL and OTHER REVENUE Contributions and Donations Fundraising Erate Reimbursement Earnings on Investments Interest Income Food Service (Income from meals) Text Book OTHER TOTAL REVENUE FROM LOCAL and OTHER SOURCES TOTAL REVENUE	NYC CHANCELLOR'S OFFICE	#NAME?	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	-	#N/A	ALL OTHER School Districts: (Weighted Avg)	#N/A	TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?
NYC CHANCELLOR'S OFFICE	#NAME?																																			
-	#N/A																																			
-	#N/A																																			
-	#N/A																																			
-	#N/A																																			
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-	#N/A																																			
-	#N/A																																			
-	#N/A																																			
-	#N/A																																			
ALL OTHER School Districts: (Weighted Avg)	#N/A																																			
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?																																			

		Y CHARTER SCHOOL
Total Revenue		
Total Expenses		
Net Income		
Actual Student Enrollment		
		DESCRIPTION OF ASSUMPTIONS
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions	
Executive Management	-	
Instructional Management	1.00	
Deans, Directors & Coordinators	4.00	
CFO / Director of Finance	-	
Operation / Business Manager	1.00	
Administrative Staff	4.00	
TOTAL ADMINISTRATIVE STAFF	10.00	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	18.00	
Teachers - SPED	8.00	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	2.00	
Aides	-	
Therapists & Counselors	2.00	
Other	-	
TOTAL INSTRUCTIONAL	30.00	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	1.00	
TOTAL NON-INSTRUCTIONAL	1.00	
SUBTOTAL PERSONNEL SERVICE COSTS	41.00	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		
Fringe / Employee Benefits		
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	41.00	
CONTRACTED SERVICES		
Accounting / Audit		
Legal		
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		

	Y CHARTER SCHOOL
Total Revenue Total Expenses Net Income Actual Student Enrollment	
	DESCRIPTION OF ASSUMPTIONS
SCHOOL OPERATIONS Board Expenses Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials Textbooks / Workbooks Supplies & Materials other Equipment / Furniture Telephone Technology Student Testing & Assessment Field Trips Transportation (student) Student Services - other Office Expense Staff Development Staff Recruitment Student Recruitment / Marketing School Meals / Lunch Travel (Staff) Fundraising Other TOTAL SCHOOL OPERATIONS FACILITY OPERATION & MAINTENANCE Insurance Janitorial Building and Land Rent / Lease / Facility Finance Interest Repairs & Maintenance Equipment / Furniture Security Utilities TOTAL FACILITY OPERATION & MAINTENANCE DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY TOTAL EXPENSES NET INCOME	

	Y CHARTER SCHOOL
Total Revenue Total Expenses Net Income Actual Student Enrollment	DESCRIPTION OF ASSUMPTIONS
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL	

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL
BALANCE SHEET
2016-17

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>Err:508</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Quarter 0

No. of Positions

Executive Management	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Instructional Management	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Administrative Staff	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	-	#NAME?	-	#NAME?

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Aides	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	-	#NAME?	-	#NAME?

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Librarian	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Custodian	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	-	#NAME?	-	#NAME?

SUBTOTAL PERSONNEL SERVICE COSTS

#NAME?	-	#NAME?	-	-	#NAME?	-	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Fringe / Employee Benefits	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Retirement / Pension	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	-	#NAME?	-	-	#NAME?	-	-

TOTAL PERSONNEL SERVICE COSTS

#NAME?	-	#NAME?	-	-	#NAME?	-	-
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CONTRACTED SERVICES

Accounting / Audit	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Legal	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Management Company Fee	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Nurse Services	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Payroll Services	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Special Ed Services	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Titlement Services (i.e. Title I)	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting	#NAME?	#NAME?	-	#NAME?	#NAME?	-	#NAME?
TOTAL CONTRACTED SERVICES	-	#NAME?	-	-	#NAME?	-	-

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
SCHOOL OPERATIONS							
Board Expenses		#NAME?	-		#NAME?	-	
Classroom / Teaching Supplies & Materials		#NAME?	-		#NAME?	-	
Special Ed Supplies & Materials		#NAME?	-		#NAME?	-	
Textbooks / Workbooks		#NAME?	-		#NAME?	-	
Supplies & Materials other		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Telephone		#NAME?	-		#NAME?	-	
Technology		#NAME?	-		#NAME?	-	
Student Testing & Assessment		#NAME?	-		#NAME?	-	
Field Trips		#NAME?	-		#NAME?	-	
Transportation (student)		#NAME?	-		#NAME?	-	
Student Services - other		#NAME?	-		#NAME?	-	
Office Expense		#NAME?	-		#NAME?	-	
Staff Development		#NAME?	-		#NAME?	-	
Staff Recruitment		#NAME?	-		#NAME?	-	
Student Recruitment / Marketing		#NAME?	-		#NAME?	-	
School Meals / Lunch		#NAME?	-		#NAME?	-	
Travel (Staff)		#NAME?	-		#NAME?	-	
Fundraising		#NAME?	-		#NAME?	-	
Other		#NAME?	-		#NAME?	-	
TOTAL SCHOOL OPERATIONS	-	#NAME?	-	-	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		#NAME?	-		#NAME?	-	
Janitorial		#NAME?	-		#NAME?	-	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	-		#NAME?	-	
Repairs & Maintenance		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Security		#NAME?	-		#NAME?	-	
Utilities		#NAME?	-		#NAME?	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	-	-	#NAME?	-	-
DEPRECIATION & AMORTIZATION		#NAME?	-		#NAME?	-	
RESERVES / CONTINGENCY		#NAME?	-		#NAME?	-	
TOTAL EXPENSES	-	#NAME?	-	-	#NAME?	-	-
NET INCOME	-	#NAME?	-	-	#NAME?	-	-

Budget / Operating Plan

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

3rd (

EXPENSES PER PUPIL

ARTER SCHOOL									
n									
Total Revenue	#NAME?	-	-	#NAME?	-				
Total Expenses	#NAME?	-	-	#NAME?	-				
Net Income	#NAME?	-	-	#NAME?	-				
Actual Student Enrollment	#NAME?	-	-	#NAME?	-				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed						Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
						Current Budget	Variance	Actual	Current Budget
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue					CY Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
-	#N/A				#NAME?			#NAME?	
ALL OTHER School Districts: (Count = 0)	#N/A				#NAME?			#NAME?	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?				#NAME?		-	#NAME?	
Special Education Revenue					#NAME?			#NAME?	
Grants									
Stimulus					#NAME?			#NAME?	
DYCD (Department of Youth and Community Development)					#NAME?			#NAME?	
Other					#NAME?			#NAME?	
Other					#NAME?			#NAME?	
TOTAL REVENUE FROM STATE SOURCES					#NAME?		-	#NAME?	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs					#NAME?			#NAME?	
Title I					#NAME?			#NAME?	
Title Funding - Other					#NAME?			#NAME?	
School Food Service (Free Lunch)					#NAME?			#NAME?	
Grants									
Charter School Program (CSP) Planning & Implementation					#NAME?			#NAME?	
Other					#NAME?			#NAME?	
Other					#NAME?			#NAME?	
TOTAL REVENUE FROM FEDERAL SOURCES					#NAME?		-	#NAME?	
LOCAL and OTHER REVENUE									
Contributions and Donations					#NAME?			#NAME?	
Fundraising					#NAME?			#NAME?	
Erate Reimbursement					#NAME?			#NAME?	
Earnings on Investments					#NAME?			#NAME?	
Interest Income					#NAME?			#NAME?	
Food Service (Income from meals)					#NAME?			#NAME?	
Text Book					#NAME?			#NAME?	
OTHER					#NAME?			#NAME?	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES					#NAME?		-	#NAME?	
TOTAL REVENUE	#NAME?	-	-	#NAME?	-				

ARTER SCHOOL									
n									
Total Revenue		#NAME?	-	-	#NAME?	-			
Total Expenses		#NAME?	-	-	#NAME?	-			
Net Income		#NAME?	-	-	#NAME?	-			
Actual Student Enrollment		#NAME?	-	-	#NAME?	-			
		Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed									
		Current Budget	Variance	Actual	Current Budget	Variance			

EXPENSES		Quarter 0							
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions							
Executive Management	#NAME?	#NAME?	-		#NAME?	-			
Instructional Management	#NAME?	#NAME?	-		#NAME?	-			
Deans, Directors & Coordinators	#NAME?	#NAME?	-		#NAME?	-			
CFO / Director of Finance	#NAME?	#NAME?	-		#NAME?	-			
Operation / Business Manager	#NAME?	#NAME?	-		#NAME?	-			
Administrative Staff	#NAME?	#NAME?	-		#NAME?	-			
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	-		#NAME?	-			
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	#NAME?	#NAME?	-		#NAME?	-			
Teachers - SPED	#NAME?	#NAME?	-		#NAME?	-			
Substitute Teachers	#NAME?	#NAME?	-		#NAME?	-			
Teaching Assistants	#NAME?	#NAME?	-		#NAME?	-			
Specialty Teachers	#NAME?	#NAME?	-		#NAME?	-			
Aides	#NAME?	#NAME?	-		#NAME?	-			
Therapists & Counselors	#NAME?	#NAME?	-		#NAME?	-			
Other	#NAME?	#NAME?	-		#NAME?	-			
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	-		#NAME?	-			
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	#NAME?	#NAME?	-		#NAME?	-			
Librarian	#NAME?	#NAME?	-		#NAME?	-			
Custodian	#NAME?	#NAME?	-		#NAME?	-			
Security	#NAME?	#NAME?	-		#NAME?	-			
Other	#NAME?	#NAME?	-		#NAME?	-			
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	-		#NAME?	-			
SUBTOTAL PERSONNEL SERVICE COSTS		#NAME?		#NAME?	-		#NAME?	-	
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		#NAME?	-		#NAME?	-			
Fringe / Employee Benefits		#NAME?	-		#NAME?	-			
Retirement / Pension		#NAME?	-		#NAME?	-			
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	-		#NAME?	-			
TOTAL PERSONNEL SERVICE COSTS		#NAME?	#NAME?	-		#NAME?	-		
CONTRACTED SERVICES									
Accounting / Audit		#NAME?	-		#NAME?	-			
Legal		#NAME?	-		#NAME?	-			
Management Company Fee		#NAME?	-		#NAME?	-			
Nurse Services		#NAME?	-		#NAME?	-			
Food Service / School Lunch		#NAME?	-		#NAME?	-			
Payroll Services		#NAME?	-		#NAME?	-			
Special Ed Services		#NAME?	-		#NAME?	-			
Titlement Services (i.e. Title I)		#NAME?	-		#NAME?	-			
Other Purchased / Professional / Consulting		#NAME?	-		#NAME?	-			
TOTAL CONTRACTED SERVICES		#NAME?	-		#NAME?	-			

ARTER SCHOOL					
n					
Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
		Current Budget	Variance	Actual	Current Budget Variance
SCHOOL OPERATIONS					
Board Expenses	#NAME?	-		#NAME?	-
Classroom / Teaching Supplies & Materials	#NAME?	-		#NAME?	-
Special Ed Supplies & Materials	#NAME?	-		#NAME?	-
Textbooks / Workbooks	#NAME?	-		#NAME?	-
Supplies & Materials other	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Telephone	#NAME?	-		#NAME?	-
Technology	#NAME?	-		#NAME?	-
Student Testing & Assessment	#NAME?	-		#NAME?	-
Field Trips	#NAME?	-		#NAME?	-
Transportation (student)	#NAME?	-		#NAME?	-
Student Services - other	#NAME?	-		#NAME?	-
Office Expense	#NAME?	-		#NAME?	-
Staff Development	#NAME?	-		#NAME?	-
Staff Recruitment	#NAME?	-		#NAME?	-
Student Recruitment / Marketing	#NAME?	-		#NAME?	-
School Meals / Lunch	#NAME?	-		#NAME?	-
Travel (Staff)	#NAME?	-		#NAME?	-
Fundraising	#NAME?	-		#NAME?	-
Other	#NAME?	-		#NAME?	-
TOTAL SCHOOL OPERATIONS	#NAME?	-	-	#NAME?	-
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	-		#NAME?	-
Janitorial	#NAME?	-		#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	-		#NAME?	-
Repairs & Maintenance	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Security	#NAME?	-		#NAME?	-
Utilities	#NAME?	-		#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	-	-	#NAME?	-
DEPRECIATION & AMORTIZATION					
	#NAME?	-		#NAME?	-
RESERVES / CONTINGENCY					
	#NAME?	-		#NAME?	-
TOTAL EXPENSES	#NAME?	-	-	#NAME?	-
NET INCOME	#NAME?	-	-	#NAME?	-

ARTER SCHOOL					
n					
Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget		Current Budget	
		Variance		Variance	
Actual					
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
-		#NAME?	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)		#NAME?	-	#NAME?	-
TOTAL ENROLLMENT		#NAME?	-	#NAME?	-
REVENUE PER PUPIL		#NAME?	-	#NAME?	-
EXPENSES PER PUPIL		#NAME?	-	#NAME?	-

				MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL			
				Budget / Operating Plan			
				2016-17			
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-
				TOTALS AND VARIANCE ANALYSIS			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Original Budget (Current Quarter)
				Actual	Current Budget	Current Budget - TY	Actual vs. Current Budget TY
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
NYC CHANCELLOR'S OFFICE	#NAME?			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
-	#N/A			-	-	-	-
ALL OTHER School Districts: (Count = 0)	#N/A			-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?			-	-	-	-
Special Education Revenue				-	-	-	-
Grants							
Stimulus				-	-	-	-
DYCD (Department of Youth and Community Development)				-	-	-	-
Other				-	-	-	-
Other				-	-	-	-
TOTAL REVENUE FROM STATE SOURCES				-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs				-	-	-	-
Title I				-	-	-	-
Title Funding - Other				-	-	-	-
School Food Service (Free Lunch)				-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation				-	-	-	-
Other				-	-	-	-
Other				-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES				-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations				-	-	-	-
Fundraising				-	-	-	-
Erate Reimbursement				-	-	-	-
Earnings on Investments				-	-	-	-
Interest Income				-	-	-	-
Food Service (Income from meals)				-	-	-	-
Text Book				-	-	-	-
OTHER				-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				-	-	-	-
TOTAL REVENUE				-	-	-	-

				MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL				
				Budget / Operating Plan				
				2016-17				
Total Revenue	-	-	-	#NAME?	#NAME?	-	-	
Total Expenses	-	-	-	#NAME?	#NAME?	-	-	
Net Income	-	-	-	#NAME?	#NAME?	-	-	
Actual Student Enrollment	-	-	-			-	-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				TOTALS AND VARIANCE ANALYSIS				
				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	Quarter 0							
Instructional Management	No. of Positions							
Deans, Directors & Coordinators	#NAME?	-	-	-	#NAME?	#NAME?	-	-
CFO / Director of Finance	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Operation / Business Manager	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Administrative Staff	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	-	-	#NAME?	#NAME?	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teachers - SPED	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Substitute Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teaching Assistants	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Specialty Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Aides	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Therapists & Counselors	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Librarian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Custodian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Security	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-	-
SUBTOTAL PERSONNEL SERVICE COSTS								
#NAME?				-	-	-	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	#NAME?	#NAME?	-	-
Fringe / Employee Benefits		-	-	-	#NAME?	#NAME?	-	-
Retirement / Pension		-	-	-	#NAME?	#NAME?	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	#NAME?	#NAME?	-	-
TOTAL PERSONNEL SERVICE COSTS								
#NAME?				-	-	-	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	#NAME?	#NAME?	-	-
Legal		-	-	-	#NAME?	#NAME?	-	-
Management Company Fee		-	-	-	#NAME?	#NAME?	-	-
Nurse Services		-	-	-	#NAME?	#NAME?	-	-
Food Service / School Lunch		-	-	-	#NAME?	#NAME?	-	-
Payroll Services		-	-	-	#NAME?	#NAME?	-	-
Special Ed Services		-	-	-	#NAME?	#NAME?	-	-
Titlement Services (i.e. Title I)		-	-	-	#NAME?	#NAME?	-	-
Other Purchased / Professional / Consulting		-	-	-	#NAME?	#NAME?	-	-
TOTAL CONTRACTED SERVICES		-	-	-	#NAME?	#NAME?	-	-

				MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL			
				Budget / Operating Plan			
				2016-17			
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-
				TOTALS AND VARIANCE ANALYSIS			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Original Budget (Current Quarter)
				Actual	Current Budget	Current Budget - TY	Actual vs. Original Budget
SCHOOL OPERATIONS							
Board Expenses	-	-	-	#NAME?	#NAME?	-	-
Classroom / Teaching Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Textbooks / Workbooks	-	-	-	#NAME?	#NAME?	-	-
Supplies & Materials other	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Telephone	-	-	-	#NAME?	#NAME?	-	-
Technology	-	-	-	#NAME?	#NAME?	-	-
Student Testing & Assessment	-	-	-	#NAME?	#NAME?	-	-
Field Trips	-	-	-	#NAME?	#NAME?	-	-
Transportation (student)	-	-	-	#NAME?	#NAME?	-	-
Student Services - other	-	-	-	#NAME?	#NAME?	-	-
Office Expense	-	-	-	#NAME?	#NAME?	-	-
Staff Development	-	-	-	#NAME?	#NAME?	-	-
Staff Recruitment	-	-	-	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	-	-	-	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	#NAME?	#NAME?	-	-
Travel (Staff)	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	#NAME?	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	#NAME?	#NAME?	-	-
Janitorial	-	-	-	#NAME?	#NAME?	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	#NAME?	-	-
Repairs & Maintenance	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Security	-	-	-	#NAME?	#NAME?	-	-
Utilities	-	-	-	#NAME?	#NAME?	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	#NAME?	#NAME?	-	-
DEPRECIATION & AMORTIZATION				-	-	-	-
RESERVES / CONTINGENCY				-	-	-	-
TOTAL EXPENSES	-	-	-	#NAME?	#NAME?	-	-
NET INCOME	-	-	-	#NAME?	#NAME?	-	-

				MIDDLE VILLAGE PREPARATORY CHARTER			
				Budget / Operating Plan			
				2016-17			
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-
				TOTALS AND VARIANCE ANALYSIS			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Original Budget (Current Quarter)
				Actual	Current Budget	Current Budget - TY	Actual vs. Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*				* Enrollment Data Based on Last Actual Quarter Completed			
NYC CHANCELLOR'S OFFICE				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
ALL OTHER School Districts: (Count = 0)				-	-	-	-
TOTAL ENROLLMENT				-	-	-	-
REVENUE PER PUPIL				-	-	-	-
EXPENSES PER PUPIL				-	-	-	-

TER SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	6,907,009	6,907,009	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
		5		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	CY Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
-	#N/A	#N/A	-	-
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	-	-
Special Education Revenue		738,268 (738,268)	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		12,524 (12,524)	-	-
Other		865,215 (865,215)	-	-
Other		-	-	-
TOTAL REVENUE FROM STATE SOURCES		#NAME? #NAME?	-	-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		-	-	-
Title I		53,064 (53,064)	-	-
Title Funding - Other		6,336 (6,336)	-	-
School Food Service (Free Lunch)		-	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		20,000 (20,000)	-	-
Other		-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		79,400 (79,400)	-	-
LOCAL and OTHER REVENUE				
Contributions and Donations		-	-	-
Fundraising		-	-	-
Erate Reimbursement		40,128 (40,128)	-	-
Earnings on Investments		-	-	-
Interest Income		-	-	-
Food Service (Income from meals)		191,296 (191,296)	-	-
Text Book		34,391 (34,391)	-	-
OTHER		-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		265,815 (265,815)	-	-
TOTAL REVENUE	#NAME?	#NAME?	-	-

TER SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	6,907,009	6,907,009	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	

		5			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			Actual vs. Original Budget TY	P Y Actual (P Y TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
			Original Budget - TY		

EXPENSES		Quarter 0		
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions		
Executive Management	#NAME?		-	-
Instructional Management	#NAME?		130,980	130,980
Deans, Directors & Coordinators	#NAME?		317,500	317,500
CFO / Director of Finance	#NAME?		-	-
Operation / Business Manager	#NAME?		110,000	110,000
Administrative Staff	#NAME?		171,000	171,000
TOTAL ADMINISTRATIVE STAFF	#NAME?		729,480	729,480
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	#NAME?		1,135,000	1,135,000
Teachers - SPED	#NAME?		485,000	485,000
Substitute Teachers	#NAME?		-	-
Teaching Assistants	#NAME?		-	-
Specialty Teachers	#NAME?		120,000	120,000
Aides	#NAME?		-	-
Therapists & Counselors	#NAME?		130,000	130,000
Other	#NAME?		283,203	283,203
TOTAL INSTRUCTIONAL	#NAME?		2,153,203	2,153,203
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	#NAME?		-	-
Librarian	#NAME?		-	-
Custodian	#NAME?		-	-
Security	#NAME?		-	-
Other	#NAME?		-	-
TOTAL NON-INSTRUCTIONAL	#NAME?		-	-
SUBTOTAL PERSONNEL SERVICE COSTS		#NAME?	2,882,683	2,882,683
PAYROLL TAXES AND BENEFITS				
Payroll Taxes			288,268	288,268
Fringe / Employee Benefits			80,015	80,015
Retirement / Pension			173,485	173,485
TOTAL PAYROLL TAXES AND BENEFITS			541,768	541,768
TOTAL PERSONNEL SERVICE COSTS		#NAME?	3,424,451	3,424,451
CONTRACTED SERVICES				
Accounting / Audit			122,800	122,800
Legal			30,000	30,000
Management Company Fee			-	-
Nurse Services			5,200	5,200
Food Service / School Lunch			284,544	284,544
Payroll Services			11,299	11,299
Special Ed Services			20,800	20,800
Titlement Services (i.e. Title I)			-	-
Other Purchased / Professional / Consulting			59,227	59,227
TOTAL CONTRACTED SERVICES			533,870	533,870

TER SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	6,907,009	6,907,009	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
5				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
	Original Budget - TY	Actual vs. Original Budget TY	P Y Actual (P Y TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	10,400	10,400	-	-
Classroom / Teaching Supplies & Materials	240,360	240,360	-	-
Special Ed Supplies & Materials	-	-	-	-
Textbooks / Workbooks	120,264	120,264	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	5,200	5,200	-	-
Telephone	4,950	4,950	-	-
Technology	17,281	17,281	-	-
Student Testing & Assessment	156,000	156,000	-	-
Field Trips	62,400	62,400	-	-
Transportation (student)	5,000	5,000	-	-
Student Services - other	174,560	174,560	-	-
Office Expense	57,538	57,538	-	-
Staff Development	67,600	67,600	-	-
Staff Recruitment	7,280	7,280	-	-
Student Recruitment / Marketing	5,949	5,949	-	-
School Meals / Lunch	8,000	8,000	-	-
Travel (Staff)	5,000	5,000	-	-
Fundraising	-	-	-	-
Other	10,000	10,000	-	-
TOTAL SCHOOL OPERATIONS	957,782	957,782	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	72,452	72,452	-	-
Janitorial	196,000	196,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	720,000	720,000	-	-
Repairs & Maintenance	23,000	23,000	-	-
Equipment / Furniture	5,000	5,000	-	-
Security	228,600	228,600	-	-
Utilities	243,000	243,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,488,052	1,488,052	-	-
DEPRECIATION & AMORTIZATION	502,854	502,854	-	-
RESERVES / CONTINGENCY	-	-	-	-
TOTAL EXPENSES	6,907,009	6,907,009	-	-
NET INCOME	#NAME?	#NAME?	-	-

TER SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	6,907,009	6,907,009	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
		5		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget - TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
		Original Budget - TY		

ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL
2016-17

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

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

Trustee Name:

Karen Rommeney

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

Middle Village Preparatory Charter School

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			

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				

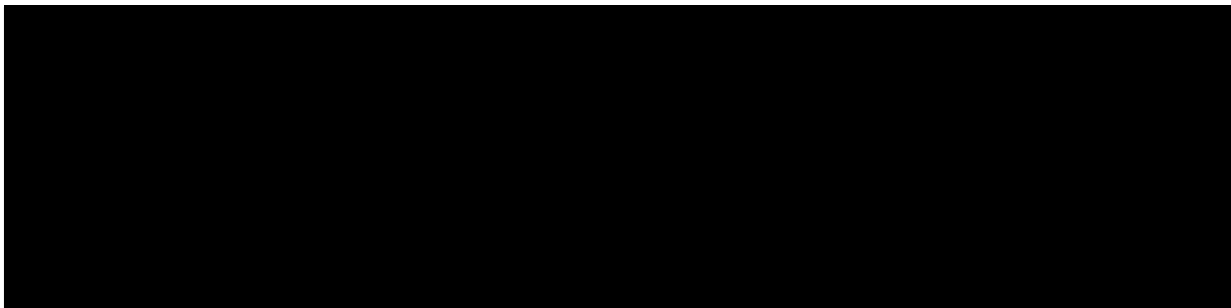
Karen Rommeney

7/26/2016

Signature

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.





Entry 9 BOT Table

Last updated: 07/14/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Josephine Lume		Chair/Board President	Head Administrator	Yes		
2	Serphin R. Maltese		Vice Chair/Vice President	Vice Head Administrator	Yes		
3	Maureen Campbell		Trustee/Member	Board Education Committee	Yes		
4	Kaiko Hayes		Trustee/Member	Board Education Committee	Yes		
5	Michael Michel		Other	Advisor to the Board	No		
6	Margaret Ognibene		Trustee/Member	Voting Member	Yes		
7	Deborah Kueber		Trustee/Member	Voting Member	Yes		
8	Monica Konopka		Trustee/Member	Board Education Committee	Yes		

9	Rosemary DeGennaro		Trustee/Member	Board Education Committee	Yes		
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

9

3. Total Number of Members Joining the Board 2015-16 School Year

1

4. Total Number of Members Departing the Board during the 2015-16 School Year

1

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

8

6. Number of Board Meetings Conducted in the 2015-16 School Year

12

7. Number of Board Meetings Scheduled for the 2016-17 School Year

12

Thank you.

MIDDLE VILLAGE RECRUITMENT EFFORTS AND RETENTION

2015-2016

2016-2017

The Middle Village Board of Trustees and the school Administration has taken great care in the advertisement and recruitment of students with disabilities, students who are English Language Learners and students who are eligible for free and reduced lunch.

In order to meet our targeted goals in these student categories in preparation for the past school year, a general mailing of the availability of seats goes out through the Department of Education to all District 24 schools. In addition, advertisements we posted in the local language daily newspapers that service this school District, advertisements encouraging all categories of students to enter an application for the lottery. In addition, local schools were visited by MVP administrators to encourage a diverse popular profile of student entrants.

The school met with an overwhelming response, resulting in over 400 applicants vying for 150 seats. Enrollment goals were therefore met. Our policies regarding a tailored educational experience where each child's progress is monitored multiple times during the year by staff and reviewed with parents resulted in a retention rate of 96% for the school year 2015-2016. These same policies are in place for the upcoming 2016-2017 year, with the expectation that retention will continue to be at a very high level.



Entry 12 Teacher and Administrator Attrition

Last updated: 07/14/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	25	4	4	1	26

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	3	0	0	1	4

Thank you

2016-2017 MVP School Calendar

192 Instructional Days in Total

August

August 29 – Boot Camp for Grade 6
Closed

August 30th – First Day of School – All Grades

October

October 10th – Columbus Day- School Closed
School Closed

October 14th – Progress Reports
Recess

October 31st – 2:10 School Dismissal

Halloween Party 2:30 PM-4:00 PM

December

December 2nd – Report Cards

December 7th – Dismissal at 11:30

Report Card Conferences 12:30 – 2:30
4:00 pm – 7:00 PM

December 22nd – MVP Holiday Show

December 23rd – 2:10 Dismissal

December 26th – December 30th – Holiday Recess

February

February 10th- Valentine's Day Dance 4:00 – 6:00

February 20th – 24th – Winter Recess

2:30

September

September 5th – Labor Day – School

November

November 11th- Veterans' Day –

November 24th/25th – Thanksgiving

January

January 2nd – Return to school

January 16th – NO School

January 27th – Progress Reports

March

March 2nd – Report Cards

March 8th – Dismissal at 11:30 AM

Report Card Conferences 12:30-

And 4:00 PM – 7:00 PM

April

April 10th – 14th – Spring Break
State Test

April 17th – Return to School
PM

April 21st – Progress Report
Closed

6:00PM

May

May 1st – May 5th – Math

May 24th – MVP Spring Concert 6:00

May 29th – Memorial Day-School

May 30th/31st MVP Theater Play

June

June 23rd – Last Day of School and Distribution of Report Cards.