



**THE SUNY CHARTER SCHOOLS  
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
MANHATTAN CHARTER SCHOOL*

**Report Date: January 24, 2024**

**Review Date: November 9 – 10, 2023**

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**Charter Schools Institute**  
The State University of New York

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## CHARTER SCHOOL BACKGROUND

# MANHATTAN CHARTER SCHOOL

100 Attorney Street, New York | Grades: K-5 | NYC Community School District 1

The Board of Regents approved the original charter for Manhattan Charter School (“Manhattan I”) on recommendation from the New York City Schools Chancellor in July 2004. The school opened its doors in the fall of 2005 initially serving students in Kindergarten and 1<sup>st</sup> grade. The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Manhattan Charter School II (“Manhattan II”) on June 15, 2011. That school opened in the fall of 2012 initially serving Kindergarten and 1<sup>st</sup> grade. The SUNY Trustees approved the merger of Manhattan II with Manhattan I on February 25, 2016, under SUNY authorization effective July 1, 2016, and the not-for-profit education corporation was re-named Manhattan Charter Schools (“Manhattan Schools”). Each charter pays partially into the shared services team’s salaries, proportionately based on each charter’s enrollment. The shared services team members support both charters. Alongside renewal, Manhattan Schools is requesting a revision for Manhattan II to grow to serve 5<sup>th</sup> – 8<sup>th</sup> grade while rolling up its elementary grades. Manhattan I will ultimately serve as Manhattan School’s elementary program serving Kindergarten – 4<sup>th</sup> grade beginning with the next school year.

### “ MISSION

*To teach our students how to learn and love doing it, how to cultivate their curious minds for the rest of their lives, and how to develop a solid foundation on which to base wise choices and build meaningful futures.*

#### CURRENT CHARTER

Serves: Kindergarten – 5<sup>th</sup>

Chartered Enrollment:  
240

Charter Expiration:  
June 30, 2024

#### PROPOSED FUTURE CHARTER

Serves: Kindergarten – 4<sup>th</sup>

Chartered Enrollment:  
200

Charter Expiration:  
June 30, 2029

#### KEY DESIGN ELEMENTS

Commitment to arts instruction;



Programmatic agility and responsiveness to immediate needs;



## CHARTER SCHOOL BACKGROUND

Rigorous, standards-aligned curriculum;



Intimate school culture;



Data collection to drive instruction; and,



Social emotional development.



## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Full-Term Renewal.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Manhattan Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 5<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 243 students. The Institute makes this recommendation as Manhattan Charter School meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).<sup>1</sup>*



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

### REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”)

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>2</sup>

1. . SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. See New York Education Law § 2852(2).

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

In its 19<sup>th</sup> year of operation, Manhattan I continues to deliver an effective academic program to students in Community School District (“CSD”) 1 while successfully navigating multiple leader transitions and demographic shifts in the neighborhood that had the effect of reducing the number of prospective Manhattan I students. The school’s founding executive director retired after the 2021-22 school year and returned the next year as interim executive director following the quick departure of the education corporation’s originally intended replacement. The board identified a permanent executive director in summer of 2023. At the same time, the school’s principal left and the board transitioned Manhattan II’s principal to Manhattan I in order to maintain stability at its flagship charter. Given these leadership changes as well as the effects from interrupted instruction due to COVID-19, the school is in a period of re-establishing expectations, norms, and systems at the end of its fourth charter term.

In alignment with declining enrollment trends across the city, families with school aged children have left Manhattan I’s catchment area and the school has struggled to recruit new students. Despite this challenge, the school allocates sufficient resources to meet the educational needs of its students and remains fiscally strong. Throughout the charter term, the school has maintained relatively consistent achievement results despite student turnover. In addition to quality academics, families cite the school’s robust afterschool program, social emotional learning components, and arts and music programming as reasons for enrolling in Manhattan I over other local options. Notably, the school consistently enrolls English language learners (“ELLs”), students with disabilities, and economically disadvantaged students at higher rates than the local district and posts proficiency rates for those subpopulations that meet or exceed their district peers.

The information below presents the key findings for the SUNY Trustees and highlights the successes of the charter.

### FINDINGS & INFORMATION

#### *Is the charter an academic success?*

Manhattan I is an academic success having come close to meeting its key academic Accountability Plan goals over the majority of its subsequent charter term. Although the school posted proficiency rates in English language arts (“ELA”) and mathematics that fell under the district, the school posted a strong record of comparative achievement on other metrics. Further, Manhattan I enrolls a student population with meaningfully different demographics than CSD 1. For example, in 2022-23 the charter enrolled 89% economically disadvantaged students while the district enrolled 63%. Manhattan I also continues to infuse social emotional learning into its academic program and supplements its core courses with classes in art, music, technology, and French language.

- The school posted high effect sizes in ELA and mathematics over the majority of the term. This performance indicates that the school performs higher than expected compared to demographically similar schools across New York State.
- Although Manhattan I did not post proficiency rates that exceeded its district of location in every year of the term, the school posts strong comparative achievement for subgroups. Notably in 2022-23, Manhattan I posted proficiency rates for its economically disadvantaged students that exceeded the achievement of their district peers by five percentage points in ELA.

## EXECUTIVE SUMMARY

- Manhattan I's students with disabilities posted proficiency rates that surpassed their district peers over the majority of years. Notably in 2021-22, with 21% of the school's students with disabilities scoring at or above proficiency on the ELA exam Manhattan I outperformed the district by 11 percentage points.
- Manhattan I offers daily afterschool programming to approximately 150 students. Notably, the afterschool instructional staff members include 10 former Manhattan Charter Schools students.

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### ***Is the charter an effective, viable organization?***

Manhattan I is an effective, viable organization. The board effectively governs the school and oversees the leadership team to ensure the smooth delivery of the instructional program. Despite the school's leadership changes during the charter term, Manhattan I retains high proportions of its instructional team, and teacher morale remains high. New leaders are beginning to establish clear expectations, norms, and systems. The board and school leadership team understand the urgency of improving student enrollment trends and are deploying aspects of a current strategic plan to codify necessary systems for improving the academic program and increasing enrollment.

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### ***Is the charter fiscally sound?***

Manhattan I is fiscally sound based on the Institute's review of the renewal documentation. The education corporation has a long history of sound fiscal policies and procedures and conservative budgeting practices that have helped it to establish a healthy financial position over the current charter term. Manhattan I's conservative budgeting methods, low facility costs due to its co-location status, and consistently reasonable yearly spending have helped it to weather its current low enrollment trends without negatively affecting its financial outlook.

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### ***If the SUNY Trustees renew the charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?***

Manhattan I's plans for the charter are reasonable, feasible, and achievable. The charter will continue to deliver the core elements of its elementary program, if renewed. The board plans to continue to operate at its current size and use its expertise to oversee the execution of its strategic plan for establishing clear systems for evaluating its program based on concrete metrics and increasing student enrollment across the education corporation. The board has requested an enrollment revision to convert Manhattan II from an elementary program to a middle school program to allow the education corporation to offer a full Kindergarten – 8<sup>th</sup> grade program between the two charters. This request is based on family feedback and analysis of enrollment trends.

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Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charter's academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Manhattan I a Full-Term Subsequent Renewal of five years.





DP

DATA PRESENTATION

PAGES: 7-21

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

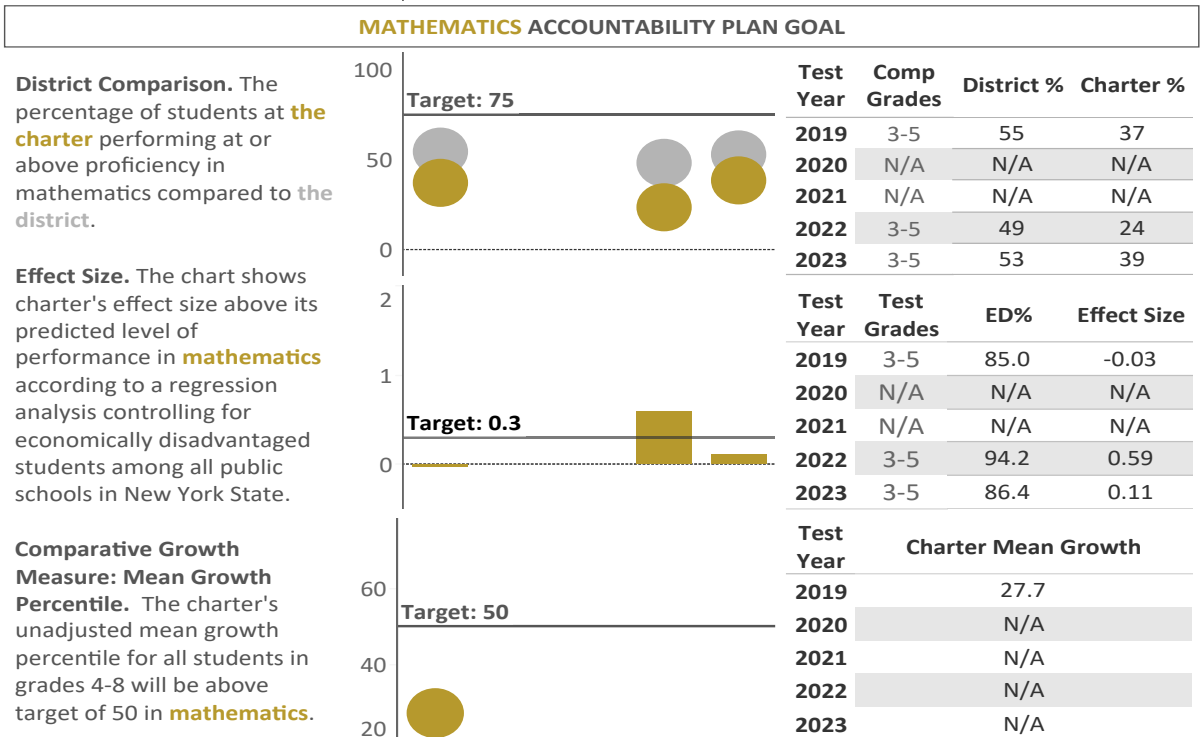
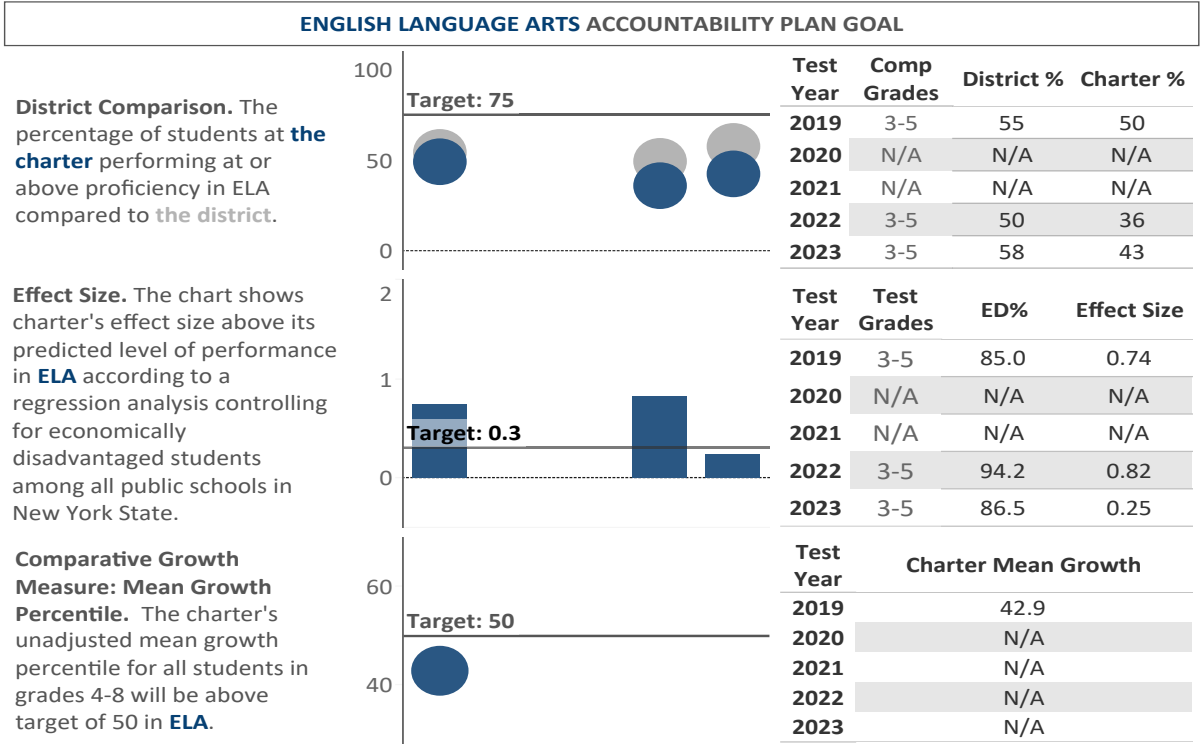
SD

STUDENT  
DEMOGRAPHICS



# ACADEMIC PERFORMANCE

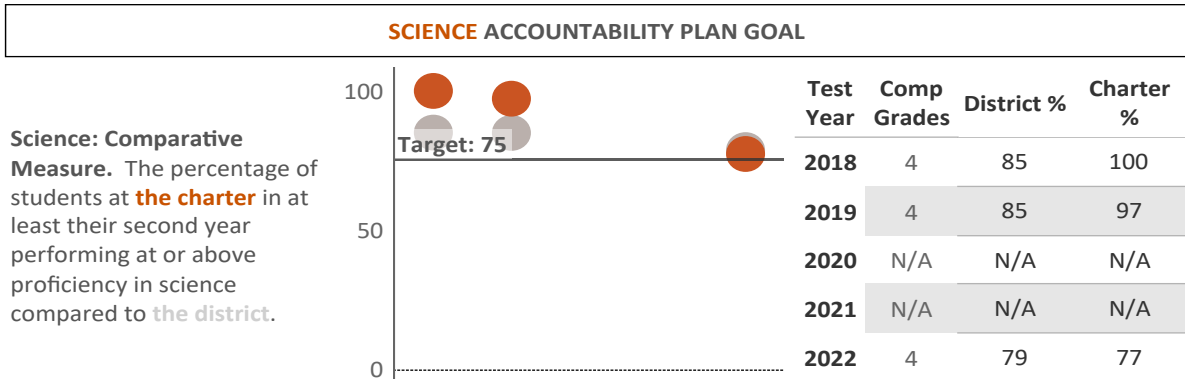
## MANHATTAN CHARTER SCHOOL





# ACADEMIC PERFORMANCE

## MANHATTAN CHARTER SCHOOL



**TESTED PERCENTAGES**

	2019		2022		2023	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	112	112	85	84	83	86
School Tested %	93.3%	93.3%	81.0%	80.0%	89.2%	92.5%
District Tested %	81.2%	81.4%	77.8%	77.3%	72.3%	78.4%

**SPECIAL POPULATIONS PERFORMANCE\***

	2019	2022	2023
Students with Disabilities Tested on State Exam	32	19	23
Charter Percent Proficient on ELA Exam	25.0	21.1	13.0
District Percent Proficient	16.1	9.9	20.6
Tested on NYSESLAT Exam	35	23	16
Charter Percent 'Commanding' or Making Progress	45.7	13.0	31.3

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

## ACADEMIC PERFORMANCE



### HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Manhattan I came close to meeting its key academic Accountability Plan goals in ELA and mathematics over the majority of years in its subsequent charter term with available state exam data suitable for analysis. Notably, the charter posted high comparative achievement on the Institute’s effect size measure over the majority of the Accountability Period. The charter also met its science and Every Student Succeeds Act (“ESSA”) goals.

In ELA, Manhattan I’s students enrolled in at least their second year posted proficiency rates that came close to but were lower than the district rate each year. However, Manhattan I posted effect sizes above or near the target of 0.3 in 2018-19 and again in 2021-22. This level of performance indicates that Manhattan I performed higher than expected in ELA to at least a meaningful degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. Furthermore, given that the school enrolls a student population of markedly different demographics than CSD 1, the school and Institute compare its achievement to different subsets of similar students. Over the term, Manhattan I posted ELA proficiency rates for its economically disadvantaged students that surpassed that subgroup within the district in every year. Manhattan I’s students with disabilities outperformed their district peers in the majority of years in the Accountability Period. Although the school posted a mean growth percentile in ELA that fell under the target of 50 in 2018-19, Manhattan I’s comparative effect size remained high.

Over the majority of the charter term, Manhattan I came close to meeting its mathematics goal. In 2017-18, the charter exceeded the targets for all comparative and growth measures. In the following year, the school’s performance declined below the district and Manhattan I posted a mean growth score under the target of 50. In 2021-22, the first year data suitable for analysis subsequent to the cancellation of state exams due to COVID-19, Manhattan I improved its comparative achievement. In comparison to demographically similar schools across New York State, the school performed higher than expected to a meaningful degree. In 2022-23, the school narrowed the gap between the district and school from 25 to 14 percentage points. The school posted a positive effect size indicating slightly higher than expected performance in comparison to demographically similar schools.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

Manhattan I employs a valid and reliable assessment program that aligns to the school's curriculum and New York State performance standards across all grades. Leaders evaluate the overall success of the curricular program using data from annual statewide exams. To assess phonemic awareness in Kindergarten and 1<sup>st</sup> grade, teachers utilize Foundations and Heggerty assessments at the end of each unit. For ELA and mathematics in Kindergarten – 5<sup>th</sup> grade, teachers utilize Star 360 three times per year and assessments from the respective curricular programs at the end of each unit. Teachers use Fountas & Pinnell Benchmark Assessment System ("F&P") and Achieve 3000 respectively up to three times per year to inform groupings for small group reading instruction. For writing, teachers use student work to assess student progress. In mathematics, teachers use assessments from Assignments and the JUMP Math curricular programs. In science, teachers use curricular benchmark and unit assessments aligned to the state exam.

For benchmark assessments and progress monitoring in ELA, teachers use exit tickets and performance tasks to inform student groupings. In mathematics, exit tickets and quizzes provide formative data and guide instructional planning. Across all grades, leaders and teachers examine student work seeking trends that inform groupings for small group instruction and pull-out services for students. In testing grades, the charter uses state assessment practice tests two to three times per year. Leaders meet with teachers weekly to discuss assessment results and instructional planning. The principal leads this process in the absence of a director of curriculum and instruction, a role for which Manhattan I is actively recruiting. As a result, teachers understand student needs and make some adjustments to their lesson delivery.

#### CURRICULUM

Manhattan I provides teachers with a curriculum aligned to state standards and across grades. For ELA and humanities, the school utilizes Expeditionary Learning ("EL"). Based on teacher input from the 2022-23 school year, the charter is piloting Heggerty in Kindergarten due to identified gaps in phonemic awareness, extending Foundations through 3<sup>rd</sup> grade, and adding Just Words and Writing A-Z. For mathematics, Manhattan I continues to use Jump Math. While teachers report satisfaction with this mathematics curriculum, teachers continue to supplement the program with elements from a variety of resources such as Engage NY in order to increase the emphasis on fluency and word problems. For science, the charter utilizes Amplify Science, which features phenomenon-based teaching and learning that aligns to the Next Generation Science Standards.

Teachers have access to the school's shared digital drive to gather ideas and resources to supplement the curriculum and understand vertical alignment. Teachers use curricular resources such as scope and sequence documents and weekly overviews to know what to teach and when to teach it. During weekly collaborative planning time with their grade level partners and feedback cycles with external coaches, teachers unpack standards and preview upcoming modules to internalize units and individual lessons. External coaches, the assistant principal, and the principal all support teachers in planning or providing specific feedback on current

## ACADEMIC PERFORMANCE

lessons. While there is an open-door policy for teachers to provide input on the curriculum and staff members make changes on an ad hoc basis, the school does not have a formal process for selecting, developing, and reviewing its curriculum documents and its resources.

### PEDAGOGY

Across the majority of lessons at Manhattan I, teachers establish a clear focus on academic achievement and rely on minimal redirection to maintain high levels of student engagement. The school has the opportunity to develop its coaching and curricular support systems to empower teachers to increase lesson rigor and implement more consistent universal checks for understanding. Teachers deliver purposeful lessons and follow Manhattan I's curricular programs with fidelity, but the school's leadership is still developing systems to support teachers in delivering appropriately rigorous lessons. Across almost all lessons, teachers deliver purposeful instruction with clear objectives aligned to the lesson activities. In most lessons, teachers effectively check for student understanding through methods such as small group conferencing, cold calling, and reviewing exit tickets. While these methods were generally effective, some teachers failed to identify specific students who were struggling with content during lessons.

Manhattan I's effective implementation of the Responsive Classroom model results in classrooms where clear routines are evident. While the Institute did observe some variation in levels of student engagement, most teachers deliver instruction to students who are eager to learn and engaged with the material. Given this level of student engagement, the school has the opportunity to improve the amount of higher order thinking and problem solving skills present across lessons. In some lessons, teachers did not clearly establish sufficiently high expectations for student work products and there were missed opportunities to encourage more student voice in lessons. While the school prioritizes increasing student voice through professional development and coaching sessions, leaders have the opportunity to more effectively monitor the implementation of strategies during lessons.

### INSTRUCTIONAL LEADERSHIP

After facing leadership turnover during the charter term, Manhattan I is developing its systems to provide strong instructional leadership to support teachers. Instructional leaders cultivate an environment of high expectations for teacher performance and student success. The school is establishing codified practices to better support teachers in improving teaching. At the time of the renewal visit, the school was working urgently to fill the vacancy in the director of curriculum and instruction ("DCI") position, which would increase capacity to hold teachers accountable for successful instruction.

Leaders communicate a clear vision for success for all students that includes increased achievement outcomes. During staff meetings and grade level team meetings, instructional leaders highlight schoolwide pedagogical priorities such as increasing lesson rigor and using more academic vocabulary. Teachers echo these priorities and they are evident in teachers' lesson planning. The education corporation has begun to utilize a digital teacher observation system to evaluate and coach teachers. Leaders acknowledge the need to work urgently to formalize the observation and feedback cycles in order to make measureable improvements in teaching and learning.

## ACADEMIC PERFORMANCE

Manhattan I delivers professional development sessions aligned to schoolwide priorities and provides designated time for teachers to examine student benchmarks and develop strategies for differentiated instruction. School leaders respond regularly to teacher requests and have an open-door policy for teachers to approach them with questions and recommendations. Although teachers have ample time in their schedule to collaborate, the school has the opportunity to thoughtfully structure formal meeting time between teachers and instructional leaders to include routines that corroborate internal assessment data and observation feedback. The school also lacks formal opportunities for teacher collaboration with teachers and leaders at Manhattan II. As a result, teachers sporadically seek one another out on an ad hoc basis when time permits.

### AT-RISK PROGRAM

Manhattan I meets the educational needs of students with disabilities, students at risk of academic failure, and its ELLs. The school is developing its professional development system to deliver supports to general education teachers for meeting the needs of ELLs.

The school provides training and professional development to teachers on identifying and supporting students with disabilities. At the beginning of each school year, Manhattan I's special education coordinator facilitates a summer institute professional development session that includes an overview on the identification process, regulations, and legal requirements. Following the recommendations from the district Committee on Special Education ("CSE"), the coordinator consults with each teacher prior to any Individualized Education Program ("IEP") meeting and supports special education teacher support services ("SETSS") and classroom teachers in reviewing and writing IEPs to understanding accommodations as needed throughout the year. The coordinator oversees all IEP meetings and related service providers, collects student data, and monitors students' growth in accordance with goals. SETSS teachers provide small group or individualized instruction, and teachers know their students' IEP goals to provide supports and accommodations in classes.

Manhattan I's Response to Intervention ("RTI") program supports students with academic and social emotional needs. The school's child study team ("CST"), which is led by the special education coordinator and includes the school counselor, SETSS provider, assistant principal, principal, and relevant classroom teacher, meets weekly and follows a referral process to identify and monitor students' progress toward academic and behavioral standards through assessments like Early Bird in Kindergarten and Star 360 and F&P data. Teachers deliver tier 1 interventions as general in-class strategies and daily small group instruction in mathematics and ELA. Tier 2 interventions primarily consist of data driven small group learning environments and additional small group instruction throughout the week with two reading specialists. Tier 3 support includes individualized curriculum interventions implemented by grade level interventionists and reading specialists. If students are not responding to tier 3 interventions, the CST refers the student to the district CSE for evaluation.

During enrollment, families complete a Home Language Identification Survey ("HLIS") and the English as a new language ("ENL") teacher interviews families as appropriate to identify potential ELLs. To determine initial speaking, listening, reading, and writing levels, the ELL teacher administers the New York State Identification Test for English Language Learners ("NYSITELL") and annually assesses student achievement and growth using the New York State English as a Second Language Achievement Test ("NYSESLAT").

## ACADEMIC PERFORMANCE

Manhattan I's ENL teacher provides mandated ELL services including leading small group instruction that engage ELLs in speaking, writing, reading, and listening skills through teacher created thematic units and lessons that incorporate the Sheltered Instruction Observation Protocol ("SIOP") model. The ENL teacher monitors the academic growth and achievement of ELL students and shares this information with school leaders. This year, general education teachers have not received professional development or training specifically related to ELLs. The school has an opportunity to provide teachers with collaboration time and ongoing professional development to train and support teachers in reviewing ELL reports and understanding individualized language proficiency levels and goals. While the site visit team observed use of visuals, short video clips, and manipulatives, teachers reported not knowing how to set ELL goals or monitor linguistic progress and growth.

### ORGANIZATIONAL CAPACITY

Manhattan I has an organizational structure sufficient to support the delivery of the academic program, and the school allocates sufficient resources to support teaching and learning. However, the school has the opportunity to codify roles and responsibilities in order to increase leaders' capacity to drive instructional improvements and meet long term goals. Across all levels of the organization, roles, responsibilities, and lines of accountability are vague. As a result, instructional leaders do not prioritize key levers for instructional improvement. Staff members exercise great autonomy and initiative but the leadership team does not have a formal process for coming together and reflecting on the efficacy or impact of the school's various initiatives. Leaders understand the necessity to urgently establish systems for collecting data necessary to evaluate components of the program.

Manhattan I builds a strong community culture through its establishment of the Responsive Classroom routines early in the school year. This culture is evident across classrooms that have few or no behavior disruptions and also evident in the high staff member morale. The school maintains a positive culture with both joyful students and teachers who feel supported. The school retains teachers at high rates and across all grade levels teacher express authentic investment in the mission and vision.

Manhattan I's current enrollment as of November 2023 stands at 80% of its chartered enrollment, which is a slight improvement from spring 2023 when the school was at 73% of its chartered enrollment. While the school maintains adequate finances and has stabilized its enrollment to within the allowable collar, leaders recognize the necessity to evaluate recruitment and retention efforts in order to stem the long term trend of enrollment decline at the school. The board and instructional leaders acknowledge the need to conduct contingency planning around multiple future plans for the education corporation to ensure the program can continue to thrive within a challenging geographic environment for enrollment.

### BOARD OVERSIGHT & GOVERNANCE

The Manhattan Charter Schools board works effectively to meet the charter's Accountability Plan goals. Board members have backgrounds in a variety of fields including education, legal, employment, and finance and possess the necessary skills to monitor the academic, fiscal, and operational health of the organization. The board is not actively looking to recruit new members and instead focuses on building internal capacity through



## ACADEMIC PERFORMANCE

training with external consultants. Subsequent to the period of interrupted instruction due to COVID-19, board members have had less frequent in-person touchpoints with school staff members. Members express the desire to increase formal visitations to the school site in order to maintain an authentic evaluation of the school culture and climate, as well as assess the executive director's implementation of the strategic plan.

Board members establish clear priorities for the school that include increasing academic achievement, increasing student enrollment, and developing the systems necessary to make better programmatic evaluations. Although board members request and receive ample information about the school from school leaders in order to provide adequate oversight, the school is still developing a board dashboard in its 19<sup>th</sup> year of operation. The board establishes clear expectations for the newly hired executive director but still lacks a codified system to track progress toward its goals based on concrete, quantifiable metrics. The board has yet to hold leaders accountable for clarifying the schools' vague roles and responsibilities. In contrast, after many years of lacking a formal evaluation for the executive director and principals, the board established an executive director evaluation and tasked the executive director with providing a clear evaluation of the schools' principals. Further, Manhattan I has undergone a strategic planning process that was nearing completion at the time of the Institute's visit. The board acknowledges the necessity to urgently implement the key components of the strategic plan in order to ensure the long term health of the schools.

## COMPLIANCE REPORTING



### HAS THE CHARTER SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The school substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the school demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### MANHATTAN CHARTER SCHOOL

**Annual Reports** The school submitted its annual reports to the Institute and New York State Education Department (“NYSED”) on time and has posted portions of the annual reports on its website. The school has not incorporated the Accountability Plan Progress Reports in its postings in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

**Board Minutes** The meeting minutes need to reflect the final vote of each trustee for all actions and which trustees, if any, are participating by videoconference. The Institute is working with the education corporation to ensure compliance with the amended Open Meetings Law.

**Bylaws** In accordance with New York Education Law § 226(2), the executive committee must be comprised of at least five (5) trustees. The Institute will ensure the bylaws are revised to reflect this requirement prior to the start of the next charter term.

**FOIL** The school has a compliant Freedom of Information Law (“FOIL”) notice, but the FOIL subject matter list needs to be updated annually with the date of the most recent update conspicuously indicated and link to the website of the New York State Committee on Open Government. The Institute will ensure compliance prior to the start of the next charter term.

**Personnel Policy** The Employee Handbook requires minor revision specifying that all criminal history reports be reviewed by two or more employees designated by the education corporation in compliance with the charter agreement. The Institute will work with the school to update the handbook prior to the start of the next charter term.

**Teacher Certification** The New York State Charter Schools Act of 1998 (the “Act”) allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics or career and technical education courses.

## COMPLIANCE REPORTING

Manhattan I reviews teacher resumes for educational qualification and certification status and ensures that all candidates that move forward in the application process are either already certified or meet the other requirements of the Act. As a condition to employment, teachers must provide copies of their certification and official transcripts. The school tracks and meets with teachers who are not certified to ensure they are making progress toward certification and considers this data during annual renewal offers. The school guides teachers to resources such as NYSED and the New York City Charter School Center to assist in becoming permanently or professionally certified.

At Manhattan I, 13 out of the 16 teachers are uncertified, which is within the allowable limit under the Act. All 13 uncertified teachers meet the additional qualifications under the Act.

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### ***Parent Survey Data***

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey from the 2022-23 school year. In 2022-23, 63% of families who received the NYCDOE survey responded. Of the families who responded, 97% expressed satisfaction with the school.

### ***Parent Focus Group***

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The eight parents in attendance at the focus group indicated that the school’s leadership effectively communicates with families in a timely manner. Instructional leaders and teachers are accessible and work diligently to ensure that parents and students feel supported by the school. Parents expressed deep satisfaction with the school’s communication of student test scores via a formal mailings from the leadership team as well as informal discussions with teachers. During parent teacher conferences, teachers conduct rich, authentic data discussions with families that illuminate student success. Families also expressed satisfaction with the school’s afterschool programming but indicated a desire for an increased variety of programmatic offerings, more flexibility in pick up times, and an increase to the number of spots for students.

### ***Public Comments***

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on Manhattan I’s renewal application on October 17, 2023 by videoconference. The executive director of Manhattan Schools spoke in support of the application and how the school is a staple within the community and a symbol of hope. The school serves students from all five boroughs and works to close the gaps in opportunity, imagination, and achievement. Beginning the first day of Kindergarten, the school instructs students in the subjects of music, French, art, physical education, and information technology. The school has Grammy Award-winning artists teaching the students how to play instruments. The board chair also spoke in support of the application and highlighted the school’s tight-knit community and focus on language

## COMMUNITY SATISFACTION

arts. Four parents of students who attend the co-located school spoke in opposition to the application alleging there is not enough space in the building for both schools and alleging Manhattan I gets priority use of the shared spaces such as the lunchroom, yard, gymnasium, and auditorium.

**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2022-23, 82% of Manhattan students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

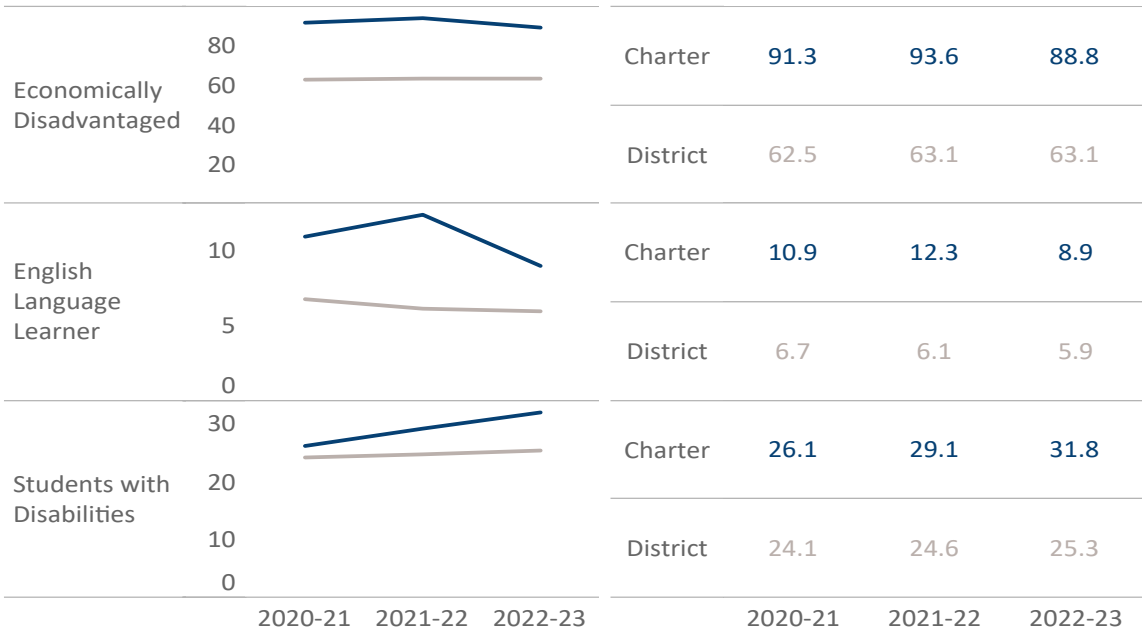
*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.*

# STUDENT DEMOGRAPHICS

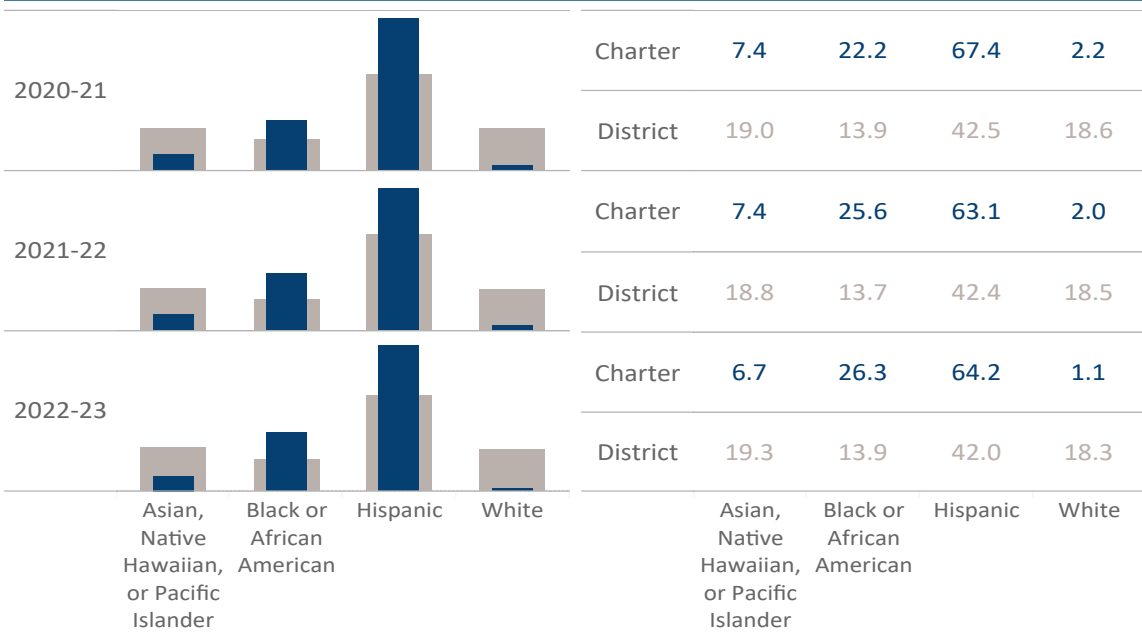
## Manhattan Charter School

## Manhattan CSD 1

### Student Demographics: Sub-populations



### Student Demographics: Race/Ethnicity

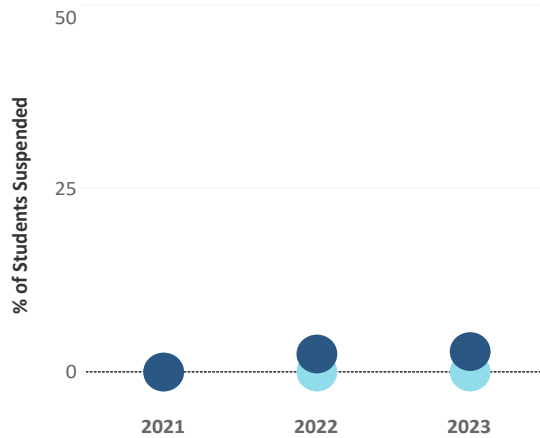


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



# STUDENT DEMOGRAPHICS

## Manhattan Charter School



## Manhattan CSD 1

	ISS Rate	OSS Rate
2021	0.0	0.0
2022	0.0	2.5
2023	0.0	2.8

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the charter each year

Year	2021	2022	2023
	0	0	0

## Manhattan Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	69.3	88.8
	English language learners	9.9	11.2
	students with disabilities	22.4	31.8
retention	economically disadvantaged	93.0	81.0
	English language learners	92.0	78.3
	students with disabilities	94.2	81.6

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Manhattan I meets the targets for all three enrollment targets and comes close to its retention targets. In a future charter term, the school will continue to implement the following recruitment and retention practices that have proven to be effective:

- Canvassing and distributing informational materials about the charter's at-risk programs in neighborhoods with high proportions or students who qualify for the FRPL program, students with disabilities, and ELLs;
- Holding building tours and informational sessions for prospective families that include details about the services for the at-risk subgroups;
- Including a lottery preference for students who indicate they primarily speak a language other than English at home;
- Translating all recruitment materials, application materials, and advertisements into multiple languages other than English; and,
- Conducting outreach sessions at pre-Kindergarten programs, Head Start programs, and other community organizations.



## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Manhattan Charter Schools is fiscally sound as is its school, Manhattan I, based on the Institute’s review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Manhattan I and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>3</sup> The fiscal dashboard for Manhattan I and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the Manhattan Charter Schools education corporation because a school is not a legally distinct fiscal entity.*



In the 19<sup>th</sup> year of operation, Manhattan Charter Schools consistently operates a fiscally sound program. The education corporation has reported surpluses in the majority of the recent charter term and used those surpluses to build a substantial amount of cash on hand to cover short term liabilities. The board of trustee’s finance committee and school leadership work closely together to consistently monitor the finances using the fiscal policies and procedures as a model to continue Manhattan Charter Schools record of strong finances. As of June 30, 2023, Manhattan Charter Schools reported net assets of \$8.4 million and 10 months of cash on hand for liabilities due shortly. Manhattan Charter Schools has two separate accounts holding the required dissolution amounts for each school in their portfolio.



### DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT THE EDUCATION CORPORATION MONITORS AND ADJUSTS WHEN APPROPRIATE?

***The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:***

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for the charter.	+
Board members, charter leadership, and staff members contribute to the budget process for the charter, as appropriate.	+

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

## FISCAL ANALYSIS

The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes charter budget variances; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

### DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which the charter implements. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls at the charter.	+
The most recent education corporation audit report, which covers the fiscal operations of the charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates the Financial Policies and Procedures manual, which covers the charter on a regular basis.	<b>JUNE 2023</b>

### DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and the NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charter, will have generally been filed in a timely, accurate and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+

## FISCAL ANALYSIS

Un-audited quarterly reports of income, expenses, and enrollment.

+

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.

+

Grant expenditure reports.

+

### DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills for the charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for the charter.	+
If the education corporation includes philanthropy in its budget for the charter, the education corporation monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with the NYSED to ensure adequate per pupil funding for the charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to the charter.	+

## FISCAL ANALYSIS

### MANHATTAN CHARTER SCHOOL

NOTE: Effective 2016-17, the charter merged finances with the education corporation, "Manhattan Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

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 - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

#### Opened 2005-06 (Merged from NYCDOE to SUNY 2016-17)

	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22	MERGED 2022-23
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
<b>Net Assets</b>					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	3,734,507	4,053,421	3,678,221	3,433,429	3,152,101
Students with Disabilities	467,269	503,084	474,293	485,317	416,670
<b>Grants and Contracts</b>					
State and local	20,609	20,386	18,450	18,119	13,397
Federal - Title and IDEA	203,785	228,965	252,491	79,249	115,045
Federal - Other	-	-	-	400,135	374,152
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>4,426,170</b>	<b>4,805,856</b>	<b>4,423,455</b>	<b>4,416,249</b>	<b>4,071,365</b>
<b>Expenses</b>					
Regular Education	3,018,954	2,833,138	2,824,838	2,991,894	2,768,444
SPED	855,513	785,767	800,421	748,194	911,986
Other	170,719	134,737	-	-	-
<b>Total Program Services</b>	<b>4,045,186</b>	<b>3,753,642</b>	<b>3,625,259</b>	<b>3,740,088</b>	<b>3,680,430</b>
Management and General	397,704	442,774	399,562	392,979	526,227
Fundraising	11,418	10,202	10,154	6,982	38,092
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>4,454,308</b>	<b>4,206,618</b>	<b>4,034,975</b>	<b>4,140,049</b>	<b>4,244,749</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(28,138)</b>	<b>599,238</b>	<b>388,480</b>	<b>276,200</b>	<b>(173,384)</b>
<b>Support and Other Revenue</b>					
Contributions	25,800	41,504	18,257	36,627	18,027
Fundraising	-	-	-	-	-
Miscellaneous Income	34,416	33,090	18,035	6,382	56,755
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>60,216</b>	<b>74,594</b>	<b>36,292</b>	<b>43,009</b>	<b>74,782</b>
<b>Total Unrestricted Revenue</b>	<b>4,502,303</b>	<b>4,883,093</b>	<b>4,459,747</b>	<b>4,459,258</b>	<b>4,146,147</b>
<b>Total Temporarily Restricted Revenue</b>	<b>(15,917)</b>	<b>(2,643)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>4,486,386</b>	<b>4,880,450</b>	<b>4,459,747</b>	<b>4,459,258</b>	<b>4,146,147</b>
<b>Change in Net Assets</b>	<b>32,078</b>	<b>673,832</b>	<b>424,772</b>	<b>319,209</b>	<b>(98,602)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>5,208,144</b>	<b>5,240,222</b>	<b>5,914,054</b>	<b>6,338,826</b>	<b>6,658,035</b>
<b>Net Assets - End of Year - GRAPH 2</b>	<b>5,240,222</b>	<b>5,914,054</b>	<b>6,338,826</b>	<b>6,658,035</b>	<b>6,559,433</b>



# FISCAL ANALYSIS

## MANHATTAN CHARTER SCHOOL

NOTE: Effective 2016-17, the charter merged finances with the education corporation, "Manhattan Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

	2018-19	2019-20	2020-21	2021-22	2022-23
437,630	457,789	452,966	612,516	663,071	
2,230,143	2,064,157	2,183,511	2,046,357	1,984,805	
68,855	97,351	83,259	87,061	90,503	
-	-	-	-	-	
<b>2,736,628</b>	<b>2,619,297</b>	<b>2,719,736</b>	<b>2,745,934</b>	<b>2,738,379</b>	
598,538	572,464	544,361	534,932	538,907	
-	-	71,840	77,709	75,969	
-	-	-	-	-	
19,196	-	-	-	-	
74,378	84,792	42,313	103,466	86,867	
642,651	545,980	204,123	245,265	295,344	
44,744	42,767	53,865	43,638	107,933	
158,785	152,966	119,015	134,279	157,665	
64,755	64,782	72,443	61,547	68,105	
114,633	123,570	207,279	193,279	175,580	
<b>4,454,308</b>	<b>4,206,618</b>	<b>4,034,976</b>	<b>4,140,049</b>	<b>4,244,749</b>	

Total Expenses

### CHARTER ANALYSIS

#### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

	2018-19	2019-20	2020-21	2021-22	2022-23
290	290	290	290	290	
290	290	290	240	240	
237	248	228	204	179	
K-5	K-5	K-5	K-5	K-5	
-	-	-	-	-	

#### Primary School District: NYC CANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

	2018-19	2019-20	2020-21	2021-22	2022-23
15,307	16,150	16,123	16,844	17,626	
5.1%	5.2%	-0.2%	4.3%	4.4%	

#### PER STUDENT BREAKDOWN

##### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

	2018-19	2019-20	2020-21	2021-22	2022-23
18,682	19,384	19,401	21,685	22,684	
254	301	159	211	417	
<b>18,936</b>	<b>19,685</b>	<b>19,560</b>	<b>21,896</b>	<b>23,100</b>	

##### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>

	2018-19	2019-20	2020-21	2021-22	2022-23
17,074	15,140	15,900	18,365	20,506	
1,727	1,827	1,797	1,964	3,144	
<b>18,801</b>	<b>16,967</b>	<b>17,697</b>	<b>20,329</b>	<b>23,650</b>	

% of Program Services
% of Management and Other

	2018-19	2019-20	2020-21	2021-22	2022-23
90.8%	89.2%	89.8%	90.3%	86.7%	
9.2%	10.8%	10.2%	9.7%	13.3%	

% of Revenue Exceeding Expenses - **GRAPH 5**

	2018-19	2019-20	2020-21	2021-22	2022-23
0.7%	16.0%	10.5%	7.7%	-2.3%	

% of Revenue Expended on Facilities

	2018-19	2019-20	2020-21	2021-22	2022-23
0.4%	0.0%	0.0%	0.0%	0.0%	

#### Student to Faculty Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
7.9	7.7	8.4	7.3	6.2	

#### Faculty to Admin Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
6.0	6.4	5.4	4.7	5.8	

#### Financial Responsibility Composite Scores - GRAPH 6

Score  
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /  
Fiscally Needs Monitoring < 1.0

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	

#### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

	2018-19	2019-20	2020-21	2021-22	2022-23
0	0	0	0	0	
0.0%	0.0%	0.0%	0.0%	0.0%	
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	

#### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	

#### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	

#### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	
N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	

# FISCAL ANALYSIS

## MANHATTAN CHARTER SCHOOLS (COMBINED)

### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

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 - GRAPH 1

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22	MERGED 2022-23
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	7,144,515	6,032,462	6,560,399	7,097,403	5,642,403
Grants and Contracts Receivable	160,112	309,458	301,141	514,877	953,810
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	111,727	172,450	369,762	157,643	124,805
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>7,416,354</b>	<b>6,514,370</b>	<b>7,231,302</b>	<b>7,769,923</b>	<b>6,721,018</b>
Property, Building and Equipment, net	243,781	256,786	233,408	233,426	276,864
Other Assets	149,317	1,530,495	1,534,839	1,479,529	2,149,400
<b>Total Assets - GRAPH 1</b>	<b>7,809,452</b>	<b>8,301,651</b>	<b>8,999,549</b>	<b>9,482,878</b>	<b>9,147,282</b>
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	259,950	203,343	187,646	245,654	204,131
Accrued Payroll and Benefits	857,056	717,375	633,197	664,426	542,013
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	4,010	-	7,836	-	24,569
<b>Total Current Liabilities - GRAPH 1</b>	<b>1,121,016</b>	<b>920,718</b>	<b>828,679</b>	<b>910,080</b>	<b>770,713</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	1,095
<b>Total Liabilities - GRAPH 1</b>	<b>1,121,016</b>	<b>920,718</b>	<b>828,679</b>	<b>910,080</b>	<b>771,808</b>
<b>Net Assets</b>					
Without Donor Restrictions	6,533,323	7,377,780	8,167,717	8,569,973	8,375,474
With Donor Restrictions	155,113	3,153	3,153	2,825	-
<b>Total Net Assets</b>	<b>6,688,436</b>	<b>7,380,933</b>	<b>8,170,870</b>	<b>8,572,798</b>	<b>8,375,474</b>
<b>Total Liabilities and Net Assets</b>	<b>7,809,452</b>	<b>8,301,651</b>	<b>8,999,549</b>	<b>9,482,878</b>	<b>9,147,282</b>
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	6,549,327	6,508,796	5,957,373	5,290,716	4,842,038
Students with Disabilities	852,530	832,551	858,152	831,740	735,549
<b>Grants and Contracts</b>					
State and local	38,928	33,646	28,865	29,147	21,208
Federal - Title and IDEA	379,546	405,918	432,883	149,160	199,011
Federal - Other	-	-	-	682,052	683,144
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>7,820,331</b>	<b>7,780,911</b>	<b>7,277,273</b>	<b>6,982,815</b>	<b>6,480,950</b>
<b>Expenses</b>					
Regular Education	5,459,528	4,848,929	4,490,090	4,519,951	4,164,527
SPED	1,432,649	1,260,839	1,293,501	1,366,698	1,526,191
Other	287,395	212,627	-	-	-
<b>Total Program Services</b>	<b>7,179,572</b>	<b>6,322,395</b>	<b>5,783,591</b>	<b>5,886,649</b>	<b>5,690,718</b>
Management and General	783,902	827,351	726,745	723,711	1,016,031
Fundraising	14,599	13,469	13,528	13,890	76,102
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>7,978,073</b>	<b>7,163,215</b>	<b>6,523,864</b>	<b>6,624,250</b>	<b>6,782,851</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(157,742)</b>	<b>617,696</b>	<b>753,409</b>	<b>358,565</b>	<b>(301,901)</b>
<b>Support and Other Revenue</b>					
Contributions	25,800	41,504	18,257	36,788	21,635
Fundraising	-	-	-	-	-
Miscellaneous Income	34,644	33,297	18,271	6,575	82,942
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>60,444</b>	<b>74,801</b>	<b>36,528</b>	<b>43,363</b>	<b>104,577</b>
<b>Total Unrestricted Revenue</b>	<b>7,908,099</b>	<b>7,858,355</b>	<b>7,313,801</b>	<b>7,026,506</b>	<b>6,588,352</b>
<b>Total Temporarily Restricted Revenue</b>	<b>(27,324)</b>	<b>(2,643)</b>	<b>-</b>	<b>(328)</b>	<b>(2,825)</b>
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>7,880,775</b>	<b>7,855,712</b>	<b>7,313,801</b>	<b>7,026,178</b>	<b>6,585,527</b>
<b>Change in Net Assets</b>	<b>(97,298)</b>	<b>692,497</b>	<b>789,937</b>	<b>401,928</b>	<b>(197,324)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>6,785,734</b>	<b>6,688,436</b>	<b>7,380,933</b>	<b>8,170,870</b>	<b>8,572,798</b>
<b>Net Assets - End of Year - GRAPH 2</b>	<b>6,688,436</b>	<b>7,380,933</b>	<b>8,170,870</b>	<b>8,572,798</b>	<b>8,375,474</b>

# FISCAL ANALYSIS

## MANHATTAN CHARTER SCHOOLS (COMBINED)

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service					
Administrative Staff Personnel	895,670	943,491	905,065	1,191,553	1,329,195
Instructional Personnel	3,986,098	3,504,200	3,257,939	3,021,772	2,817,429
Non-Instructional Personnel	80,855	97,351	83,259	87,061	90,503
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>4,962,623</b>	<b>4,545,042</b>	<b>4,246,263</b>	<b>4,300,386</b>	<b>4,237,127</b>
Fringe Benefits & Payroll Taxes	1,055,520	976,939	823,329	786,684	779,298
Retirement	-	-	99,020	113,285	94,971
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	27,249	-	-	-	-
Staff Development	136,980	151,582	110,308	153,967	143,081
Professional Fees, Consultant & Purchased Services	1,118,534	832,304	448,273	513,766	613,148
Marketing / Recruitment	90,254	90,856	107,446	91,091	224,527
Student Supplies, Materials & Services	260,736	246,755	209,375	221,405	253,515
Depreciation	110,468	102,364	109,149	92,611	102,252
Other	215,709	217,373	370,701	351,055	334,932
<b>Total Expenses</b>	<b>7,978,073</b>	<b>7,163,215</b>	<b>6,523,865</b>	<b>6,624,250</b>	<b>6,782,851</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	567	567	567	567	435
Final Chartered Enrollment (includes any revisions)	567	567	460	410	385
Actual Enrollment - <b>GRAPH 4</b>	415	398	369	314	276
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

#### Per Pupil Funding (Weighted Avg of All Districts)

	2018-19	2019-20	2020-21	2021-22	2022-23
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	18,830	19,545	19,722	22,244	23,475
Other Revenue and Support	146	188	99	138	379
<b>TOTAL - GRAPH 3</b>	<b>18,975</b>	<b>19,733</b>	<b>19,821</b>	<b>22,382</b>	<b>23,854</b>

##### Expenses

	2018-19	2019-20	2020-21	2021-22	2022-23
Program Services	17,287	15,881	15,674	18,752	20,613
Management and General, Fundraising	1,923	2,112	2,006	2,350	3,956
<b>TOTAL - GRAPH 3</b>	<b>19,210</b>	<b>17,993</b>	<b>17,680</b>	<b>21,102</b>	<b>24,569</b>
% of Program Services	90.0%	88.3%	88.7%	88.9%	83.9%
% of Management and Other	10.0%	11.7%	11.3%	11.1%	16.1%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>-1.2%</b>	<b>9.7%</b>	<b>12.1%</b>	<b>6.1%</b>	<b>-2.9%</b>
<b>% of Revenue Expended on Facilities</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

#### Student to Faculty Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
Student to Faculty Ratio	7.4	7.8	9.2	7.5	6.7

#### Faculty to Admin Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
Faculty to Admin Ratio	5.1	5.1	4.0	3.8	4.1

#### Financial Responsibility Composite Scores - GRAPH 6

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	2.6	3.0	3.0	3.0	2.5
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

	2018-19	2019-20	2020-21	2021-22	2022-23
Net Working Capital	6,295,338	5,593,652	6,402,623	6,859,843	5,950,305
As % of Unrestricted Revenue	79.6%	71.2%	87.5%	97.6%	90.3%
Working Capital (Current) Ratio Score	6.6	7.1	8.7	8.5	8.7
Risk (Low $\geq 3.0$ / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent $\geq 3.0$ / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	6.5	6.9	8.3	8.4	8.6
Risk (Low $\geq 2.5$ / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent $\geq 2.5$ / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.1	0.1	0.1	0.1	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

#### Months of Cash - GRAPH 8

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	10.7	10.1	12.1	12.9	10.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent



### IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

*Manhattan’s plans for the future are reasonable, feasible, and achievable. The board and leadership team have plans to continue implementing the core elements of the program and meet the charter’s Accountability Plan goals.*

#### MANHATTAN CHARTER SCHOOL

**Plans for the Charter’s Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** In alignment with its mission, Manhattan I will continue to implement the same core elements of its academic program that allowed the charter to come close to meeting its Accountability Plan goals over the current charter term. If Manhattan I is renewed and Manhattan II’s revision is approved, Manhattan I will serve Kindergarten – 4<sup>th</sup> grade, and Manhattan II will serve 5<sup>th</sup> – 8<sup>th</sup> grade.

**Plans for Board Oversight & Governance.** The Manhattan I board plans to continue to develop its capacity to provide effective oversight of the school by seeking out training and professional development. Trustees are reflective on the necessity to conduct further planning to address their priority of increasing student enrollment. If renewed, the board plans to continue developing strategies to improve student recruitment and retention. The board has requested an enrollment revision to convert Manhattan II from an elementary program to a middle school program to allow the education corporation to offer a full Kindergarten – 8<sup>th</sup> grade program between the two charters. This request is based on family feedback and analysis of enrollment trends.

**Fiscal & Facility Plans.** Manhattan Charter Schools has provided a five year budget plan that uses conservative and realistic projections of revenue and expenses over the next charter term. The budgeted enrollment used to project revenue is considerably less than the actual enrollment history the education corporation has been reporting, which will help continue the fiscal stability reported over the current charter term.

Manhattan I will continue to use its current location at 100 Attorney Street in Manhattan, which is co-located with the NYCDOE. The facility offers adequate space for the current program during the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	240	200
<b>Grade Span</b>	K – 5	K – 4
<b>Teaching Staff</b>	22	20
<b>Days of Instruction</b>	180	180



Manhattan I

# Ax

APPENDICES

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CHARTER  
OVERVIEW  
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OVERVIEW  
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**RI**<sup>C</sup>  
REPORT  
INFORMATION  
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**MANHATTAN CHARTER SCHOOL BOARD OF TRUSTEES**

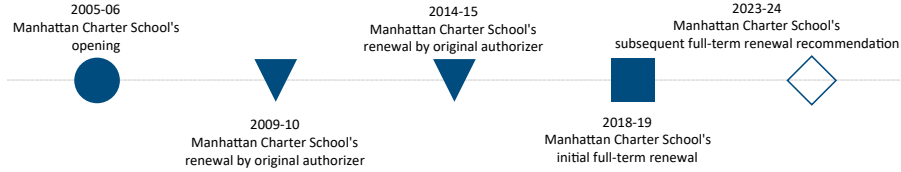
<b>CHAIR</b>	Megann McManus
<b>VICE CHAIR &amp; TREASURER</b>	Caitlin Conklin
<b>SECRETARY</b>	Lauren Schwarz
<b>TRUSTEES</b>	Becca Edil Annabel R. Javier

**CHARTER CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	290	248	86%	K – 5
2020-21	290	228	79%	K – 5
2021-22	240	204	85%	K – 5
2022-23	240	179	75%	K – 5
2023-24	240	192	80%	K – 5



**TIMELINE OF CHARTER RENEWAL**



**CHARTER SCHOOL VISIT HISTORY**

SCHOOL YEAR	VISIT TYPE	DATE
2018-19	Initial Renewal Visit	October 29 – 30, 2018
2023-24	Subsequent Renewal	November 9 – 10, 2023

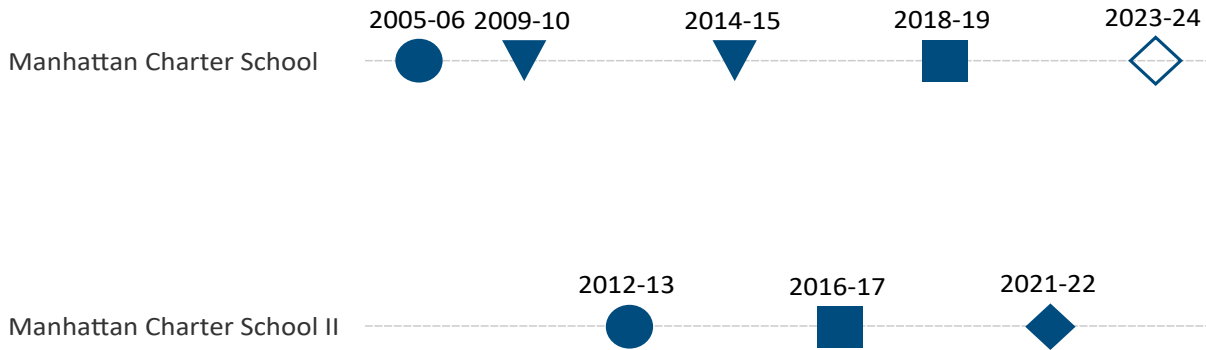
**CONDUCT OF THE RENEWAL REVIEW**

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 9 – 10, 2023	Sinnjinn Bucknell	Director of Performance and Systems
	Cheyenne Batista	External Consultant
	Amy Proulx	External Consultant



**EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL**

- Charter school opening ●
- Renewal by Original Authorizer ▼
- Initial Renewal - Full-Term ■
- Subsequent Renewal - Full-Term ◆
- Subsequent Renewal Recommendation - Full-Term ◊

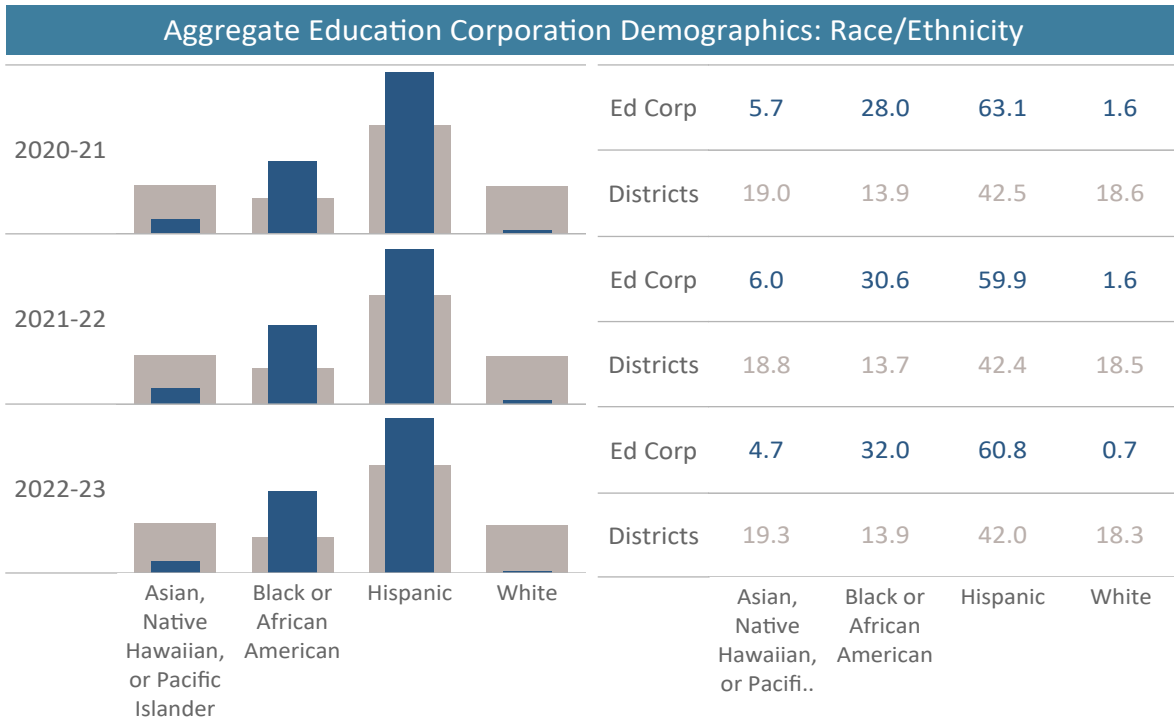
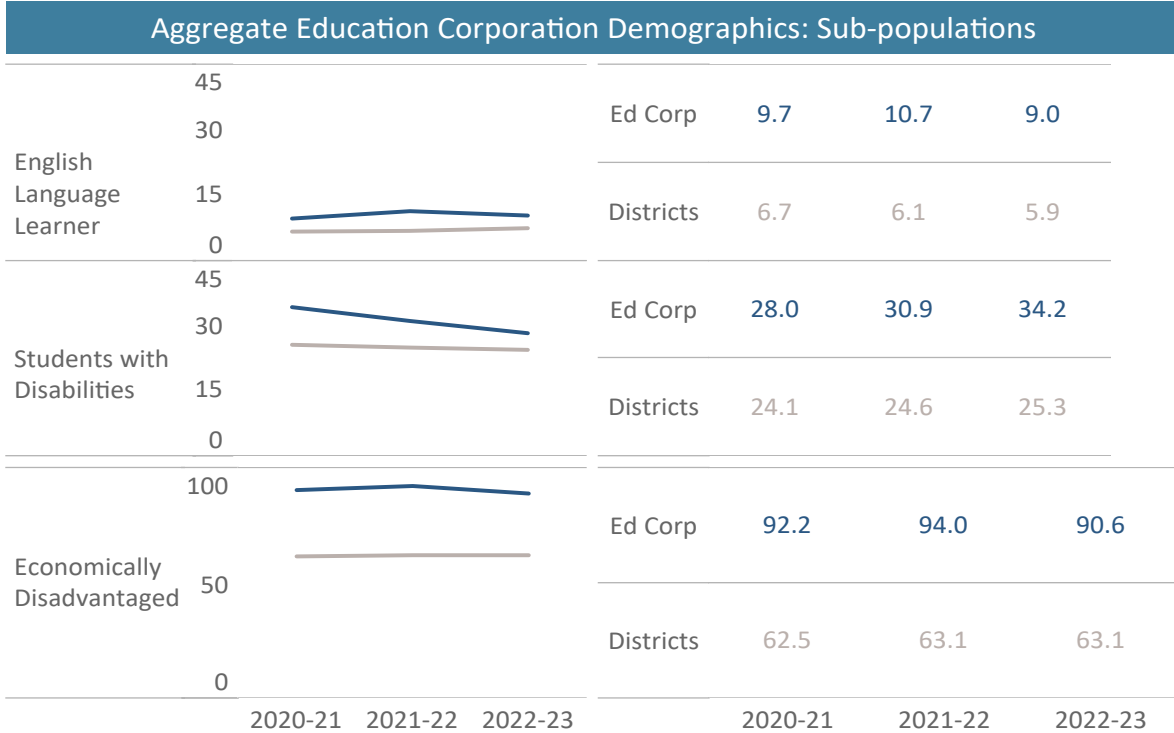


**EDUCATION CORPORATION CHARTER CHARACTERISTICS**

CHARTER	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Manhattan Charter School	CSD 1	Yes	240	K – 5
Manhattan Charter School II	CSD 1	Yes	145	K – 5



**Manhattan Charter Schools Aggregate Education Corporation Enrollment**



\* Data reported in these charts reflect BEDS day enrollment counts as reported by NYSED except for the schools' 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



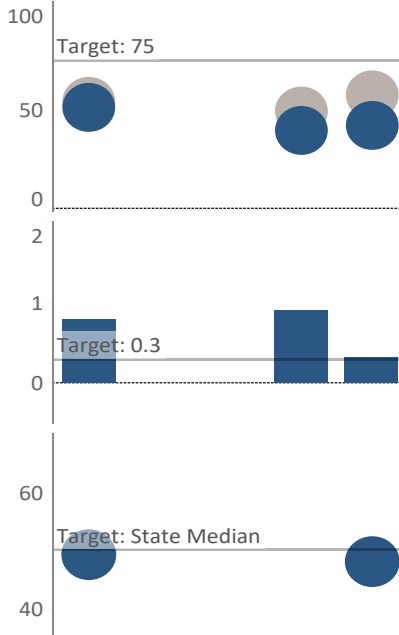
**MANHATTAN SCHOOLS:  
AGGREGATE ENGLISH LANGUAGE ARTS AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS**

**Manhattan Charter Schools  
EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE**

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.

**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Districts %	Ed.Corp. %
2019	55	52
2020	N/A	N/A
2021	N/A	N/A
2022	50	40
2023	58	42

Test Year	Ed. Corp. Weighted Effect Size
2019	0.79
2020	N/A
2021	N/A
2022	0.91
2023	0.32

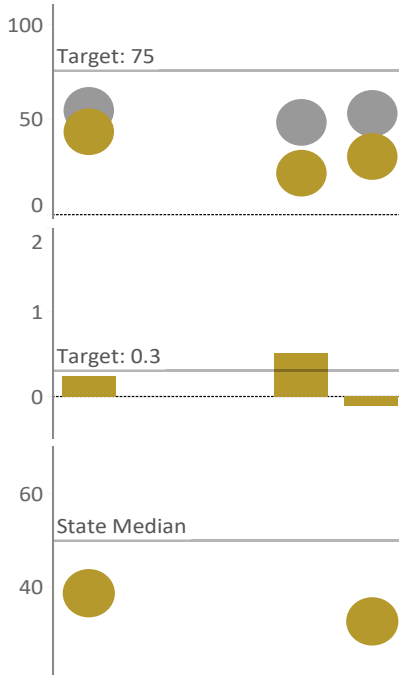
Test Year	Ed. Corp. Mean Growth Percentile
2019	49.4
2020	N/A
2021	N/A
2022	N/A
2023	48.2

**EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE**

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.

**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Districts %	Ed.Corp. %
2019	55	44
2020	N/A	N/A
2021	N/A	N/A
2022	49	22
2023	53	31

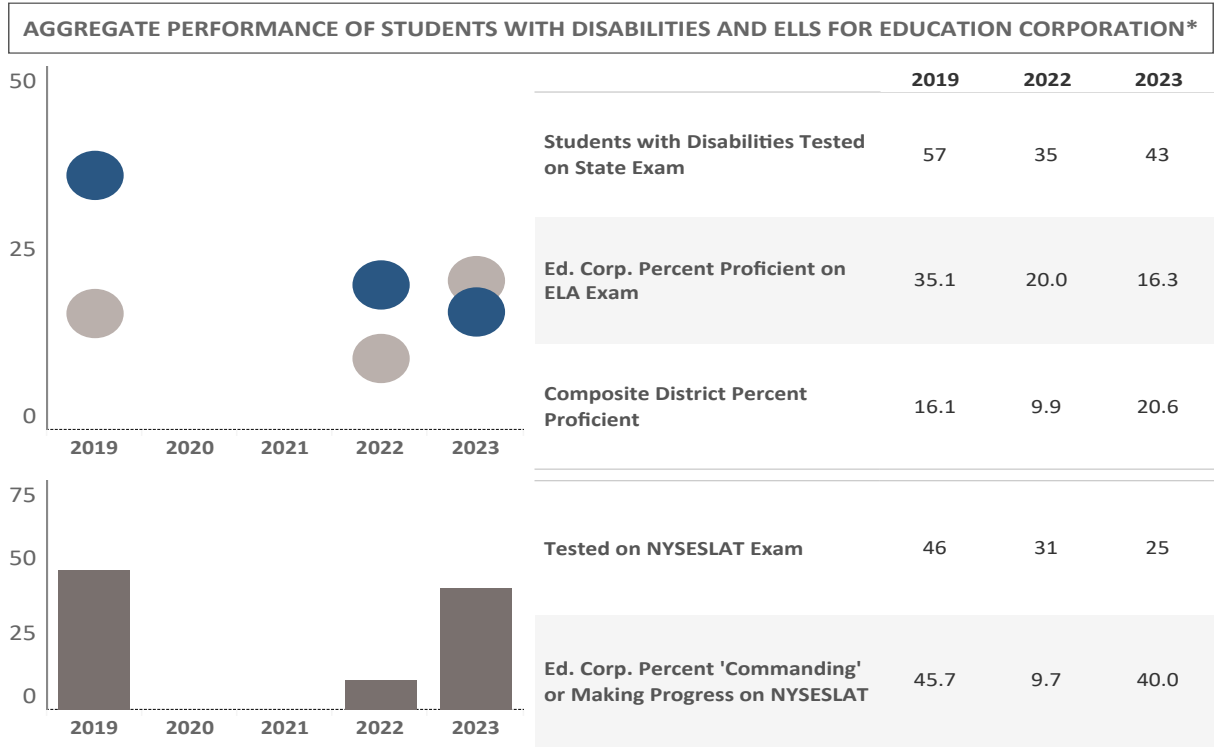
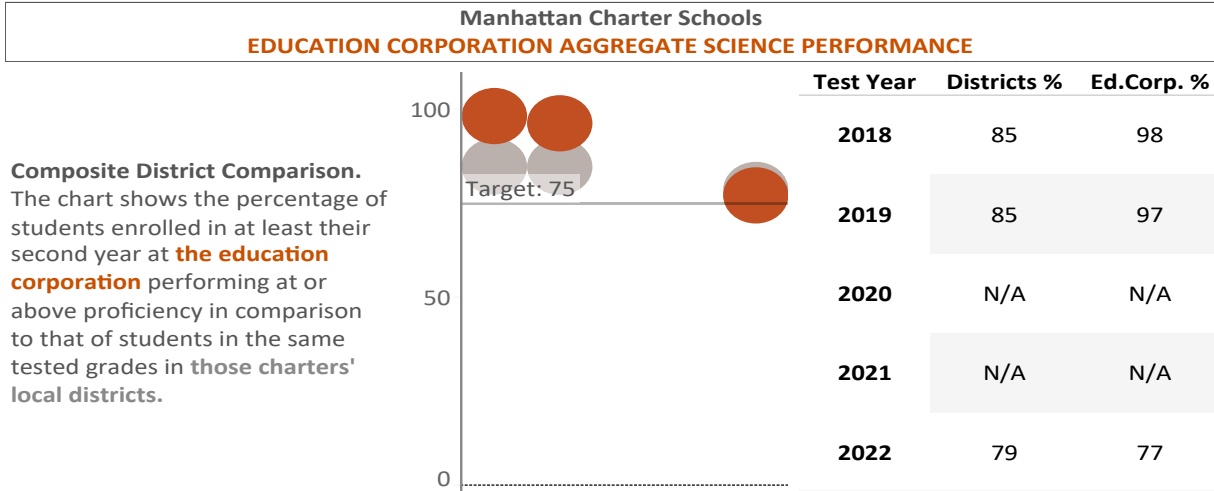
Test Year	Ed. Corp. Weighted Effect Size
2019	0.25
2020	N/A
2021	N/A
2022	0.51
2023	-0.11

Test Year	Ed. Corp. Mean Growth Percentile
2019	38.9
2020	N/A
2021	N/A
2022	N/A
2023	32.9

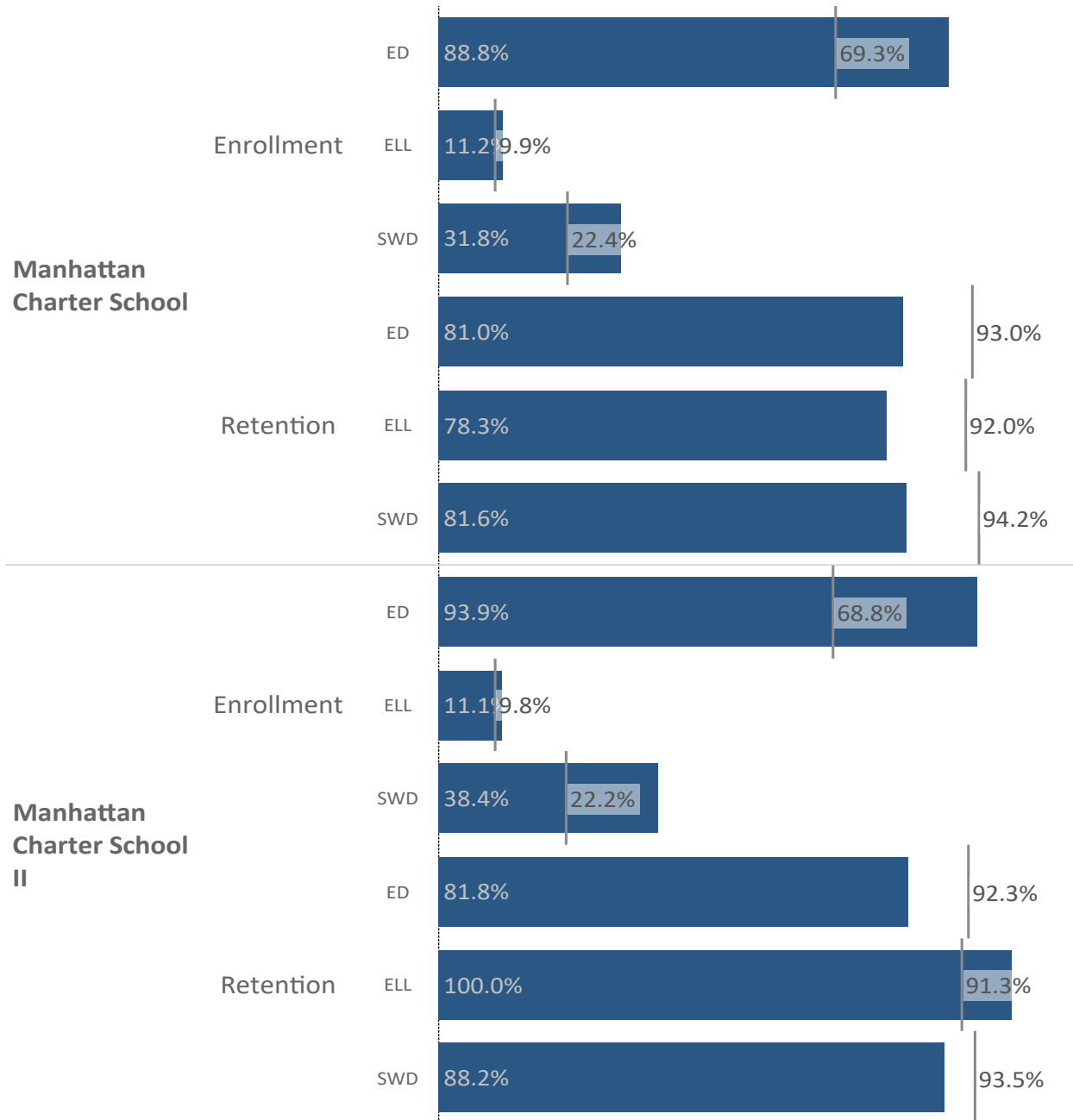


**MANHATTAN CHARTER SCHOOLS:  
 AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS**



\*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

ENROLLMENT AND RETENTION TARGETS

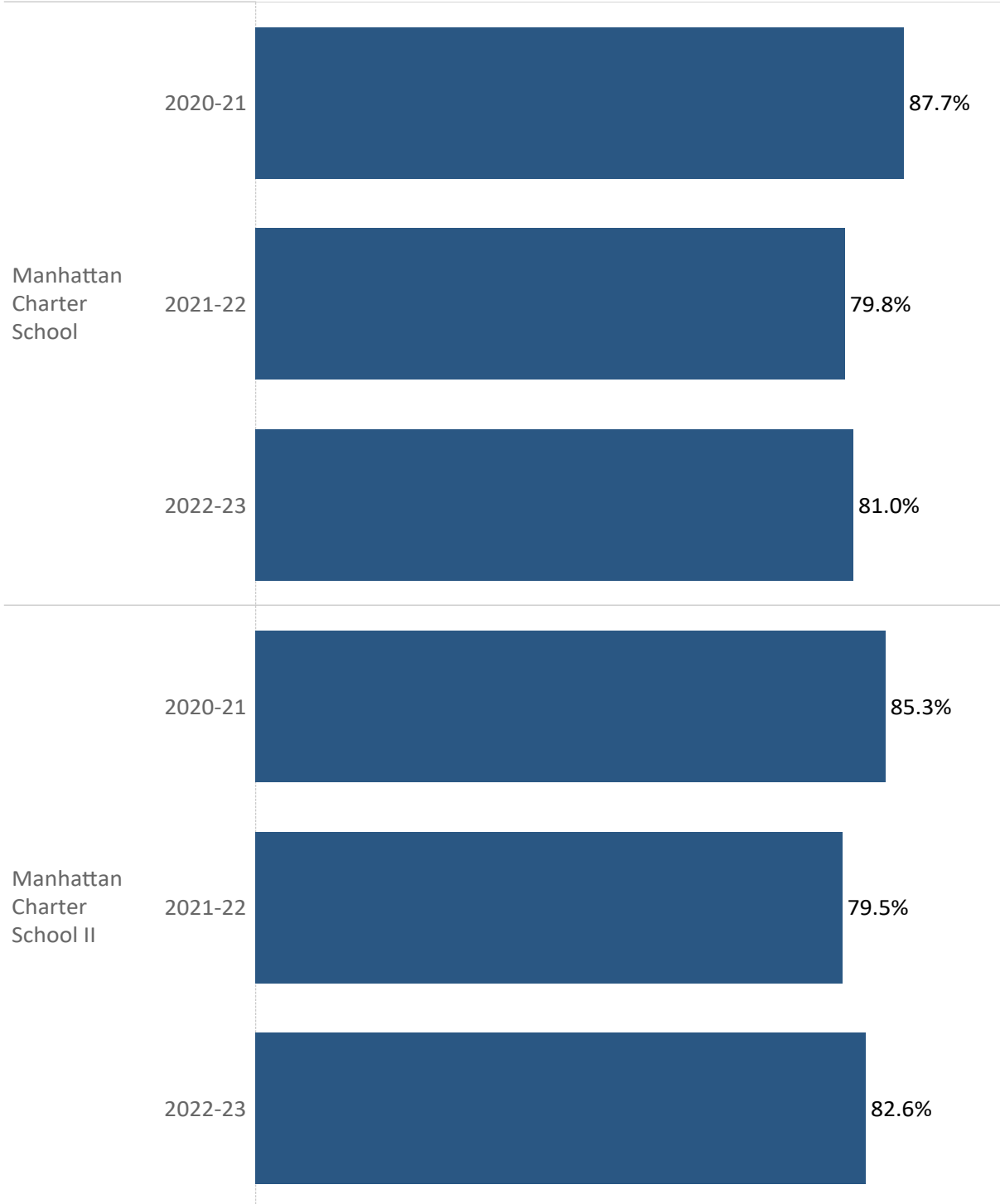


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



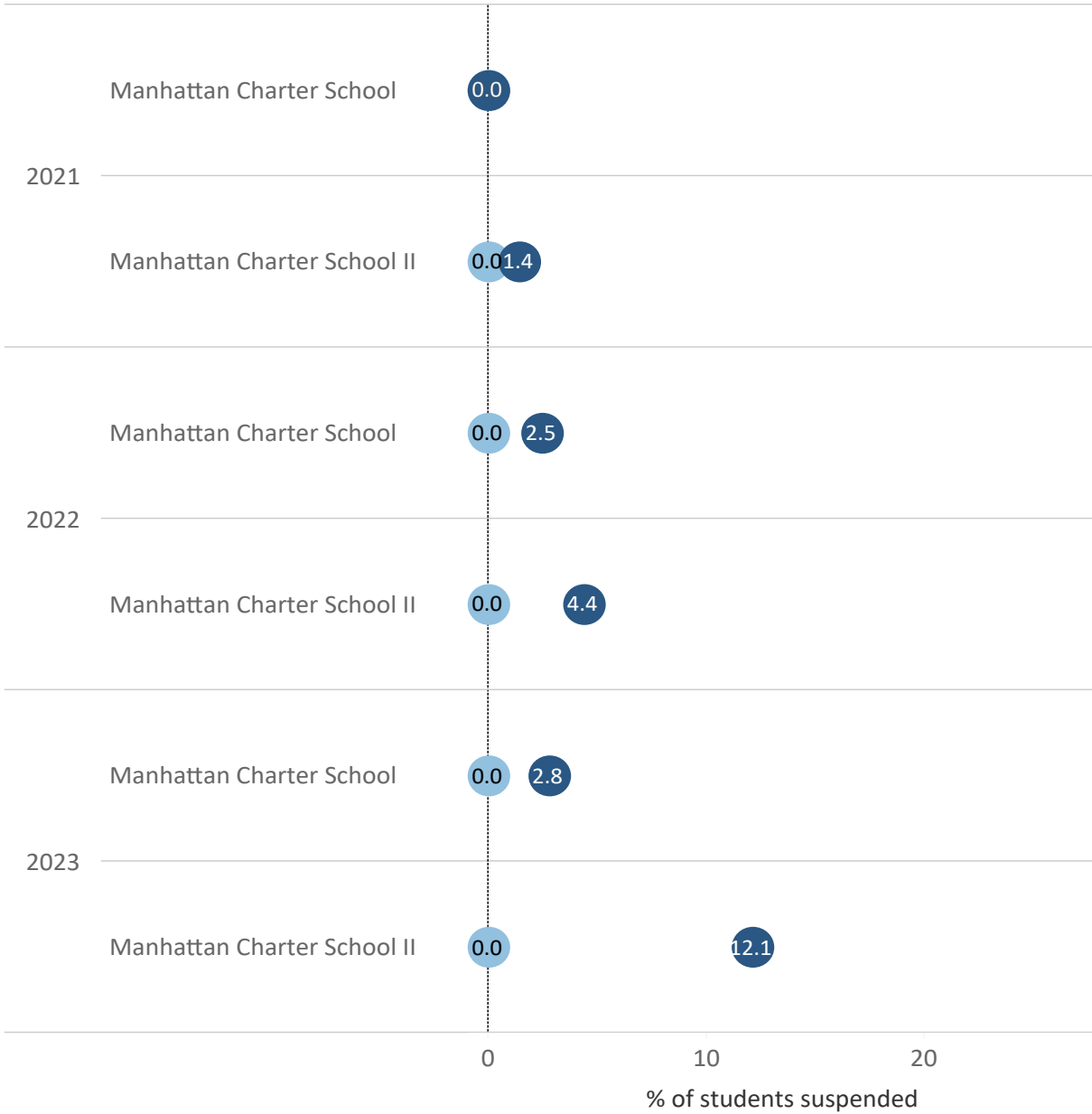


**PERSISTENCE IN ENROLLMENT**





**Suspensions: The education corporation's out of school suspension rate and in school suspension rate.**



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

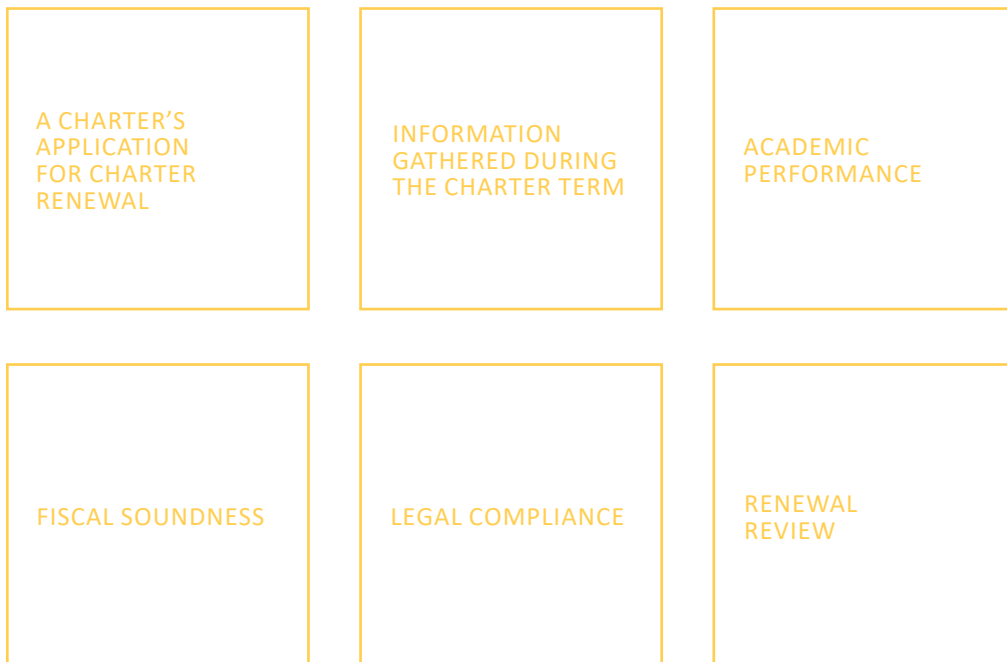
**During the most recent school year, the education corporation expelled 0 students.**

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

### REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a charter school’s Application for Charter Renewal, and more broadly, details the merits of a charter’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the charter’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.***

1. Revised September 4, 2013 and available on the [Institute’s website](#).

## REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

## RENEWAL QUESTIONS



**IS THE CHARTER AN ACADEMIC SUCCESS?**

**IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS THE CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?**

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



*Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).*

*2. Version 5.0, May 2012, are available on the [Institute’s website](#).*



## IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,<sup>3</sup> the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup> – 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



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