

THE SUNY CHARTER SCHOOLS INSTITUTE

SCHOOL EVALUATION REPORT
MANHATTAN CHARTER SCHOOL

MANHATTAN CHARTER SCHOOL II

VISIT DATE: APRIL 2 – 3, 2025

REPORT DATE: NOVEMBER 13, 2025

SUNY Charter Schools Institute

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Charter Schools Institute
The State University of New York

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INTRODUCTION

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visits to Manhattan Charter School (“Manhattan”), and Manhattan Charter School II (“Manhattan II”) on April 2 – 3, 2025. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the [State University of New York Charter Renewal Benchmarks](#) (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle charter school evaluation visits focus on a subset of these benchmarks addressing the academic success of the schools and the effectiveness and viability of the charter school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (e.g., curriculum, pedagogy, assessment, and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal. The Institute provided the schools an Accountability Summary that outlines the schools’ previous three years of performance, if available, and to the extent to which the schools are meeting, coming close to meeting, or not meeting Accountability Plan goals. Within the performance review, the Institute shares if the schools’ renewal is in jeopardy based on the quantitative record of performance. For more information about the schools’ performance, see the 2023-24 School Performance Review section below.

The Appendix to the report contains the School Overviews with descriptive and historical information about the schools, as well as background information on the conduct of the visit. Together this information puts the visit in the context of each school’s current charter term.

This report serves as a summary of the schools’ programs based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

While the Institute posts the evaluation report on its website and makes it publicly available, the Institute encourages school leaders to share the report with its stakeholders including, but not limited to, the full board of trustees, staff members, and families.





EDUCATION CORPORATION BACKGROUND

MANHATTAN CHARTER SCHOOLS

“ 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 EDUCATION CORPORATION SNAPSHOT

First School Opened:
2005

Total Number of Charters:
2

Number of Students Served:
370

EDUCATION CORPORATION BACKGROUND

The Board of Regents approved the original charter for Manhattan 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 1st grade. The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Manhattan II on June 15, 2011. The school opened in the fall of 2012 initially serving students in Kindergarten and 1st grade. The SUNY Trustees approved the merger of Manhattan II and Manhattan on February 25, 2016, under SUNY authorization effective July 1, 2016, and the not-for-profit education corporation adopted the name of Manhattan Charter Schools (“Manhattan Schools”). Shared services team members support both schools, and each school pays proportionately into shared services team salaries based on each school’s enrollment. While each school previously operated elementary programs, Manhattan Schools initiated the conversion of Manhattan II into a middle school program to eventually serve students through 8th grade by the 2026-27 school year, allowing a full Kindergarten – 8th grade articulation for students.



EDUCATION CORPORATION BACKGROUND

Manhattan Charter School



Opening Year: 2005

Current Enrollment/Grades: 225 | K-5

Charter Expiration: June 30, 2029

Manhattan Charter School | 100 Attorney St., New York, NY | CSD 1 | K-5

Manhattan Charter School II



Opening Year: 2011

Current Enrollment/Grades: 145 | 2-6

Charter Expiration: July 31, 2027

Manhattan Charter School II | 220 Henry Street New York, NY | CSD 1 | 2-6

KEY DESIGN ELEMENTS

Commitment to arts instruction	+
Programmatic agility and responsiveness to immediate needs	-
Rigorous, standards-aligned curriculum	+
Intimate school culture	-
Data collection to drive instruction	+
Social emotional development	+

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Manhattan Schools has presented a mixed record of academic performance over the charter term. Both Manhattan and Manhattan II have not produced a consistent record of meeting or coming close to meeting their key academic Accountability Plan goals. In particular, Manhattan II posted low proficiency rates on the English language arts (“ELA”) and mathematics exams that fell far below the district results in 2023-24. In response to the low achievement trends, the Manhattan Schools’ chief executive officer (“CEO”) established a turnaround plan to rebuild the schools’ instructional leadership, but there is limited evidence to suggest early implementation efforts have been successful in stabilizing organizational culture or improving academic outcomes. Furthermore, given additional challenges in the areas of enrollment, absenteeism, and retention of instructional staff at both schools, Manhattan Schools has yet to demonstrate the capacity to improve the delivery of its educational program.

Although Manhattan and Manhattan II remain fiscally stable, both campuses have struggled to attract new students as the number of school aged children in the surrounding area has decreased in recent years. In addition to declining enrollment, Manhattan Schools has faced significant leadership challenges over the charter term. After the departure of Manhattan Schools’ founding executive director at the end of the 2021-22 school year, the education corporation’s board appointed a new leader who resigned from the position midyear. In response, the founding executive director returned to serve as interim leader until the board secured a permanent replacement in the summer of 2023. At the same time, the education corporation’s flagship school, Manhattan, experienced the sudden departure of its principal, leading the organization to transfer the principal of Manhattan II to the Manhattan campus. This leader subsequently vacated the position, and the education corporation appointed new principals for both schools for the 2024-25 school year. In addition to these leadership challenges, Manhattan and Manhattan II have experienced high levels of teacher turnover in recent years, with Manhattan II experiencing this trend more acutely.

ACADEMIC PERFORMANCE

2023-24 CHARTER PERFORMANCE REVIEW

At the beginning of the Accountability Period,¹ the schools developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Throughout the charter term, the Institute examines results for five required Accountability Plan measures on an annual basis and provides an Accountability Summary to each school detailing the school's progress toward meeting its Accountability Plan goals. Because The New York State Charter Schools Act of 1998 (the "Act") requires charters be held "accountable for meeting measurable student achievement results"² and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"³ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. More information about the required Accountability Plan measures can be found on the [Institute's website](#).

MANHATTAN CHARTER SCHOOL

In 2023-24, the final year of its prior charter term and first year of its current Accountability Period, Manhattan posted a mixed record of achievement on the measures comprising its ELA and mathematics goals. The school performed lower than the local district and posted growth scores under the target in both subjects. The school must demonstrate improvement across all measures to establish a case for earning subsequent renewal.

In 2023-24, Manhattan exceeded the target for two of the five required measures under its ELA goal. With 38% of tested students enrolled in at least their second year scoring at or above proficiency, the school declined five percentage points from 2022-23 and underperformed the local district by 20 percentage points. In contrast, the school posted an effect size of 0.68 which exceeded the target of 0.3 and demonstrates performance higher than expected to a meaningful degree in comparison to demographically similar schools. The school posted a growth score slightly under the target of 50.

The school posted a similar record of performance in mathematics in 2023-24. That year, 46% of tested students enrolled in at least their second year scored at or above proficiency. This level of performance was 15 percentage points under the local district. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Manhattan performed slightly higher than expected. The school posted a mean growth percentile that was four points below the target. Manhattan must demonstrate a record of higher growth year over year in order to make the best case for renewal in 2028-29.

MANHATTAN CHARTER SCHOOL II

In 2023-24, the second year of its charter term and third year of its current Accountability Period, Manhattan II did not meet its ELA or mathematics Accountability Plan goals. As a result, the school's prospects for earning renewal are currently in jeopardy. The school must make unambiguous improvement in the next two years to make the best case for earning a renewal.

1. 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. In the case of initial renewal, the Accountability Period covers the first four years of the charter term.

2. Education Law § 2850(2)(f).

3. Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

In 2023-24, the school did not meet its ELA goal. The school did not meet the targets for any of the five required measures under the goal area. Fifteen percent of the school's tested students enrolled in at least their second year scored at or above proficiency on the state's ELA exam falling 60 percentage points below the absolute target of 75% and 42 percentage points below the district results. Notably, over half of all tested students scored at level 1, the lowest performance level indicating performance far below grade level expectations. Manhattan II performed lower than expected in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. The school also did not meet the target for its growth measure posting a mean growth percentile 14 points below the target of 50. The school must work urgently to grow the learning of all students to ensure they do not continue to fall behind their statewide peers.

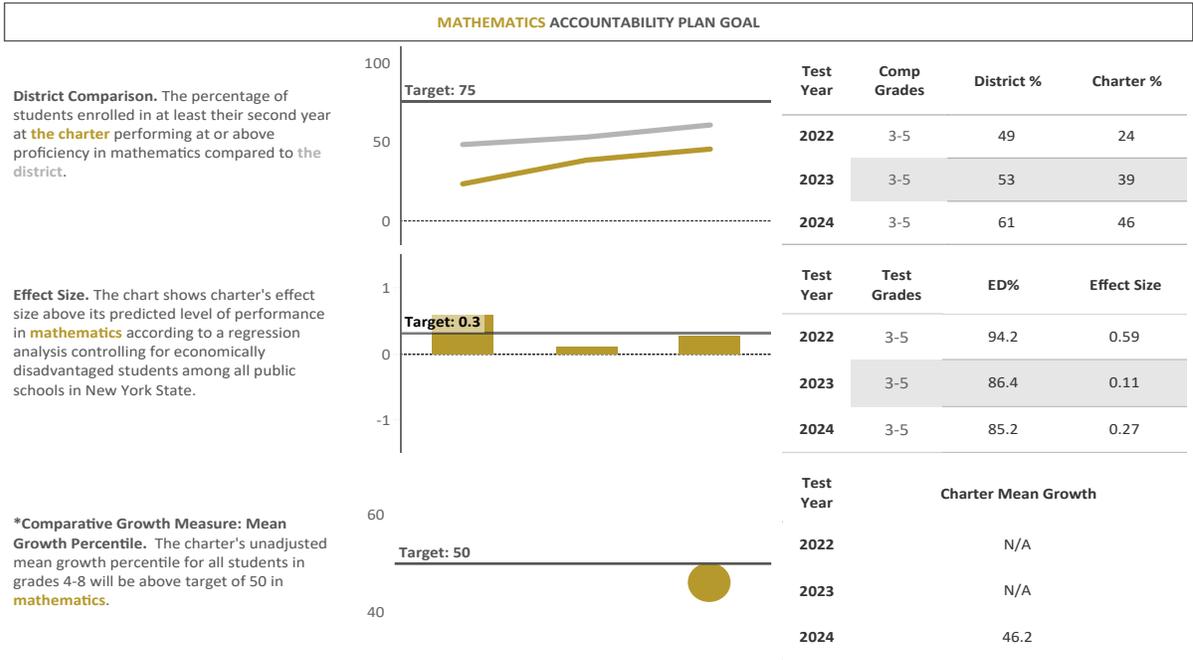
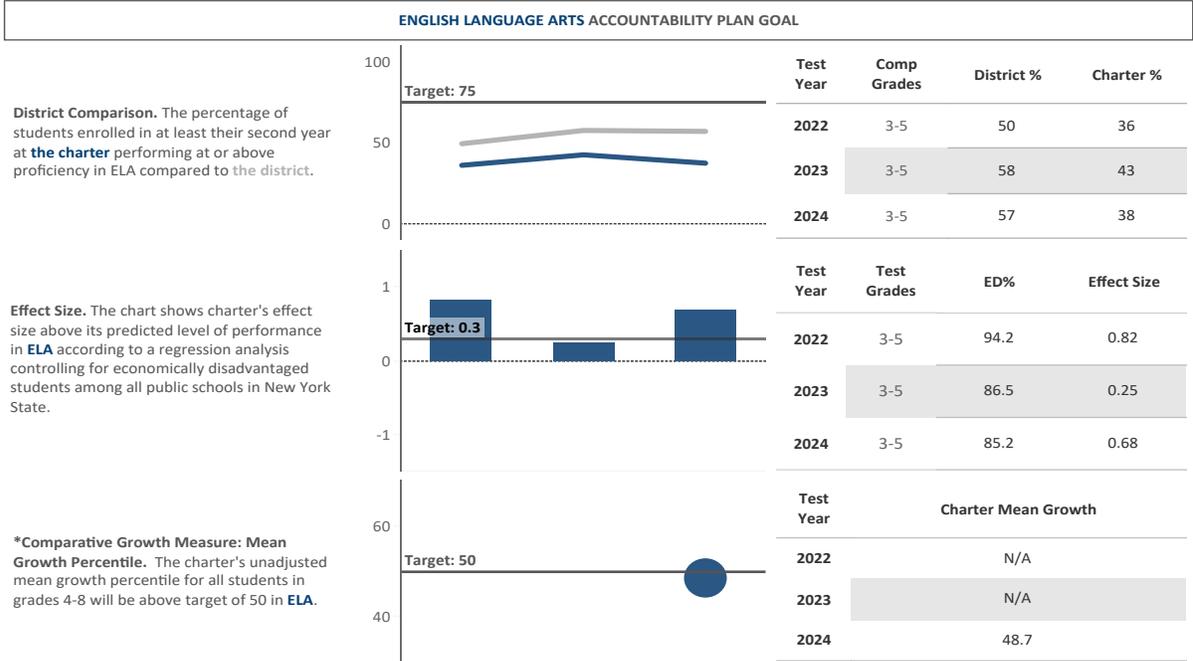
In mathematics, the school posted a similar record of achievement. Manhattan II did not meet its goal in 2023-24 and failed to meet the target for any of the five required measures. With only 18% of tested students enrolled in at least their second year scoring at or above proficiency in mathematics, the school performed 57 percentage points below the absolute target and 43 percentage points below the district average. In comparison to demographically similar schools across the state, the school performed lower than expected. The school's mean growth percentile of 40 was 10 points under the target.

Notably, Manhattan II posts large variation in proficiency rates across grade levels. For example, zero 5th grade students scored at or above proficiency in mathematics while 27% of 3rd – 4th grade students did so. The school must grow the learning of all students to make the best case for renewal.



ACADEMIC PERFORMANCE

MANHATTAN CHARTER SCHOOL



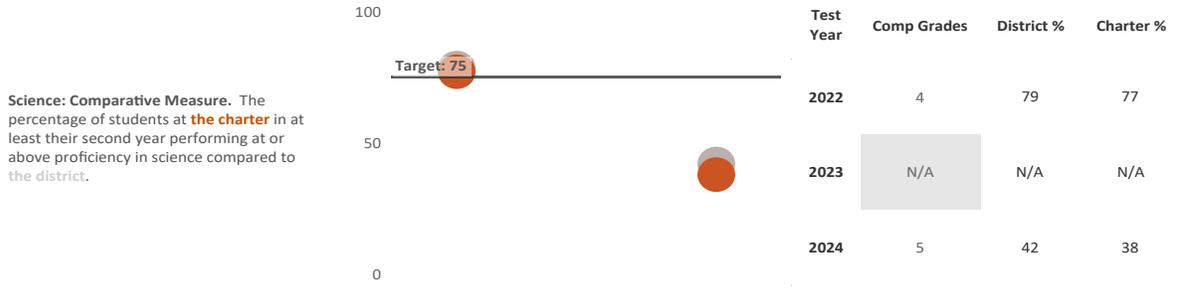
* Due to an error in data reporting, the 2022-23 growth scores are unavailable.



ACADEMIC PERFORMANCE

MANHATTAN CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	85	84	83	86	79	80
School Tested %	81.0%	80.0%	89.2%	92.5%	90.8%	92.0%
District Tested %	77.8%	77.3%	72.3%	78.4%	74.7%	77.0%

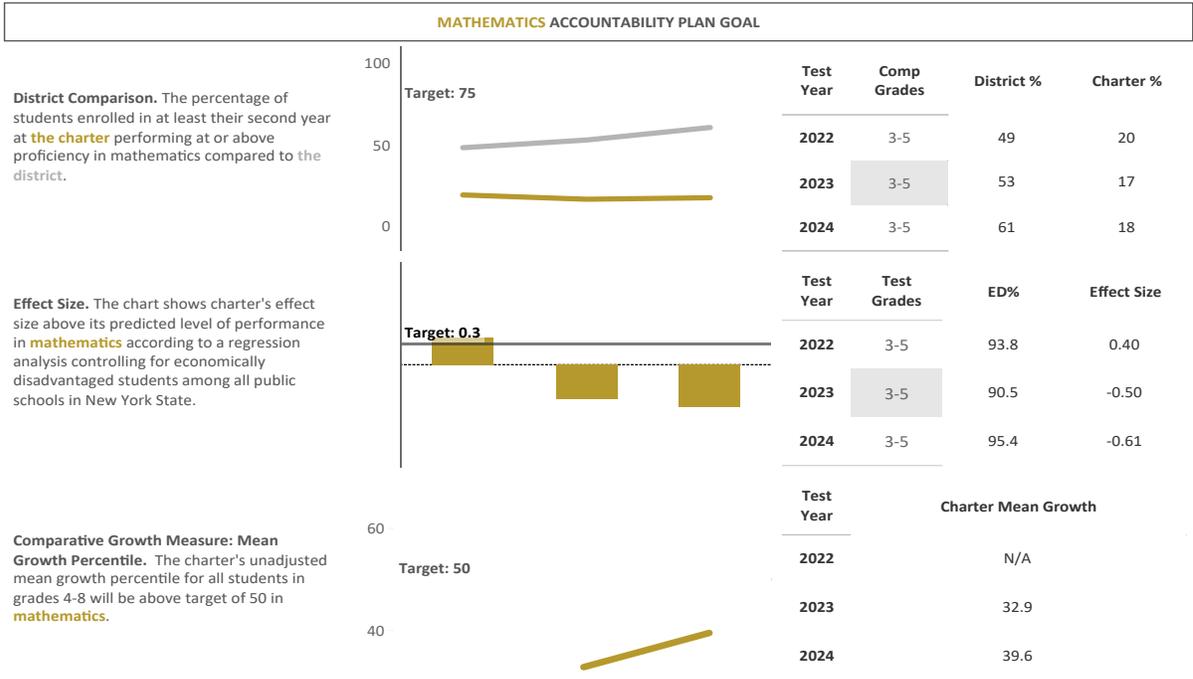
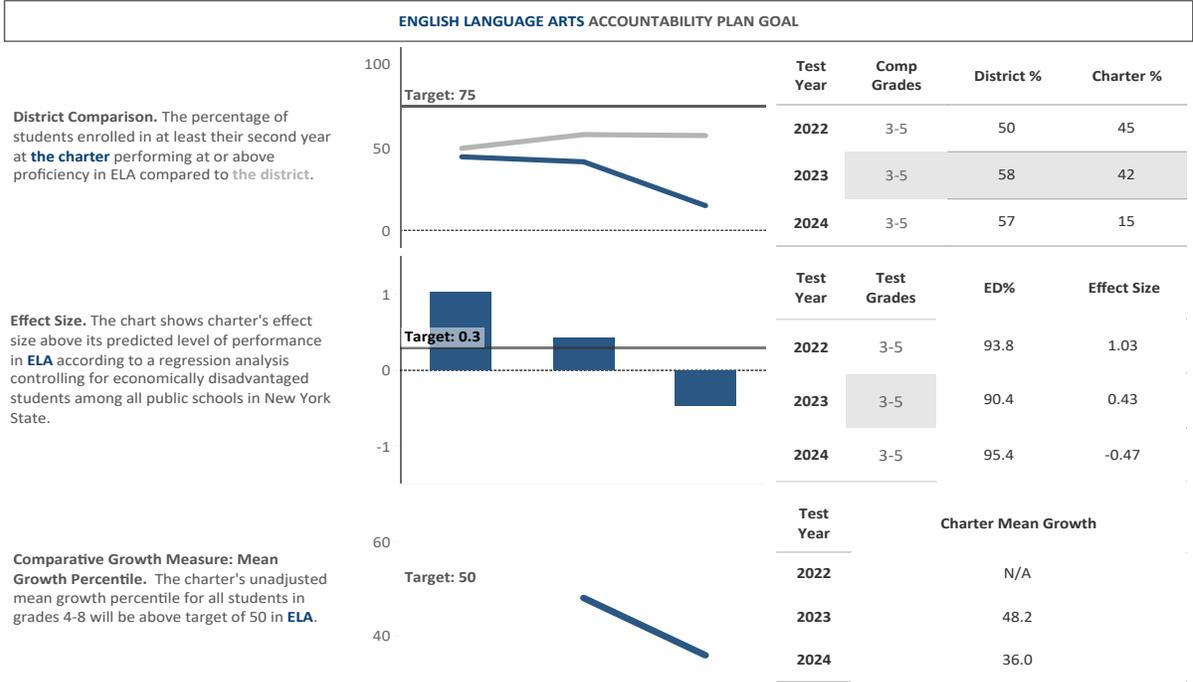
SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	19	23	21
Charter Percent Proficient on ELA Exam	21.1	13.0	23.8
District Percent Proficient	9.9	20.6	17.8
Tested on NYSESLAT Exam	23	16	13
Charter Percent 'Commanding' or Making Progress	13.0	31.3	7.7

* 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

MANHATTAN CHARTER SCHOOL II





ACADEMIC PERFORMANCE

MANHATTAN CHARTER SCHOOL II

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	58	60	51	50	42	42
School Tested %	95.1%	98.4%	100.0%	98.0%	100.0%	100.0%
District Tested %	77.8%	77.3%	72.3%	78.4%	74.7%	77.0%

SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	16	20	17
Charter Percent Proficient on ELA Exam	18.8	20.0	11.8
District Percent Proficient	9.9	20.6	17.8
Tested on NYSESLAT Exam	8	9	5
Charter Percent 'Commanding' or Making Progress	0.0	55.6	s

* 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".

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

ASSESSMENT

Manhattan Schools' assessment system is insufficient to improve instructional effectiveness and student learning. Although Manhattan Schools administers standards-aligned assessments and makes data accessible to teachers for instructional planning, the education corporation does not provide the support necessary for teachers to effectively address learning gaps. Three times per year, Manhattan Schools administers NWEA MAP exams along with reading fluency assessments to track student academic growth and detect gaps in foundational reading skills. Teachers also capture data on student performance via in-class assessments, section checkpoints, end of unit assessments, exit tickets, and homework. During weekly professional learning community ("PLC") meetings and quarterly data days, teachers from both schools review data under the guidance of coaches, building leaders, and academic directors. During these meetings, instructional staff set achievement goals, plan small group instruction, and identify students in need of intervention. For intervention, students at both schools use My Path and Reading Coach adaptive software during class time to address learning gaps. Manhattan II has also instituted standalone intervention blocks with lesson objectives aligned to specific standards.

Despite these structures to support data driven planning, Manhattan Schools has not prepared its teachers to address identified learning gaps. Although teachers regularly collect performance data, the schools lack adequate professional development to support teachers in implementing effective reteaching strategies. As a result, teachers' responses to insights from student data remain inconsistent. Additionally, Manhattan Schools has yet to establish systems to use assessment results to make student performance predictions or evaluate the effectiveness of instruction.

CURRICULUM

Manhattan Schools provides curricula that support teachers with instructional planning. However, high quality instruction is less evident in lessons at Manhattan II despite provided materials. In the 2024-25 school year, Manhattan Schools adopted Wit & Wisdom for ELA and Illustrative Math for mathematics to ensure adequate instructional rigor in alignment with New York State standards. To accommodate the requirements of new curricula, leaders adjusted the schools' schedules to include increased time for core content and academic intervention. To internalize ELA curriculum, teachers meet with reading specialists to review skills, essential questions, and demonstration of learning within curricular units. Teachers across disciplines work with coaches and the shared services team's curriculum director to develop supplemental curriculum documents in each grade.

4. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

BENCHMARK SUMMARY

However, despite the introduction of standards-aligned curricular materials and structures to support teachers with the internalization of content, school leaders have yet to solidify widespread buy-in amongst teachers for the increased rigor of the new curricula, and teachers at both campuses lack sufficient guidance to integrate frameworks for higher order thinking and dialogue in lessons. Despite offering teachers structured, frequent PLC meetings for the purpose of collaborative planning, staffing challenges at Manhattan II impede efforts to ensure students receive instruction of sufficient quality. For example, at the time of the visit, Manhattan II relied heavily on substitute teachers who did not benefit from efforts to internalize curriculum. Further, newly hired teachers did not receive sufficient professional development equivalent to what was delivered prior to their arrival. As a result, some Manhattan II teachers are unprepared to deliver high quality lessons and demonstrate a lack of content mastery.

PEDAGOGY

High-quality instruction is not consistently evident across Manhattan and Manhattan II. Most teachers at Manhattan generally deliver purposeful lessons with clear learning objectives. In contrast, many teachers at Manhattan II fail to deliver instruction aligned to clear objectives and some display a lack of adequate preparation to teach. Across both schools, few teachers regularly and effectively implement checks for understanding. Some teachers ensure all students grapple with lesson content and are authentically engaged with classwork. However, most teachers fail to sufficiently address student misconceptions during lessons. At both schools, instruction offers limited opportunities for higher order thinking and student dialogue. Teachers typically pose questions focused on basic factual recall without requiring students to elaborate on answers.

At Manhattan, most teachers maintain appropriate pacing and maximize learning time using strategies that engage students in lesson tasks. However, in some Manhattan II classrooms, teachers do not establish clear expectations for student behavior and do not implement effective strategies to manage disruptions. As a result, those lessons feature significant lost instructional time. For example, in one classroom, the Institute observed students talking over the teacher and disengaging from instruction with no effective redirection from instructors. At Manhattan II, few teachers demonstrated effective implementation of common classroom routines and many transitions lacked urgency.

INSTRUCTIONAL LEADERSHIP

Manhattan Schools is developing its instructional leadership. Although the education corporation has stabilized instructional leadership staffing and systems across both Manhattan and Manhattan II, leaders' efforts lack sufficient urgency to meet the instructional needs of the schools. The shared services team has begun to establish a culture of high expectations for teacher performance by introducing a rigorous coaching model and extensive professional development focusing on curriculum implementation. In addition, during the 2024-25 school year, the Manhattan Schools CEO selected teachers and interventionists with a sufficient record of performance to take on blended roles as instructional coaches. The CEO also appointed a former coach to serve as an associate director of instruction to oversee the work of coaches. Although the increased capacity of the instructional leadership team should be adequate to support the development of teaching staff at both

BENCHMARK SUMMARY

campuses, instruction remains of insufficient quality as evidenced by classroom observations. Manhattan Schools' prescribed coaching methodology supports a slow progression of teacher development despite Manhattan II's pressing need for improvement.

Instructional leaders have begun to provide sustained coaching and supervision to improve teachers' instructional effectiveness. At Manhattan and Manhattan II, teachers receive frequent informal observations and feedback rooted in the Marzano coaching framework and attend weekly professional development sessions. Within this framework, coaches and teachers select a small set of critical competencies to prioritize within a given timeframe and track progress toward performance goals. Once teachers demonstrate mastery within a certain competency, they work with coaches to choose a new set of skills to develop. Leaders formally evaluate teachers using the Danielson rubric, and principals work closely with coaches to corroborate findings from classroom observations. As a result, instructional leaders and teachers at Manhattan can articulate some growth areas and strategies for improvement. However, these practices have yet to manifest in high quality instruction across all classrooms. Further, given that instructional leaders have yet to establish a comprehensive strategy to increase the retention of high quality teachers at Manhattan II, it remains unclear how the enhanced coaching systems would lead to clear improvement in instructional quality.

AT-RISK PROGRAM

Manhattan Schools demonstrates inconsistent efforts to meet the educational needs of at-risk students. Manhattan Schools has clearly articulated processes for identifying students with disabilities and English language learners ("ELLs"). Manhattan Schools also implements a clear response to intervention ("RTI") process which includes clear roles and responsibilities for classroom teachers, intervention specialists, and school leaders. Teachers receive training in the use of these systems and instructional leaders monitor student progress. Despite the existence of clear identification and progress monitoring processes, there is limited evidence that general education teachers and learning specialists use effective strategies to support students within the general education program. For example, staff members do not receive sufficient professional development related to instructional strategies for students receiving academic intervention and special education services. Furthermore, Manhattan Schools does not provide formal opportunities for classroom teachers and special education providers to engage in collaborative lesson planning. Additionally, the schools do not offer learning specialists access to professional learning communities ("PLCs") or core curricular resources, resulting in weaker connections between intervention supports and tier 1 core instruction. Although multiple adults are present in almost every classroom at Manhattan II, most do not engage in purposeful academic or behavioral support, indicating the school does not fully leverage its integrated co-teaching ("ICT") model. When co-teachers and paraprofessionals are present, expectations for collaborating with general education teachers are unclear. For example, in some classrooms, adults sit near students without intervening to support their needs. Neither Manhattan or Manhattan II has adopted a formal instructional model to support multilingual learners, and efforts to support this population rely substantially on the translation of curricular materials and assessments.

BENCHMARK SUMMARY

ORGANIZATIONAL CAPACITY

Manhattan Schools' organization does not effectively support the delivery of the education program across both schools. Although the shared services team has established an administrative structure with clearly defined roles and responsibilities, it has not made necessary changes to improve instructional quality and retain high quality teachers. Furthermore, in the face of protracted instructional quality concerns that have substantially impacted Manhattan II, the shared services team has yet to articulate a practicable strategy to ensure the equitable allocation of resources across both schools. Due to the schools' lack of dedicated operations support, teachers have difficulty acquiring instructional materials and logistical information in a timely manner.

Manhattan Schools has not demonstrated a comprehensive plan to address enrollment challenges at both campuses. To spur increased enrollment, leaders removed a previous policy that limited backfilling, and both schools now allow for open enrollment across all grades. Leaders have also shared plans to market Manhattan Schools' specials programming in foreign language, violin, and artificial intelligence more broadly. However, the board and school leaders have not acted with sufficient urgency to produce demonstrable improvements to student enrollment. Further, high levels of absenteeism among the enrolled population continue to exacerbate student learning gaps. Despite efforts to retain quality teachers and building leaders through the provision of stronger instructional leadership structures, the schools continue to experience high levels of staff turnover, indicating that current approaches for stabilizing organizational culture are ineffective.

BOARD OVERSIGHT & GOVERNANCE

The Manhattan Schools board does not work effectively to achieve the schools' Accountability Plan goals. Although the board displays a strong commitment to supporting the organization's CEO, current members do not demonstrate sufficient awareness of the full range of organizational challenges facing the schools, thereby inhibiting efforts to support leadership effectively.

Current board members have backgrounds in education, law, human resources, and finance. The board requests information from the Manhattan Schools CEO to monitor broad academic, fiscal, and operational trends within the organization. Board members engage in regular communication with the CEO on the rollout of the organization's strategic plan. Board members also consult data dashboards to track key performance indicators including attendance rates, enrollment trends, and academic performance. As a result, the board is well informed about some of the schools' initiatives such as investments in new curricula, individualized reading support, and fundraising efforts to expand access to summer learning opportunities. However, despite engaging in the above oversight activities, the board recognizes that current efforts to address persistent challenges related to enrollment and school improvement have been insufficient. The board also acknowledges the need to increase the organization's instructional leadership and community engagement capacity.

Although the board has established priorities and long-range goals for both schools, it does not have a clear plan for monitoring the implementation or progress of the CEO's school improvement strategies, particularly for Manhattan II. For example, although board members are aware of the magnitude of staff member turnover at the school, they do not review data such as exit interviews or staff performance evaluations to gain further insight. Nor has the board effectively held the CEO accountable for defining strategies to improve recruitment,

BENCHMARK SUMMARY

hiring, or staff member retention outcomes. Despite the critical challenges faced by Manhattan II, board members rarely visit the school and have few opportunities to interact with staff members at board meetings. Board members have a process in place to evaluate the performance of the CEO which includes a leader self-evaluation. However, the board has yet to hold leadership accountable for measurable improvements. At the time of the visit, board members did not have a plan for self-evaluation.

Manhattan Schools

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APPENDICES

PAGES Ax 1-6

SO^A
SCHOOL
OVERVIEWS
PAGE Ax 1



MANHATTAN CHARTER SCHOOLS BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Megan McManus	Jennifer Schroeder
	Lisa Oden
	Anabel R. Javier
SECRETARY	
Lauren Schwarz	

MANHATTAN CHARTER SCHOOL – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	290	228	79%	K-5
2021-22	240	204	85%	K-5
2022-23	240	179	75%	K-5
2023-24	240	179	75%	K-5
2024-25	225	177	79%	K-5

MANHATTAN CHARTER SCHOOL II – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	170	141	83%	K-5
2021-22	170	110	65%	K-5
2022-23	145	97	67%	K-5
2023-24	145	63	43%	K-5
2024-25	145	74	51%	2-6

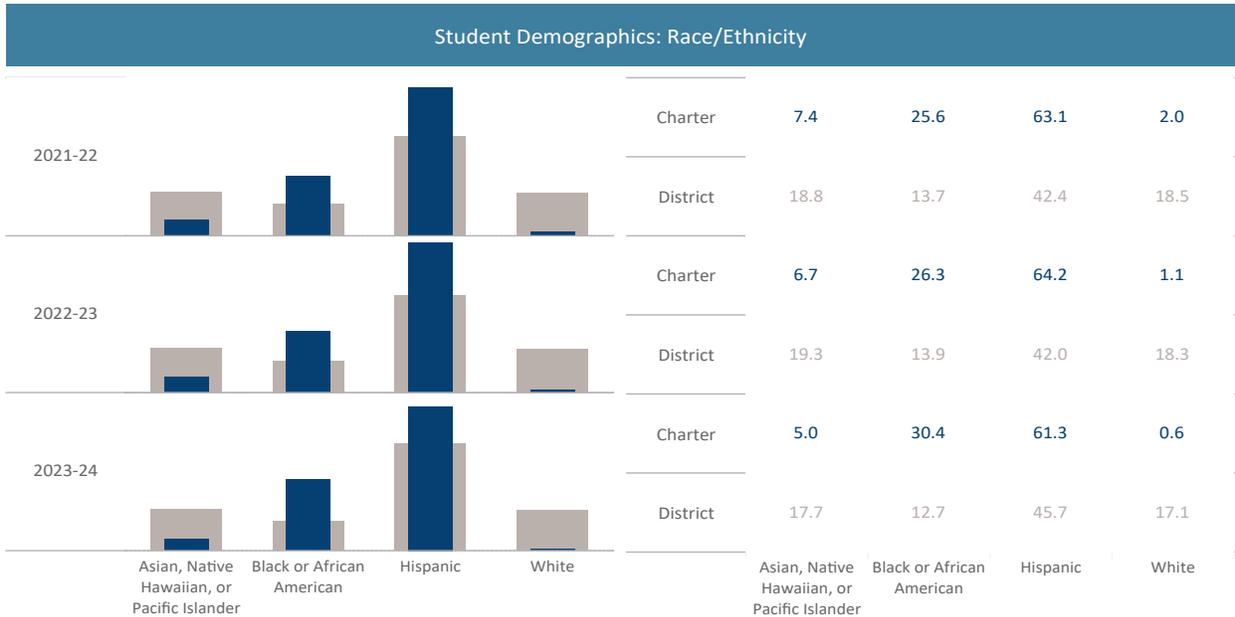
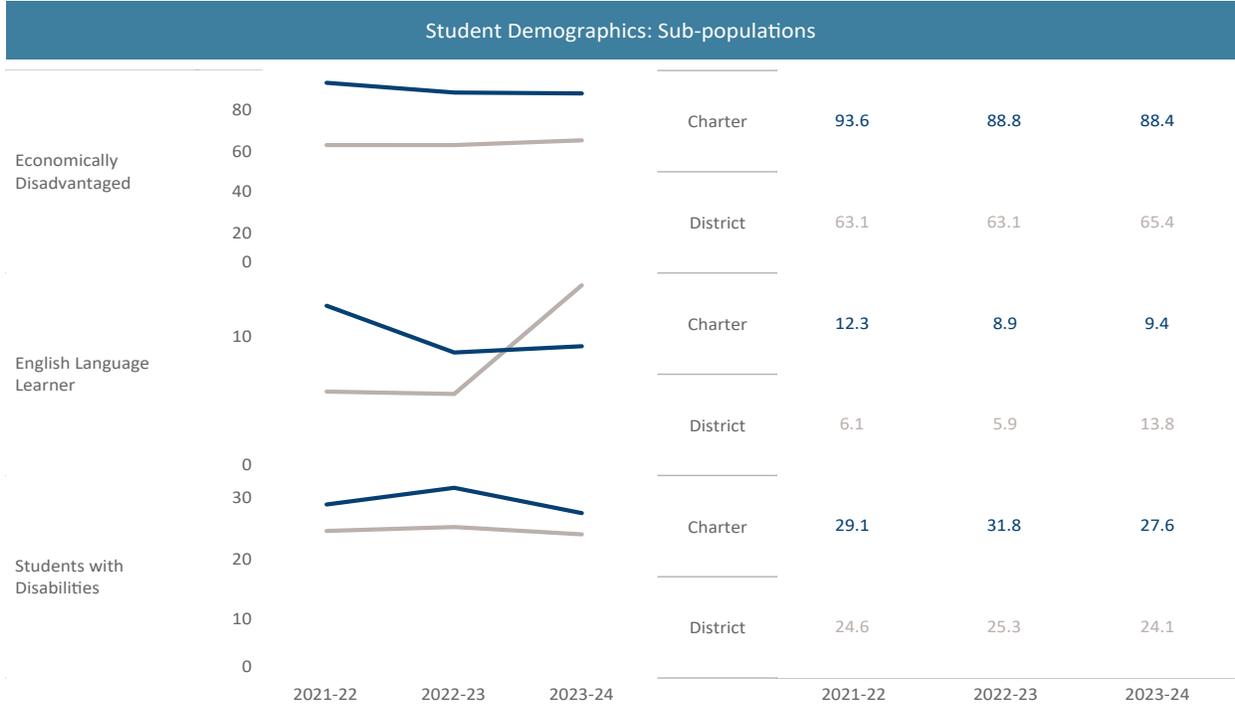
1. Source: The Institute’s board records at the time of the visit.

2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



Manhattan Charter School

Manhattan CSD 1

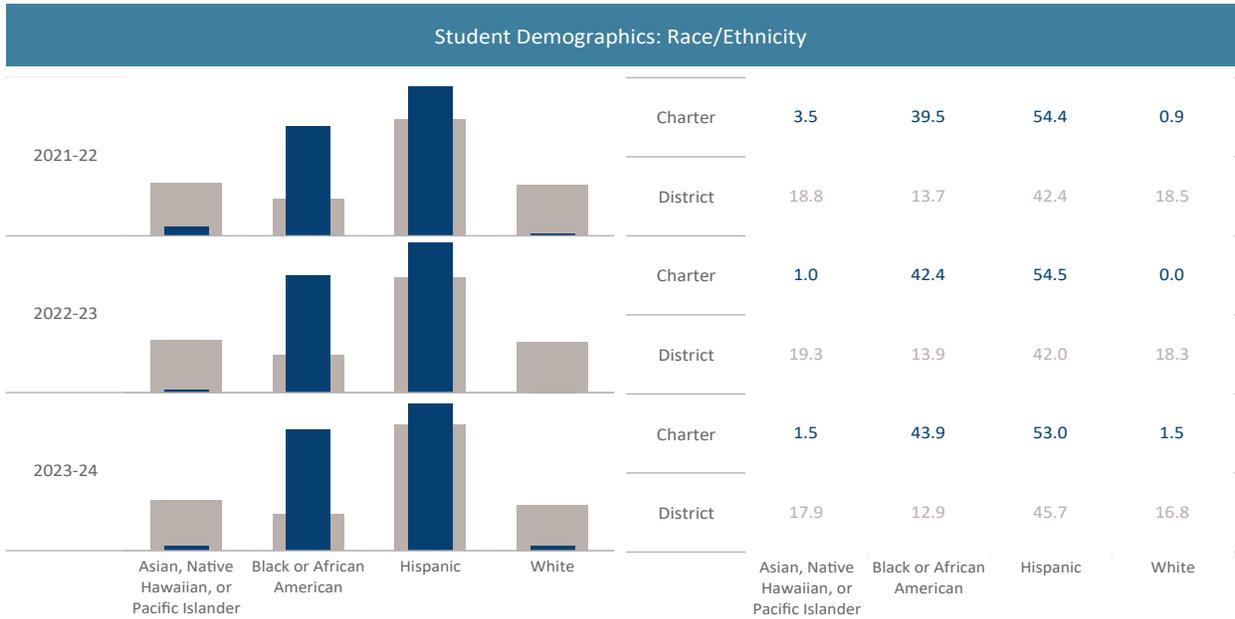
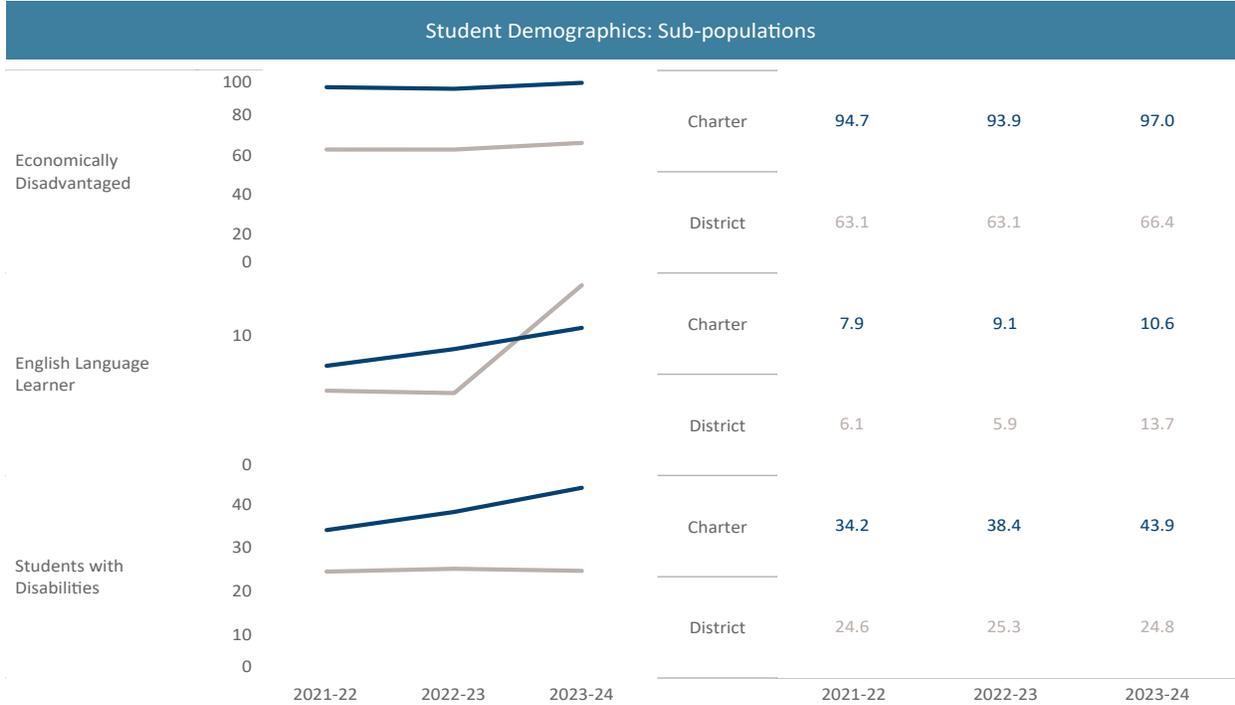


Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Manhattan Charter School II

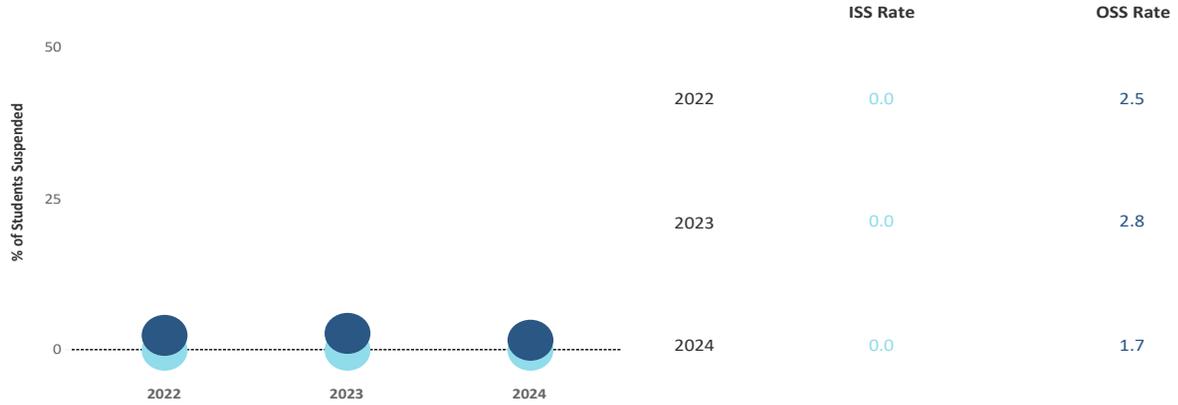
Manhattan CSD 1



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Manhattan Charter School



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	Persistence in Enrollment (%)	Expulsions (2022)	Expulsions (2023)	Expulsions (2024)
2021-22	79.8			
2022-23	81.0	0	0	0
2023-24	81.4			

Manhattan Charter School's Enrollment and Retention Status: 2023-24

		Target	Charter
enrollment	economically disadvantaged	65.0	88.4
	English language learners	9.7	9.4
	students with disabilities	24.9	27.6
retention	economically disadvantaged	90.6	79.4
	English language learners	92.2	76.9
	students with disabilities	90.5	75.0

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by the NYSED.



Manhattan Charter School II



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	Persistence in Enrollment (%)	Expulsions (2022)	Expulsions (2023)	Expulsions (2024)
2021-22	79.5			
2022-23	82.6	0	0	0
2023-24	74.7			

Manhattan Charter School II's Enrollment and Retention Status: 2023-24

		Target	Charter
enrollment	economically disadvantaged	66.5	97.0
	English language learners	8.9	10.6
	students with disabilities	27.7	43.9
retention	economically disadvantaged	78.5	73.3
	English language learners	80.6	100.0
	students with disabilities	79.5	80.0

Discipline data above reflect information reported by the education corporation and validated by the Institute. Enrollment and retention data reflect available BEDS day information as reported by the NYSED.



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2012-13	First Year Visit - Manhattan II	May 2, 2013
2016-17	Initial Renewal - Manhattan II	September 28 – 29, 2016
2018-19	Initial Renewal Visit - Manhattan	October 29 – 30, 2018
2020-21	Leader Conversation (Remote)	April 12 & April 23, 2021
2021-22	Subsequent Renewal Review	September 14 – 15, 2021
2023-24	Subsequent Renewal - Manhattan	November 9 – 10, 2023
2024-25	Evaluation Visit - Manhattan & Manhattan II	April 2 – 3, 2025

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
April 2 – 3, 2025	Ciani Jones	School Evaluator
	Michele Caracappa	External Consultant

MANHATTAN CHARTER SCHOOL– CHARTER CYCLE CONTEXT

CHARTER TERM	TERM YEAR	ANTICIPATED RENEWAL VISIT
Third	First Year of its Five Year Charter Term	Fall 2028

MANHATTAN CHARTER SCHOOL II – CHARTER CYCLE CONTEXT

CHARTER TERM	TERM YEAR	ANTICIPATED RENEWAL VISIT
Third	Third Year of its Five Year Charter Term	Fall 2026

