

Manhattan Charter School  
2006-7 NYSED Annual Report

**The State Education Department**  
The University of the State of New York

**Office of School Improvement (Regional)**  
Public School Choice Programs  
462 EBA  
Albany, New York 12234  
518-474-1762

**Charter School Annual Report**  
**2006 - 2007**

**Charter School Information**

**Name of Charter School:** Manhattan Charter School

**Address:** 100 Attorney Street

New York, NY 10002

**BEDS #** 310100860873

**Telephone:** (212) 533-2743

**Fax:** (212)533-2820

**District (or CSD) of Location:** Manhattan Charter School

**Head of School**

Diane M. Conniff  
(print name)

**Board President**

Diane M. Conniff  
(print name)

**E-mail address and phone number of Head of School and President, Board of Trustees:**

[Dconniff@appliedcap.org](mailto:Dconniff@appliedcap.org)

(917)733-8060

**Charter Authorizer:** NYC DOE

**Name, Title, and Affiliation of Person Preparing Report (if different from Head of School):**

NA

**Telephone/Fax Numbers and E-mail Address of Person Preparing Report (if different from Head of School):**

NA

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
**2006-07**

**Name of Charter School: Manhattan Charter School**

**Name of Test:** CTB CAT Complete Battery, Form C-10

**Subtest:** Reading

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
K	6/18/2007	40	0	0	0	40	NCE	70 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

(1) Average NCE score across 40 students assessed in K.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

**Name of Charter School: Manhattan Charter School**

**Name of Test:** CTB CAT Complete Battery, Form C-10

**Subtest:** Math

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
K	6/18/2007	40	0	0	0	40	NCE	59 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

(1) Average NCE score across 40 students assessed in K.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
**2006-07**

**Name of Charter School: Manhattan Charter School**

**Name of Test:** CTB CAT Complete Battery, Form C-10

**Subtest:** Language

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
K	6/18/2007	40	0	0	0	40	NCE	65 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

(1) Average NCE score across 40 students assessed in K.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

Name of Charter School: **Manhattan Charter School**

Name of Test: CTB CAT Complete Battery, Form C-11

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining*	Other **
1	5/14/2007	49	0	0	0	48 (2)	NCE	56 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

- (1) Average Reading NCE score across 48 of 49 students assessed in 1<sup>st</sup> grade.
- (2) See also Page 8 below for additional Reading Grade 1 data.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

**Name of Charter School: Manhattan Charter School**

**Name of Test: CTB CAT Complete Battery, Form C-11**

**Subtest: Math**

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
1	5/14/2007	49	0	0	0	48 (2)	NCE	54 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

- (1) Average Math NCE score across 48 of 49 students assessed in 1<sup>st</sup> grade.
- (2) See also Page 9 below for additional Math Grade 1 data.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

**Name of Charter School: Manhattan Charter School**

**Name of Test:** CTB CAT Complete Battery, Form C-11

**Subtest:** Language

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
1	5/14/2007	49	0	0	0	48 (2)	NCE	57 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

(1) Average Language NCE score across 48 of 49 students assessed in 1<sup>st</sup> grade.

(3) See also Page 10 below for additional Language Grade 1 data.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

**Name of Charter School: Manhattan Charter School**

**Name of Test:** CTB CAT Complete Battery, Form C-11

**Subtest:** Reading

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
1	6/18/2007	49	0	0	0	1 (2)	NCE	51 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

- (1) Reading NCE score of 1 student assessed in 1<sup>st</sup> grade.
- (2) See also Page 5 above for additional Reading Grade 1 data.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

**Name of Charter School: Manhattan Charter School**

**Name of Test:** CTB CAT Complete Battery, Form C-11

**Subtest:** Math

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
1	6/18/2007	49	0	0	0	1 (2)	NCE	18 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

- (1) Math NCE score of 1 student assessed in 1<sup>st</sup> grade.
- (2) See also Page 6 above for additional Math Grade 1 data.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

**Name of Charter School: Manhattan Charter School**

**Name of Test:** CTB CAT Complete Battery, Form C-11

**Subtest:** Language

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
1	6/18/2007	49	0	0	0	1 (2)	NCE	13 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

- (1) Language NCE score of 1 student assessed in 1<sup>st</sup> grade.
- (3) See also Page 7 above for additional Language Grade 1 data.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

Name of Charter School: Manhattan Charter School

Name of Test: CTB CAT Complete Battery, C-12

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining*	Other **
2	5/14/07	26	0	0	0	26	NCE	47 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

(1) Average NCE score across 26 students assessed in 2<sup>nd</sup> Grade.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

**Name of Charter School: Manhattan Charter School**

**Name of Test: CTB CAT Complete Battery, C-12**

**Subtest: Math**

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
1	5/14/07	26	0	0	0	26	NCE	55 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

(1) Average NCE score across 26 students assessed in 2<sup>nd</sup> Grade.

Manhattan Charter School  
2006-7 NYSED Annual Report

*Student Assessment Data*  
2006-07

**Name of Charter School: Manhattan Charter School**

**Name of Test:** CTB CAT Complete Battery, C-12

**Subtest:** Language

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
1	5/14/07	26	0	0	0	26	NCE	45 (1)	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

(1) Average NCE score across 26 students assessed in 2<sup>nd</sup> Grade.

Manhattan Charter School  
Section I, Part 2 -- Progress Towards Goals  
2006-7 NYSED Annual Report

Subpart I – Goals stated in charter and report on achievement. There are six goals in MCS’s charter.

1. *Educational Goal 1*: Meet or exceed the performance goals for public elementary school students set by the Board of Regents.

2. *Reply in lieu of Summary*: Manhattan Charter School believes the “Educational Goals” enumerated in its charter in addition to this particular first Goal, each of which is also set forth below, in the aggregate define the school’s agreement to “meet or exceed the performance goals for public elementary school students set forth by the Board of Regents.”

Manhattan Charter School  
Section I, Part 2 -- Progress Towards Goals  
2006-7 NYSED Annual Report

Subpart I – Goals stated in charter and report on achievement. . There are six goals in MCS’s charter; this page reports on Goal 2 of 6.

1. Educational Goal 2: Perform at higher levels on Regents-mandated and NYC DOE-mandated assessments than their counterparts across all New York City public elementary schools as demonstrated both by (1) the percentage of passing students, and (2) the average scores (based on cohort averages) of MCS students as compared to students in all New York City public elementary schools.

A. Measure: Our charter includes a chart of Regents-mandated assessments, the only one of which could have been applicable to our student body is the NYSESLAT.

Grade	Years	State Assessment
K	2006-7	NYSESLAT
1	2006-7	NYSESLAT
2	2006-7	NYSESLAT

B. Method: The NYSELAT (the English as a Second Language Achievement Test) was to have been administered to students in all grade levels who are identified by the school as English Language Learners in accordance with applicable regulations. MCS did not have students identified as English Language Learners in the 2006-7 school year.

C. Results: N/A

D. Analysis/Evaluation: N/A

E. Additional Evidence: N/A

2. Summary: No Regents-mandated or NYC DOE-mandated assessments were required to be administered to Manhattan Charter School students for the 2006-7 school year beyond the NYSESLAT, for which MCS had no identified students.

3. Action Plan: Administer Regents-mandated and NYC DOE-mandated assessments in accordance with charter agreements and applicable regulations as the student body advances through the grades and changes.

Manhattan Charter School  
Section I, Part 2 -- Progress Towards Goals  
2006-7 NYSED Annual Report

Subpart I – Goals stated in charter and report on achievement. There are six goals in MCS’s charter; this page reports on Goal 3 of 6.

1. Educational Goal 3: Perform at high levels on Regents-mandated English Language Arts and Mathematics assessments as demonstrated by the achievement of a score of 3 or better by at least 75% of students taking the subject assessment, provided this student achievement goal shall apply only to students who attend MCS beginning with kindergarten and continuously thereafter through administration of the subject assessment.

A. Measure: Regents-mandated English Language Arts and Mathematics assessments

B. Method: New York State administers an annual English Language Arts and Math exam to grades 3 through 8. MCS did not have any students beyond grade 2, and therefore, did not have any students eligible to take the Regents-mandated English Language Arts and Mathematics assessments in the 2006-7 school year.

C. Results: N/A

D. Analysis/Evaluation: N/A

E. Additional Evidence: N/A

2. Summary: No Regents-mandated or NYC DOE-mandated assessments were required to be administered to Manhattan Charter School students for the 2006-7 school year.

3. Action Plan: Administer Regents-mandated and NYC DOE-mandated assessments in accordance with charter agreements and applicable regulations as the student body advances through the grades and changes.

Manhattan Charter School  
Section I, Part 2 -- Progress Towards Goals  
2006-7 NYSED Annual Report

Subpart I – Goals stated in charter and report on achievement. There are six goals in MCS’s charter; this page reports on Goal 4 of 6.

1. *Goal 4:* Demonstrate annual growth on the School’s chosen nationally-normed standardized tests based on cohort average.

A. Measure: Grade-level appropriate CTB/McGraw Hill Complete Battery assessments, the school’s chosen nationally normed standardized test. No more specific measure is specified.

B. Method: The school administers grade-level appropriate Complete Battery assessments to the students enrolled in each grade at the conclusion of instruction each school year. These particular assessments are administered in accordance with testing instructions issued by CTB/McGraw Hill and the completed tests are stored securely and transmitted using a courier service to CTB/McGraw Hill for scoring. Scores are reported to the school by CTB/McGraw Hill in paper report form and electronically on a CD.

C. Results

*Kindergarten students:* MCS believes scores from nationally-normed standardized tests administered to Kindergarteners in group administration are more unreliable than reliable. Data for Kindergarten students are omitted as scores at the Kindergarten level are not reliable and typically result in overestimates of performance.

*Grade One students:* Table 1 immediately below in this subsection presents the results of Terra Nova assessments for all students who were enrolled in Grade 1 at MCS as of the test administration date on May 14, 2007.

Annual growth can be demonstrated only by the results of test administrations given one year apart. However, MCS does not have NP scores from a CTSB Complete Battery test administered in Spring 2006 to the same students when they were in Kindergarten, which would be required to do such analysis, since we believe nationally-normed standardized test scores administered to Kindergarteners in group administration are more unreliable than not.

The best available data MCS has to perform the required analysis are CTSB Complete Battery scores from January 2007 and May 2007 administrations (stated as national percentiles), compared immediately below.

Manhattan Charter School  
 Section I, Part 2 -- Progress Towards Goals  
 2006-7 NYSED Annual Report

**Table 1**  
**Comparison of MCS CTSB Complete Battery administrations in January 2007 to May 2007:**  
**All General Education and Special Education 1<sup>st</sup> Grade Students**  
**in National Percentiles (N=52 for All Test Sub-Categories)**

Class	Read NP (Jan. 07)	Read NP (May 07)	Lang NP (Jan 07)	Lang NP (May 07)	Math NP (Jan 07)	Math NP (May 07)
1 <sup>st</sup> grade (NP)	49.3	60.3	57.2	61.8	55.1	56.7

*Grade Two students:* Tables 2 and 3 immediately below in this subsection presents the results of Terra Nova assessments for all students who were enrolled in Grade 2 at MCS as of the test administration date on May 14, 2007.

Annual growth is demonstrated by comparison of the results of test administrations in spring 2006 and spring 2007.

The immediately following data is provided as an “unofficial” report, for informational purposes, but should not be used for evaluative purposes, since MCS’s charter specifically provides that achievement toward the educational goals to be attained shall be measured on in respect of students enrolled in MCS at the start of Kindergarten and continuously thereafter.

**Table 2**  
**Analyses of MCS Terra Nova from May/June 2006 to May 2007:**  
**General Education 2nd Grade Students**  
**in National Curve Equivalent Scores- (N=22 for All Test Sub-Categories)**

May/June 2006	Reading May 07	May/June 2006	Language May 07	May/June 2006	Math* May 07
42.9	47.4	34.1	44.9	43.3	55.3

\*Math based on 21 students

**Table 3**  
**Analyses of MCS Terra Nova from May 2006 to May 2007:**  
**Special Education 2nd Grade Students**  
**in National Curve Equivalent Scores- (N=4 for All Test Sub-Categories)**

Reading May 06	Reading May 07	Language May 06	Language May 07	Math May 06	Math May 07
54.0	53.0	53.0	51.8	32.5	56.5

Manhattan Charter School  
Section I, Part 2 -- Progress Towards Goals  
2006-7 NYSED Annual Report

D. Analysis/Evaluation

*Grade One students -- ELA:* Grade level averages for English Language Arts subjects (Reading and Language) show an improvement of over 13 points (NP) in each over five months of instruction.

The average NP score in both subjects was above grade level.

*Grade One students -- Mathematics:* Grade level averages for Mathematics show an improvement of over 5 points (NP) in each over five months of instruction.

The average NP score in Mathematics was above grade level.

E. Additional Evidence: The data presented in this presentation of progress toward this goal for *Grade One students* is the best information available and still is only moderately reliable since it expresses progress over only a five-month instructional period. The data presented in this presentation of progress toward this goal for *Grade Two students* is the best information available and yet does not speak to the attainment of charter goals since our charter specifically provides that the achievement of this goal shall be measured only as to students who start at MCS in Kindergarten and attend MCS continuously thereafter.

2. Summary: With the average score for students in every grade above Kindergarten offered by Manhattan Charter School being above grade level and higher than data from the earlier test administration, annual growth has been demonstrated.

3. Action Plan: MCS will continue to use administer the CTSB Complete Battery in ELA and Mathematics to students in Grades 1 and 2 as nationally normed standardized test available for group administration most closely aligned with NYS Learning Standards in ELA and Mathematics. MCs will continue to use individual student test item analysis information from each Complete Battery administration obtained from CTB/McGraw Hill as one of the major data point subsets to define curriculum and define instruction for individual students to achieve high academic levels by training teachers in the use of such test data and monitoring teacher execution in this regard.

For the 2007-8 school year, MCS will perform additional analyses to disaggregate CTSB Complete Battery results for Grade One and Grade Two students in respect of student gender, ethnicity and free and reduced price lunch status.

Manhattan Charter School  
Section I, Part 2 -- Progress Towards Goals  
2006-7 NYSED Annual Report

Subpart I – Goals stated in charter and report on achievement. There are six goals in MCS’s charter; this page reports on Goal 5(1) of 6.

1. *Goal 5 (1)*: Meet or exceed the School’s academic standards as set forth in its curriculum as evidenced by (1) achievement of the preceding achievement goals... [continued in Goal 5(2)].
  - A. Measure: See Goals 2 through 4 above.
  - B. Method: See Goals 2 through 4 above.
  - C. Results: See Goals 2 through 4 above.
  - D. Analysis/Evaluation: See Goals 2 through 4 above.
  - E. Additional Evidence: See Goals 2 through 4 above.
2. Summary: See Goals 2 through 4 above.
3. Action Plan: See Goals 2 through 4 above.

Manhattan Charter School  
Section I, Part 2 -- Progress Towards Goals  
2006-7 NYSED Annual Report

Subpart I – Goals stated in charter and report on achievement. There are six goals in MCS’s charter; this page reports on Goal 5(2) of 6.

1. *Goal 5 (2)*: Meet or exceed the School’s academic standards as set forth in its curriculum as evidenced by... (2) student performance as measured by a student portfolio that incorporates internally and externally developed assessments evaluated according to a pre-determined set of rubrics or teacher evaluations.

A. Measure: Manhattan Charter School’s Learning Standards and Performance Indicators, aligned with NYS Learning Standards as set forth in our charter, achievement against which is stated as the achievement of a level as follows:

5=Excellence: Student demonstrates thorough knowledge and facility in skills required in the subject matter, demonstrates critical thinking skills in regard thereto, and has excelled beyond mastery.

4=Mastery: Student demonstrates substantial knowledge of the subject matter and demonstrates significant skills therein, thus having achieved mastery in the discipline to the extent studied to date.

3=Partial Achievement: Student demonstrates independent, partial knowledge and skills but requires minor assistance to complete required work.

2=Little Achievement: Student demonstrates minor knowledge and some skills but requires significant assistance in performance of work.

1=No Achievement: Student does not demonstrate a meaningful level of knowledge or skills.

B. Method: Instruction in the four core disciplines (ELA, Mathematics, Science and Social Studies), is offered over the course of six, 6-week instructional Units in all grades. An internally-developed summative assessment for each discipline for each Unit is administered by the classroom teacher during the last week of the 6-week Unit. Results of that summative assessment are the sole basis of teacher grading for the Unit. Performance Indicators of which a student does not achieve mastery are carried forward for assessment again at the end of the succeeding Unit. When the school determines an assessment other than a written assessment produced by a student should be the method of determining students’ achievement of the school’s curriculum (such as observation), a school mandated rubric is used by teachers to assign achievement levels.

The scoring of achievement on Performance Indicators is captured by a Microsoft Access based system, which aggregates and averages Performance Indicator achievement levels to give a score for a Learning Component (a Learning Standard) within a discipline.

An example is provided in Exhibit A to this Annual Report.

C. Results: For the 2006-7 school year, internally determined levels on the 1 to 5 scale specified were achieved by students in each grade in each discipline as follows --

Manhattan Charter School  
 Section I, Part 2 -- Progress Towards Goals  
 2006-7 NYSED Annual Report

**English Language Arts Levels – as of June 15, 2007**

Grade	Total # of Students	Level 1 – 1.5	Level 2 – 2.5	Level 3 – 3.5	Level 4 – 4.5	Level 5
K	40	--	4 (10%)	11 (27%)	25 (63%)	--
1	49	--	4 (8%)	15 (31%)	30 (61%)	--
2	27	--	5 (18%)	15 (56%)	7 (36%)	--

**Mathematics – as of June 15, 2007**

Grade	Total # of Students	Level 1 – 1.5	Level 2 – 2.5	Level 3 – 3.5	Level 4 – 4.5	Level 5
K	40	1 (2%)	3 (8%)	21 (53%)	15 (37%)	--
1	49	--	4 (8%)	16 (33%)	28 (57%)	1 (2%)
2	27	--	7 (26%)	15 (55%)	4 (15%)	1 (4%)

**Social Studies -- as of June 15, 2007**

Grade	Total # of Students	Level 1 – 1.5	Level 2 – 2.5	Level 3 – 3.5	Level 4 – 4.5	Level 5
K	40	--	6 (15%)	20 (50%)	14 (35%)	--
1	49	--	3 (6%)	15 (31%)	29 (59%)	2 (4%)
2	27	--	1 (4%)	14 (52%)	12 (44%)	--

**Science -- as of June 15, 2007**

Grade	Total # of Students	Level 1 – 1.5	Level 2 – 2.5	Level 3 – 3.5	Level 4 – 4.5	Level 5
K	40	--	3 (7%)	19 (48%)	18 (45%)	--
1	49	--	--	18 (38%)	28 (57%)	3 (5%)
2	27	--	1 (4%)	13 (48%)	13 (48%)	--

Manhattan Charter School  
 Section I, Part 2 -- Progress Towards Goals  
 2006-7 NYSED Annual Report

**Music -- as of June 15, 2007**

<b>Grade</b>	<b>Total # of Students</b>	<b>Level 1 – 1.5</b>	<b>Level 2 – 2.5</b>	<b>Level 3 – 3.5</b>	<b>Level 4 – 4.5</b>	<b>Level 5</b>
<b>K</b>	<b>40</b>	--	<b>3 (7%)</b>	<b>37 (93%)</b>	--	--
<b>1</b>	<b>49</b>	--	--	<b>7 (14%)</b>	<b>42 (86%)</b>	--
<b>2</b>	<b>27</b>	--	<b>3 (11%)</b>	<b>24 (89%)</b>	--	--

D Analysis/Evaluation: In all grades and for all disciplines, Manhattan Charter School determines students' levels of achievement very conservatively, with the goal of accurately expressing achievement levels in a manner that will prompt and support students' commitment to learning and their parents' commitment to bringing them to high achievement levels. As you can see by comparing the average NP grade levels achieved on the CTSB Complete Battery assessments against MCS's internal assessments and corresponding levels, our internal grading is lower across the Board.

E. Additional Evidence: None.

2. Summary: See "Action Plan" below.

3. Action Plan: MCS thus far has worked over this summer and will continue to work for the balance of this summer and during the school year to move its Performance Indicators into even greater alignment with NYS Learning Standards and the PIs that correspond to them. We will continue to refine our rubrics and Unit-end summative assessments to better reflect student achievement levels in pursuit of high academic level achievement as evidenced by performance on Regents-mandated assessments. Our teacher training Summer Institute that takes place from August 6 through the first day of school for students on September 4<sup>th</sup> will focus on data driven instruction, with the data for that purpose being the results of the school's chosen nationally normed assessment as well as the results of internal assessments.

Manhattan Charter School  
Section I, Part 2 -- Progress Towards Goals  
2006-7 NYSED Annual Report

Subpart I – Goals stated in charter and report on achievement. There are six goals in MCS’s charter; this page reports on Goal 6(1) of 6.

1. Goal 6(1): Demonstrate annual development toward an advanced set of music skills as evidenced by meeting or exceeding the School's music standards as set forth in its curriculum.
2. *Reply*: See response to Goal 5(2) above.

Manhattan Charter School  
Section I, Part 2 -- Progress Towards Goals  
2006-7 NYSED Annual Report

Subpart I – Goals stated in charter and report on achievement. There are six goals in MCS’s charter; this page reports on Goal 6(2) of 6.

1. Educational Goal 6(2): Demonstrate by fifth grade achievement of an advanced set of music skills as evidenced by being able to play a varied repertoire of music on either the keyboard or a string instrument.

A. Measure: N/A. See Summary below.

B. Method: N/A

C. Results: N/A

D. Analysis/Evaluation: N/A

E. Additional Evidence: N/A

2. Summary: Manhattan Charter School did not have a Grade Five during the 2006-7 school year.

3. Action Plan: Continue to offer instruction based on NYS Learning Standards for Music learning, using NYS-certified teachers in accordance with the curriculum described in our charter, including a keyboard and/or string component.

Manhattan Charter School  
 Section I, Part 2 -- Progress Towards Goals  
 2006-7 NYSED Annual Report

Subpart II – Summary Table of All Goals

Measure	Type	Description	Outcome
1	Comparative	Meet or exceed the performance goals for public elementary school students set by the Board of Regents.	Met
2	Comparative	Perform at higher levels on Regents-mandated and NYC DOE-mandated assessments than their counterparts across all New York City public elementary schools as demonstrated both by (1) the percentage of passing students, and (2) the average scores (based on cohort averages) of MCS students as compared to students in all New York City public elementary schools.	N/A
3	Comparative	Perform at high levels on Regents-mandated English Language Arts and Mathematics assessments as demonstrated by the achievement of a score of 3 or better by at least 75% of students taking the subject assessment, provided this student achievement goal shall apply only to students who attend MCS beginning with kindergarten and continuously thereafter through administration of the subject assessment.	N/A
4	Absolute	Demonstrate annual growth on the School's chosen nationally-normed standardized tests based on cohort average.	Met
5(1)	Absolute	Meet or exceed the School's academic standards as set forth in its curriculum as evidenced by (1) achievement of the preceding achievement goals.	Met
5(2)	Absolute	Meet or exceed the School's academic standards as set forth in its curriculum as evidenced by... (2) student performance as measured by a student portfolio that incorporates internally and externally developed assessments evaluated according to a pre-determined set of rubrics or teacher evaluations.	Met
6(1)	Absolute	Demonstrate annual development toward an advanced set of music skills as evidenced by meeting or exceeding the School's music standards as set forth in its curriculum	Met
6(2)	Absolute	Demonstrate by fifth grade achievement of an advanced set of music skills as evidenced by being able to play a varied repertoire of music on either the keyboard or a string instrument.	N/A

Manhattan Charter School  
Report of Fiscal Performance  
2006-7 NYSED Annual Report

**THE UNIVERSITY OF THE STATE OF NEW YORK**  
**THE STATE EDUCATION DEPARTMENT**  
**OFFICE OF ELEMENTARY, MIDDLE,**  
**SECONDARY AND CONTINUING EDUCATION**  
**CHOICE PROGRAMS**  
ROOM 462, EDUCATION BUILDING ANNEX  
ALBANY, NEW YORK 12234

**CHARTER SCHOOL ANNUAL**  
**REPORT OF FISCAL PERFORMANCE**  
**FOR THE SCHOOL YEAR ENDED 6/30/07**

Charter School Code:

3	1	0	1	0	0	8	6	0	8	7
---	---	---	---	---	---	---	---	---	---	---

<b>Charter School Name: Manhattan Charter School</b>	
<b>Contact Person: Diane Conniff</b>	<b>Phone: 212-533-2743</b>

REVENUES

A. STATE SOURCES	<u>35,308.00</u>
B. FEDERAL SOURCES	<u>124,676.00</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>1,203,128.00</u>
2. STATE AID-PUPILS WITH DISABILITIES	_____
3. FED. AID-PUPILS WITH DISABILITIES	_____
4. OTHER REV FROM PUB SCH DISTRICTS	_____
D. ALL OTHER REVENUES	<u>18,244.20</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>1,296,809</u></u>
S. ENROLLMENT	<u>120 as of 10/2006)</u>
T. EXPENDITURES PER PUPIL	<u>9200.65</u>

(R/S)

**COMPLETED FORM MUST BE RETURNED  
NO LATER THAN AUGUST 1, 2007**

EXPENDITURES

	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	<u>86,557.80</u>	<u>115,084.39</u>	<u>201,642.19</u>
G. INSTRUCTIONAL SUPERVISION	<u>165,691.14</u>	<u>10,296.00</u>	<u>175,987.14</u>
H. ALL OTHER INSTRUCTION	<u>373,154.94</u>	<u>155,957.50</u>	<u>529,112.44</u>
I. PUPIL SERVICES	<u>30,450.00</u>	<u>6,537.18</u>	<u>36,987.18</u>
J. PUPILS WITH DISABILITIES	<u>55,850.13</u>	<u>5,181.69</u>	<u>61,031.82</u>
K. TRANSPORTATION	<u>0</u>	<u>0</u>	_____
L. COMMUNITY SERVICE	<u>0</u>	<u>0</u>	_____
M. OPERATION & MAINTENANCE	<u>0</u>	<u>0</u>	_____
N. EMPLOYEE BENEFITS			<u>61,337.52</u>
O. DEBT SERVICE			_____
P. SCHOOL LUNCH			<u>7,192.75</u>
Q. CAPITAL EXPENSE			<u>30,786.94</u>
R. GRAND TOTAL EXPENDITURES			<u><u>1,104,077.97</u></u>

Signature: \_\_\_\_\_  
Chief School Officer

Date: \_\_\_\_\_

**NEW YORK STATE EDUCATION DEPARTMENT**

**Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07**

*Section IV*

**Name (print): Diane Conniff**

**Name of Charter School: Manhattan Charter School**

**Home Address: 32 Gramercy Park South New York, NY 10003**

**Business Address 100 Attorney Street New York, NY 10002**

**Daytime Phone (917) 733-8060**

**E-Mail Address: dconniff@appliedcap.com**

1. List all positions held on board (e.g., chair, treasurer, parent representative): Board Chair |

2. Is the trustee an employee of the School? \_\_\_Yes \_\_X\_\_No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

---

---

---

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>
Educational Choice Foundation, not-for-profit organization authorized in Arizona (501c3)	Partial reimbursement for ECF's cost of providing Executive Director Services to MCS	\$24,000 (as against total compensation by ECF to Ms. Conniff of more than \$200,000 for the annual period, during which her total time dedicated to MCS through ECF was more than 90% of her professional time.	Diane Conniff, Director (Member of the Board) of Educational Choice Foundation and Trustee and Board Char of Manhattan Charter School

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

**NEW YORK STATE EDUCATION DEPARTMENT**

**Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2006-07**

*Section IV*

**Name (print): Ira Greenberg**

**Name of Charter School: Manhattan Charter School**

**Home Address:**

**Business Address: 950 Third Avenue Suite 2300 New York, NY 10022**

**Daytime Phone: 212-329-2664**

**E-Mail Address: igreenberg@divgroup.com**

4. List all positions held on board (e.g., chair, treasurer, parent representative): Trustee, Treasurer, |  
Head of Audit Committee, Finance Committee Member
5. Is the trustee an employee of the School? \_\_\_Yes \_\_\_X\_\_\_No
6. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

---

---

---

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

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
July 1, 2006-June 30, 2007, approximately 9 hours a week	Laurie Greenberg serves as a part time bookkeeper for Manhattan Charter School, on a contractual basis	Laurie is paid at an hourly rate of \$20/hour which we believe is market rate. She reports to the Business Director and Executive Director.	Laurie Greenberg, wife
March 15-June 8, 2007, approximately 6 hours a week	Jordanna Greenberg served as a part time support staff for Manhattan Charter School, on a contractual basis	Jordanna Greenberg reported directly to Principal of MCS and payment for a travel and lunch reimbursement stipend to Jordanna authorized by Business Director.	Jordanna Greenberg, daughter

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

*Section V*

*Charter School Student and Teacher Attrition Rates*

**Instructions**

A separate table is included for students and teachers. For students, provide the highest number (not FTE) of students enrolled in the school for each month. Then provide the number of students leaving each month. Students who are suspended must be counted as enrolled. Students who have left for any reason (including expulsion) must be counted as having left. Provide the attrition rate for each month.

In the “Total” column, provide the total number of students enrolled for the school year, the total number of students who left, and an annual attrition rate.

For teachers, provide the highest number (not FTE) of teachers employed by the school for each month of the school year. A “teacher” is defined as any classroom or subject area teacher in grades K-12. This includes all special area teachers such as librarians/school media specialists, technology teachers, ESL, etc. It does not include such titles as teacher assistants, teacher aides, student teachers or junior participants, interns, guidance counselors, school social workers or school psychologists. Next, provide the number of teachers who left the school’s employ each month. Do not count teachers who may have taken a leave of absence, unless their employment with the school was also terminated. Finally, provide the monthly attrition rate.

In the “Total” column, provide the total number of teachers employed for the school year, the total number of teachers who left the school’s employ, and an annual attrition rate.

If you have any questions, please call the Office of Public School Choice Programs at 518-474-1762.

Manhattan Charter School  
2006-7 NYSED Annual Report

**Charter School Student Attrition Rates  
2006-07**

<b>Grade</b>	<b>Enrollment</b>	<b>July</b>	<b>Aug.</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Total</b>
<b>Kdg.</b>	# Enrolled	39	39	38	39	40	40	39	40	40	40	40	40	40
	#Leaving	0	0	2	0	0	1	0	0	0	0	0	0	3
	% Attrition	0	0	5%	0	0	2.5%	0	0	0	0	0	0	7.5%
<b>1<sup>st</sup></b>	# Enrolled	52	52	53	54	53	53	52	52	51	49	49	49	53
	#Leaving	0	0	0	1	0	1	0	1	2	0	0	0	5
	% Attrition	0	0	0	1.9%	0	1.9%	0	1.9%	3.9%	0	0	0	5.6%
<b>2<sup>nd</sup></b>	# Enrolled	27	27	27	27	27	27	27	27	27	27	27	26	27
	#Leaving	0	0	1	0	0	0	0	0	0	0	1	0	2
	% Attrition	0	0	307%	0	0	0	0	0	0	0	3.7%	0	7.4%
<b>3<sup>rd</sup></b>	# Enrolled													
	#Leaving													
	% Attrition													
<b>4<sup>th</sup></b>	# Enrolled													
	#Leaving													
	% Attrition													
<b>5<sup>th</sup></b>	# Enrolled													
	#Leaving													
	% Attrition													
<b>6<sup>th</sup></b>	# Enrolled													
	#Leaving													
	% Attrition													

<b>Grade</b>	<b>Enrollment</b>	<b>July</b>	<b>Aug.</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Total</b>
<b>7th</b>	# Enrolled													
	#Leaving													
	% Attrition													
<b>8th</b>	# Enrolled													
	#Leaving													
	% Attrition													
<b>9th</b>	# Enrolled													
	#Leaving													
	% Attrition													
<b>10th</b>	# Enrolled													
	#Leaving													
	% Attrition													
<b>11th</b>	# Enrolled													
	#Leaving													
	% Attrition													
<b>12th</b>	# Enrolled													
	#Leaving													
	% Attrition													

Manhattan Charter School  
2006-7 NYSED Annual Report

**Charter School Teacher Attrition Rates  
2006-07**

<b>Grade</b>	<b>Teachers</b>	<b>July</b>	<b>Aug.</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Total</b>
<b>Kdg.</b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0%
<b>1<sup>st</sup></b>	# Employed	3	3	3	3	3	3	3	3	3	3	3	3	3
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	3	3
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	100%	100%
<b>2<sup>nd</sup></b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	2	2
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	100%	100%
<b>Music</b>	# Employed	1	1	1	1	1	2	1	1	1	1	1	1	2
	#Leaving	0	0	0	0	0	1	0	0	0	0	0	0	1
	% Attrition	0	0	0	0	0	50%	0	0	0	0	0	0	50%
<b>3<sup>rd</sup></b>	# Employed													
	#Leaving													
	% Attrition													
<b>4<sup>th</sup></b>	# Employed													
	#Leaving													
	% Attrition													
<b>5<sup>th</sup></b>	# Employed													
	#Leaving													
	% Attrition													
<b>6<sup>th</sup></b>	# Employed													
	#Leaving													
	% Attrition													



Manhattan Charter School  
2006-7 NYSED Annual Report

*Statement of Assurances*

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Diane Conniff  
Print Name, Head of Charter School

\_\_\_\_\_  
Signature and Date

\_\_\_\_\_  
Notary Public Signature and Seal

Diane Conniff  
Print Name, President, Board of Trustees

\_\_\_\_\_  
Signature and Date

\_\_\_\_\_  
Notary Public, Signature and Seal

**MANHATTAN CHARTER SCHOOL**

100 Attorney Street  
New York, NY 10002  
(212) 533-2740

July 31, 2007

By FedEx

Office of School Improvement  
Public School Choice  
462 EBA  
Albany, New York 12234

Attention: Mr. James C. Viola

By FedEx

Dr. Lisa Long  
New York State Education Department  
Room 400  
55 Hanson Place  
Brooklyn, New York 11217

By Fed Ex

Ms. Jeannemarie Hendershot  
Office of Portfolio Development  
NYC DOE  
52 Chambers Street, Room 405  
New York, NY 10007

Re: Manhattan Charter School: Charter School Annual Report of Fiscal Performance  
for the School Year Ended 6/30/07

Dear Mr. Viola, Ms. Long and Ms. Hendershot,

We enclosed Manhattan Charter School's Annual Report for the 2006-7 school year as follows: to Mr. Viola – the original and five (5) photocopies, to Ms. Long – one photocopy, and to Ms. Hendershot – two photocopies.

Note that we have included the Disclosure of Financial Interest by Charter School Trustee form we requested our Trustee, Mr. Ira Greenberg execute. We will transmit the signed version of his Disclosure upon our receipt in the same manner.

Mr. Viola, Ms. Long and Ms. Hendershot  
July 31, 2007  
page 2

If you have any questions, please do not hesitate to contact me at 917.686.9416

Very truly yours,

Stephanie Mauterstock  
Business Director

Cc: Ms. Susan Miller Barker (FedEx - 3<sup>rd</sup> day, w/ enc.)  
Mr. William Colavito (by courier, w/ enc.)  
Ms. Diane Conniff (By hand, w/ enc.)  
Mr. Richard Conniff (FedEx, w/ enc.)  
Mr. Ira Greenberg (by courier, w/enc.)  
Bridget LaRosa Esq. (by courier, w/ enc.)  
Mr. Paul O'Neill (by courier w/ enc.)

Enclosures