

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

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2007 - 2008

Charter School Information and Cover Page

Name of Charter School - Manhattan Charter School

Address – 100 Attorney Street New York, NY 10002

Telephone 212 533 2743 Fax 212 533 2820

BEDS # 310100860873

District/CSD of Location – NYC District #1

Charter Entity – Chancellor / DOE

Head of School (Contact Person) Stephanie Mauterstock

E-mail address of contact person smauterstock@manhattancharterschool.org

President, Board of Trustees – Paul O’Neill

E-mail address and Phone Number of Board President - poneill@edisonschools.com – 212 533 2743

Other Student Assessment Data
2007-08

Name of Charter School: Manhattan Charter School

Name of Test: Terra Nova

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 (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
1	May 2008	44	0	0	0	44	NCE	50.84	
2	May 2008	45	0	0	0	45	NCE	57.36	
3	May 2008	19	0	0	0	19	NCE	46.21	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**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.”

**Other Student Assessment Data
2007-08**

Name of Charter School: Manhattan Charter School

Name of Test: Terra Nova

Subtest: Math

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 (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
1	May 2008	44	0	0	0	44	NCE	36.95	
2	May 2008	45	0	0	0	45	NCE	44.29	
3	May 2008	19	0	0	0	19	NCE	51.05	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**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.”

**Progress Toward Goals
2007-08**

Charter School Name: Manhattan Charter School

School Year: 2007-08

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<p>GOAL 1: (Measure 1) STUDENTS TAKING THE NYS ELA ASSESSMENT WILL EXCEED THE LEVEL OF PERFORMANCE SET BY THE BOARD OF REGENTS (ANNUAL MEASURABLE OBJECTIVE). - The school needed its Performance Indicator (PI) to exceed the AMO set by the state which was 133.</p>	<p>The school scored a perfect score of 200 in ELA.</p>	<p>Results of the NYS ELA Assessment were used to calculate the PI calculation. $(2+3+4) + (3+4) =$ PI.</p>	<p>YES</p>	
<p>GOAL 1: (Measure 2) STUDENTS TAKING THE NYS MATH ASSESSMENT WILL EXCEED THE LEVEL OF PERFORMANCE SET BY THE BOARD OF REGENTS (ANNUAL MEASURABLE OBJECTIVE). - The school needed its Performance Indicator (PI) to exceed the AMO set by the state which was 102.</p>	<p>The school scored a perfect score of 200 in MATH.</p>	<p>Results of the NYS MATH Assessment were used to calculate the PI calculation. $(2+3+4) + (3+4) =$ PI.</p>	<p>YES</p>	
<p>GOAL 2: (Measure 3) STUDENTS TAKING THE NYS ELA ASSESSMENT WILL EXCEED THE LEVEL OF PERFORMANCE OF</p>	<p>The school scored a perfect proficiency rate of 100%.</p>	<p>NYS ELA Assessment</p>	<p>YES</p>	

OTHER NYC STUDENTS FROM THE SAME GRADES. – The school needed to outperform the local district’s 3 rd grade ELA proficiency of 61.3%.				
GOAL 2: (Measure 4) STUDENTS TAKING THE NYS MATH ASSESSMENT WILL EXCEED THE LEVEL OF PERFORMANCE OF OTHER NYC STUDENTS FROM THE SAME GRADES. – The school needed to outperform the local district’s 3 rd grade MATH proficiency of 87.1%.	The school scored a perfect proficiency rate of 100%.	NYS MATH Assessment	YES	
GOAL 3: (Measure 5) STUDENTS IN AT LEAST THEIR SECOND YEAR AND TAKING THE NYS ELA ASSESSMENT WILL EXCEED A GROUP PERFORMANCE RATE OF 75%.	The school scored a perfect proficiency rate of 100%.	NYS ELA ASSESSMENT	YES	
GOAL 3: (Measure 6) STUDENTS IN AT LEAST THEIR SECOND YEAR AND TAKING THE NYS MATH ASSESSMENT WILL EXCEED A GROUP PERFORMANCE RATE OF 75%.	The school scored a perfect proficiency rate of 100%.	NYS MATH ASSESSMENT	YES	
GOAL 4: (Measure 7) STUDENTS TESTED IN TWO CONSECUTIVE VALUE-ADDED ASSESSMENTS (TERRA NOVA) WILL IMPROVE THEIR NCE	Averages for these students trended downward slightly.	2007 and 2008 Terra Nova Spring Administration Reading and Math NCE comparisons.	NO	MCS is committed to continually improving student achievement and has already put in place a remediation plan for the 2008-9 School Year: (Please see specific

PERFORMANCE FROM THE PREVIOUS ADMINISTRATION.				ACTION PLAN in the narrative to follow)
GOAL 5: (Measure 8) STUDENTS WILL MEET OR EXCEED ACADEMIC STANDARDS SET FORTH IN ITS CURRICULUM	Students at MCS were proficient in mastering the NYS learning standards.	MCS's curriculum is aligned to state standards. Therefore, MCS's 100% passing rate on both NYS Assessments administered is evidence that NYS Standards were met.	YES	
GOAL 6: (Measure 9) STUDENTS WILL MEET OR EXCEED MUSIC STANDARDS SET FORTH IN ITS CURRICULUM	Students at MCS were proficient in mastering national music learning standards, which are more rigorous than, yet encompass, the state music standards.	Students at MCS spend nearly three times as much time in music class as students at other schools, based on research. This time allows for the rigorous national standards to effectively be met.	YES	

Additional Information required by NYDOE

This section allows the school to narrate how successes were realized, followed by an action plan for measures that were not met. As shown in the first three goals above, MCS's 3rd students had a successful school year with regard to their first ever NYS assessment. With absolute (75%) proficiency as the flagship measure among many other important measures, the school is proud to see the efforts of its students and faculty pay such remarkable dividends. This success cannot be attributed to one sole factor. Rather, it is the result of numerous action steps taken throughout the term of the charter but most notably, taken in 2007-08 to improve instruction, overall climate, and communication. MCS would like to articulate below, what it feels are contributing factors towards success on its three main goals.

- MCS changed its organizational structure from that of an Executive Director to a Co-leader model. This change allowed the Principal to be the school's true academic leader. The Principal is able to work directly with both the staff and the Board of Trustees and clearly communicate student achievement as the primary goal.
- MCS has a Principal with the experience to perform an immediate academic needs assessment upon hire. This took place during the summer of 2007, and successfully led to

programmatic adjustments in our two NYS tested subjects, Math and ELA, as well as in Science.

- MCS hired Math, Reading and Writing consultants to work with the teaching faculty to better align instruction to standards, and to train the staff on effective use of data to differentiate instruction.

These were not pinpointed structural and programmatic adjustments to get MCS through an important year. Rather, these were necessary, albeit profound in some cases, adjustments to make MCS an instructionally stronger school for many charter periods to come. MCS's 2007-8 New York State assessment scores are a testament to the strength of the adjustments.

Action Plan for Improvement in Value-Added Assessments

- MCS leadership has replaced the 1st Grade teaching staff for the 2008-9 school year with experienced 1st Grade teachers with a proven record of success.
- MCS leadership will provide additional support to the 2nd Grade. While traditionally MCS has had two classes per grade, MCS will open three 2nd Grade classes next year. MCS believes that the smaller class size and additional professional development for teachers on remediating students most at risk of failing to meet state standards will provide the resources necessary to impact student outcomes. MCS has also hired an additional Education Assistant to support the 2nd Grade.

MCS has been focused on student mastery of state standards as evidenced by the efforts undertaken during the 2007-8 school year to ensure curriculum is aligned to state standards. That effort is reflected in the results of MCS's first cohort of students to take the state assessment. However, MCS recognizes that its charter requires student performance data on other value added assessments. As such, MCS will place a greater emphasis on, and invest resources needed to attain high student outcomes on the Terranova.

**Charter School Student Attrition Rates
2007-08**

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	1	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	1	10	2
Number of students leaving for more restrictive special education setting	0	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	14	12	8
Number leaving for other reasons (undetermined)	0	0	1
Total number of students leaving.	15	23	11
Highest Number Enrolled <i>(July 1 – June 30)</i>	177	125	62
Total Percent Attrition	8.47%	18.4%	17.7%

**Charter School Teacher Attrition Rates
2007-08**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	8	7	3
Number of Special Area Teachers	1	2	1
Total Number of Teachers	9	9	4
Total Number of Teachers Leaving	1	7	2
Total Percent Attrition	11%	78%	50%

**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 6/30/08**

Charter School Code:

8	4	M	3	2	0						
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Charter School Name: Manhattan Charter School	
Contact Person: Stephanie Mauterstock	Phone: 212-533-2743

REVENUES

A. STATE SOURCES	<u>\$89,078.60</u>
B. FEDERAL SOURCES	<u>\$202,707.65</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>\$1,713,734.79</u>
2. STATE AID-PUPILS WITH DISABILITIES	<u>\$0.00</u>
3. FED. AID-PUPILS WITH DISABILITIES	<u>\$14,156.00</u>
4. OTHER REV FROM PUB SCH DISTRICTS	<u>\$0.00</u>
D. ALL OTHER REVENUES	<u>\$24,631.35</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>\$2,044,308.39</u></u>
S. ENROLLMENT	<u>155.469</u>
T. EXPENDITURES PER PUPIL	<u>\$11,750.89</u> (R/S)

EXPENDITURES

	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	<u>\$148,419.51</u>	<u>\$112,785.62</u>	<u>\$261,205.13</u>
G. INSTRUCTIONAL SUPERVISION	<u>\$143,848.96</u>	<u>\$260,555.81</u>	<u>\$404,404.77</u>
H. ALL OTHER INSTRUCTION	<u>\$672,074.36</u>	<u>\$16,106.00</u>	<u>\$688,180.36</u>
I. PUPIL SERVICES	<u>\$85,023.09</u>	<u>\$104,165.14</u>	<u>\$189,188.23</u>
J. PUPILS WITH DISABILITIES	<u>\$0.00</u>	<u>\$23,875.00</u>	<u>\$23,875.00</u>
K. TRANSPORTATION	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
L. COMMUNITY SERVICE	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
M. OPERATION & MAINTENANCE	<u>\$0.00</u>	<u>\$64,832.42</u>	<u>\$64,832.42</u>
N. EMPLOYEE BENEFITS			<u>\$152,881.89</u>
O. DEBT SERVICE			<u>\$264.42</u>
P. SCHOOL LUNCH			<u>\$2,418.63</u>
Q. CAPITAL EXPENSE			<u>\$39,647.77</u>
R. GRAND TOTAL EXPENDITURES			<u><u>\$1,826,898.61</u></u>

**COMPLETED FORM MUST BE RETURNED
 NO LATER THAN AUGUST 1, 2008**

**Signature: _____
 Chief School Officer**

Date: _____

