

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
2008 - 2009

Charter School Information and Cover Page

Name of Charter School: Manhattan Charter School

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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

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Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. For those years in which assessments were not administered in grades 3 and 5 – 7, please leave those cells blank. Longitudinal data are being requested back through the 2005-06 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided. Complete a separate chart for each subtest. This should also be used to report portfolio assessment data. Please provide:

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment(s) was/were given;
5. the number of students enrolled in the grade on the date the assessment(s) was/were given;
6. the number of students who were absent on the date that the assessment(s) were administered;
7. the number of students who were exempted from such assessment(s) per their IEP;
8. the number of students who were exempted from such assessment(s) as a result of their ELL/LEP status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Other Student Assessment Data
2006-07

Name of Charter School: Manhattan Charter School

Name of Test: Terra Nova Complete Battery 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 **
K	6/18/07	40	0	0	0	40	NCE	70.0%	
1	5/14/07	49	0	0	0	48	NCE	57.0%	
1	6/18/07	49	0	0	0	1	NCE	51.0%	
2	5/14/07	26	0	0	0	26	NCE	47.0%	

Other Student Assessment Data
2005-06

Name of Charter School: Manhattan Charter School

Name of Test: Terra Nova Complete Battery 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 **
K	6/21/06	35	0	0	0	35	NCE	50.2%	
1	6/20/06	22	0	0	0	22	NCE	48.9%	

Other Student Assessment Data
2006-07

Name of Charter School: Manhattan Charter School

Name of Test: Terra Nova Complete Battery 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	Qualitative Level and Percent Attaining*	Other **
K	6/18/2007	40	0	0	0	40	NCE	59.0%	
1	5/14/2007	49	1	0	0	48	NCE	54.0%	
1	6/18/2007	49	0	0	0	1	NCE	18.0%	
2	5/14/07	26	0	0	0	26	NCE	55.0%	

Other Student Assessment Data
2005-06

Name of Charter School: Manhattan Charter School

Name of Test: Terra Nova Complete Battery 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	Qualitative Level and Percent Attaining*	Other **
K	6/21/06	35	0	0	0	35	NCE	53.2%	
1	6/20/06	22	0	0	0	22	NCE	43.0%	

Progress Toward Goal Attainment

Using the table provided below, state each goal as listed in your approved charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. These measures must also be the same as those listed in your approved charter. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it.

Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

Progress toward Goals 2008-09

Charter School Name: Manhattan Charter School
School Year: 2009

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
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.	MCS student in the tested grades- 3 rd and 4 th Grade- exceeded the NYS AMO. See Goal 1, 2, 3 Narrative below.	Results of the NYS ELA Assessment were used to calculate the PI , with the PI calculation being the following: $(2+3+4) + (3+4) =$ PI.	YES	
GOAL 1: (Measure 2) STUDENTS TAKING	MCS student in the tested	Results of the NYS MATH	YES	

<p>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>grades- 3rd and 4th Grade- exceeded the NYS AMO. See Goal 1, 2, 3 Narrative below.</p>	<p>Assessment were used to calculate the PI , with the PI calculation being the following: $(2+3+4) + (3+4) =$ PI.</p>		
<p>GOAL 2: (Measure 3) STUDENTS TAKING THE NYS ELA ASSESSMENT WILL EXCEED THE LEVEL OF PERFORMANCE OF OTHER NYC STUDENTS FROM THE SAME GRADES. – The school needed to outperform the local district’s 3rd grade ELA proficiency of 70.5% and 4th grade 69.5%.</p>	<p>MCS 3rd Graders scored 90% and 4th Graders scored 94% proficient on the ELA exam. See Goal 1, 2, 3 Narrative below.</p>	<p>NYS ELA Assessment</p>	<p>YES</p>	
<p>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 3rd grade Math proficiency of 92% and 4th grade proficiency of 83%.</p>	<p>MCS 3rd Graders scored 97% and 4th Graders scored 100% proficient on the ELA exam. See Goal 1, 2, 3 Narrative below.</p>	<p>NYS MATH Assessment</p>	<p>YES</p>	

<p>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%.</p>	<p>The school wide ELA assessment proficiency rate was 91%. See Goal 1, 2, 3 Narrative below.</p>	<p>NYS ELA ASSESSMENT</p>	<p>YES</p>	
<p>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%.</p>	<p>The school wide Math assessment proficiency rate was 98%. See Goal 1, 2, 3 Narrative below.</p>	<p>NYS MATH ASSESSMENT</p>	<p>YES</p>	
<p>GOAL 4: (Measure 7) STUDENTS TESTED IN TWO CONSECUTIVE VALUE-ADDED ASSESSMENTS (TERRA NOVA) WILL IMPROVE THEIR NCE PERFORMANCE FROM THE PREVIOUS ADMINISTRATION.</p>	<p>The longitudinal Terra Nova data for MCS shows mixed results. On average, and with the exception of the spring kindergarten to spring first grade results, cohorts of students are maintaining grade level, or staying within a 3-7 NCE point range from the prior year.</p>	<p>2007 and 2008 Terra Nova Spring Administration Reading and Math NCE comparisons.</p>	<p>PARTIALLY</p>	<p>See Goal 4 Narrative below.</p>
<p>GOAL 5: (Measure 8) STUDENTS WILL MEET OR EXCEED ACADEMIC STANDARDS SET</p>	<p>Students at MCS were proficient in mastering the NYS learning</p>	<p>MCS's curriculum is aligned to state standards. Therefore, MCS's</p>	<p>YES</p>	

<p>FORTH IN ITS CURRICULUM</p>	<p>standards. See Goal 5 Narrative below.</p>	<p>passing rate on both NYS Assessments administered is evidence that NYS Standards were met.</p>		
<p>GOAL 6: (Measure 9) STUDENTS WILL MEET OR EXCEED MUSIC STANDARDS SET FORTH IN ITS CURRICULUM</p>	<p>Students at MCS were proficient in mastering national music learning standards, which are more rigorous than, yet encompass, the state music standards. See Goal 6 Narrative below.</p>	<p>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.</p>	<p>YES</p>	

GOAL 1, 2, 3 NARRATIVES

STUDENTS TAKING THE NYS ELA AND MATH ASSESSMENT WILL EXCEED THE LEVEL OF PERFORMANCE SET BY THE BOARD OF REGENTS (ANNUAL MEASURABLE OBJECTIVE)

STUDENTS TAKING THE NYS ELA AND MATH ASSESSMENT WILL EXCEED THE LEVEL OF PERFORMANCE OF OTHER NYC STUDENTS FROM THE SAME GRADES.

STUDENTS IN AT LEAST THEIR SECOND YEAR AND TAKING THE NYS ELA AND MATH ASSESSMENT WILL EXCEED A GROUP PERFORMANCE RATE OF 75%.

The No Child Left Behind Act (NCLB), currently the federal elementary and secondary education law, requires that public schools enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's ELA exam have scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO)¹ is the PI value that signifies tested students in the aggregate are making satisfactory progress towards the goal that all students will be proficient in the State's ELA and Math performance standard by 2013–14. If the school's PI equals or exceeds the NYS AMO in that area, then the school will have made adequate yearly progress (AYP).

The Performance Index is based on the following calculation:

$$\text{PI} = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the 2008 and 2009 ELA and Math examinations, not only continuously enrolled students.

¹ Under the state's NCLB accountability system, schools are evaluated to determine if they have made Annual Yearly Progress (AYP) based on factors in addition to having exceeded the AMO. To facilitate school reporting, the NYSED considers the aggregate AMO alone as an absolute measure of performance in ELA and math, aside from the state's system which incorporates the other factors. The state's analysis is presented in its annual accountability report in which it indicates if the school is in *good-standing* by virtue of having made AYP.

MCS 2009 NYS Test Results	Actual Result Observed/Level of Attainment				Measure Used to Indicate Attainment	Desired Level of Attainment	Objective Met?
	Level 1	Level 2	Level 3	Level 4			
Group					PI (2+3+4) + (3+4)	NYS AMO	AYP Met
MCS Grade 3 ELA		10%	82%	8%	190	144	YES
MCS Grade 3 Math		3%	82%	15%	197	119	YES
MCS Grade 4 ELA		6%	94%		194	144	YES
MCS Grade 4 Math			59%	41%	200	119	YES

MCS 2008 NYS Test Results	Actual Result Observed/Level of Attainment				Measure Used to Indicate Attainment	Desired Level of Attainment	Objective Met?
	Level 1	Level 2	Level 3	Level 4			
Group					PI (2+3+4) + (3+4)	NYS AMO	AYP Met
MCS Grade 3 ELA			74%	26%	200	133	YES
MCS Grade 3 Math			37%	63%	200	102	YES

As shown in the tables above, MCS's 3rd graders and 4th graders significantly exceeded NYS AMO goals for ELA and Math and the goal of absolute 75% proficiency as set in the charter.

Additionally, the school outperformed the local district's 3rd grade ELA proficiency of 70.5% and 4th grade ELA proficiency of 69.5% and the local district's 3rd grade Math proficiency of 92% and 4th grade Math proficiency of 83%.

GOAL 4 NARRATIVE

STUDENTS TESTED IN TWO CONSECUTIVE VALUE-ADDED ASSESSMENTS (TERRA NOVA) WILL IMPROVE THEIR NCE PERFORMANCE FROM THE PREVIOUS ADMINISTRATION.

During the development of the School's charter, MCS selected the Terra Nova as its nationally-normed standardized test. The Terra Nova has been administered in the spring to all students at all grade levels since MCS opened. Every student who took the test in two consecutive years is considered to be part of a 'cohort' student for the purposes of this goal. The tables included as part of the "Other Student Assessment" present Terra Nova Reading results for the National Curve Equivalent score (NCE) for all students tested.

The longitudinal Terra Nova data for MCS shows mixed results. On average, and with the exception of the spring kindergarten to spring first grade results, cohorts of students are maintaining grade level, or staying within a 3-7 NCE point range from the prior year. However, MCS's charter goal states that students will demonstrate growth based on cohort average. This would mean that the average NCE score for a cohort of MCS students would increase each year, or that the cohort would gain with regard to grade level from year to year in comparison to their peers across the nation. While the average NCE gain per grade of those tested did not meet our goal for Terra Nova, all cohort scores were in the average Terra Nova NCE range.

MCS understands that administering a value-added assessment is part of its charter accountability plan developed in 2005 and that it is important to collect objective data about student achievement in kindergarten, first and second grade (grade levels where the NYS standardized assessment is not administered). However, during the past four years, MCS has developed concerns about the predictive validity and value of using the Terra Nova as a value-added assessment, the most notable concern being that there does not seem to be a correlation between performance on the Terra Nova and the NYS standardized assessment.

GOAL 5 NARRATIVE

STUDENTS WILL MEET OR EXCEED ACADEMIC STANDARDS SET FORTH IN ITS CURRICULUM

Manhattan Charter School has been working since opening in Fall 2005 to ensure all students are served by its curriculum, and since the 2007-08 school year, the school has expended significant time, effort, and financial resources to ensure that subjects taught are clearly aligned with NYS standards where applicable. This effort was undertaken by leadership, board members, teaching staff, and outside experts in the fields of instruction, assessment, and curriculum selection. This comprehensive alignment was an important exercise for MCS and served to remind, redirect, and reorganize MCS's curricula with respect to the standards students will need to master at each grade level and in order to perform well on NYS standardized assessments. As part of the alignment process, and a result of participating in a federal Teacher Incentive Fund grant with a consortium of ten other NYC charter schools called Partnership for Innovation in Compensation for Charter Schools (PICCS), MCS teachers have been trained to use an electronic curriculum management system, called TechPaths, to write and store curriculum, create standards driven assessments, and track individual student mastery of all NYS standards. MCS has developed a database in Microsoft Access where teachers store data based on a clearly-defined rubric. Assessment data is input six times a year by each teacher as a formalized way to track standards and student mastery of each standard. This database was used to create student report cards four times a year.

Since MCS's accountability plan's fifth goal is to exceed the school standards set forth in its curriculum, and its curriculum is aligned to the NYS standards, then it stands to reason that an accurate pass/fail on this goal can be determined by analyzing NYS test performance. There is no other more objective and clear method to assess mastery of standards than looking directly at the perfect test score performance of the school's 2007-2008 New York State tested group, the third graders, and the 2008-2009 combined third and fourth graders scores on the ELA and Math of 91% and 98% respectively. MCS is confident that the work done to align its curricula to the NYS standards will enable MCS students to continue to be successful in future years with ELA and Math, the fourth grade Science assessment, and the fifth grade Social Studies assessment in 2009-10.

GOAL 6 NARRATIVE

STUDENTS WILL MEET OR EXCEED MUSIC STANDARDS SET FORTH IN ITS CURRICULUM

In the current climate created by NCLB that has many schools singularly focused on ELA and Math and test prep, MCS remains committed to its charter and providing a music education program to its students every school day. Considering the school's performance on both NYS tests, this proves that schools can still achieve excellent results in the core subjects without abandoning the Arts. In fact, research suggests that music study can enhance and reinforce mathematical skills and critical thinking.

Although New York State has four learning standards that pertain to the Arts in general (including music, art, dance, and theatre), MCS chooses to follow the much more rigorous national set of standards, which easily encompasses the NYS standards. In addition to teaching to a much more rigorous set of standards using the national standards, the school also recognizes that the young students of MCS receive more than twice as much music education as similar age students in traditional public schools. This added time in class is critical for many reasons. First, it allows the music teachers time to deliver the robust music program so it meets the high expectations set forth in the charter. Next, it enables the students to be exposed to musical concepts and specifically the playing of instruments at far earlier ages than are traditionally found. For example, MCS kindergarteners and first graders play Orff instruments and second, third and fourth graders play the recorder, while most other schools rarely introduce students to playing instruments until middle elementary school. Over the last three months, the MCS music team designed a new program of specialized instruction such as a New Orleans Brass Band, and a Chorus for third, fourth and fifth grade based on student interest, ability and academic good standing.

MCS believes that daily music instruction is a tremendous outlet and communication tool for students whose day is otherwise oriented around the usual core subjects. Students attending daily music are able to develop and use different skills that do not necessarily shine through in Math or Language Arts classes.

Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2005-06 through 2008-09). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided to not return in 2009-10) at the end of the 2008-09 school year, your teacher attrition rate would be 30 percent.

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

**Charter School Student Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	0	0	1	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	13	1	10	2
Number of students leaving for more restrictive special education setting	0	0	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	0	14	12	8
Number leaving for other reasons (undetermined)	0	0	0	1
Total number of students leaving.	13	15	23	11
Highest Number Enrolled (July 1 – June 30)	204	177	125	62
Total Percent Attrition	6.4%	8.4%	18.4%	17.7%

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	9	8	7	3
Number of Special Area Teachers	3	1	2	1
Total Number of Teachers	12	9	9	4
Total Number of Teachers Leaving	1	1	7	2
Total Percent Attrition	8%	11%	78%	50%

Section III

**EXPLANATION OF REVENUES AND EXPENDITURES TO BE REPORTED ON THE
CHARTER SCHOOL ANNUAL REPORT OF FISCAL PERFORMANCE FOR THE
SCHOOL YEAR ENDED JUNE 30, 2009**

I. REVENUES

- A. STATE SOURCES:** Report here any state funded grants or other apportionments paid directly to the charter school by the State of New York.
- B. FEDERAL SOURCES:** Report here any federally funded grants or other apportionments paid directly to the charter school by the Federal government or by the State of New York.
- C. PUBLIC SCHOOL DISTRICTS (TOTAL):** Report in entries C1 through C4 all revenues received from public school districts.
- 1. BASIC OPERATING REVENUES:** Report here any basic operating revenues received from a public school district representing payments received by the charter school from the public school district based on the product of the public school district's adjusted expense per pupil and the current year enrollment in the charter school of the public school district's resident pupils attending the charter school, or based on any reduced amounts per pupil payable to the charter school by public school districts as specified in the charter pursuant to an agreement between the charter school and the chartering entity.
 - 2. STATE AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for state aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.
 - 3. FEDERAL AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for federal aid attributable to a student with a disability enrolled in the charter school.
 - 4. OTHER REVENUE FROM PUBLIC SCHOOL DISTRICTS:** Report here any other revenues that represent payments received from public school districts other than those revenues reported in 1, 2 or 3 above.
- D. ALL OTHER REVENUES:** Report here any additional revenues received by the charter school from sources other than those identified above.
- E. TOTAL REVENUES FROM ALL SOURCES:** The sum of all revenues reported in entries A, B, C and D above.

II. EXPENDITURES

F. GENERAL ADMINISTRATION:

SALARIES FOR GENERAL ADMINISTRATION: Report here salaries and wages paid by the charter school for the services and employment of general administrative staff during the period from July 1, 2008 through June 30, 2009. General administrative staff include staff with the following titles: the chief school officer of the charter school, the treasurer, the finance or business officer, the purchasing agent, the employee personnel officer, the records management officer and the public information and services officer, if any, plus any assistants or clerical staff assigned to these staff members or to their related administrative functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR GENERAL ADMINISTRATION: Report here any other expenditures incurred by the charter school for general administrative services and functions including office supplies and materials, equipment, communications expenses or other contractual administrative services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR GENERAL ADMINISTRATION: The sum of all general administration salaries and other general administration expenditures. Employee benefit costs or expenditures should not be reported here.

G. INSTRUCTIONAL SUPERVISION:

SALARIES FOR INSTRUCTIONAL SUPERVISION: Report here salaries and wages paid by the charter school for the services and employment of supervisory staff for instructional programs from July 1, 2008 through June 30, 2009. Such staff are those assigned responsibility for the direct administration and management of the instructional programs and services of the charter school including the direct supervision on instructional staff. Such supervisory staff may include the building or school principal, the director for curriculum development and supervision, the director of instructional research, planning and evaluation, and the director for instructional staff development and in-service training, if any, plus any assistants or clerical staff assigned to these staff members or to their related supervisory functions for instruction. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTIONAL SUPERVISION: Report here any other expenditures incurred by the charter school for direct supervision of instructional programs and services including office supplies and materials, equipment, communications expenses or other contractual instructional supervision services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR INSTRUCTIONAL SUPERVISION: The sum of all instructional supervision salaries and other instructional supervision expenditures. Employee benefit costs or expenditures should not be reported here.

H. ALL OTHER INSTRUCTION:

SALARIES FOR ALL OTHER INSTRUCTION: Report here salaries and wages paid by the charter school for the services and employment of instructional staff in regular education programs from July 1, 2008 through June 30, 2009. Such staff are those assigned responsibility for instruction of pupils in the charter school. Such instructional staff may include teachers of regular education courses and programs, school library and audiovisual staff and instructional technology staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related instructional functions. Do not include salaries or wages paid to special education staff. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTION: Report here any other expenditures incurred by the charter school for instruction of pupils including office supplies and materials, equipment, communications expenses or other contractual instructional services purchased by the charter school. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR ALL OTHER INSTRUCTION: The sum of salaries for all other instruction and other expenditures for instruction. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

I. PUPIL SERVICES:

SALARIES FOR PUPIL SERVICES: Report here salaries and wages paid by the charter school for the services and employment of pupil personnel services staff from July 1, 2008 through June 30, 2009. Such pupil personnel services staff may include an attendance officer, guidance counselors, pupil health service providers, pupil psychological service providers, pupil social work service providers, a director of co-curricular activities, or a director of interscholastic athletics, if any, plus any assistants or clerical staff assigned to these staff members or to their related pupil personnel service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR PUPIL SERVICES: Report here any other expenditures incurred by the charter school for pupil personnel services including office supplies and materials, equipment, communications expenses or other contractual pupil personnel services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR PUPIL SERVICES: The sum of salaries for pupil personnel services and other expenditures for pupil personnel services. Employee benefit costs or expenditures should not be reported here.

J. PUPILS WITH DISABILITIES:

SALARIES FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here salaries and wages paid by the charter school for the services and employment of special education program staff from July 1, 2008 through June 30, 2009. Such special education program staff may include special education teachers, teacher assistants, teacher aides or other instructional staff providing special education programs or services for pupils with disabilities as specified in an individualized education plan prescribed by a committee on special education, plus any assistants or clerical staff assigned to these staff members or to their related special education functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here any other expenditures incurred by the charter school for special education programs or services for pupils with disabilities as specified in an individualized education plan created by a committee on special education including office supplies and materials, equipment, communications expenses or other contractual services for special education purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: The sum of salaries for special education programs or services for pupils with disabilities and other expenditures for special education programs or services for pupils with disabilities. Employee benefit costs or expenditures should not be reported here.

K. TRANSPORTATION:

SALARIES FOR TRANSPORTATION: Report here salaries and wages paid by the charter school for pupil transportation services from July 1, 2008 through June 30, 2009. Such pupil transportation staff may include a director of pupil transportation services, school bus drivers and school bus monitors or aides, if any, plus any clerical staff assigned to these staff members or to their related pupil transportation functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR TRANSPORTATION: Report here any other expenditures incurred by the charter school for pupil transportation services including office supplies and materials, equipment, communications expenses or other contractual services for pupil transportation purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR TRANSPORTATION: The sum of salaries for transportation and other expenditures for transportation. Employee benefit costs or expenditures should not be reported here.

L. COMMUNITY SERVICE:

SALARIES FOR COMMUNITY SERVICE: Report here salaries and wages paid by the charter school for community services from July 1, 2008 through June 30, 2009. Such staff may include a director of a community recreation program, a director of youth programs and staff providing other civic services under the auspices of the charter school, if any, plus any clerical staff assigned to these staff members or to their related community service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR COMMUNITY SERVICE: Report here any other expenditures incurred by the charter school for community services including office supplies and materials, equipment, communications expenses or other contractual services for community service functions purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR COMMUNITY SERVICE: The sum of salaries for community services and other expenditures for community services. Employee benefit costs or expenditures should not be reported here.

M. OPERATION AND MAINTENANCE:

SALARIES FOR OPERATION AND MAINTENANCE: Report here salaries and wages paid by the charter school for operation and maintenance services and programs required to maintain safe, secure and healthy facilities and learning environments for the charter school staff and students from July 1, 2008 through June 30, 2009. Such staff may include a director of operation and maintenance, janitors, and cleaning staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related operation and maintenance functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR OPERATION AND MAINTENANCE: Report here any other expenditures incurred by the charter school for operation and maintenance services including supplies and materials, equipment, communications expenses or other contractual services for operation and maintenance purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR OPERATION AND MAINTENANCE: The sum of salaries for operation and maintenance and other expenditures for operation and maintenance. Employee benefit costs or expenditures should not be reported here.

N. EMPLOYEE BENEFITS: Report here expenditures representing the charter school's contributions as an employer to employee benefits including retirement systems or plans,

social security, workmen's compensation, life insurance, unemployment insurance, disability insurance, hospital, medical or dental insurance, union welfare benefits or any other such benefits provided to the employees of the charter school as a condition of employment.

- O. DEBT SERVICE:** Report here any expenditures incurred by the charter school during the reporting period for principal and interest payable on long term or short term obligations issued by the charter school.
- P. SCHOOL LUNCH:** Report here any expenditures incurred by the charter school in providing breakfast, milk or lunch to pupils attending the charter school.
- Q. CAPITAL EXPENSE:** Report here any expenditures incurred by the charter school during the reporting period for capital improvements and acquisitions that were financed from current revenues or reserves. Do not include such expenditures that were financed from proceeds received from the sale of obligations by the charter school.
- R. GRAND TOTAL EXPENDITURES:** The sum of all expenditures reported in entries F through Q.
- S. ENROLLMENT:** Report here the sum total of the full-time-equivalent enrollment of all students enrolled in grades kindergarten through twelve of the charter school for the 2008-09 school year.
- T. EXPENDITURES PER PUPIL:** Report here the quotient of the charter school's Grand Total Expenditures as reported in entry R divided by the charter school's Enrollment as reported in entry S. Round the quotient up to the next higher whole dollar.

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 6/30/09

Charter School Code:

3	1	0	1	0	0	8	6	0	8	7	3
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Charter School Name: Manhattan Charter School	
Contact Person: Stephanie Mauterstock	Phone: 212.533.2743

REVENUES

A. STATE SOURCES	<u>46,191</u>
B. FEDERAL SOURCES	<u>94,420</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>2,448,140</u>
2. STATE AID-PUPILS WITH DISABILITIES	<u> </u>
3. FED. AID-PUPILS WITH DISABILITIES	<u>23,243</u>
4. OTHER REV FROM PUB SCH DISTRICTS	<u> </u>
D. ALL OTHER REVENUES	<u>33,685</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>2,645,680</u></u>
S. ENROLLMENT	<u>196</u>
T. EXPENDITURES PER PUPIL	<u>10,762</u> (R/S)

EXPENDITURES

	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	<u>92,000</u>	<u>130,576</u>	<u>222,576</u>
G. INSTRUCTIONAL SUPERVISION	<u>217,865</u>	<u>226,139</u>	<u>444,004</u>
H. ALL OTHER INSTRUCTION	<u>840,736</u>	<u>116,043</u>	<u>865,092</u>
I. PUPIL SERVICES	<u>127,793</u>	<u>56,525</u>	<u>243,835</u>
J. PUPILS WITH DISABILITIES	<u> </u>	<u>2,609</u>	<u>56,525</u>
K. TRANSPORTATION	<u> </u>	<u> </u>	<u>2,609</u>
L. COMMUNITY SERVICE	<u> </u>	<u> </u>	<u> </u>
M. OPERATION & MAINTENANCE	<u> </u>	<u>10,987</u>	<u>10,987</u>
N. EMPLOYEE BENEFITS	<u> </u>	<u> </u>	<u>224,898</u>
O. DEBT SERVICE	<u> </u>	<u> </u>	<u> </u>
P. SCHOOL LUNCH	<u> </u>	<u> </u>	<u>2,177</u>
Q. CAPITAL EXPENSE	<u> </u>	<u> </u>	<u>35,838</u>
R. GRAND TOTAL EXPENDITURES	<u> </u>	<u> </u>	<u><u>2,108,539</u></u>

COMPLETED FORM MUST BE RETURNED
NO LATER THAN AUGUST 3, 2009

Signature: _____
Chief School Officer

Date: _____

