THE SUNY CHARTER SCHOOLS INSTITUTE

RENEWAL RECOMMENDATION REPORT
MANHATTAN CHARTER SCHOOL II

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INTRODUCTION & REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

- A SCHOOL'S APPLICATION FOR CHARTER RENEWAL
- INFORMATION GATHERED DURING THE CHARTER TERM
- ACADEMIC PERFORMANCE
- FISCAL SOUNDNESS
- LEGAL COMPLIANCE
- RENEWAL EVALUATION VISIT

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

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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REPORT FORMAT

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

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?

2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

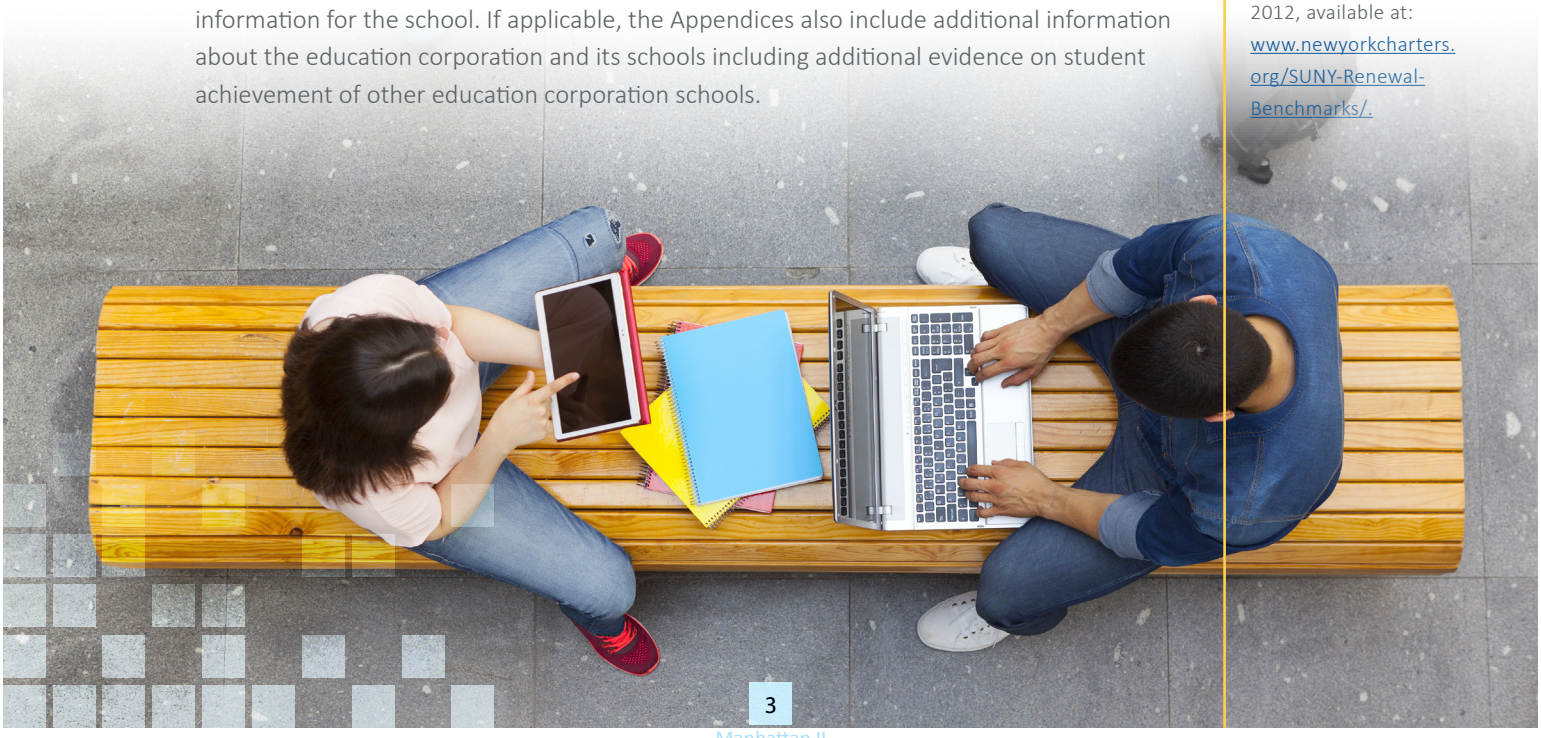
3. IS THE SCHOOL FISCALLY SOUND?

4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

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

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the "Act") are available on the Institute's website at: www.newyorkcharters.org/renewal.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.



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RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Manhattan Charter School II and renew Manhattan Charter Schools' authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 5th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 277 students.

The Institute further recommends that the SUNY Trustees renew for a full term of five years the charter of Manhattan Charter Schools, the New York not-for-profit charter school education corporation that operates two charter schools including Manhattan Charter School II.

To earn an ***Initial Full-Term Renewal***, a school must either:

- have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,[3] is generally effective; or,

- have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.[4]

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1. the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;

3. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

4. SUNY Renewal Policies (p. 12).

the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and, :2

given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.[5] :3

As part of the corporate charter renewal review process and as required by Education Law § 2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on these reviews and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

the education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules and regulations; :4

the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and, :5

approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act. :6

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Manhattan Charter School II ("Manhattan II") received its original charter on September 13, 2011 and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs") and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

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

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RENEWAL RECOMMENDATION

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY and the New York State Board of Regents (the "Board of Regents") finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

Manhattan II makes good faith efforts to meet its enrollment and retention targets.

Manhattan II uses the following strategies to meet its targets:

- holding tours and information sessions at the school, as well as in local nursery schools and community organizations to inform the families of prospective students and community members about its program;
- posting flyers around the community school district ("CSD") and maintaining contact with community organizations;
- translating all promotional materials and providing interpreters for person-to-person interactions requiring translation services;
- setting a lottery preference for students who indicate on their application that they primarily speak a language other than English at home; and,
- evaluating the efficacy of recruitment efforts by documenting the source of applications received to determine the most effective recruitment sources.

For additional information on the school's enrollment and retention target progress, see Appendix A.

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CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

As of the date of this report, the Institute has received no district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

MANHATTAN CHARTER SCHOOL II

BACKGROUND

The SUNY Trustees approved the original charter for Manhattan II on June 15, 2011. The school opened its doors in the fall of 2012 initially serving 96 students in Kindergarten and 1st grade. The school is co-located in a New York City Department of Education ("NYCDOE") building at 220 Henry Street, New York, NY in CSD 1. The building also houses two district schools, Orchard Collegiate Academy, a high school, and University Neighborhood Middle School. The school is authorized to serve 274 students in Kindergarten through 5th grade during the 2016-17 school year and plans to continue to serve students in Kindergarten through 5th grade, with a projected total enrollment of 277 students during the renewal term. The current charter term expires on July 31, 2017. A subsequent charter term would enable the school to operate through July 31, 2022.

The SUNY Trustees approved the merger of Manhattan II with Manhattan Charter School ("Manhattan"), originally authorized by the New York City Schools Chancellor ("NYC Chancellor"), on February 25, 2016, with Manhattan II being the surviving corporation. The merger was effective July 1, 2016, and the not-for-profit education corporation was re-named "Manhattan Charter Schools" (the "network"). The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools or merger with one or more education corporations.

The mission of Manhattan II is:

> *"Manhattan Charter School will teach our students how to learn, and love doing it; how to cultivate their curious minds, for the rest of their lives; and how to develop a solid foundation on which to base wise choices and build meaningful lives.*
>
> *MCS has a dual focus of offering a rigorous, standards-based core subject education while also providing education in arts, including music for every child every day.*

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EXECUTIVE SUMMARY

Manhattan II is an academic success. The school organization has established a clear relationship with the network, and teachers receive support to improve teaching and learning from both network and school-based leaders. Leaders are thoughtful in the implementation of the school's curriculum, including adjustments throughout the charter term that have resulted in significant student growth on both the state English language arts ("ELA") and mathematics assessments.

The school has established clear systems and effectively supports ELLs and disabled students with Individualized Education Programs ("IEPs").

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

The Institute recommends that the SUNY Trustees grant Manhattan II an Initial Full-Term Renewal.

NOTEWORTHY

Manhattan II is deeply committed to deepening students' knowledge of the arts and language development. The school provides both French and visual arts instruction twice weekly in addition to daily music instruction.

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ACADEMIC PERFORMANCE

IS THE SCHOOL AN ACADEMIC SUCCESS?

Manhattan II is an academic success. During the charter term, the school has come close to meeting its Accountability Plan goal in ELA and met its goal in mathematics. Leaders provide sustained coaching and support for teachers, and the school's assessment systems allow for teachers to utilize data to inform instruction.

At the beginning of the Accountability Period,[6] the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"[7] and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"[8] for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

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

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

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

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Manhattan II did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Manhattan II relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of Manhattan II's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Manhattan II's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and No Child Left Behind Act (NCLB) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

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ACADEMIC PERFORMANCE

SUNY RENEWAL BENCHMARK 1A

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

Having met or exceeded its targets for three of four measures in 2015-16, after falling short in the previous year, Manhattan II came close to meeting its key Accountability Plan goal in ELA. The school met its mathematics goal. The school also met its science and NCLB goals.

Manhattan II came close to meeting its ELA goal during its initial charter term. In 2014-15, the school did not meet its goal with 27% of the school's 3rd graders enrolled in at least their second year scoring at or above proficiency. That year, the local district's 3rd graders outperformed the school by 11 percentage points. The school came close to meeting its comparative effect size measure by performing higher than expected to a small degree compared to schools with similar concentrations of economically disadvantaged students statewide. The following year, the school increased its absolute performance by 16 percentage points, nearly matching the district proficiency rate of 44%. Concomitant with the increase in absolute performance, the school posted strong results on its growth measure, exceeding the target of the state median of 50 by nine percentile points. The school met its comparative effect size measure in 2015-16, performing higher than expected to a meaningful degree in comparison to schools across the state with similar populations of students who are economically disadvantaged.

Manhattan II met its mathematics Accountability Plan goal during 2014-15 and 2015-16, the first two years the school enrolled students in testing grades. With 50% of its students scoring at or above proficiency in 2014-15, the school outperformed CSD 1 by two percentage points. In 2015-16, the school continued to outperform the district and increased its absolute performance when it posted a 52% proficiency rate. The school also met its growth measure during 2015-16 when it posted a mean growth percentile seven percentile points above the target. In 2014-15 and 2015-16, Manhattan II performed higher than expected to a large degree in comparison to schools across the state that enrolled similar percentages of economically disadvantaged students.

Manhattan II first administered the New York State science exam in 2015-16. The school's 4th graders outperformed the local district by 4 percentage points and exceeded the absolute performance benchmark of 75 by 17 percentage points.

The school met its NCLB goal and remains in good standing under the state's accountability system.

Academic outcome data about the performance of students receiving special education services and ELLs appears below, although not tied to separate goals in the school's formal Accountability Plan.

		2013-14	2014-15	2015-16
Enrollment (N) Receiving Mandated Academic Services		(23)	(29)	(48)
RESULTS	Tested on State Exams (N)	(N/A)	(7)	(14)
	Percent Proficient on ELA Exam	N/A	28.6	21.4
	Percent Proficient Statewide	5.0	5.8	7.9

		2013-14	2014-15	2015-16
ELL Enrollment (N)		(12)	(16)	(19)
RESULTS	Tested on NYSESLAT* Exam (N)	(12)	(14)	(19)
	Percent 'Commanding' or Making Progress† on NYSESLAT	25.0	0.0	21.1

* New York State English as a Second Language Achievement Test, a standardized state exam.
† Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

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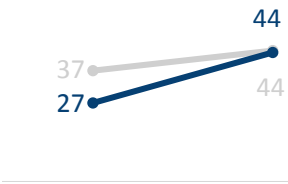
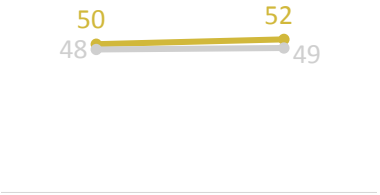
ACADEMIC PERFORMANCE

MANHATTAN CHARTER SCHOOL II

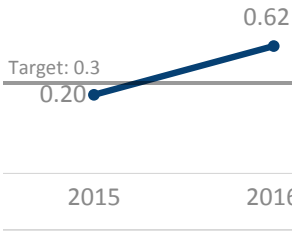
REQUIRED MEASURE DESCRIPTION	ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL	MATHEMATICS ACCOUNTABILITY PLAN GOAL

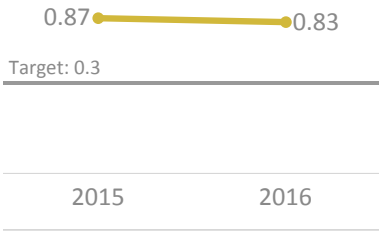
Comparative Measure: District Comparison. Each year, the percentage of students at Manhattan II in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in CSD 1.



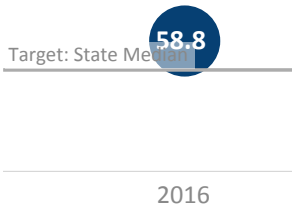


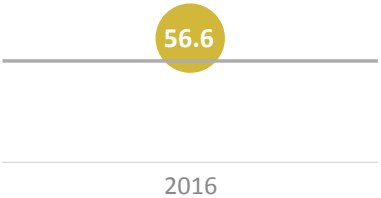
Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.





Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.





SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.

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SUNY RENEWAL BENCHMARK 1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Manhattan II has an assessment system that improves student learning. The school systematically analyzes student performance throughout the year and monitors student growth annually. Throughout the charter term, school leaders were deliberate in building teachers' capacity to conduct analyses of student performance data to identify student needs and adjust instruction appropriately.

- Manhattan II is thoughtful about how the assessments it administers align with the school's curriculum and state standards. For instance, the school discontinued the use of Achievement Network exams following the 2015-16 school year after recognizing diminished returns on the information the assessments provided about students' literacy knowledge and skills. Instead, the network develops its own interim assessments based on the state standards and the curricular materials currently in place. In addition to its interim assessments, the school uses the Stanford 10 series assessment at the end of the school year to monitor individual student growth and the Fountas and Pinnell ("F&P") test three times per year to gauge students' reading levels. Manhattan II also administers the Stanford 10 to newly enrolled students early in the year and uses the resulting data to group students by ability level to provide targeted instruction.

- Teachers rely on rubrics aligned to curricular materials to score student assignments. Teachers trade papers within grade levels and discuss student assignments and responses to ensure that expectations for student work products are appropriately normed.

- Teachers are systematic in their approach to using data and developing strategies to support students' achievement from multiple data sources. Earlier in the charter term, Manhattan II gained information from assessment data by employing both standards and item analyses to interim assessments. The instructional coach, school leader and the part-time literacy consultant analyzed these data along with teachers, thereby ensuring their access to raw data and the information resulting from its analysis. Now that the school has built teachers' capacity to conduct standards and item analyses, teachers and instructional leaders employ these methods on data generated by other assessments (e.g., the network's internally created benchmark exams).

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ACADEMIC PERFORMANCE

- Teachers use assessment data to ensure that instruction addresses the individual needs of students. Teachers use interim assessments to form initial ability-based groups and use formative assessments and classroom assignments to make adjustments. Teachers use these assessments to analyze students who struggle with content and skills. Teachers identify these students and initiate the response to intervention ("RtI") process as a result.

- School leaders hold teachers accountable for students' academic experience insofar as they set clear expectations for lesson planning and student engagement in learning activities. Teachers are also eligible to earn a performance bonus each year based on the results of the Stanford 10 assessments for teachers of Kindergarten through 2nd grade and the state's ELA and mathematics assessments for teachers of students in 3rd through 5th grade. However, instructional leaders do not set clear expectations for teachers' performance on measures of academic outcomes, nor do leaders set clear expectations for student growth.

- Manhattan II communicates with families about student academic progress through quarterly reports. The school distributes progress reports to families at the end of the first quarter and report cards at the conclusion of each subsequent quarter. During each quarter, the school schedules parent teacher conference nights. School leaders encourage teachers to contact parents on a regular basis, though school leaders do not clearly define expectations about the frequency and content of teacher communications.

SUNY RENEWAL BENCHMARK 1C

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Manhattan II's curriculum supports teachers' instructional planning. Thoughtful adjustments to curricula during the charter term have resulted in demonstrable student growth on outcome measures.

- Manhattan II purposefully implements commercially available curricular materials that provide a fixed underlying structure and align to state standards. Pleased with the increased student achievement after a 4th grade pilot, Manhattan II gradually transitioned from Everyday Math to the JUMP Math curriculum across all grade levels. The school uses EngageNY (in Kindergarten through 3rd grade) and Expeditionary Learning (in 4th

and 5th grades) scope and sequence documents to guide the overall implementation of the school's ELA program. The school also piloted a reading buddy program in 2015-16 that pairs students who are struggling with reading with another student or adult to model effective reading practices and build fluency. Strong growth in reading proficiency for students in the program led to the full scale implementation of the program during the 2016-17 school year. Manhattan II uses the Write Steps program to guide writing instruction and Wilson's Fundations to support phonics instruction in Kindergarten through 2nd grade.

- Each curriculum provides teachers and leaders with the supporting tools to know what to teach and when to teach it throughout the school year. As grade teams, teachers review the curricular materials with the instructional coach to plan units of instruction. Teachers are responsible for adapting the lesson plans provided with the curricular materials to meet the specific needs of their students. Teachers submit lesson plans to the instructional coach and school principal and receive actionable recommendations that strengthen instruction.

- Manhattan II uses F&P results and data generated by interim assessments to gauge the effectiveness of its curricula. Teachers provide input based on their observations and formative assessments about how to improve the effectiveness of the curriculum at the end of each school year. Teachers also have time during co-planning periods and weekly grade team meetings to plan instruction and make mid-course adjustments to the curriculum; that is, to circle back and re-teach topics that assessment data indicate need further attention.

- True to its key design elements, Manhattan II has a rich program in the arts, particularly in music. Manhattan II students attend classes in art and French twice per week. Additionally, all students attend daily music class, during which they learn to read and write music, play instruments, take vocal lessons, and learn musical traditions from diverse cultures and historical periods. Students regularly hold public performances and attend musical performances in different genres.

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ACADEMIC PERFORMANCE

SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Some elements of high quality instruction are evident in Manhattan II classrooms. Most teachers develop clear learning objectives and utilize checks for understanding. However, instruction at Manhattan II does not yet fully provide opportunities for in-depth analysis and synthesis of information and does not challenge students to develop critical thinking and problem solving skills. As shown in the chart below, during the renewal visit, Institute team members conducted 24 classroom observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE						
		K	1	2	3	4	5	Total
CONTENT AREA	ELA	4	1	2	4	1	1	13
	Math	1	1	1	1	2	1	7
	Science			1				1
	Soc Stu							
	Specials	1		1			1	3
	Total	6	2	5	5	3	3	24

- Most teachers deliver lessons with clear objectives (18 of 24 classrooms observed). In a few classes, teachers adeptly adjust lessons that effectively build from students' prior knowledge, give clear instructions and develop purposeful activities. However, in most classrooms, teachers rely heavily on lesson plan scripts with little adaptation to activities to meet students' needs.

- A majority of teachers effectively check for understanding (16 of 24 classrooms observed). Teachers generally circulate classrooms to monitor students' written work. In a notable example, one teacher called the entire class to the carpet to address errors trending in students' writing products. After addressing the error, the teacher circulated to monitor subsequent written work to ensure students implemented the directions. In other classes, teachers rarely make mid-course adjustments to instruction based on monitoring routines.

- Few teachers challenge students with questions and activities that develop depth of understanding and higher order thinking skills (6 of 24 classrooms observed). Most lessons are procedural and require students to engage in factual recall. Questioning routines do not provide opportunities for students to deeply analyze and synthesize information or engage in rich peer-to-peer discussions. For example, when many students in a science class incorrectly predicted the outcome of an experiment, the teacher did not engage them in a discussion about the basis of such predictions or why the outcome differed from their predictions. Instead, the teacher merely required students to write down their predictions and what they observed before moving on with the lesson.

- Some classrooms establish and maintain a classroom environment with a consistent focus on academic achievement (10 of 24 classrooms observed). Although the school implements a school-wide social emotional approach to manage student behavior, many of the verbal and nonverbal cues are not yet effective. Teachers do not consistently give consequences for student actions such as opting out of work or chatting with a neighbor. In some classes, teachers do not give clear instructions, and this leads to students disengaging and requiring redirection. However, a few teachers manage distractions and keep students engaged and on task by setting clear expectations for learning and behavior.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

SUNY RENEWAL BENCHMARK 1E

Manhattan II has a strong instructional leadership team that supports the development of its teaching staff. The school clearly delineates responsibilities, and all teachers and instructional leaders receive sustained coaching. However, professional development activities do not yet fully develop the competencies of all teachers to meet the full range of student needs.

- Manhattan II's principal, instructional coach, and Manhattan Charter Schools' chief academic officer ("CAO") comprise the school's instructional leadership team. School leaders have identified implementing social emotional strategies targeting student behavior, building content knowledge in mathematics, and increasing student stamina as priorities for the school year and have set clear expectations for teachers regarding these priorities. However, leaders did not develop measurable performance related goals until late in the first quarter.

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ACADEMIC PERFORMANCE

- The instructional leadership supports the development of the teaching staff. The current principal is new to the role and receives frequent coaching from the CAO, who is also the principal of Manhattan I. The CAO and principal of Manhattan II conduct weekly walkthroughs to norm classroom expectations and instructional standards. The principal implements similar norming practices with the Manhattan II instructional coach, sitting in on coaching sessions and providing feedback to ensure alignment in leaders' expectations of teacher performance.

- School leaders at Manhattan II informally observe each classroom weekly. Based on observations, leaders provide actionable feedback during their coaching session the following day and follow up with additional observations later in the same week. School leaders expect to resume monthly formal observations, following the rollout of an online observation system. Leaders do not yet have a process for setting long-term goals or monitoring teachers' progress toward meeting goals.

- Instructional leaders provide teachers with adequate time to plan curriculum and instruction during daily grade level common prep periods. Teachers utilize daily lesson plans from commercial curricula and meet daily to tailor the lessons to their students' needs. Arts instructors use scope and sequence documents as well as previous years' lesson plans to adjust materials appropriately. Although instructional leaders often attend grade team meetings to provide support, lessons do not engage students deeply in the material, and teachers do not effectively adjust instruction to meet students' needs.

- Although professional development activities relate to classroom practices, they do not fully develop the competencies and skills of all teachers to meet the full range of student needs. The school has a sustained professional development program in which teachers alternate between network-wide and school-wide professional development sessions during weekly meetings. Additionally, teachers often attend external professional development based on their interests or on leaders' recommendations. However, at the time of the renewal visit, no sessions covered strategies for general education teachers to support ELLs in the classroom. Further, several teachers were unable to articulate procedures of the school's RtI program, a plan to provide support to students that gradually increases in intensity based on the student's need.

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- Manhattan II uses performance based incentives to establish a culture of high expectations for student and teacher performance. All teachers receive a calendar year end bonus based on the school's performance on state assessments during the previous academic year. Returning teachers' bonuses also consider the assessment performance of their particular students. School leaders do not conduct formal evaluations of teachers to assess and discuss their strengths and weaknesses. Rather, school leaders rely on weekly observations and coaching sessions to monitor teachers' progress. Leaders hold meetings with teachers at the conclusion of the school year to discuss teachers' overall performance, strategies they found most effective, and other comments or suggestions pertaining to instructional practices.

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

SUNY RENEWAL BENCHMARK 1F

Manhattan II addresses the educational needs of ELLs and students with disabilities. The school's students with disabilities outperformed the statewide average by 13.5%. However, the school's interventions do not effectively support the needs of students who struggle academically.

- The school has clear and consistent procedures to identify ELLs, students with disabilities, and students struggling academically. At the point of enrollment, Manhattan II requires students and families to complete the Home Language Identification Survey and, if necessary, administers the New York State Identification Test for English Language Learners ("NYSITELL") to identify students requiring English language acquisition services. Instructional leaders and classroom teachers monitor student work products and formative assessments to identify students who struggle academically during the school year. Based on this monitoring, instructional leaders identify students for referral to the Committee on Special Education ("CSE").

- Although teachers and instructional leaders monitor students' work to identify those who struggle, teachers are not able to articulate the criteria or method for determining supports for students. The school's special education coordinator offers teachers a list of strategies to use in the classroom and confers with teachers about the effectiveness

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ACADEMIC PERFORMANCE

of selected interventions. However, at the time of the renewal visit, the school did not provide teachers with sufficient training on the RtI program including the criteria for moving students through interventions. Classroom teachers must, therefore, determine the intensity of interventions based on their own observations and limited understanding of the school's RtI program. As a result, selected interventions do not consistently target or adequately support student's individual needs.

- In the absence of clearly defined goals for student achievement, the Institute did not clearly find that the school systematically evaluates the effectiveness of its interventions among the entire group of students receiving them. Teachers and instructional leaders monitor the progress of individual students who struggle to meet academic expectations. The special education teacher effectively monitors the progress of students with disabilities towards meeting their IEP goals and discusses this progress with classroom teachers. The school administers the New York State English as a Second Language Achievement Test ("NYSESLAT") annually to assess ELLs' English proficiency and adjust interventions as appropriate.

- Classroom teachers are aware of the IEP goals for the students with disabilities in their classes. They are also aware of the level of need and progress of ELLs toward meeting their goals. Teachers report not having received training on the school's RtI program and at the time of the visit had questions about how to support students who continuously struggle appropriately.

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ORGANIZATIONAL PERFORMANCE

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Manhattan II is an effective and viable organization that remains faithful to its mission. The school and network have an effective organizational structure in place to support the school's educational program. The board provides rigorous oversight of the school's academic program and fiscal health.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Manhattan II is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The school implements all but one of its key design elements included in its charter. Specifically, Manhattan II does not effectively implement a three-tier response to intervention model.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

Parent Survey Data. The Institute compiled data from NYCDOE's 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. This year, 88% of families who received the survey responded. The majority of survey participants (93%) indicated very strong satisfaction with the Manhattan II program. The survey response rate is sufficiently high enough that it is useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The eight parents in attendance at the focus group indicated satisfaction with the school leadership and the frequent communication they receive. Parents appreciate the emails, phone calls, and newly implemented text messages from teachers and the principal. However, parents also expressed deep concerns with frequent teacher and leader turnover and its potential impact on their students' test scores.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 85% of Manhattan II's students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

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

DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

SUNY RENEWAL BENCHMARK 2C

The network supports Manhattan II in establishing the organizational capacity to deliver its educational program. The network and school's administrative structure enables instructional leaders to focus on academic planning and teacher development. The school has sufficient resources to support teachers and the academic program.

- Manhattan II has established an administrative structure with staff, operational systems, and procedures with distinct lines of accountability that allow the school to carry out its academic program. The organizational structure includes a CAO and director of operations at the network level and a principal, instructional coach, and operations coordinator at the school level. The school also shares a special education coordinator and two academic consultants with Manhattan I. Although the board created an executive director role in 2013-14, the position has been vacant since spring 2016.

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ORGANIZATIONAL PERFORMANCE

- Manhattan II has a clear student discipline system in place at the administrative level, though teachers do not yet implement it with fidelity. The school implements responsive classroom strategies, which target students' social and emotional development, to manage classroom behavior. For instance, classrooms have "chill out chairs" in which students can voluntarily go to sit, relax, and then re-join the class when they are ready or within two minutes, whichever comes first.

- To retain high quality staff and promote a culture of student achievement, Manhattan II offers performance based incentives to its staff. Teachers receive a year end bonus based on a combination of their students' academic performance on standardized assessments as well as the school-wide performance. Operations and administrative staff receive bonuses based on performance reviews and school-wide assessment performance. Despite these efforts, Manhattan II struggles to retain high quality staff. In addition to losing 30% of its 2015-16 teaching staff, three teachers resigned only one month into the current school year.

- The school allocates sufficient resources to support student achievement. The school employs two full time music teachers to meet its key design element focused on offering music class every day. The teacher's lounge has an extensive selection of children's books and professional literature. Every classroom has a SMART board and fully stocked bookshelves. Teachers also receive a monthly stipend of $50-75 dollars to spend on classroom supplies.

- Manhattan II maintains sufficient enrollment. The board recently revised its policy from backfilling in only Kindergarten and 1st grade to include Kindergarten to 3rd grade in an effort to fill more seats. While this change has enrolled more students in the backfilled grades, it is too soon to determine if the increased enrollment will sustain through 5th grade.

- The director of operations monitors the school's progress toward meeting enrollment and retention targets for students with disabilities, ELLs, and economically disadvantaged students. The operations team is deliberate and thoughtful in their efforts to recruit these students, including the use of newspaper advertisements translated to Spanish and Chinese as well as holding family events in community recreation centers. The team monitors the number of applications received after each event to evaluate its effectiveness and make changes during the following year.

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SUNY RENEWAL BENCHMARK 2D

DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The education corporation board holds itself and school leaders accountable for students' performance. The board has a single vision for the school's academic program. The board is reflective of the school's needs as well as its own needs and responds appropriately.

- Board members possess adequate skills to provide effective oversight and monitor school progress. Board members' areas of expertise include education, law, finance, and, given the school's focus on the arts, music. The board seeks to add additional members, preferably a community member, to provide further insight. The board has also partnered with a board training program to strengthen its capacity to oversee the school.

- The board experienced some level of turnover during the 2015-16 school year. Current board members share a single vision of high academic expectations and focused support for the school leaders.

- After continued disagreement regarding the direction of the school's academic program, the board dismissed two of its members during the 2015-16 school year. Board members are now satisfied with its current members, the single vision of academic expectations, and the refocused support of school leaders.

- The board requests and receives sufficient information to provide rigorous oversight of the school's program and finances. The board receives monthly data dashboards that detail the school's financial status, student enrollment, attendance, and assessment and classroom performance.

- Board members establish current priorities and take necessary steps to achieve its goals. Specifically, the board's priorities are to increase students' academic achievement, implement board training, and seek additional members with expertise in various areas in order to become more well rounded. The board also seeks to hire an executive director. However, after careful deliberation, the board determined they would have access to a more highly qualified applicant pool if they waited until the later in the school year.

- The board conducts annual evaluations of the CAO and the Manhattan II principal. Board members anticipate changing the leader evaluation rubric to align to the board training program's recommendations on goal setting and evaluation of key leaders.

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ORGANIZATIONAL PERFORMANCE

SUNY RENEWAL BENCHMARK 2E

DOES THE BOARD IMPLEMENT, MAINTAIN AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS AND PROCESSES?

The board materially and substantially implements, maintains and abides by adequate and appropriate policies, systems and processes and procedures to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board receives regular reports on academic and fiscal performance from the principal and executive director.
- During the fourth year of the charter term the board successfully oversaw the merging of two education corporations to provide for effective and efficient governance of two schools.
- The board utilizes legal counsel effectively.
- The board takes time to analyze its own makeup and ensure a stability of its members and areas of strength moving forward.
- The board developed during the charter term a working committee structure including executive, education, finance & audit, fundraising, facilities and board nominating committees.

SUNY RENEWAL BENCHMARK 2F

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

The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter.

- **Complaints.** The Institute received one complaint during the current charter term from a parent unhappy that his/her student had been sent home several times allegedly due to the student's teacher being absent. The parent was directed to the school's code of conduct as well as instructed on how to file a formal complaint. The Institute has received no formal complaints regarding the school.

- **Code of Ethics.** The education corporation's code of ethics needs to be updated to comply with provisions of the New York General Municipal Law. The Institute will also ensure this is updated prior to the start of a new charter term.

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FISCAL PERFORMANCE

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Manhattan Charter Schools is fiscally sound as is its school Manhattan II. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Manhattan II and the education corporation have demonstrated fiscal soundness over the majority of the charter term.[9]

Manhattan II has adequate financial resources to ensure stable operations. Effective July 1, 2016, Manhattan Charter School, which was a NYC Chancellor authorized charter, merged together with the SUNY authorized Manhattan II, which became the surviving entity. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it to be fiscally sound. Since the merger just recently took effect the fiscal dashboard reflects the financial condition over the charter term when the school was an independent entity.

The merger allows the schools to realize efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology and public relations. The financial model is intended to ensure that all fully enrolled schools are financially sustainable, operating the school's program solely through public funding.

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

SUNY RENEWAL BENCHMARK 3A

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

Manhattan II has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The executive director coordinates the development of annual and long-term budget preparation procedures with input from the school leadership staff and the board finance committee. With the executive director position vacant, the comptroller leads the budget development.

- The projected five-year renewal budget reflects flat enrollment, steady revenues and expenses with ample operating surpluses projected.

- The education corporation prepares a long-term budget which is updated on an annual basis.

- Manhattan II has co-located in NYCDOE facility space since opening in 2012. Manhattan II is not responsible for rent, utilities, custodial services, maintenance and school safety services on the facility.

- Effective July 1, 2016, the merger allows for operating efficiencies, increased purchasing power, and shared expenses with one other charter related by common management.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

SUNY RENEWAL BENCHMARK 3B

Manhattan II and Manhattan Charter Schools have a history of sound fiscal policies, procedures and practices and maintain appropriate internal controls.

- The Financial Policies and Procedures Manual is the guide for all internal controls and procedures at Manhattan II. The manual contains fiscal policies and procedures that undergo ongoing reviews.

- The Manhattan II audit reports have no findings of deficiencies. Each school submitted a separate audit as of June 30, 2016. The audit reports will reflect each school as a separate entity as it covers the period of time prior to the July 1, 2016, merger effective date.

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FISCAL PERFORMANCE

SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Manhattan II and Manhattan Charter Schools have complied with financial reporting requirements.

- The Institute, NYSED and NYCDOE have received required financial reports that are on time, complete and follow generally accepted accounting principles ("GAAP").
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- The individual education corporation and merged entity have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

SUNY RENEWAL BENCHMARK 3D

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Manhattan II and Manhattan Charter Schools have maintained adequate financial resources to ensure stable operations.

- The school opened in 2012 and the first three years of operations resulted in surpluses. Actual enrollment for the 2015-16 school year was at 87% of chartered enrollment.
- The individual school fiscal dashboard in Appendix D reflects fiscally strong.
- Individually and merged the two schools show fiscal health. Manhattan II had total net assets of $1,042,395 and 4.8 months of cash on hand to pay bills coming due shortly as reported in the June 30, 2016, audit report. Manhattan I had total net assets of $4,413,014 and 10 months of cash on hand, as of June 30, 2016.
- Manhattan Chareter Schools has established the required dissolution reserve fund for the school in the amount of $75,000.

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FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

Manhattan II is an academic success supported by an effective and viable organization. The education corporation is fiscally sound, and the board acts strategically to support the school in achieving its Accountability Plan goals. As such, the plans for a future charter term are reasonable, feasible and achievable.

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

Plans for the Educational Program. Manhattan II plans to implement the same core elements of its educational program that enabled the school to meet or come close to meeting its Accountability Plan goals in the initial charter term. These elements are likely to enable the school to meet or come close to meeting its goals in the next charter term.

Plans for Board Oversight & Governance. Board members express interest in continuing to serve Manhattan II in an additional charter term. The board may add more trustees in the future.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Manhattan Charter Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable.

The school intends to remain in the same NYCDOE co-located facility for the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	274	277
Grade Span	K - 5	K - 5
Teaching Staff	19	21
Days of Instruction	185	185

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

Manhattan
II

Ax

APPENDICES

PAGES Ax 1-28

SO A	PS B	DC C	FD D	EO E
SCHOOL OVERVIEW	PERFORMANCE SUMMARIES	DISTRICT COMMENTS	FISCAL DASHBOARD	ED CORP OVERVIEW
PAGE Ax 1	PAGE Ax 7	PAGE Ax 9	PAGE Ax 11	PAGE Ax 15

APPENDIX A: School Overview

BOARD OF TRUSTEES

CHAIR
Joy Elaine Daley

VICE CHAIR
Benjamin Breen

TREASURER
William Colavito

TRUSTEES
Jessica Aronin Leitner
Barbara Cuspard
Rishabh Dayal
Kathleen Cudahy
Valerie Levenberg

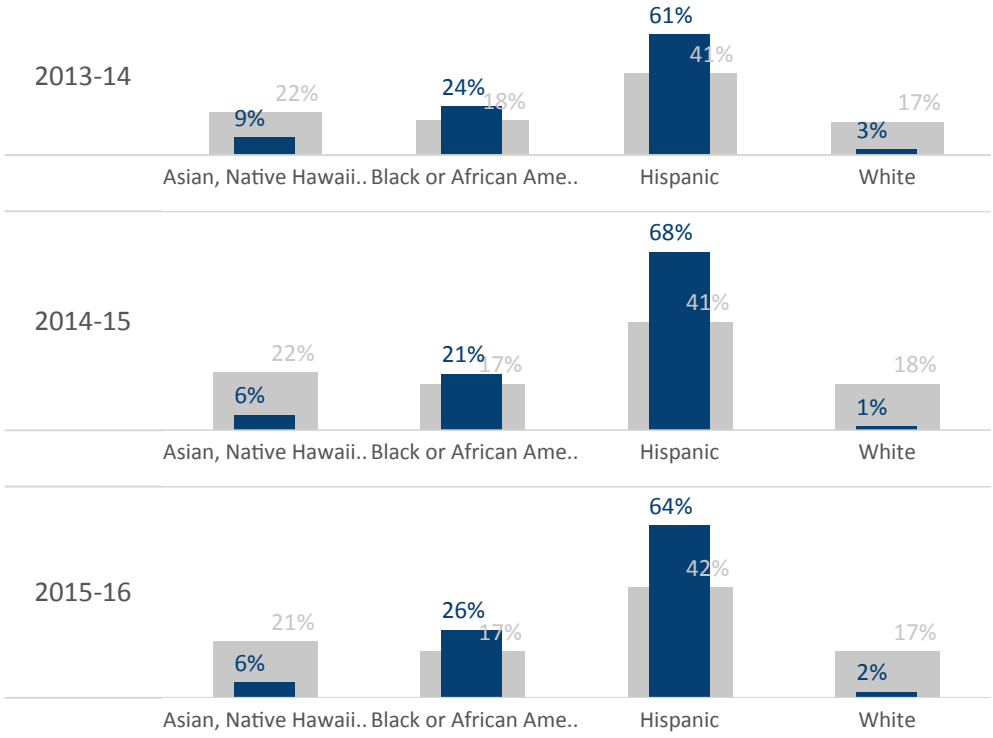
SCHOOL LEADERS

PRINCIPAL
Joanne Mejias (2012-13 to 2013-14)
Carissa Page (2014-15 to 2015-16)
Amy Salazar (2016-17 to Present)

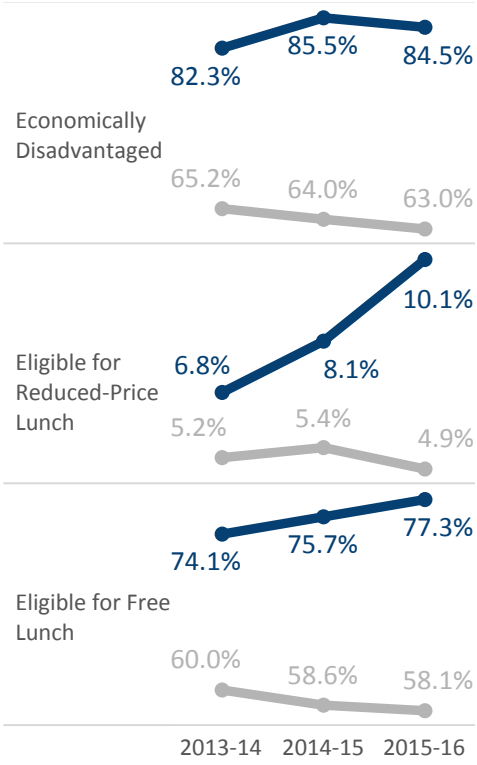
SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED	PROPOSED GRADES	ACTUAL GRADES
2012-13	96	95	99%	K-1	K-1
2013-14	144	139	97%	K-2	K-2
2014-15	190	175	92%	K-3	K-3
2015-16	233	203	87%	K-4	K-4
2016-17	274	235	86%	K-5	K-5

STUDENT DEMOGRAPHICS: RACE/ETHNICITY

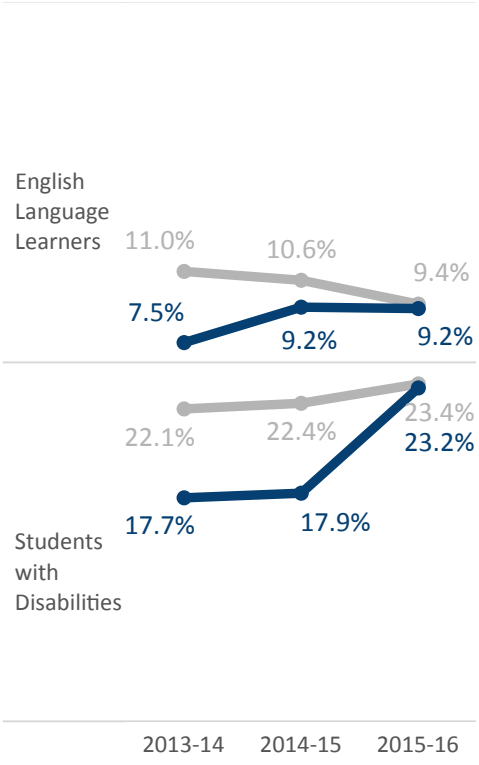


STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the district for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

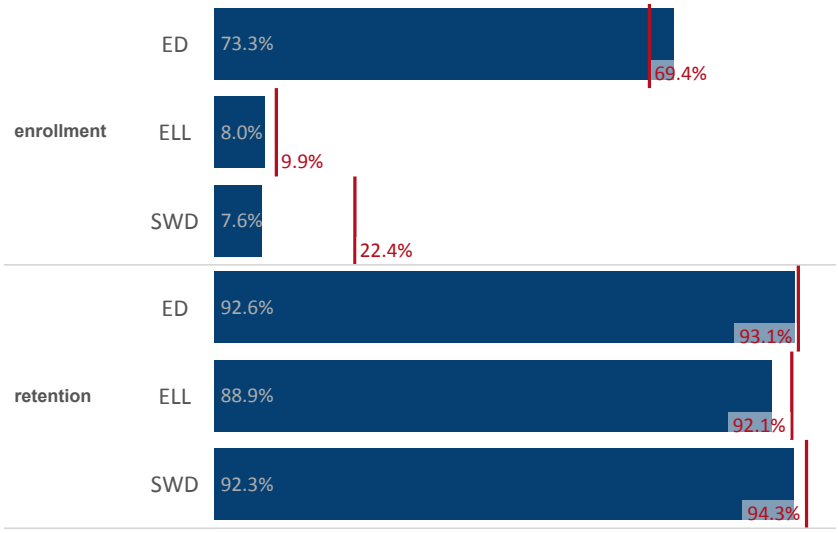
STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



The charts show trends in enrollment in the **school** and the district for each subgroup.

APPENDIX A: School Overview

ENROLLMENT AND RETENTION TARGETS

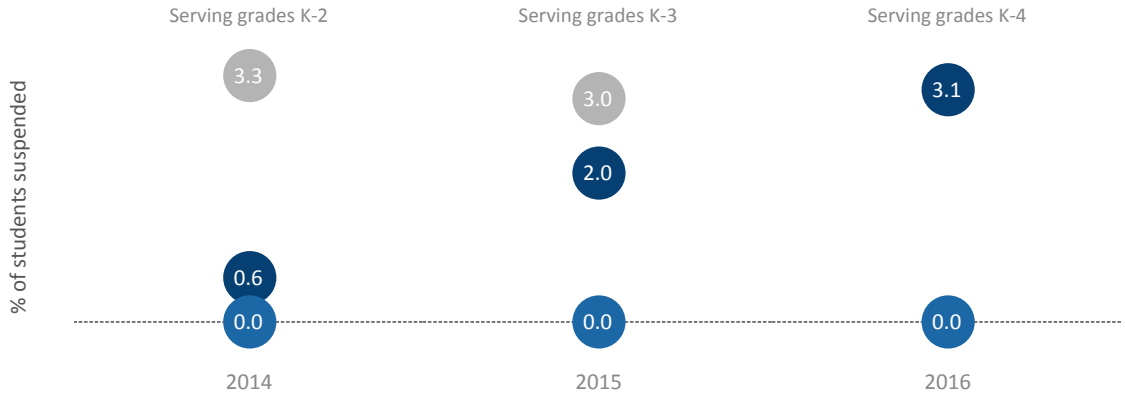


The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or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

PERSISTENCE IN ENROLLMENT

Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUSPENSIONS: MANHATTAN CHARTER SCHOOL II'S OUT OF SCHOOL SUSPENSION RATE, IN SCHOOL SUSPENSION RATE, AND THE DISTRICT OVERALL SUSPENSION RATE.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

EXPULSIONS: THE NUMBER OF STUDENTS EXPELLED FROM THE SCHOOL EACH YEAR

2013-14	2014-15	2015-16
0	0	0

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	COLLABORATIVE TEACHERS	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY COMMUNITY TIES
88%	97%	91%	94%

APPENDIX A: School Overview

TIMELINE OF CHARTER SCHOOL RENEWAL

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2012-13	First Year	May 2, 2013
2016-17	Initial Renewal	September 28-29, 2016

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 28-29, 2016	Jeff Wasbes	Executive Deputy Director for Accountability
	Chastity McFarlan, Ph.D.	School Evaluation Analyst

KEY DESIGN ELEMENTS

ELEMENT	EVIDENT?
Instruction in English language arts, mathematics, science, humanities, music, French, art, health, and physical education;	+
Extended day/extended year programs;	+
Implementation of a 3-tier response to intervention model;	-
Small school and staff size;	+
Focus on cultivating a rich instructional culture; and,	+
Co-leader organizational structure that allows the principal to focus solely on instruction.	+

SCHOOL PERFORMANCE SUMMARY: English Language Arts

Manhattan Charter School II

2013-14
Grades Served: K-2

ABSOLUTE MEASURES

1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.

Grades	All Students % (N)	2+ Years Students % (N)
3	()	()
4	()	()
5	()	()
6	()	()
7	()	()
8	()	()
All	()	()

MET

2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.

Grades	PLI	AMO

COMPARATIVE MEASURES

3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.

Comparison:

Grades	School	District

4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.

% ED	Actual	Predicted	Effect Size

GROWTH MEASURE

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.

Grades	School	State
4		
5		
6		
7		
8		
All		

2014-15
Grades Served: K-3

Grades	All Students % (N)	2+ Years Students % (N)
3	25.7 (35)	26.7 (30)
4	(0)	(0)
5	(0)	(0)
6	(0)	(0)
7	(0)	(0)
8	(0)	(0)
All	25.7 (35)	**26.7** (30)

MET: NO

Grades	PLI	AMO
3	**89**	97

MET: NO

Comparison: Manhattan District 1

Grades	School	District
3	**26.7**	**37.5**

MET: NO

% ED	Actual	Predicted	Effect Size
77.8	25.7	23.2	**0.20**

MET: NO

Grades	School	State
4		
5		
6		
7		
8		
All		

2015-16
Grades Served: K-4

Grades	All Students % (N)	2+ Years Students % (N)
3	35.1 (37)	36.1 (36)
4	53.8 (26)	53.8 (26)
5	(0)	(0)
6	(0)	(0)
7	(0)	(0)
8	(0)	(0)
All	42.9 (63)	**43.5** (62)

MET: NO

Grades	PI	AMO
3-4	**124**	104

MET: YES

Comparison: Manhattan District 1

Grades	School	District
3-4	**43.5**	**44.2**

MET: NO

% ED	Actual	Predicted	Effect Size
79.1	42.9	32.2	**0.62**

MET: YES

Grades	School	State
4	58.8	
5	0.0	
6	0.0	
7	0.0	
8	0.0	
All	**58.8**	**50.0**

MET: YES

SCHOOL PERFORMANCE SUMMARY: Mathematics

Manhattan Charter School II

	2013-14 Grades Served: K-2		MET	2014-15 Grades Served: K-3		MET	2015-16 Grades Served: K-4		MET
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	**Grades**	**All Students % (N)** / **2+ Years Students % (N)**		**Grades**	**All Students % (N)** / **2+ Years Students % (N)**		**Grades**	**All Students % (N)** / **2+ Years Students % (N)**	
	3	() / ()		**3**	48.6 (35) / 50.0 (30)		**3**	40.5 (37) / 41.7 (36)	
	4	() / ()		**4**	(0) / (0)		**4**	65.4 (26) / 65.4 (26)	
	5	() / ()		**5**	(0) / (0)		**5**	(0) / (0)	
	6	() / ()		**6**	(0) / (0)		**6**	(0) / (0)	
	7	() / ()		**7**	(0) / (0)		**7**	(0) / (0)	
	8	() / ()		**8**	(0) / (0)		**8**	(0) / (0)	
	All	() / ()		**All**	48.6 (35) / **50.0** (30)	NO	**All**	50.8 (63) / **51.6** (63)	NO
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	**Grades**	**PLI** / **AMO**		**Grades**	**PLI** / **AMO**		**Grades**	**PI** / **AMO**	
	3	**146** / 94	YES	3-4	**138** / 101	YES			
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison:			Comparison: Manhattan District 1			Comparison: Manhattan District 1		
	Grades	**School** / **District**		**Grades**	**School** / **District**		**Grades**	**School** / **District**	
	3	**50.0** / **48.2**	YES	3-4	**51.6** / **48.7**	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	**% ED**	**Actual** / **Predicted** / **Effect Size**		**% ED**	**Actual** / **Predicted** / **Effect Size**		**% ED**	**Actual** / **Predicted** / **Effect Size**	
	77.8	48.6 / 32.9 / **0.87**	YES	79.1	50.8 / 34.9 / **0.83**	YES			
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	**Grades**	**School** / **State**		**Grades**	**School** / **State**		**Grades**	**School** / **State**	
	4			**4**			**4**	56.6	
	5			**5**			**5**	0.0	
	6			**6**			**6**	0.0	
	7			**7**			**7**	0.0	
	8			**8**			**8**	0.0	
	All			**All**			**All**	**56.6** / **50.0**	YES

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

THE INSTITUTE RECEIVED TWO PUBLIC COMMENTS REGARDING THE RENEWAL OF MANHATTAN CHARTER SCHOOL II. THE ONLY COMMENTER AT THE NYCDOE HEARING STATED THAT THE SCHOOL HAS IMPROVED WITH A "TON OF SMALL CHANGES." THE SPEAKER RECOMMENDED RENEWAL. THE SECOND COMMENT WAS IN THE FORM OF A LETTER FROM COMMUNITY EDUCATION COUNCIL FOR CSD 1 (CEC 1"), WHICH SHARES A VARIETY OF CONCERNS. CEC 1 NOTES THAT STUDENTS WITH DISABILITIES HAVE REPORTEDLY BEEN WITHDRAWN FROM THE SCHOOL DUE TO INADEQUATE ACADEMIC SUPPORTS AND ARE FREQUENT TARGETS OF SUSPENSIONS AND EXPULSIONS. CEC 1 ALSO NOTES THAT TEACHER AND LEADERSHIP TURNOVER CONCERNS PARENTS AND THE COMMUNITY. FURTHERMORE, THE CEC HIGHLIGHTS THAT RECRUITMENT AND ENROLLMENT WAS A CONCERN AT THE JUNE 23, 2016 EDUCATION CORPORATION BOARD OF TRUSTEES MEETING. IN REGARDS TO PROCEDURAL ISSUES, CEC 1 NOTES THAT NYCDOE HEARINGS TOOK PLACE FAR AFTER THE ALLOTTED 30-DAY WINDOW AS WRITTEN INTO REGULATIONS, AND NO ONE POSTED THE RENEWAL APPLICATION FOR PUBLIC VIEWING.

APPENDIX D: Fiscal Dashboard

MANHATTAN CHARTER SCHOOL II

SCHOOL INFORMATION

BALANCE SHEET — **Opened 2012-13**

	2010-11	2011-12	2012-13	2013-14	2014-15
Assets					
Current Assets					
Cash and Cash Equivalents - **GRAPH 1**	-	-	259,319	696,161	1,001,216
Grants and Contracts Receivable	-	-	36,355	42,117	16,214
Accounts Receivable	-	-	31,792	-	-
Prepaid Expenses	-	-	8,641	32,039	56,581
Contributions and Other Receivables	-	-	2,069	-	-
Total Current Assets - GRAPH 1	-	-	338,176	770,317	1,074,011
Property, Building and Equipment, net	-	-	191,390	169,122	162,363
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	529,566	939,439	1,236,374
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	173,385	197,192	43,826
Accrued Payroll and Benefits	-	-	141,022	184,708	276,665
Deferred Revenue	-	-	-	-	4,533
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	7,629	163,514
Total Current Liabilities - GRAPH 1	-	-	314,407	389,529	488,538
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	314,407	389,529	488,538
Net Assets					
Unrestricted	-	-	215,159	549,910	747,836
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	215,159	549,910	747,836
Total Liabilities and Net Assets	-	-	529,566	939,439	1,236,374

ACTIVITIES

Operating Revenue					
Resident Student Enrollment	-	-	1,195,584	1,876,384	2,411,003
Students with Disabilities	-	-	78,060	110,820	185,680
Grants and Contracts					
State and local	-	-	95,140	31,839	14,428
Federal - Title and IDEA	-	-	46,810	64,087	71,405
Federal - Other	-	-	404,711	178,075	25,224
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	1,820,305	2,261,205	2,707,740
Expenses					
Regular Education	-	-	1,240,516	1,395,569	1,931,068
SPED	-	-	184,958	289,928	243,078
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	17,879	11,887	33,272
Total Program Services	-	-	1,443,353	1,697,384	2,207,418
Management and General	-	-	255,896	264,054	339,074
Fundraising	-	-	13,019	9,407	23,133
Total Expenses - GRAPHS 2, 3 & 4	-	-	1,712,268	1,970,845	2,569,625
Surplus / (Deficit) From School Operations	-	-	108,037	290,360	138,115
Support and Other Revenue					
Contributions	-	-	70,000	44,304	59,650
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	37,122	87	161
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	107,122	44,391	59,811
Total Unrestricted Revenue	-	-	1,927,427	2,305,596	2,767,551
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	1,927,427	2,305,596	2,767,551
Change in Net Assets	-	-	215,159	334,751	197,926
Net Assets - Beginning of Year - GRAPH 2	-	-	-	215,159	549,910
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	215,159	549,910	747,836

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	156,348	468,571	594,195
Instructional Personnel	-	-	935,808	890,098	1,198,429
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,092,156	1,358,669	1,792,624
Fringe Benefits & Payroll Taxes	-	-	114,742	183,925	288,425
Retirement	-	-	6,514	25,345	41,518
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	14,320	26,904	41,883
Professional Fees, Consultant & Purchased Services	-	-	204,434	117,432	130,390
Marketing / Recruitment	-	-	45,042	20,914	20,292
Student Supplies, Materials & Services	-	-	123,646	147,504	131,335
Depreciation	-	-	39,986	51,805	60,872
Other	-	-	71,428	38,347	62,286
Total Expenses	-	-	1,712,268	1,970,845	2,569,625

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	96	144	190
Revised Enroll	-	-	-	-	
Actual Enroll - **GRAPH 4**	-	-	95	139	175
Chartered Grades	-	-	K-1	K-2	K-3
Revised Grades	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	-	-	13,527	13,527	13,527
Increase over prior year	0.0%	0.0%	100.0%	0.0%	0.0%

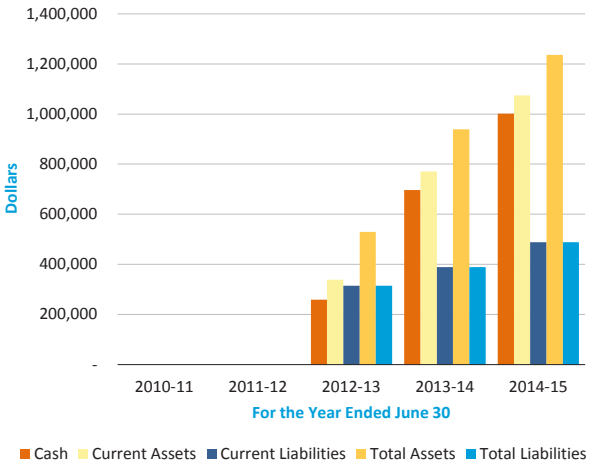
PER STUDENT BREAKDOWN

Revenue					
Operating	-	-	19,161	16,301	15,473
Other Revenue and Support	-	-	1,128	320	342
TOTAL - GRAPH 3	-	-	20,289	16,621	15,814
Expenses					
Program Services	-	-	15,193	12,237	12,614
Management and General, Fundraising	-	-	2,831	1,971	2,070
TOTAL - GRAPH 3	-	-	18,024	14,208	14,683
% of Program Services	0.0%	0.0%	84.3%	86.1%	85.9%
% of Management and Other	0.0%	0.0%	15.7%	13.9%	14.1%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	12.6%	17.0%	7.7%
Student to Faculty Ratio	-	-	9.5	9.2	8.3
Faculty to Admin Ratio	-	-	1.7	1.3	3.0
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	2.5	2.6	2.7
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7					
Net Working Capital	0	0	23,769	380,788	585,473
As % of Unrestricted Revenue	0.0%	0.0%	1.2%	16.5%	21.2%
Working Capital (Current) Ratio Score	0.0	0.0	1.1	2.0	2.2
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	HIGH	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Poor	Good	Good
Quick (Acid Test) Ratio					
Score	0.0	0.0	1.0	1.9	2.1
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Good	Good	Good
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.6	0.4	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	MEDIUM	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Good	Excellent	Excellent
Months of Cash - GRAPH 8					
Score	0.0	0.0	1.8	4.2	4.7
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	MEDIUM	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Good	Excellent	Excellent

APPENDIX D: Fiscal Dashboard

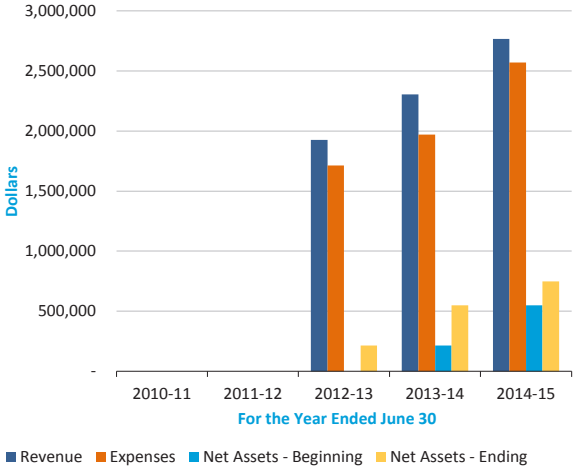
MANHATTAN CHARTER SCHOOL II

GRAPH 1 Cash, Assets and Liabilities



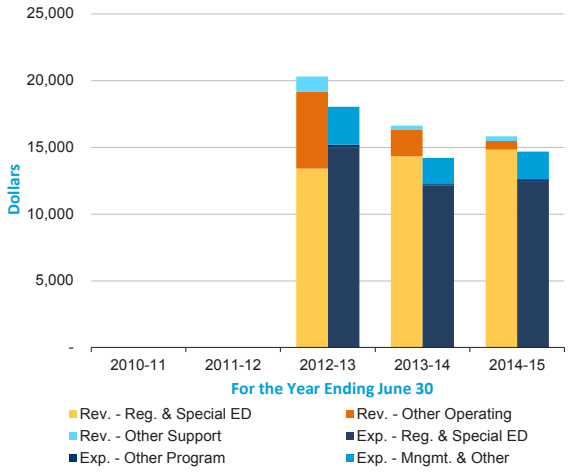
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2 Revenue, Expenses and Net Assets



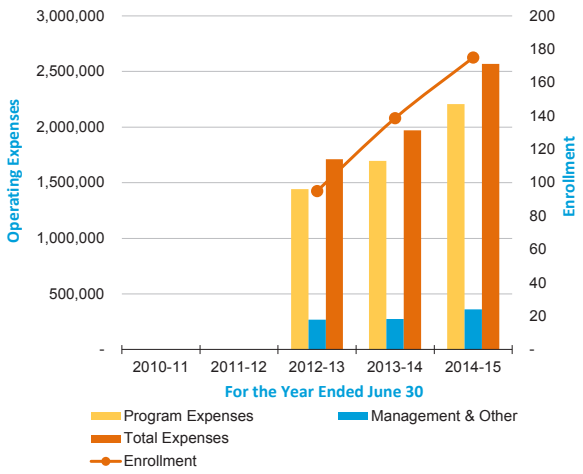
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

GRAPH Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses

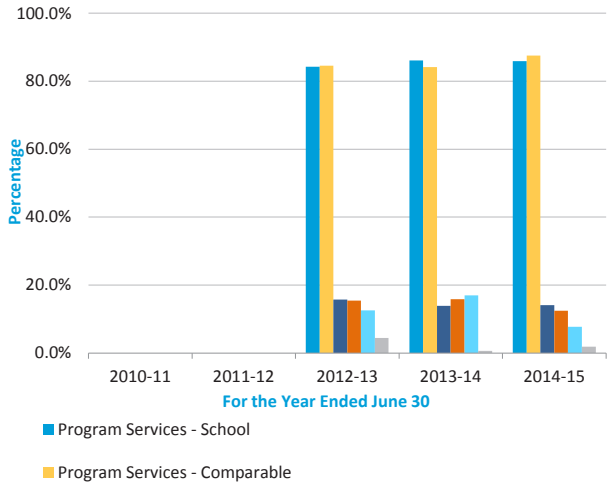


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

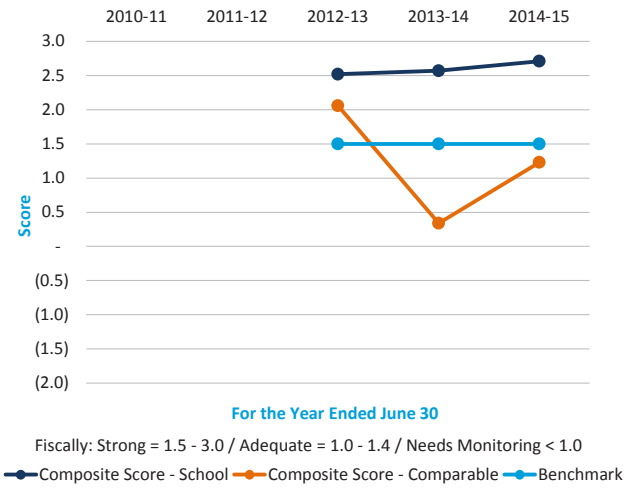
* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5 % Breakdown of Expenses



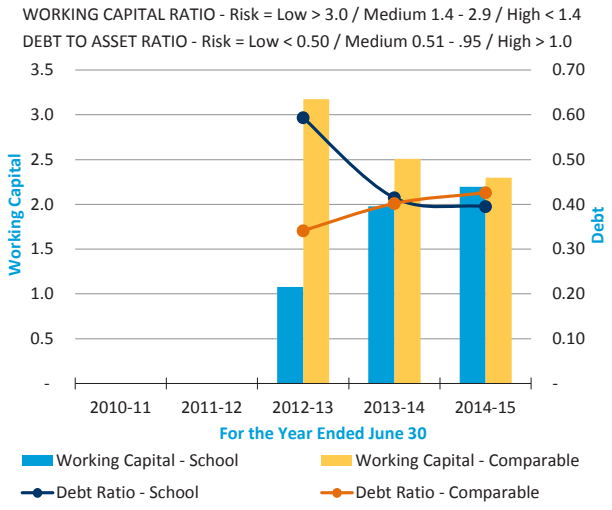
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6 Composite Score



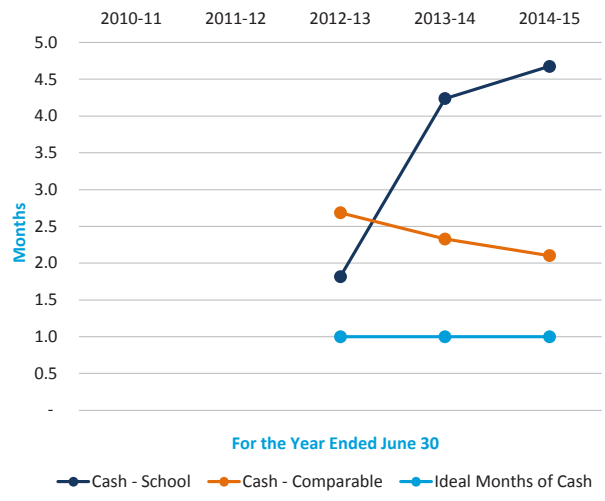
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX E: Education Corporation Overview

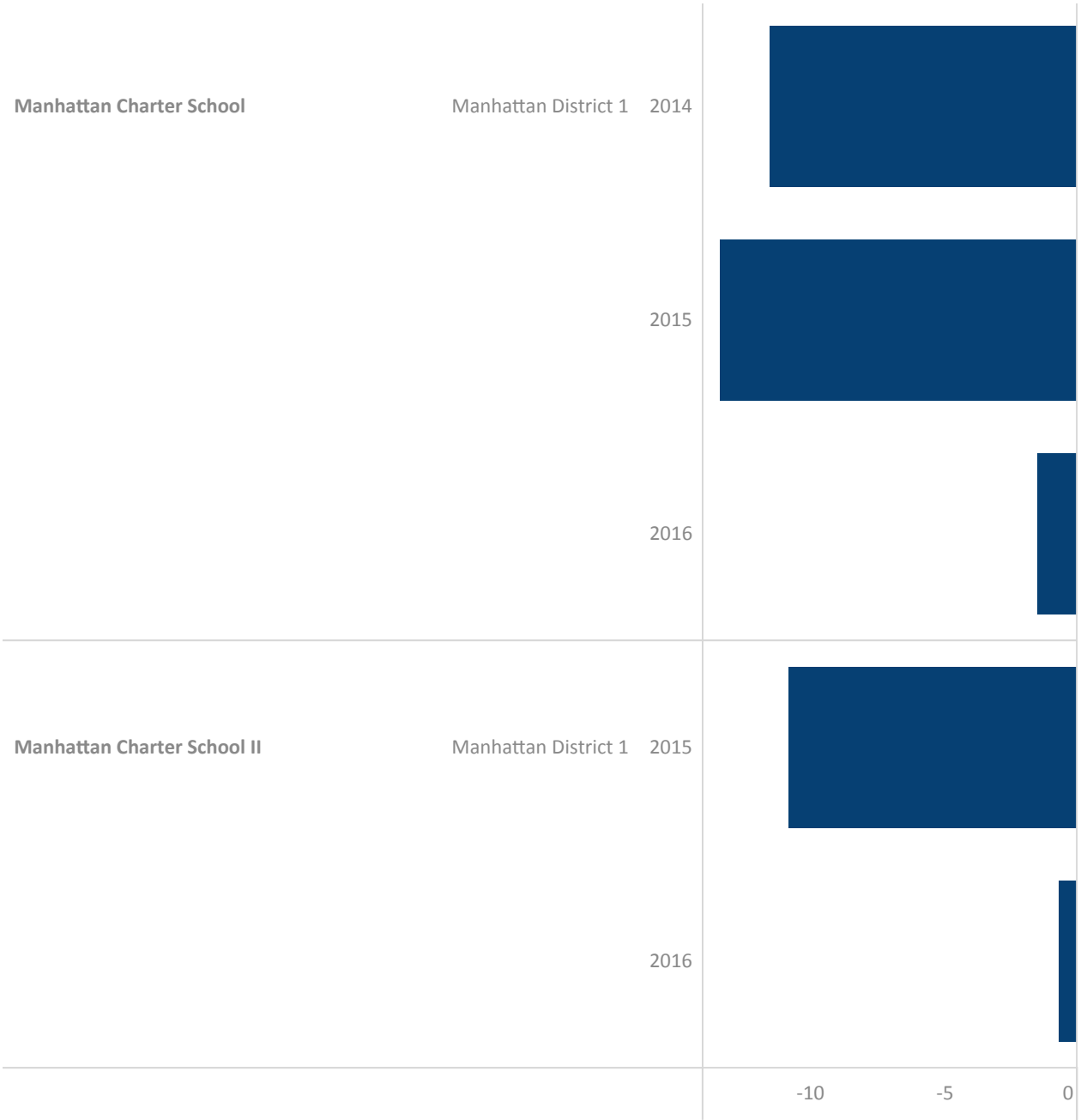
EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Manhattan Charter School	CSD 1	Yes	290	K-5
Manhattan Charter School II	CSD 1	Yes	274	K-5

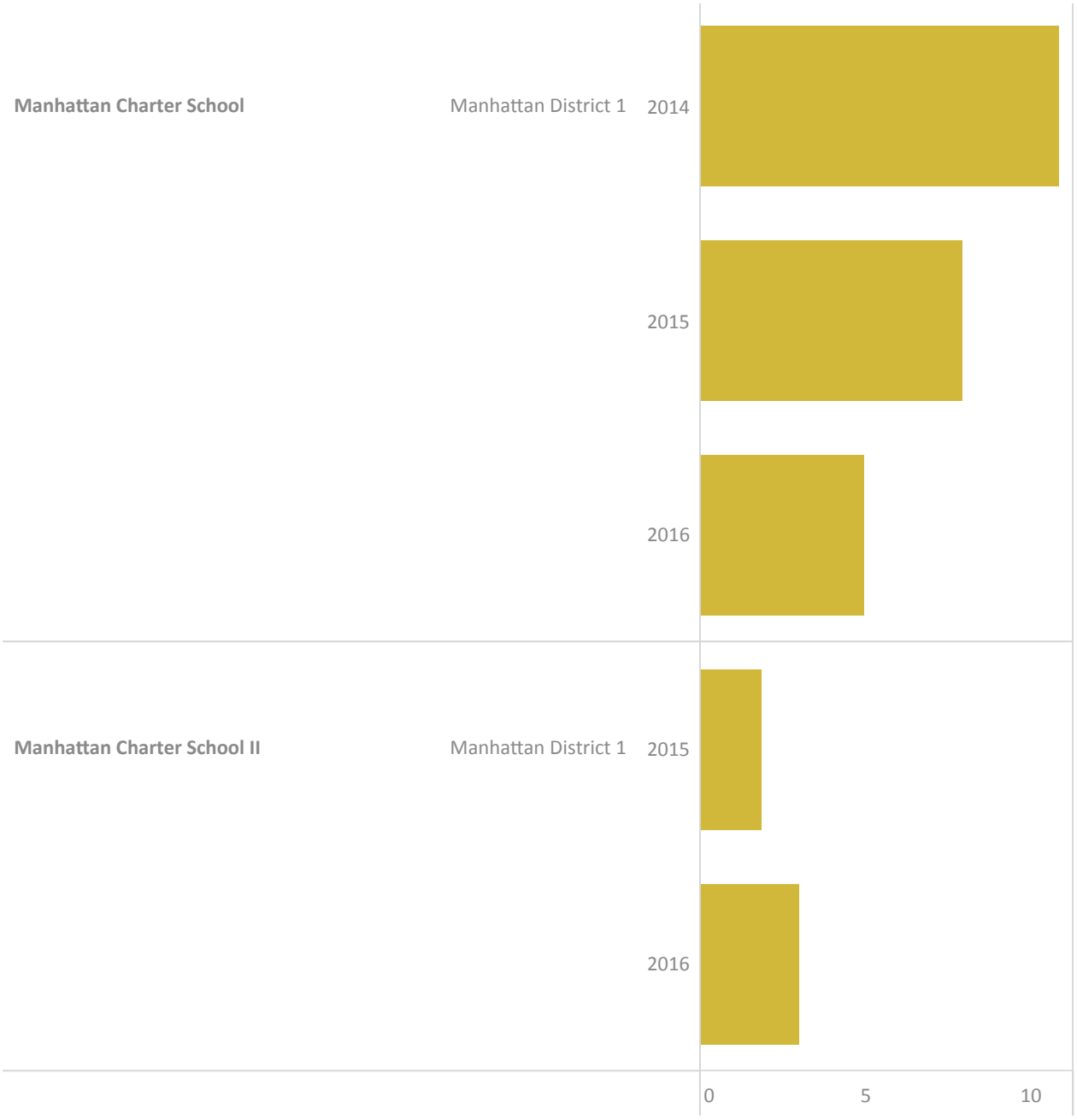
APPENDIX E: Education Corporation Overview

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

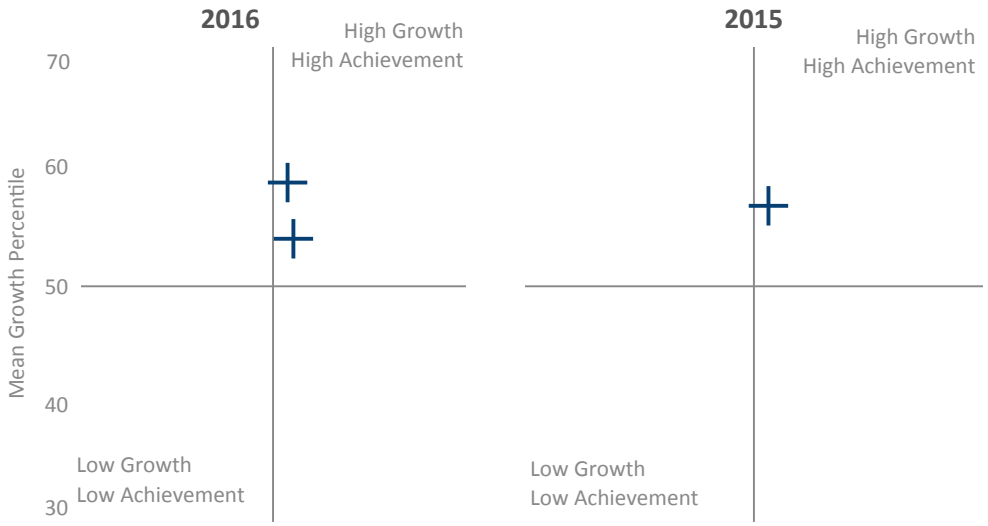
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

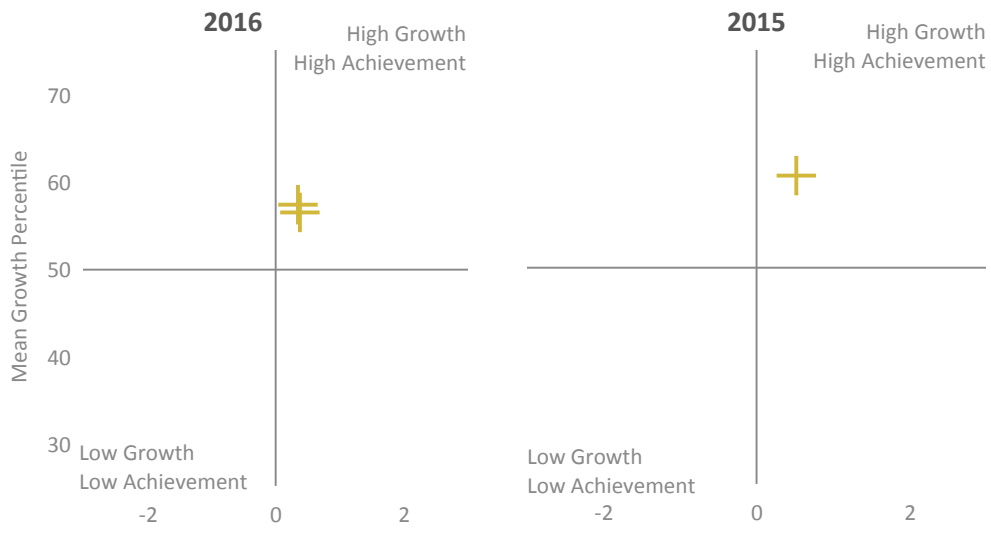
ELA GROWTH AND ACHEIVEMENT: 2012-13 THROUGH 2015-16



These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

MATH GROWTH AND ACHEIVEMENT: 2012-13 THROUGH 2015-16



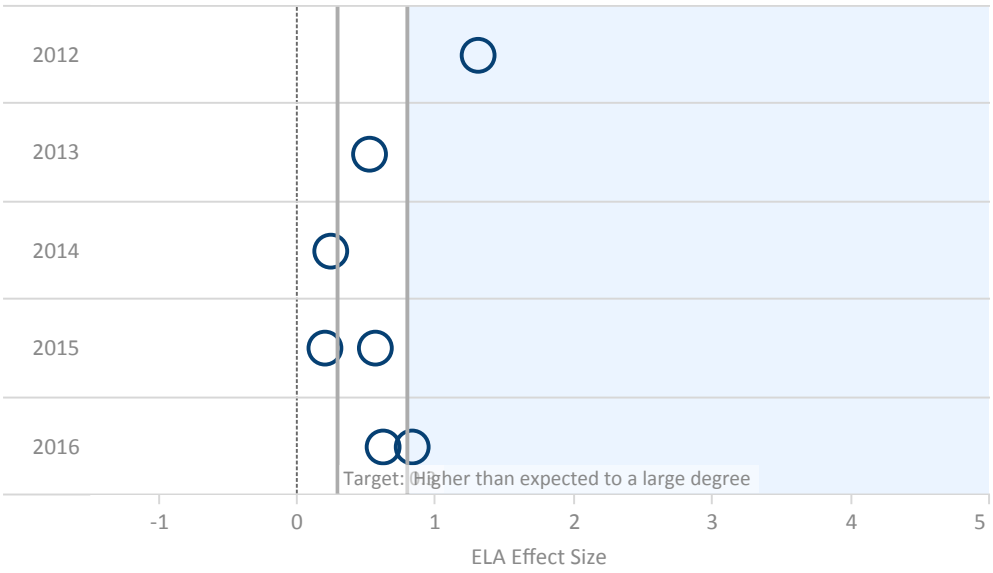
These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

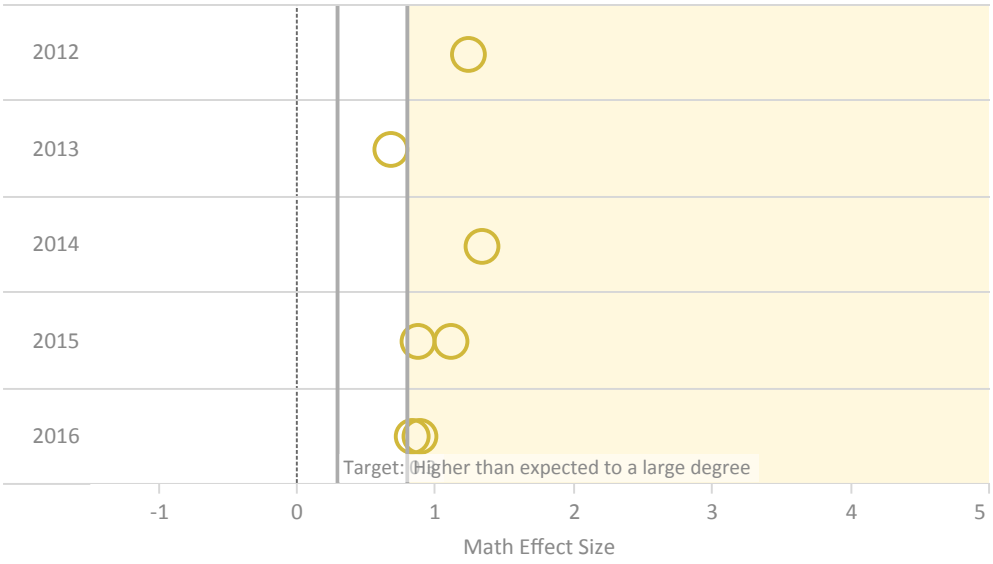
ENGLISH
28
31
32

ELA AND MATH EFFECT SIZE DOT PLOTS: 2011-12 THROUGH 2015-16

ELA Effect Size by Year and School



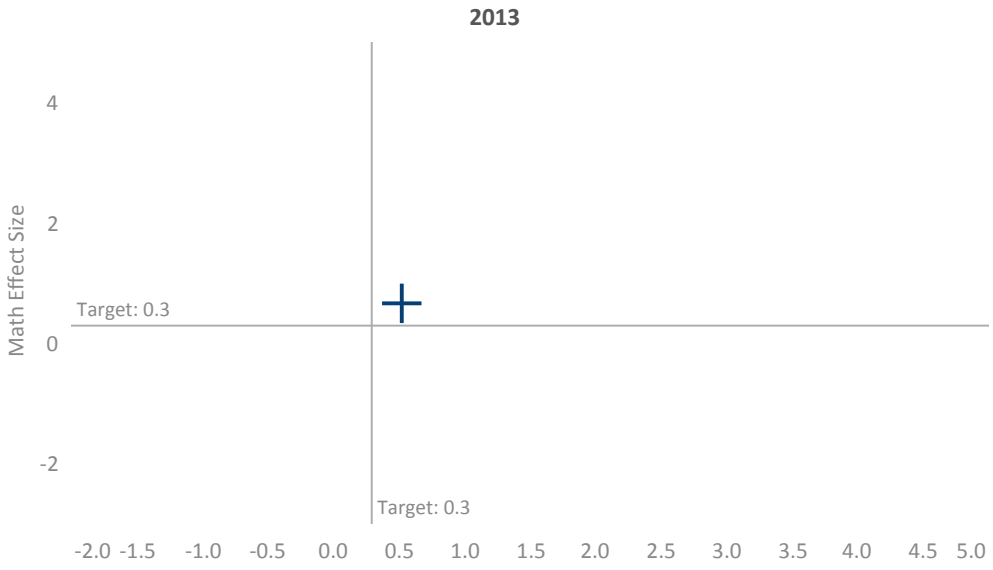
Math Effect Size by Year and School

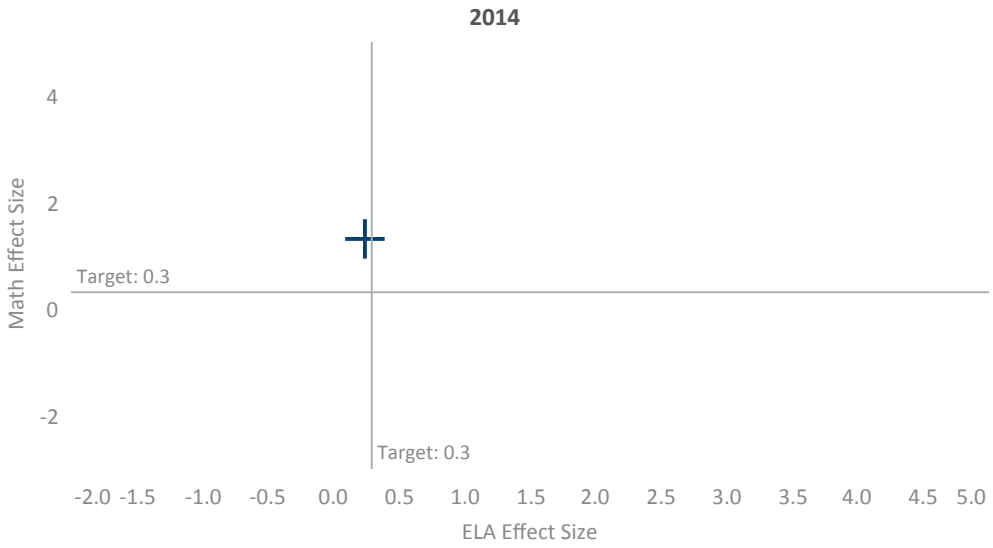


The charts illustrate the comparative Effect Size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

APPENDIX E: Education Corporation Overview

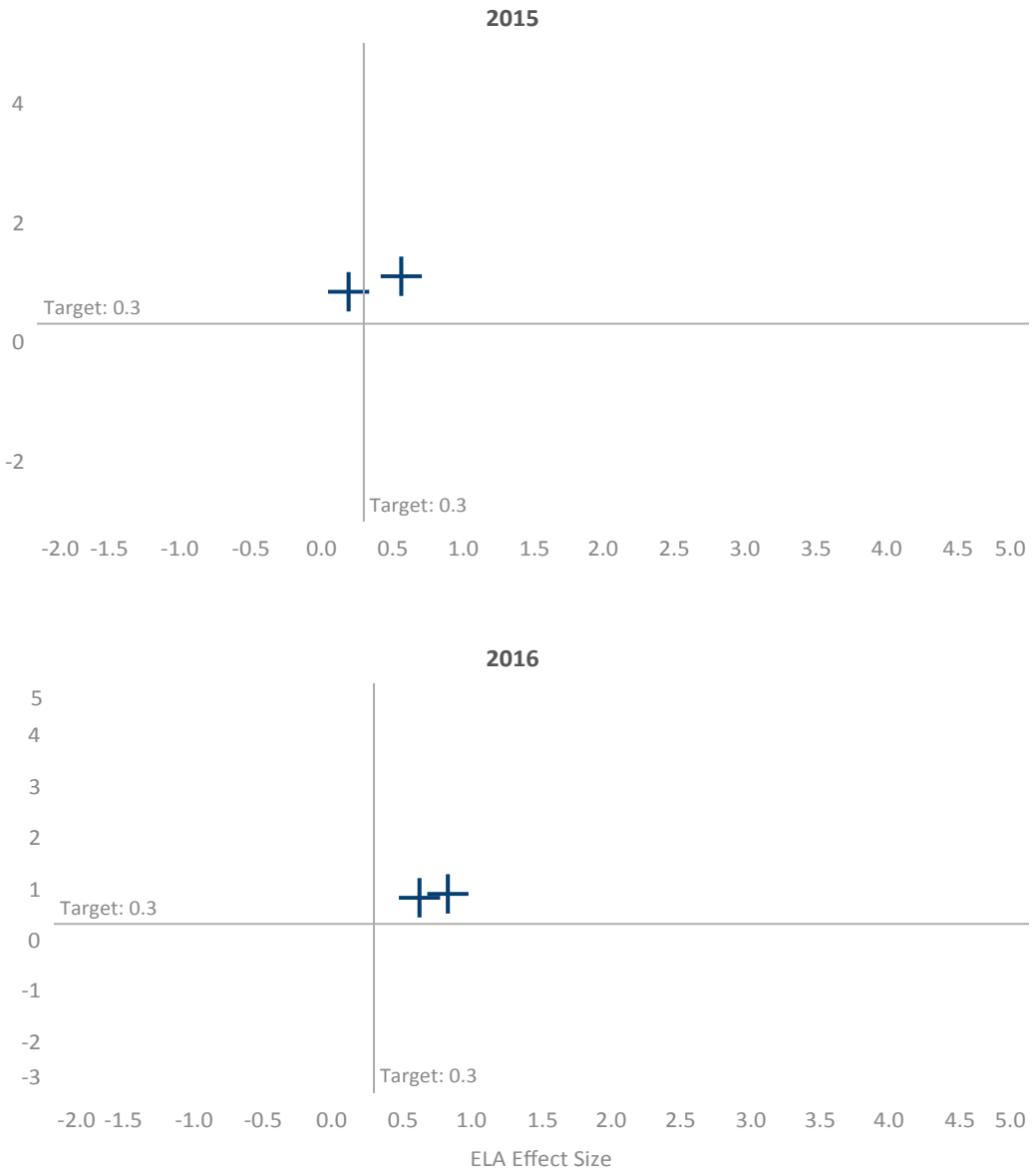
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2012-13 THROUGH 2013-14





The charts compare a school's ELA and math Effect Sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



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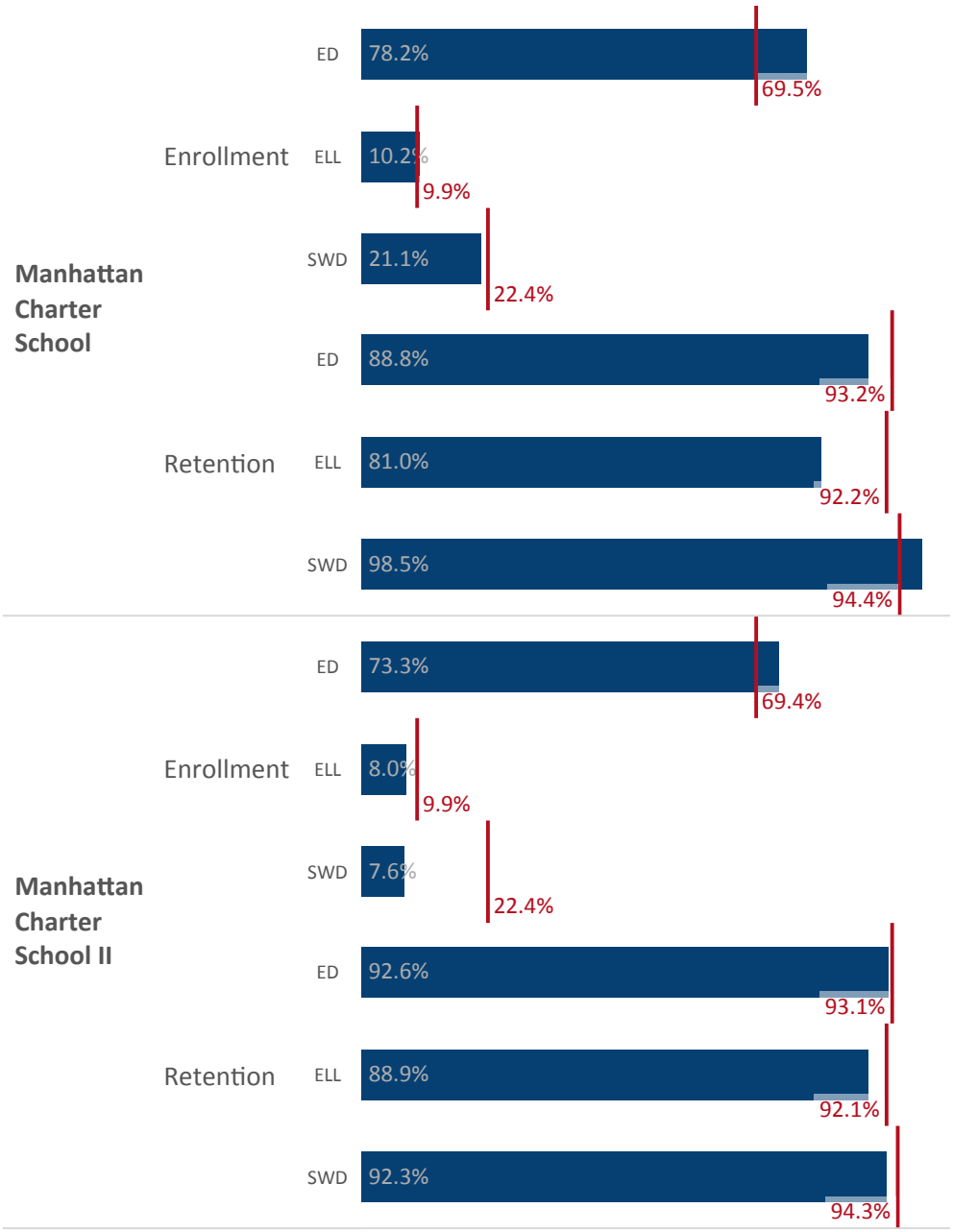
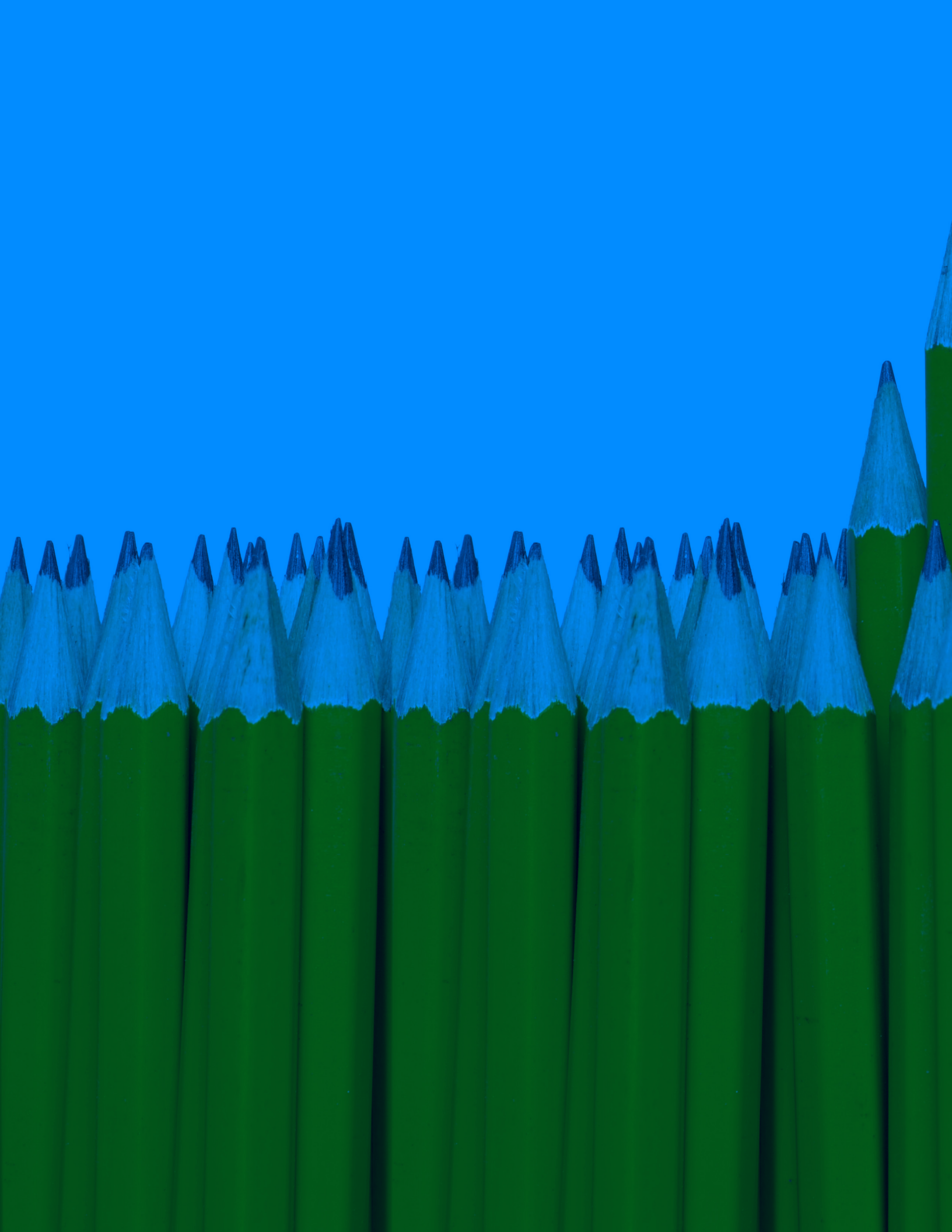
APPENDIX E: Education Corporation Overview

ENROLLMENT AND RETENTION TARGETS

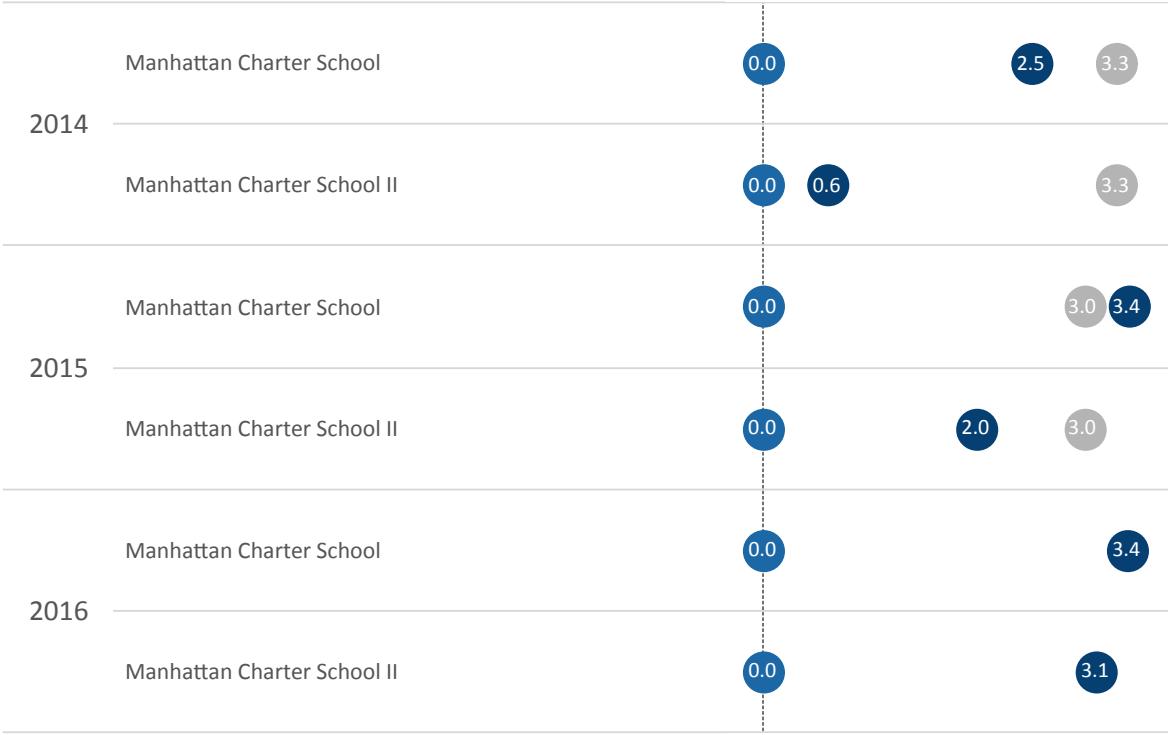


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.



APPENDIX E: Education Corporation Overview

Suspensions: Manhattan Charter Schools' out of school suspension rate, in school suspension rate, and the district overall suspension rate.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible because available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During 2013-14, 2014-15, and 2015-16, Manhattan Charter Schools expelled 0 students.

PERSISTENCE IN ENROLLMENT

Persistence in enrollment illustrates the percentage of students not scheduled to age out of the schools who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.