



Charter Schools Institute

The State University of New York

Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	6	120
Year 2	6-7	240
Year 3	6-8	360
Year 4	6-8	360
Year 5	6-8	360

Desired School Opening Date

Desired Initial Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name

Mailing Address

City

State

Zip Code

E-Mail Address Home Phone #

Cell Phone # Office Phone # Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277

Fax: (518) 427-6510

Web: www.newyorkcharters.org

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By:

Date Received

Proposal Summary

a. the mission statement of the proposed charter school;

The mission of Middle Village Preparatory Charter School (MVP) is to prepare students to enter and succeed at the college-preparatory high school of their choice.

b. the applicant's rationale for establishing the school;

The founders of MVP chose to start this school because of the dearth of high-quality public middle schools available in their community. Community School District 24 in Queens is the most overcrowded district in New York City

c. a description of the school's key design elements intended to allow the school to achieve its mission and goals;

Key design elements include: Focus on high-quality teachers, engaging content, data-driven decision-making, culture of high expectations, focus on relationships, more time on task and focus on operational excellence.

d. the number of days of instruction in a school year and typical hours of operation;

MVP will provide no fewer than 192 days of instruction per year, with students attending from 7:30am to 4pm daily, with early dismissal at 2:10 pm on Wednesdays for staff development.

e. a discussion of considered instructional materials to be used to implement the curriculum;

MVP will consider a broad range of instructional materials to best support our students' growth. Key to the school's success will be our implementation of an ongoing interim assessment program using the Achievement Network that allows us to monitor our students' entering proficiency and then assess whether they're making progress towards their goals.

As much as possible, decisions about how resources are allocated for classroom content will be made by the teachers and the Director of Curriculum and Instruction who have the best understanding of what their students need from day to day. Staff at the classroom level will have a high level of discretion to choose between pre-existing content packages and self-generated instructional materials. All content will be aligned to the Common Core Standards.

f. a discussion regarding any unique characteristics of your program, such as a character education component, remedial supports for students at-risk of academic failure, programs for students who are English language learners or students with disabilities;

The most unique characteristic of MVP's program is its focus on preparing all of our students for a rigorous high school experience. In order to do that, we will have to be prepared to serve students with a wide range of entering proficiency levels.

g. a discussion of the school's instructional leadership model and supervision and support for teachers;

Responsibility for the school's instructional program will rest with the Principal. The Principal will supervise a Director of Curriculum and Instruction. Together, the Principal and Director of Curriculum and Instruction will evaluate teachers through frequent observations and support their effectiveness through large-group professional development, individual coaching and facilitating data analysis and lesson planning.

h. a summary of the management structure of the proposed school, e.g., instructional and operational leadership positions and lines of reporting;

In the first year of operation, the Board of Trustees will employ a Principal who will oversee all aspects of the school. He or she will carry out all leadership responsibilities such as hiring and supervising all staff, reporting to the Board and dealing with external affairs. A Director of Operations will report to the Principal and will support all non-instructional aspects of the school, including all operations, facilities management and student enrollment and data management. A Director of Curriculum and Instruction will also report to the Principal and will support all instructional aspects, including developing curriculum, using assessment data to drive instruction and running professional development for teachers.

i. a discussion of any intended relationships with management organizations (not-for-profit) or other partner organizations that will play a significant role in the school. This discussion should include the name of the organization and an overview of what that organization will do for the school and, if it will be a contracted service or services, the cost (either in dollars or percentage of student fees); and

MVP will be an individually-managed charter school. Although it may contract certain support services to a specialized firm (payroll and accounting, for example), no outside organization will manage the school.

j. Information regarding the proposed location for the school. If the proposed location is public school space, the summary should also reflect an alternate location should public school space not be available.

MVP will lease space in a building at 6802 Metropolitan Avenue in Queens. The building is the site of the Christ the King Regional High School. The building also leases space to a 501(C)3 nonprofit, Christ the King Continuing Education, that houses a day care center and after school tutoring. The building has a total square footage of 280,000 square feet, with more than 50,000

square feet currently unoccupied by the high school or other tenants. By leasing space inside of a large high school building, MVP will have access to a host of amenities usually unavailable to startup charter schools, including a full auditorium, a large gymnasium and ample parking for staff and parents. MVP students will enter the building through a separate entrance and have exclusive use of approximately 100 square feet per student (12,000 square feet in the first year). The MVP space will be separated from the high school by a set of fire doors.

Response 01 (a-c) – Community Need**a) Community Description**

Middle Village Preparatory Charter School (MVP) proposes to locate in New York City's Community School District 24. CSD 24 encompasses a wide swath of Queens, including the Glendale, Middle Village, Ridgewood, Elmhurst, Maspeth and Corona neighborhoods. CSD 24 is a large, growing and highly diverse district. According to the New York City Department of Education, there are currently more than 56,000 students enrolled in CSD 24 public schools

Of those students, 62.4% are Hispanic, 19.5% Asian, 14.3% White and 3.6% African-American. In 2009-10, according to the New York State Report Card, 79% of students in CSD 24 were eligible for free or reduced-price lunch, up from 73% of students just two years earlier. 22% of students in CSD 24 are categorized as Limited English Proficient and 14% of students have Individualized Education Programs (IEPs).

MVP has opted to locate in CSD 24 because the founding group has a deep attachment to Queens and the communities of CSD 24. As lifelong educators, founding group members are aware of the importance of middle school in shaping a child's future and wish to provide a better middle school experience for the students of Queens. Further, the founding group has assessed a need for a program like MVP's in expanding the options available to families in the district.

CSD 24 currently has 18 district schools that serve any or all of grades 6-8:

School Name	School Type	Grades Served
I.S. 5 - The Walter Crowley Intermediate School	Junior High-Intermediate-Middle	06,07,08,SE
P.S. 049 Dorothy Bonawit Kole	K-8	0K,01,02,03,04,05,06,07,08,SE
P.S. 58 - School of Heroes	Elementary	0K,01,02,03,04,05,06,SE
I.S. 061 Leonardo Da Vinci	Junior High-Intermediate-Middle	06,07,08,SE
I.S. 73 - The Frank Sansivieri Intermediate School	Junior High-Intermediate-Middle	06,07,08,SE
I.S. 077	Junior High-Intermediate-Middle	06,07,08,SE
P.S. 087 Middle Village	K-8	PK,0K,01,02,03,04,05,06,07,08,SE
I.S. 093 Ridgewood	Junior High-Intermediate-Middle	06,07,08,SE
P.S. 102 Bayview	K-8	0K,01,02,03,04,05,06,07,08,SE
P.S. 113 Isaac Chauncey	Junior High-Intermediate-Middle	0K,01,02,03,04,05,06,07,08,SE
I.S. 119 The Glendale	Junior High-Intermediate-Middle	0K,06,07,08,SE
I.S. 125 Thom J. McCann Woodside	Junior High-Intermediate-Middle	05,06,07,08,SE
P.S. 128 Juniper Valley	K-8	0K,01,02,03,04,05,06,07,08,SE
P.S. 153 Maspeth Elem	Elementary	PK,0K,01,02,03,04,05,06,SE

School Name	School Type	Grades Served
P.S. 229 Emanuel Kaplan	Elementary	PK,0K,01,02,03,04,05,06,SE
Robert F. Wagner, Jr. Secondary School for Arts and Technology	Secondary School	07,08,09,10,11,12,SE
P.S. 009	K-12 all grades	0K,01,02,03,04,05,06,07,08,SE
Robert E. Peary School	K-12 all grades	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,SE

There are also several private and parochial schools in the district that serve middle school students (typically as part of a K-8 grade configuration), including Saint Matthias, Our Lady of Hope, St. Adalbert School, St. Bartholomew School, St. Leo School, St. Margaret School, Notre Dame Catholic Academy, Our Lady of Sorrows, St. Pancras School, St. Raphael School, Resurrection-Ascension School, Sacred Heart School, St. Stanislaus Kostka, St. John Lutheran School and Redeemer Lutheran School.

b) Target Population

MVP intends to serve a representative population of Community School District 24. Based on the demographics of CSD 24, MVP anticipates serving a predominantly low-income population in which close to 80% of students are eligible for free or reduced-price lunch. MVP also expects that its student population, will be predominantly Hispanic, and will include many recent immigrants and a significant proportion of English Language Learners (ELLs).

Research has consistently shown that socioeconomic status is key determinant of educational outcomes. With an estimated 80% of incoming 6th graders eligible for free or reduced-price lunch, MVP expects that the majority of its students will be at an educational disadvantage. New York State Test data supports this assumption; in 2011, close to half (46.3%) of 5th graders in CSD 24 failed the State English Language Arts (ELA) Exam and nearly one third (29%) of 5th graders failed the State Math Exam. With this in mind, MVP has the staffing structure and instructional strategies in place to support students who are below grade level and rapidly get them up to speed.

MVP is also mindful of the educational challenges that English Language Learners (ELLs) face. Educational research has demonstrated historically low ELL performance, with ELLs scoring an average of 20 to 30 percentage points lower on standardized tests. The achievement gap between ELLs and English Proficient students is even more pronounced in CSD 24; 60% of 5th grade ELLs failed the State Math Exam and 84% failed the State ELA Exam. In CSD 24, English Proficient 5th graders are outscoring their ELL counterparts by an average 45 percentage points. To close this gap, MVP will implement an immersion model with heavy extra supports for ELLs designed to maximize opportunities and delivery of quality instruction to encourage English language proficiency.

c) Need for the Proposed Charter School

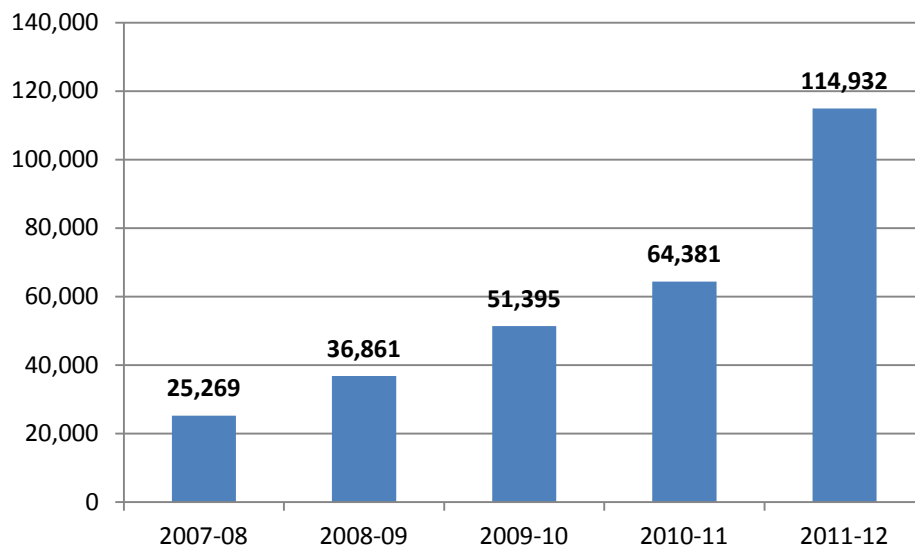
The need for Middle Village Preparatory is driven by two forces: Demographics and Performance. First, there is a need for more new, high quality public schools in the area. Public

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school enrollment has increased by 11% in the district since 2006, resulting in a district-wide utilization rate of 115% for elementary schools, 108% for middle schools and 110% for high schools (using the School Construction Authority's Target Method of assessing capacity). CSD 24 is currently the most overcrowded district in New York City.

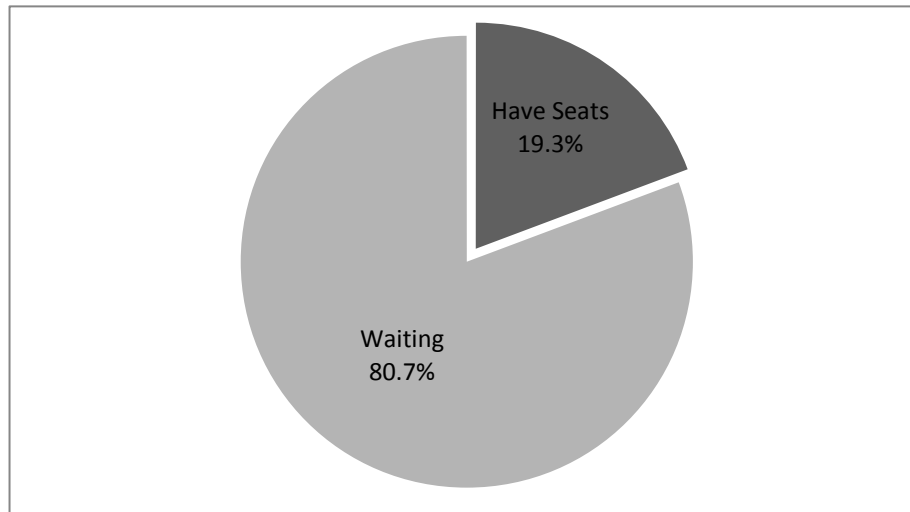
According to the New York City Charter School Center, the demand for charter schools has risen dramatically over the past five years as more students apply and the average applicant applies to more schools.

NYC charter school applicants, by borough (2011-12), estimated¹



As shown above, New York City charter schools received 114,932 applications for just 12,917 new seats for the 2011-2012 school year. Discounting for families who apply to more than one school, this represents an estimated 64,390 applicants for 12,917 seats – creating a citywide charter school waiting list of approximately 51,473. In Queens, where MVP will be located, there were ***4,022 applicants for just 775 seats.***

Queens charter school applicants by enrollment status (2011-2012, estimated)¹



It's no surprise that demand for high-performing charter schools in Queens is so high. As described above, the public schools in CSD 24, where MVP will be located, are currently among the most overcrowded in New York City. At the same time, the School Construction Authority is projecting that CSD 24 public school enrollment will add between 5,000 to 7,500 students from 2009-2018.

Beyond sheer demographic pressure, middle school parents in CSD 24 lack meaningful public school choice. At the time of submission, there are no operating charter schools in the district. Of the 13 schools that received a citywide Progress Report from the DOE as either Middle Schools or K-8 for the 2010-11 school year, the average score was 52.2 out of 100 and only 4 schools received A's. The average school had 53.5% of students scoring on grade level in ELA and 72% in Math. Parents need more high quality options within the district for middle school. With a longer school day and year, culture of high expectations, targeted support for struggling students, ELLs and students with disabilities, and rigorous data-driven instruction, MVP will provide families with a high-quality alternative to the lesser-performing district schools.

¹ Source: NYC Charter School Center Survey, April 2011

Response 02 (a-d) – Meeting the Need

a) Mission and Vision

The mission of Middle Village Preparatory Charter School (MVP) is to prepare students to enter and succeed at the college-preparatory high school of their choice.

The school's vision is that every one of its graduating eighth-graders will be ready to enroll in a selective New York City public high school, a college-preparatory private high school or a prestigious boarding school, so that they can go on to succeed in college and beyond.

b) Addressing the Need

MVP is well positioned to provide a high-quality middle school option for families in Community School District 24. The founding team has a wealth of educational expertise and a deep familiarity with the needs and resources present in the community. The founding team will combine that experience with a commitment to bringing the lessons learned from the most successful charter middle schools to bear. Finally, the team is able to leverage a unique facilities option at the proposed site of the school in the Christ the King Regional High School building to provide the stability and operational ease in the school's home that so often eludes startup charter schools.

As described in *Response 01(a-c) – Community Need*, MVP intends to serve a representative population of CSD 24, a predominantly low-income community with 79% of students eligible for free and reduced-price lunch. Nearly a quarter of the anticipated population (22%) will be English Language Learners (ELLs).

In response to research consistently showing that both poverty and ELL designation coincide with low educational outcomes, MVP developed an instructional framework and staffing model to support students who are below grade level and/or English Language Learners. MVP will employ a data-driven instructional approach, which means that support and specialized instruction for students who are below grade level (including struggling students, students with disabilities and ELLs) is built into the fabric of the school's model. Small-group and individual instruction in ELA will enable teachers to differentiate instruction for students at varying levels of fluency. MVP's math curriculum, *Connected Mathematics 2*, was selected in part based on educators' ability to adapt the curriculum on a small-group or individual basis to support students with varying levels of math competency.

While the school will have high expectations for all students, MVP recognizes that some students will require support services. Therefore, in Year 1, MVP will hire a dedicated ESL teacher to provide push-in services for ELLs. The school will also hire an Academic Support Coordinator, a certified Special Education Teacher who will be responsible for providing services to struggling students and serving as the point person for the school's Response to Intervention (RTI) team. The

Academic Support Coordinator will also manage IEPs for students with special needs. MVP's Director of Curriculum and Instruction will oversee this team and make data-driven curriculum modifications as needed to ensure that all students are set up for success.

c) Programmatic Impact

MVP will have a small, but positive programmatic impact on the existing schools in the area. At full scale, the school will enroll 360 students in grades 6-8, under 3% of the middle school enrollment in CSD 24 district schools. As a relatively small school drawing students from across a large district, it is unlikely that one school will experience a significant decrease in enrollment; however, overall MVP will help alleviate the severe overcrowding in CSD 24 (resulting in a district-wide utilization rate of 115% for elementary schools, 108% for middle schools and 110% for high schools¹).

The majority of CSD 24 schools serving middle school students are K-8 schools, and overcrowding in the district begins in Grade K. MVP chose to serve the middle school grades in order to fill a need for higher-quality middle grade options in the district. MVP chose to begin with 6th grade because it is the standard articulation point between elementary schools and middle schools in the New York City public schools and a time when most families will already be 'shopping' for new schools. The school will terminate with 8th grade in alignment with MVP's mission of preparing students to enter a selective high school in the 9th grade. With CSD 24 public school enrollment expected to add 5,000 to 7,500 students in the next six years, the demand for middle school seats will be even greater in the coming years.

MVP received feedback from private school administrators who were concerned that the new school would siphon off their students. MVP responded by presenting evidence of the overcrowding of District 24 schools and the need for better public middle schools.

Middle Village Prep's programmatic impact will stem from being a high-performing school that serves as a model for other educators in the district. MVP will welcome teachers and school leaders who wish to visit the school and MVP staff will be encouraged to participate in educator-focused events in the community such as conference, conventions and panel discussions. With a longer school day and year, culture of high expectations, targeted support for struggling students, ELLs and students with disabilities, and rigorous data-driven instruction, MVP will serve as a valuable example to show other schools what is possible.

d) 5% Districts

Not applicable. Fewer than 5% of Community School District 24 students attend charter schools.

¹ Determined using the School Construction Authority's Target Method of assessing capacity

Middle Village Preparatory Charter School

**Accountability Plan
for the Accountability Period 2013- 14 to 2017- 18**

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Middle Village Preparatory Charter School students will demonstrate mastery of New York State Learning Standards in English Language Arts.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts exam.
- Each year, the school's aggregate Performance Index (PI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of students in the same tested grades in CSD 24.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous

year, the cohort is expected to show a positive gain in the current year.

GOAL II: MATHEMATICS

Goal: Middle Village Preparatory Charter School students will demonstrate mastery of New York State Learning Standards in Mathematics.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in CSD 24.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL III: SCIENCE

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Goal: Middle Village Preparatory Charter School students will demonstrate mastery of New York State Learning Standards in Science.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the CSD 24.

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

GOAL VIII: OPTIONAL ACADEMIC GOAL(S)

Goal: Middle Village Preparatory Charter School students will meet high expectations for promotion.

- At least 80% of MVP students will annually meet rigorous promotion standards and move to the next grade.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: OPTIONAL NON-ACADEMIC STUDENT GOAL(S)

Goal: Middle Village Preparatory students will develop a college-bound mindset.

- All MVP students will visit at least one college each year. Student will begin drafting college essays, creating resume profile, and practicing interview techniques in Grade 6,

embedding college preparedness into MVP's curriculum.

GOAL II: OPTIONAL ORGANIZATIONAL GOAL(S)

Goal: Middle Village Preparatory Charter School will be a high-functioning organization.

- All staff will be formally evaluated no less than once per year.

Response 03 (a-e) – Proposal History

a) Applicant Information

Michael Michel, the lead applicant for Middle Village Preparatory Charter School (MVP), brings close to 20 years of financial, operational and executive school management experience to the project. As the current President of Christ the King Regional High School, Mr. Michel is responsible for supervising all school operations and finances and overseeing more than 100 staff members. Mr. Michel interacts with the heads of other schools as well as municipal, state and federal officials.

Mr. Michel is also President of Christ the King Continuing Education, a 501(c)(3) not-for-profit program, which he has developed to provide a variety of community services. He manages programs including adult education, tutoring for all grades, infant care and daycare for over 200 children. The program currently has a contract with the NYC Board of Education for a Universal Pre-K program of 160 seats. Mr. Michel is always looking for innovative ways to educate children. In 2012, he implemented a Foreign Language program and new technology using Smart Tables and is currently developing a New York State-approved Early Intervention Program. In 2009, Mr. Michel noticed that more and more students in private schools who had an IEP were not getting the services that they needed. He developed a program to provide these services by becoming a SETSS provider, which currently services 105 students in 9 schools. The purpose of the program is to give these students the opportunity to have their IEP fulfilled and to be accepted into the school of their choice. Mr. Michel is responsible for supervising a staff of 75, monitoring quality of instruction and effectively managing public and privately-donated funds.

Mr. Michel's dual roles at Christ the King have prepared him submit the full proposal and ensure that MVP implements its program in accordance with its charter, if approved, and State and Federal laws and regulations. The Commission on Secondary Schools of the Middle States Association recently wrote: "Christ the King is blessed with leadership with vision. The school's president and principal make a formidable team moving this high school into the future." They also applauded the school's success at fostering a "close-knit community," writing: "There is a degree of mutual respect among the students, faculty, administration, and auxiliary staff that is admirable. Students expressed feeling at home while they were at Christ the King." Mr. Michel is a parent, an administrator and a community resident.

b) Founding Members

MVP's Founding Board was formed during conversations over the last three years concerning the need for more and better public middle school options in the CSD 24 community. According to the School Construction Authority (SCA), CSD 24 is the most overcrowded district in New York City, with a need for an additional 7,000 seats. In the past six years, public school

enrollment has increased by 11% in District 24, resulting in a district-wide utilization rate of 115% for elementary schools, 108% for middle schools and 110% for high schools (based on SCA's Target Method for assessing capacity). There is incredible demographic pressure to create more public school seats in CSD 24.

Furthermore, parents in CSD 24 lack meaningful public school choice. There are currently no operating charter schools in the district. Of the 13 schools that received a citywide Progress Report from the DOE as either middle schools or K-8 for the 2010-11 school year, the average score was 52.2 out of 100 and only 4 schools received A's. The average school had 53.5% of students scoring on grade level in ELA and 72% in Math. Parents need more high quality options within the district for middle school. With a longer school day and year, culture of high expectations and rigorous data-driven instruction, MVP will provide families with a high-quality alternative to the mediocre district schools.

The founding team approaches the challenges of District 24 through a variety of perspectives. In addition to Mr. Michel, the Founding Board of Trustees will include:

Josephine Lume is the Chief Financial Officer at Henry Street Settlement where she is responsible for overseeing the Accounting, Human Resources and Payroll and Budget/Grants Departments. With 25 years of financial experience, Ms. Lume will provide invaluable expertise and oversight to the school's finance and operations teams. As a former school Controller, Ms. Lume is particularly well-versed in school finances.

Rose DeGennaro has worked in private and public high schools throughout her 30 year career. She has extensive experience creating and implementing curriculum, evaluating student performance data and observing and evaluating teachers. As a former teacher and school administrator, Ms. DeGennaro will support the principal as needed to develop MVP's academic program. Ms. DeGennaro is both a parent and educator, and is well aware of how critical a strong middle school experience is for high school and college success.

Senator Serphin R. Maltese is a lifelong New Yorker who represented the residents of central Queens in the New York State Senate for 20 years and now works as a practicing attorney. As a graduate of New York City public schools (Stuyvesant High School), Senator Maltese knows the value that a great education can play in lifting up individuals and communities. Senator Maltese is committed to increasing educational options in the district he represented.

As a long-time real estate broker for more than 27 years in Queens, **Debbie Kueber** knows the value that a great school can play in anchoring a residential community and the harm that an underperforming school can create. Ms Kueber is also a proven civic leader. She currently serves on the board of the Kiwanis Club and has in the past has been a member of the Board of Directors for the Ridgewood Older Adult Center, served on the Leadership Committee for PS. 91 and been

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involved for the past 20 years on every level with the local Boy Scouts of America. As a mother, Ms. Keuber has experienced the stress of seeking out high quality school options.

Margaret Ognibene is a lifelong Queens resident who brings a wealth of knowledge about public education. She spent more than ten years teaching in Queens, and an additional fifteen working as a laboratory specialist at Bushwick HS in Brooklyn. Her extensive experience in schools, coupled with five years at the NYC Board of Elections, managing a team of 300 and administering a budget of \$35M, makes her an asset to the MVP team.

Laura O’Gorman is a longtime Ridgewood resident who has taught a variety of subjects at I.S. 93, including Math, Health, Physical Education and Music, since 1991. During her tenure at I.S. 93, Ms. O’Gorman served as the coach/administrator for the Piano Club, Chorus Dance Club, Runners ‘Early Morning Milers’ Club, Volleyball Intramurals, Volleyball ‘All-Star’ Team, Tennis Team, Cheerleading Team and Badminton Intramurals. Ms. O’Gorman was also an administrative assistant for the school’s Project Arts Program. As a longtime and deeply involved member of the I.S. 93 community, Ms. O’Gorman is brings a wealth of knowledge of middle school instruction and culture.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
1. Michael Michel	School Administrator, Community Member; Lead Applicant	Trustee
2. Josephine Lume	CPA, Nonprofit Finance Expert, Parent, Community Member	Trustee
3. Rosemary DeGennaro	School Administrator, 30-year Educator, Community Member	Trustee
4. Serphin R. Maltese	Former State Senator Representing Senate District 15, Practicing Attorney	Trustee
5. Deborah Kueber	Parent, Community Member, Real Estate Expert	Trustee

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
6. Margaret Ognibene	Parent, 30-year Educator	Trustee
7. Laura O’Gorman	Long-time Math, Health, Physical Education and Music teacher, community resident	Trustee
8. Parent Representative	TBD	Trustee

c) Proposal Development

The proposed Middle Village Preparatory Charter School is the product of many individuals’ time, effort and expertise. The founding Board wishes to acknowledge the contribution of many experts who supported the development of the ideas contained in this proposal:

- Peter Mannarino, Long-time educator
- Maureen Campbell, Director of Recruitment and Outreach, Hebrew Charter School
- Charlie Mangiaracina, CPA/non-profit financial expert
- Andrew Machado, IT professional
- Kim Skellington, New York Police Officer (retired)
- Clara Sarrocco, Retired educator
- Linda Sansivieri, Nonprofit administrator; former school board member, District 24
- Cara Nicole, Ballet Instructor, Community member
- Brenda Evans, Special educator
- Michael Lynch, Former principal; district assistant superintendent
- Fred & Jo-Ann Siretta, Performing Arts Educators; Community members
- Dorothy Wagner, Owner New Generations Early Childhood Center, lifelong educator, community resident

Members of the above group, brought together by the founding Board, met numerous times to discuss the need for a new middle school option in CSD 24. Those meetings served to clarify a consensus around school design principles and to educate members of the group on charter school governance and regulation in New York.

Once the group determined that they would apply to SUNY-CSI for a charter to open MVP in the Fall of 2013, they retained consulting service through Victory Education Partners. The

consultants from Victory Education Partners were hired to draft, edit and format a formal response to the SUNY RFP based on the founders' vision, taken from written statements of principles and extensive conversations. The final decisions on all content were made by the school's founders and Victory does not have any involvement in the founding Board, nor has it been retained for any services beyond assisting with the creation of the proposal document.

d) Community Outreach

MVP has taken a series of steps to inform the residents of Community School District 24 of the proposed new school option, to solicit input from interested community members, and to incorporate community members' recommendations into the final proposal.

Lead applicant Michael Michel met with members of the Community Education Council for District 24 and Queens Community Board 5 to discuss the proposed school and listen to their concerns. The letters received from those two organizations in response are attached.

The planning team also held a community meeting, attended by over 100 people, in November 2011, at the proposed site of the new charter school where the group solicited feedback on plans for the school.

MVP's website (middlevillageprep.org) was created as a tool to inform the community, and channel input from the community. MVP distributed the website to all community members and has encouraged them to use it as a venue for providing input on the proposed school. MVP's planning team has responded to every comment made on the website.

Following MVP's April withdrawal of its application, the planning team has explored ways to increase community outreach as it prepares to resubmit. The additional planning time has given MVP the opportunity to build new partnerships with several community organizations, which has proven to be very beneficial to the outreach efforts.

On May 3, 2012 lead applicant Michael Michel spoke with the Juniper Park Civic Association, an organization with deep roots in the community, founded in 1938. The Juniper Park Civic Association's Executive Committee voted to fully support the creation of MVP and offered to help in any way possible. In the June issue of the Juniper Berry magazine, the association informed its members about the creation of the charter school and has been directing them to the MVP website where they can provide us with feedback. The MVP website will also be linked on their site (<http://www.junipercivic.com/juniperberry.asp>). The Juniper Park Civic Association has invited Mr. Michel to speak to an audience of parents about the school and reply to any questions or concerns received via the website. The Association has also offered to write a letter of support for MVP, which is included in *Response 3(g) – Evidence of Community Outreach*.

On May 7, 2012, Mr. Michel met with the President of the Greater Ridgewood Youth Council (GRYC) (www.thegryc.org), a 30-year old social service agency serving 1,400 children in Western Queens. GRYC has offered to conduct outreach to its families and direct parents of middle school students to MVP's website. This partnership has helped us educate a larger number of Queens residents, particularly the community's growing immigrant population, about the proposed school. A letter of support from GRYC is included in *Response 3(g) – Evidence of Community Outreach*.

MVP has also built strategic relationships with experienced charter school leaders to gain more insight into best practices. Starting in May, MVP has recruited additional planning team members including Maureen Campbell, a former charter school leader and current Regional Director of Recruitment and Outreach at the Hebrew Charter School Center, who is providing guidance on academics, outreach and recruitment. MVP also reached out to Suyin So, the Executive Director of the Central Queens Academy Charter School, who provided insight on student enrollment and start-up operations.

Throughout the application process, the planning team has and will continue to inform the community of the development of the proposal and will solicit community input and respond to concerns as they emerge. At a May 6th community fair, sponsored by the local Kiwanis organization, MVP set up a stand that attracted many local residents who expressed approval and encouragement in the efforts to establish the MVP Charter School. Based on overwhelming community support for the school (please see attached petition included in *Response 3(g) – Evidence of Community Outreach*) and positive local press (also included in *Response 3(g) – Evidence of Community Outreach*), MVP is confident that the community will welcome the school.

The founding team received input and acknowledged concerns over the co-location of a high school and a middle school. At the November meeting, community members expressed concerns about the intermingling of students of different ages from the different schools that would be operating in the building. In response to that feedback, MVP conducted extensive analysis on how students, staff and families will enter and exit the building and how schedules will be coordinated for lunch, physical education classes and other shared space usage. That analysis has been posted on the MVP website so that concerned community members have access to it. The team also received feedback from private school administrators who were concerned that the new school would siphon off their students. The team responded by presenting evidence of the overcrowding of District 24 schools and the high demand for better middle schools. The team also reiterated its belief that all parents are entitled to excellent public school options for their child.

As described above, MVP incorporated community input into the final proposal by developing a clear plan for successful co-location and making that plan available to the community.

e) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Middle Village Preparatory Academy Charter School submitted a proposal to the SUNY Trustees on February 23, 2012. The application was withdrawn on April 17, 2012. The proposed charter school name has not changed.

Following MVP's withdrawal of its proposal in April, the planning team closely reviewed the proposal to determine areas of weakness, conducted research and spoke with other charter leaders about best practices, and made modifications to ensure that MVP's plan is academically, organizationally, legally and fiscally sound. This was an opportunity for MVP to revisit the school design and enhance the quality of the full proposal as well as seek community support and leverage relationships in the community to inform and appeal to parents.

While MVP's overall design hasn't significantly changed, the planning team made several modifications to the staffing structure. Based on extensive research and conversations with charter school leaders, MVP determined that its academic program was not robust, and that expecting the Principal to singlehandedly run the entire instructional program was not realistic. Therefore, MVP made the decision to hire a Director of Curriculum and Instruction (DCI) who will be responsible for developing curriculum, using assessment data to drive instruction and running professional development for teachers. The DCI and Principal will both participate in teacher observation and evaluation. Having a DCI in place will ensure sufficient instructional capacity to support students of all levels of mastery, including students with disabilities and English Language Learners, and will free up the Principal to carry out other leader responsibilities such as reporting to the board, supervising non-instructional staff and dealing with external affairs. By shifting the Principal's responsibilities, MVP was able to eliminate the Executive Director role, positioning the Principal as overall school leader and instructional leader. To ensure that start-up operations run flawlessly, MVP will bring in a Director of Operations in Year One instead of Year Two.

MVP did not make major material changes to the instructional program, but did significantly distinguish its strategy for curriculum development and assessment, and its plan for supporting struggling students, students with disabilities, English Language Learners and advanced students. MVP recognized that while the planning team had a vision for the academic program, the specifics were not articulated in the proposal. The planning team believes that this has been rectified. The one material curriculum adjustment that was made was changing the Mathematics curriculum from *Impact Mathematics* to *Connected Mathematics 2* (Connected Math). The planning team selected Connected Math because it facilitates teachers' adaption of this curriculum and differentiates instruction to meet students' need by varying group size and materials, and addressing varying levels of math competency.

MVP appreciated the written feedback received from SUNY on June 12th, and was gratified to see that many of the Institute's concerns were consistent with the proposal changes in progress.

In response to the feedback, MVP made additional clarifying changes to the proposal such as better outlining the school's target population and adding additional detail to the Action Plan.

Michael W. Michel

Middle Village, NY 11379

PERSONAL INFORMATION

Fifty-six years of age; married to the former [REDACTED]; father of two daughters, [REDACTED]

SUMMARY OF QUALIFICATIONS

Experience in financial management in Not-For-Profit businesses and organizations and in the public sector. Knowledge of the construction and real estate industries. Effective ombudsman with governmental agencies, including, but not limited to, police, fire, highways, environmental protection, and school construction authority. Strong interpersonal communicative skills.

[REDACTED]

[REDACTED]

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[REDACTED]

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[REDACTED] S

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

REFERENCES

Will be furnished upon request

Former State Senator Serphin R. Maltese
Peter Mannarino, Principal, Christ the King Regional High School
Haeda Mihaltses, Director, Office of Government Relations, Mayor's Office

JOSEPHINE C. LUME, CPA

[REDACTED]

Middle Village, NY 11379

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

ROSEMARY DEGENNARO

Howard Beach, NY 11414

EDUCATION: Professional Diploma - St. John's University (2003)
Administration/Supervision

M.S.Ed - St. John's University (1982)
Concentration Reading/Learning Disabilities

B.A. - Queens College, CUNY (1979)
Major English/Secondary Education

CERTIFICATION: English Day High School – Grades 7-12-
Permanent
School Administrator/Supervisor-Provisional
School District Administrator-Permanent

[illegible]

- School Administrators Association of New York State
- Council on National Literatures
- National Council of Teachers of English
- Evaluator for Barron's TACH Review Book

Serphin R. Maltese

"Serf" Maltese has been a New York State Senator, representing over 320,000 constituents in the 15th Senatorial District in Queens County, for 20 years, having first been elected in 1988. He was born in Corona in 1932 and graduated from Stuyvesant High School, Manhattan College, and Fordham Law School, after which he served as an Assistant District Attorney and Deputy Chief of the Queens County D.A.'s Office Homicide Bureau. He is an Army Infantry Veteran of the Korean War and, prior to that service, was a member of the Marine Reserves.

Senator Maltese has been married for 52 years to the former [REDACTED]
[REDACTED] a renowned portrait artist, and has two daughters [REDACTED]
[REDACTED] both of whom attended Christ the King. They have four grandchildren.

When Senator Maltese's two daughters were students at Christ the King Regional High School, he became more and more involved with the school. He was the leader and Chairman of the original committee of 21 to "Save Christ the King High School" and has been the Chairman of the Board of Trustees for over 32 years.

Senator Maltese, together with Robert Normandia, became intimately involved with Christ the King's sports programs. Since that time, the Senator has been a strong supporter, not only of Christ the King's academic accomplishments, but has advocated and promoted its wide-ranging sports programs, having been instrumental in having the New York State Senate and government officials honor the achievements of Christ the King's athletes.

Deborah Kueber

Ms. Kueber spends all day talking about schools. As a real estate broker for more than 27 years in Queens, she knows the value that a great school can play in anchoring a residential community and the harm that an underperforming school can create. As a mother, she has experienced the stress of seeking out high quality school options for her sons. Ms. Kueber is also a proven civic leader, having served on the following committees on both the business and personal level:

- Current member of the Long Island Board of Realtors, MLS
- Current member of the New York Association of Realtors
- Current Secretary of the Glendale Kiwanis Club
- Past President of the Glendale Kiwanis Club, member since 2000
- Past member of the Board of Directors for the Ridgewood Older Adult Center
- Involved with the Leadership Committee of PS 91
- Involved with various committees in St. Pancras Church
- Involved with the Boy Scout Troop & Pack 383 for the past 20 years
- Involved with the Boy Scout Troop 427 for the past 2 years
- Opened Coldwell Banker Kueber Realty in 1990, a full service real estate company
- Personally overseen the sale of approximately \$30million dollars worth of real estate in the New York area.

Margaret Ognibene

Middle Village, NY 11379

EDUCATION:

1957-1961 Grover Cleveland HS Ridgewood, NY

1961-1965 Queens College Flushing, NY
Batchelor of Arts in Science Education

1965-1967 Queens College Flushing, NY
Masters Degree

Laura O’Gorman

Ridgewood, N.Y. 11385

SUMMARY:

A dedicated Physical Education, Dance/Fitness and Music professional with 36 years experience in improving the minds and bodies of my students.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION:

State College, Cortland, New York; B.A. Physical Education, 1973
C.W. Post College, Brookville, New York
M.B.A. Counselling, 1976
Received NYS Music License, July 2009



Community Education Council 24

P.S. 91 Room 119 68-10 Central Avenue

Glendale, New York 11385

Phone: 718.418.8160 / Fax: 718.418.8168/ Cec24@schools.nyc.gov

New York City Department of Education

Nick Comaianni
President

Peter Vercessi
Vice President

Jeanne Forster
Treasurer

Lucy Accardo
Secretary

Council Members

Salvatore Carollo
Maria D'Amico
Jean Vernet Darius
Lamgen Leon
Bill Kregler
Samantha Papaccio
Constance M. Partinico

Department of Education Officials

Ms. Madelene Taub-Chan
Community Superintendent, District 24

December 6, 2011

Michael Michel, President
Christ the King Continuing Education
68-02 Metropolitan Avenue
Middle Village, NY 11379

Dear Mr. Michel,

It was great speaking to you again. First and foremost I would like to thank you for reaching out to the CEC regarding the possibility of a charter school for grades 6 through 8 on Christ the King's campus. Myself as well as the council as a whole found your willingness to openly communicate your idea very encouraging. To that regard, we appreciate your offer and subsequent commitment to assign a liaison from the charter school to the Community Education Council in so that the lines of communication always remain open.

The CEC will vote on the proposed charter school after the plan is fully evaluated by the members and a public hearing is held.

Thank you on behalf of Community Education Council District 24 for keeping us informed. If you need anything further, feel free to contact me.

Sincerely,

Nick Comaianni
President, CEC D24

Community Education Council 24

P.S. 91 Room 119 68-10 Central Avenue
Glendale, New York 11385
Phone: 718.418.8160 / Fax: 718.418.8168/ Cec24@schools.nyc.gov

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Department of Education Officials

Ms. Madelene Taub-Chan
Community Superintendent, District 24

April 24, 2012

Resolution # 68 Position on Middle Village Preparatory Charter School in Christ the King

Whereas, representatives of Middle Village Preparatory Charter School (MVPCS) proposed to the council a middle school serving grades 6-8 to be housed in Christ the King Regional HS (CTKRHS);

Whereas, the council toured the 280,000 square foot building that houses Christ the King of which 50,000 square feet will be used for MVPCS;

Whereas, by leasing space within Christ the King Regional HS, Middle Village Preparatory Charter School will not take seats away from students attending public elementary schools in District 24;

Whereas, by leasing said space MVPCS will have available to them a host of amenities not usually available to startup charter schools such as use of a full auditorium, a large gymnasium, and parking;

Whereas, the council agrees with the proposed curriculum of MVPCS which is designed to meet and surpass New York State Education Department requirements and further is in full accordance with the mission of the school, which is to prepare students to succeed at the college-preparatory high school of their choice;

Whereas, the Community Education Council appreciates the approach used by representatives of MVPCS into the district and by keeping lines of communication fully opened and by understanding the position of the council on charter schools located in public space;

Be it resolved, the Community Education Council approves Middle Village Preparatory Charter School to be housed at Christ the King Regional High School in District 24.

Community Education Council 24

P.S. 91 Room 119 68-10 Central Avenue

Glendale, New York 11385

Phone: 718.418.8160 / Fax: 718.418.8168/ Cec24@schools.nyc.gov

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Constance M. Partinico

Department of Education Officials

Ms. Madelene Taub-Chan
Community Superintendent, District 24

May 3, 2012

Michael Michel, President
Christ the King Continuing Education
68-02 Metropolitan Avenue
Middle Village, NY 11379

Dear Mr. Michel,

The Community Education Council District 24 fully supports your efforts in opening Middle Village Preparatory Charter School as noted in attached Resolution # 68 Position on Middle Village Preparatory Charter School in Christ the King.

We appreciate your efforts of open communication and we look forward to working with you in the near future.

Sincerely,

Nick Comaianni
President, CEC D24

Charter Schools Institute
Application in Support of the Establishment of Middle Village Preparatory Charter School



PO Box 790275 • Middle Village, NY 11379 • 718-651-5865 • www.junipercivic.com • info@junipercivic.com

May 22, 2012

Jason Sarsfield
Director of School Applications
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Mr. Sarsfield,

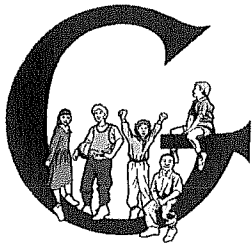
The Juniper Park Civic Association (JPCA), one of the largest civic associations in New York State, representing 1750 families, fully supports the creation of the Middle Village Prep Charter School. As we all know, District 24 in Queens is the most overcrowded school district in New York City. For over 10 years the JPCA has been fighting for more schools and classrooms in District 24 to help alleviate massive overcrowding. Our children deserve the best education possible and the first step in achieving this is to provide them with adequate space and smaller class sizes. Here we have an opportunity to help accomplish that goal without utilizing public space.

On May 3rd the JPCA Board of Directors and Executive Board voted unanimous to support the concept of the Middle Village charter school. Our association has joined with the Community Education Council, Community Board 5 Queens, Greater Ridgewood Youth Council, Italian Charities as well as other organizations in District 24 to support Middle Village Prep. We feel that this is a step in the right direction for our children and our community.

In the coming months we plan to host a presentation of the Middle Village Prep Charter School at our Town Meetings to better understand how it can best serve our community.

Sincerely,

Robert F. Holden
President



GREATER RIDGEWOOD YOUTH COUNCIL, INC.

59-03 Summerfield Street, Ridgewood, N.Y. 11385

(718) 456-KIDS (5437)

Website: www.thegryc.org

Fax: (718) 366-3053

Michael Michel
President
Christ the King Regional High School
Metropolitan Avenue
Middle Village, NY 11379

Dear Mr. Michel:

I am writing this as a letter of support for your efforts to bring a Charter School to our communities. The Greater Ridgewood Youth Council has always had a great relationship with your institution and countless numbers of children that we serve at the GRYC have or are attending CTK. In addition, a good number of staff members are also graduates. Thank you for the outstanding job you have done in all of these regards.

As we have discussed, the GRYC is committed to working with you and your team to bring this wonderful endeavor to fruition. As you know, the GRYC serves over 1,400 children and families DAILY and we will work together to collaborate outreach and recruitment efforts. Know that our 32 years of serving the communities within CSD 24 make this partnership a great thing for families and students in these targeted areas. This will benefit many of our young people and is a win-win for everyone involved.

Please do not hesitate to continue to reach out to me as you proceed. I am hopeful that as we move forward in this process, that together, we can find a way to service more children through this extremely effective program.

Thank you so much for the opportunity to work with you to continue to service the youth and families of Queens and if I can be of any assistance, please do not hesitate to reach out to me.

Sincerely,

Bob Monahan
President/GRYC

Middle Village Prep

CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

DISTRICT 24

MIDDLE VILLAGE PREP CHARTER SCHOOL (MVPCS) IS APPLYING TO OPEN A FREE, PUBLIC CHARTER SCHOOL IN DISTRICT 24 THAT WILL SERVE STUDENTS IN GRADES 6 THROUGH 8. THIS WILL HELP ALLEVIATE THE OVERCROWDING IN DISTRICT 24's PUBLIC SCHOOL SYSTEM. IF THIS CHARTER IS GRANTED, WE WILL APPLY ON BEHALF OF OUR SCHOOL-AGED CHILDREN FOR ADMISSION TO THE SCHOOL, WHICH WILL BEGIN AT GRADE 6 (SEPTEMBER 2013).

**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Alexandria Wong</i>	Address [REDACTED]	# of school aged children living with you <u>4</u>
Print Name [REDACTED]	Email [REDACTED]	current grade of oldest child <u>2</u>
Signature [REDACTED]	Address [REDACTED]	# of school aged children living with you <u>3</u>
Print Name <i>Lasmon Melendez</i>	Email [REDACTED]	current grade of oldest child <u>7th</u>
Signature <i>Melissa Henderson</i>	Address [REDACTED]	# of school aged children living with you <u>3</u>
Print Name <i>Melissa Henderson</i>	Email [REDACTED]	current grade of oldest child <u>11th</u>
Signature [REDACTED]	Address [REDACTED]	# of school aged children living with you <u>4</u>
Print Name <i>Nelson Acevedo</i>	Email [REDACTED]	current grade of oldest child <u>12th</u>
Signature [REDACTED]	Address <i>Ridgewood</i>	# of school aged children living with you <u>2</u>
Print Name <i>Tricia Detrich</i>	Email [REDACTED]	current grade of oldest child <u>5</u>
Signature [REDACTED]	Address [REDACTED]	# of school aged children living with you <u>1</u>
Print Name <i>Sonia Quiles</i>	Email <i>BRlyn</i>	current grade of oldest child <u>3</u>
Signature [REDACTED]	Address [REDACTED]	# of school aged children living with you <u>4</u>
Print Name <i>Kimberly Perdue</i>	Email <i>Ridgewood</i>	current grade of oldest child <u>2</u>
Signature [REDACTED]	Address [REDACTED]	# of school aged children living with you <u>0</u>
Print Name <i>Christine Setthner</i>	Email [REDACTED]	current grade of oldest child <u>0</u>
Signature [REDACTED]	Address [REDACTED]	# of school aged children living with you <u>3</u>
Print Name <i>Angela B Swillano</i>	Email [REDACTED]	current grade of oldest child <u>3</u>

718-869-2993

www.middlevillageprep.org

68-02 Metropolitan Avenue
Middle Village, NY 11379

Middle Village Prep CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Victor W. Weller</i>	Address [REDACTED]	# of school aged children living with you <u>0</u>
Print Name <i>VICTORIA Weller</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Harriet A. Johnson</i>	Address [REDACTED]	# of school aged children living with you <u>2</u>
Print Name <i>Harriet A. Johnson</i>	Email [REDACTED]	current grade of oldest child <u>8</u>
Signature <i>Deborah Triand</i>	Address [REDACTED]	# of school aged children living with you <u>0</u>
Print Name <i>Deborah Triand</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Veronica Oswiecinski</i>	Address [REDACTED]	# of school aged children living with you <u>100</u>
Print Name <i>V. Oswiecinski</i>	Email [REDACTED]	current grade of oldest child <u>Pre K</u>
Signature <i>Joan Quercia</i>	Address [REDACTED]	# of school aged children living with you <u>2</u>
Print Name <i>Joan Quercia</i>	Email [REDACTED]	current grade of oldest child <u>8</u>
Signature <i>Chris Quercia</i>	Address [REDACTED]	# of school aged children living with you <u>2</u>
Print Name <i>Chris Quercia</i>	Email [REDACTED]	current grade of oldest child <u>8</u>
Signature <i>A. Colone</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>A. Colone</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Michael D. Mark</i>	Address [REDACTED]	# of school aged children living with you <u>0</u>
Print Name <i>Michael D. Mark</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Mauro D. Mark</i>	Address [REDACTED]	# of school aged children living with you <u>0</u>
Print Name [REDACTED]	Email [REDACTED]	current grade of oldest child _____

www.middlevillageprep.org

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Middle Village, NY 11379

Middle Village Prep CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Joseph J. Morscher Jr.</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Joseph Morscher</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Norma Apelo</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Norma Apelo</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>James J. Friso</i>	Address [REDACTED]	# of school aged children living with you <u>4</u>
Print Name <i>James J. Friso</i>	Email [REDACTED]	current grade of oldest child <u>8</u>
Signature <i>Joanne Vinci Casto</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Joanne Vinci Casto</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Andre Machado</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Andre Machado</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Gina Pazano</i>	Address [REDACTED]	# of school aged children living with you <u>1 (361)</u>
Print Name <i>Gina Pazano</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Carol Ruocco</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Carol Ruocco</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>C. Farinas</i>	Address [REDACTED]	# of school aged children living with you <u>K</u>
Print Name <i>C. FARINAS</i>	Email [REDACTED]	current grade of oldest child <u>K</u>
Signature <i>Asa Bones</i>	Address [REDACTED]	# of school aged children living with you <u>2</u>
Print Name <i>Asa Bones</i>	Email [REDACTED]	current grade of oldest child <u>10</u>

718-869-2993

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68-02 Metropolitan Avenue
Middle Village, NY 11379

Middle Village Prep CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

DISTRICT 24

MIDDLE VILLAGE PREP CHARTER SCHOOL (MVPCS) IS APPLYING TO OPEN A FREE, PUBLIC CHARTER SCHOOL IN DISTRICT 24 THAT WILL SERVE STUDENTS IN GRADES 6 THROUGH 8. THIS WILL HELP ALLEVIATE THE OVERCROWDING IN DISTRICT 24's PUBLIC SCHOOL SYSTEM. IF THIS CHARTER IS GRANTED, WE WILL APPLY ON BEHALF OF OUR SCHOOL-AGED CHILDREN FOR ADMISSION TO THE SCHOOL, WHICH WILL BEGIN AT GRADE 6 (SEPTEMBER 2013).

**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature	<i>Harry Carmichael</i>	# of school aged children living with you	0
Print Name	HARRY CARMICHAEL	current grade of oldest child	
Signature	<i>Angela Braccolone</i>	# of school aged children living with you	0
Print Name	ANGELA BRACCOLONE	current grade of oldest child	
Signature	<i>Dina D'Angelo</i>	# of school aged children living with you	0
Print Name	DINA D'ANGELO	current grade of oldest child	
Signature	<i>Grace Ponzio</i>	# of school aged children living with you	0
Print Name	GRACE PONZIO	current grade of oldest child	
Signature	<i>Lea Pomo</i>	# of school aged children living with you	0
Print Name	LEA POMO	current grade of oldest child	
Signature	<i>Angelina Martinez</i>	# of school aged children living with you	1
Print Name	ANGELINA MARTINEZ	current grade of oldest child	9
Signature	<i>Pietra DiMaggio</i>	# of school aged children living with you	1
Print Name	PIETRA DIMAGGIO	current grade of oldest child	6
Signature	<i>Arbun Hutson</i>	# of school aged children living with you	1
Print Name	ARBUN HUTSON	current grade of oldest child	preschool
Signature	<i>Brett Hutson</i>	# of school aged children living with you	1
Print Name	BRETT HUTSON	current grade of oldest child	preschool

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68-02 Metropolitan Avenue
Middle Village, NY 11379

Middle Village Prep

CHARTER SCHOOL

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Signature <i>Elin Carmione</i>	# of school aged children living with you <u>0</u>
Print Name <i>ELINOR CARMISIONE</i>	current grade of oldest child <u>0</u>
Signature <i>Cindy Carmione</i>	# of school aged children living with you <u>0</u>
Print Name <i>CINDY CARMISIONE</i>	current grade of oldest child <u>0</u>
Signature <i>Christine Civitano</i>	# of school aged children living with you <u>1</u>
Print Name <i>CHRISTINE CIVITANO</i>	current grade of oldest child <u>K</u>
Signature <i>Susan Hoeil</i>	# of school aged children living with you <u>0</u>
Print Name <i>SUSAN HOEIL</i>	current grade of oldest child <u>0</u>
Signature <i>M. Muller</i>	# of school aged children living with you <u>0</u>
Print Name <i>M. Muller</i>	current grade of oldest child <u>0</u>
Signature <i>Orchid Moya</i>	# of school aged children living with you <u>0</u>
Print Name <i>Orchid Moya</i>	current grade of oldest child <u>0</u>
Signature <i>Charles Weiss</i>	# of school aged children living with you <u>1</u>
Print Name <i>Charles Weiss</i>	current grade of oldest child <u>11</u>
Signature <i>Kim Weiss</i>	# of school aged children living with you <u>11</u>
Print Name <i>Kim Weiss</i>	current grade of oldest child <u>11</u>
Signature <i>Eileen Miller</i>	# of school aged children living with you <u>1</u>
Print Name <i>Eileen Miller</i>	current grade of oldest child <u>1</u>

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Signature <u>Laura Camacho</u>	A		# of school aged children living with you <u>2</u>
Print Name <u>Laura Camacho</u>	E		current grade of oldest child <u>6th</u>
Signature <u>E. Banka</u>	A		# of school aged children living with you <u>10</u>
Print Name <u>ELIZABETH BANKA</u>	E		current grade of oldest child _____
Signature <u>Emily Gooley</u>	A		# of school aged children living with you <u>1</u>
Print Name <u>Emily Gooley</u>	E		current grade of oldest child <u>10</u>
Signature <u>M. Baldi</u>	A		# of school aged children living with you <u>6</u>
Print Name <u>Margherita Baldi</u>	E		current grade of oldest child <u>11th</u>
Signature <u>Siri Brindley</u>	A		# of school aged children living with you <u>2</u>
Print Name <u>Siri Brindley</u>	E		current grade of oldest child <u>1</u>
Signature <u>Donna Dooley</u>	A		# of school aged children living with you <u>2</u>
Print Name <u>DONNA DOOLEY</u>	E		current grade of oldest child <u>10</u>
Signature <u>Michael Machado</u>	A		# of school aged children living with you <u>0</u>
Print Name <u>MICHAEL MACHADO</u>	E		current grade of oldest child <u>0</u>
Signature <u>Theresa Bopp</u>	A		# of school aged children living with you <u>1</u>
Print Name <u>Theresa Bopp</u>	E		current grade of oldest child <u>12</u>
Signature <u>Angelo Castellina</u>	A		# of school aged children living with you <u>0</u>
Print Name <u>Angelo Castellina</u>	E		current grade of oldest child <u>0</u>

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Signature <i>Joseph Arbekello</i>	Ac	# of school aged children living with you <u>1</u>
Print Name <i>Joseph Arbekello</i>	En	current grade of oldest child <u>Pre K</u>
Signature <i>Melanie Rodriguez</i>	Ac	# of school aged children living with you <u>1</u>
Print Name <i>Melanie Rodriguez</i>	En	current grade of oldest child <u>K</u>
Signature <i>Patrick Connell</i>	Ac	# of school aged children living with you <u>1</u>
Print Name <i>Patrick Connell</i>	En	current grade of oldest child <u>K</u>
Signature <i>Filippa Militello</i>	Ac	# of school aged children living with you <u>2</u>
Print Name <i>Filippa Militello</i>	En	current grade of oldest child <u>K</u>
Signature <i>Paul Drexler</i>	Ac	# of school aged children living with you <u>0</u>
Print Name <i>Paul Drexler</i>	En	current grade of oldest child <u>0</u>
Signature <i>Nick D'Amato</i>	Ac	# of school aged children living with you <u>0</u>
Print Name <i>NICK D'AMATO</i>	En	current grade of oldest child <u>0</u>
Signature <i>Maria Milko</i>	Ac	# of school aged children living with you <u>3</u>
Print Name <i>Maria Milko</i>	En	current grade of oldest child <u>9</u>
Signature <i>Amanda Wallin</i>	Ac	# of school aged children living with you <u>0</u>
Print Name <i>Amanda Wallin</i>	En	current grade of oldest child <u>0</u>
Signature <i>Josephine Wallin</i>	Ac	# of school aged children living with you <u>0</u>
Print Name <i>Josephine Wallin</i>	En	current grade of oldest child <u>0</u>

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Signature <i>Dawn Hall</i>	# of school aged children living with you <u>1</u>
Print Name <i>Dawn Hall</i>	current grade of oldest child <u>K</u>
Signature <i>Steven Friedler</i>	# of school aged children living with you <u> </u>
Print Name <i>STEVEN FRIEDLER</i>	current grade of oldest child <u> </u>
Signature <i>John McAuley</i>	# of school aged children living with you <u>2</u>
Print Name <i>John McAuley</i>	current grade of oldest child <u>10th</u>
Signature <i>Lecher Hare</i>	# of school aged children living with you <u>1</u>
Print Name <i>Lecher Hare</i>	current grade of oldest child <u>4</u>
Signature <i>Deborah Bruno</i>	# of school aged children living with you <u> </u>
Print Name <i>Deborah Bruno</i>	current grade of oldest child <u> </u>
Signature <i>Phillip Moore</i>	# of school aged children living with you <u>2</u>
Print Name <i>Phillip Moore</i>	current grade of oldest child <u>10</u>
Signature <i>Jorge Brito</i>	# of school aged children living with you <u>3</u>
Print Name <i>Jorge Brito</i>	current grade of oldest child <u>4</u>
Signature <i>Bill Pascual</i>	# of school aged children living with you <u>3</u>
Print Name <i>Bill Pascual</i>	current grade of oldest child <u>6th</u>
Signature <i>Lidia Marino</i>	# of school aged children living with you <u>0</u>
Print Name <i>Lidia Marino</i>	current grade of oldest child <u>0</u>

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Signature <i>Frank Carve</i>		# of school aged children living with you <u>1</u>
Print Name <i>Frank Carve</i>		current grade of oldest child _____
Signature <i>Charles Suttel</i>		# of school aged children living with you _____
Print Name <i>Charles Suttel</i>		current grade of oldest child _____
Signature <i>Jennifer Suttel</i>		# of school aged children living with you <u>1</u>
Print Name <i>Jennifer Suttel</i>		current grade of oldest child _____
Signature <i>C Machado</i>		# of school aged children living with you _____
Print Name <i>Charlene</i>		current grade of oldest child _____
Signature <i>E Garner</i>		# of school aged children living with you <u>1</u>
Print Name <i>SJS</i>		current grade of oldest child <u>3</u>
Signature <i>J Smith</i>		# of school aged children living with you <u>1</u>
Print Name <i>J Smith</i>		current grade of oldest child <u>1</u>
Signature <i>A Machado</i>		# of school aged children living with you <u>0</u>
Print Name <i>A Machado</i>		current grade of oldest child _____
Signature <i>Ronald Bruno</i>		# of school aged children living with you <u>2</u>
Print Name <i>Ronald Bruno</i>		current grade of oldest child <u>10</u>
Signature <i>Maribel Angeles</i>		# of school aged children living with you _____
Print Name <i>Maribel Angeles</i>		current grade of oldest child _____

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Signature <i>Tiffany Kobeltich</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Tiffany Kobeltich</i>	Emergency Contact	current grade of oldest child <u> </u>
Signature <i>Cassie Carmisone</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Cassie Carmisone</i>	Emergency Contact	current grade of oldest child <u> </u>
Signature <i>Pat Civitano</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Pat Civitano</i>	Emergency Contact	current grade of oldest child <u>K</u>
Signature <i>Josephine Boscor</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Josephine Boscor</i>	Emergency Contact	current grade of oldest child <u>2</u>
Signature <i>Maryann Aiello</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>MARYANN Aiello</i>	Emergency Contact	current grade of oldest child <u> </u>
Signature <i>Jackie Carmisone</i>	Address	# of school aged children living with you <u> </u>
Print Name <i>Jackie Carmisone</i>	Emergency Contact	current grade of oldest child <u> </u>
Signature <i>Carmela Carmisone</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Carmela Carmisone</i>	Emergency Contact	current grade of oldest child <u> </u>
Signature <i>Alicia Aiello</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Alicia Aiello</i>	Emergency Contact	current grade of oldest child <u> </u>
Signature <i>Patricia Mugh</i>	Address	# of school aged children living with you <u> </u>
Print Name <i>Patricia Mugh</i>	Emergency Contact	current grade of oldest child <u> </u>

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Signature <i>Richard Kohley</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>Richard Kohley</i>	Email	current grade of oldest child <u>Pre K</u>
Signature <i>J. Lume</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>J. Lume</i>	Email	current grade of oldest child <u>1</u>
Signature <i>Anne Stimmel</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Anne Stimmel</i>	Email	current grade of oldest child _____
Signature <i>Hiram Marrero</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Hiram Marrero</i>	Email	current grade of oldest child <u>3</u>
Signature <i>Janet Marrero</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Janet Marrero</i>	Email	current grade of oldest child <u>3</u>
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____

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Signature <i>Catherine Sumsky</i>	Address 	# of school aged children living with you <u>1</u>
Print Name <i>CATHERINE SUMSKY</i>	Email 	current grade of oldest child <u>13</u>
Signature <i>Alice Sullivan</i>	Address 	# of school aged children living with you <u>1</u>
Print Name <i>Alice Sullivan</i>	Email 	current grade of oldest child <u>K</u>
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____

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Signature <i>Cathy Mezzetta</i>		# of school aged children living with you <u>2</u>
Print Name <i>Cathy Mezzetta</i>		current grade of oldest child <u>10</u>
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
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Print Name	Email	current grade of oldest child _____
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Signature <i>Fara Manzell</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Fara Manzell</i>	Email	current grade of oldest child
Signature <i>Vincenzo Manzell</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Vincenzo Manzell</i>	Email	current grade of oldest child
Signature <i>Roland Geiling</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>ROLAND GEILING</i>	Email	current grade of oldest child
Signature <i>N. Geiling</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>Nicoleta Geiling</i>	Email	current grade of oldest child
Signature <i>Rose Ann Mascea</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Rose Ann Mascea</i>	Email	current grade of oldest child <u>Prek</u>
Signature <i>Josephine Sansieri</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Josephine Sansieri</i>	Email	current grade of oldest child <u>0</u>
Signature <i>Christine Sansieri</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Christine Sansieri</i>	Email	current grade of oldest child <u>0</u>
Signature <i>Meghan M. Dever</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Megan Dever</i>	Email	current grade of oldest child <u>0</u>
Signature <i>Rose Sansieri</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Rose Sansieri</i>	Email	current grade of oldest child

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Signature <i>Susan V. Mart</i>	Ad	# of school aged children living with you	
Print Name <i>Susan Martinez</i>	Em	current grade of oldest child	<i>College</i>
Signature <i>M. Olsky</i>	Ad	# of school aged children living with you	<i>2</i>
Print Name <i>Marie Olsky</i>	Em	current grade of oldest child	<i>10</i>
Signature <i>Maria D'Angelo</i>	Ad	# of school aged children living with you	<i>0</i>
Print Name <i>Maria D'Angelo</i>	Em	current grade of oldest child	<i>0</i>
Signature <i>Christina Grovi</i>	Ad	# of school aged children living with you	<i>0</i>
Print Name <i>Christina Grovi</i>	Em	current grade of oldest child	
Signature <i>Patricia Tarnok</i>	Ad	# of school aged children living with you	<i>0</i>
Print Name <i>Patricia Tarnok</i>	Em	current grade of oldest child	
Signature <i>Christine Abate</i>	Ad	# of school aged children living with you	<i>2</i>
Print Name <i>Christine Abate</i>	Em	current grade of oldest child	
Signature <i>Rosemary Hoffmann</i>	Ad	# of school aged children living with you	<i>0</i>
Print Name <i>Rosemary Hoffmann</i>	Em	current grade of oldest child	<i>—</i>
Signature <i>Kim McMillin</i>	Ad	# of school aged children living with you	<i>2</i>
Print Name <i>Kim McMillin</i>	Em	current grade of oldest child	
Signature <i>Patricia Vigor</i>	Ad	# of school aged children living with you	<i>0</i>
Print Name <i>PATRICIA Vigor</i>	Em	current grade of oldest child	

718-869-2993

v.middlevillageprep.org

68-02 Metropolitan Avenue
Middle Village, NY 11379

Middle Village Prep

CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

DISTRICT 24

MIDDLE VILLAGE PREP CHARTER SCHOOL (MVPCS) IS APPLYING TO OPEN A FREE, PUBLIC CHARTER SCHOOL IN DISTRICT 24 THAT WILL SERVE STUDENTS IN GRADES 6 THROUGH 8. THIS WILL HELP ALLEVIATE THE OVERCROWDING IN DISTRICT 24's PUBLIC SCHOOL SYSTEM. IF THIS CHARTER IS GRANTED, WE WILL APPLY ON BEHALF OF OUR SCHOOL-AGED CHILDREN FOR ADMISSION TO THE SCHOOL, WHICH WILL BEGIN AT GRADE 6 (SEPTEMBER 2013).

**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Janet Gorman</i>	Ad	# of school aged children living with you <i>0</i>
Print Name <i>JANET GORMAN</i>	Em	current grade of oldest child
Signature <i>Linda Sansloveri</i>	Ad	# of school aged children living with you <i>0</i>
Print Name <i>LINDA Sansloveri</i>	Em	current grade of oldest child
Signature <i>Paul Falcione</i>	Ad	# of school aged children living with you <i>0</i>
Print Name <i>Paul Falcione</i>	Em	current grade of oldest child
Signature <i>Daniel Gorman</i>	Ad	# of school aged children living with you <i>0</i>
Print Name <i>DANIEL GORMAN</i>	Em	current grade of oldest child
Signature <i>Melissa Cicciari</i>	Ad	# of school aged children living with you <i>1</i>
Print Name <i>Melissa Cicciari</i>	Em	current grade of oldest child <i>K</i>
Signature <i>Josephine Manzella</i>	Ad	# of school aged children living with you <i>2</i>
Print Name <i>Josephine Manzella</i>	Em	current grade of oldest child <i>12</i>
Signature <i>Matteo Manzella</i>	Ad	# of school aged children living with you <i>2</i>
Print Name <i>Matteo Manzella</i>	Em	current grade of oldest child <i>12</i>
Signature <i>Fran Lambert</i>	Ad	# of school aged children living with you <i>N/A</i>
Print Name <i>Fran Lambert</i>	Em	current grade of oldest child <i>N/A</i>
Signature <i>Bridget Sawulski</i>	Ad	# of school aged children living with you <i>0</i>
Print Name <i>Bridget Sawulski</i>	Em	current grade of oldest child <i>0</i>

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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Danielle Kraus</i>		# of school aged children living with you <u>0</u>
Print Name <i>Danielle Kraus</i>		current grade of oldest child <u>0</u>
Signature <i>Emilija Markov</i>		# of school aged children living with you <u>0</u>
Print Name <i>Emilija Markov</i>		current grade of oldest child <u>0</u>
Signature <i>Samantha Woisin</i>		# of school aged children living with you <u>1</u>
Print Name <i>Samantha Woisin</i>		current grade of oldest child <u>JB in H.S.</u>
Signature <i>Jennifer Padro-Rivera</i>		# of school aged children living with you <u> </u>
Print Name <i>Jennifer Padro-Rivera</i>		current grade of oldest child <u> </u>
Signature <i>Linda Chaver</i>		# of school aged children living with you <u>0</u>
Print Name <i>Linda Chaver</i>		current grade of oldest child <u> </u>
Signature <i>Angelo Sansiveri</i>		# of school aged children living with you <u>0</u>
Print Name <i>Angelo Sansiveri</i>		current grade of oldest child <u> </u>
Signature <i>Vanessa Papavero</i>		# of school aged children living with you <u>0</u>
Print Name <i>Vanessa Papavero</i>		current grade of oldest child <u> </u>
Signature <i>Regina Calaburatto</i>		# of school aged children living with you <u>0</u>
Print Name <i>Regina Calaburatto</i>		current grade of oldest child <u> </u>
Signature <i>Joseph Calaburatto</i>		# of school aged children living with you <u>0</u>
Print Name <i>Joseph Calaburatto</i>		current grade of oldest child <u> </u>

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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Mae Maurer</i>	# of school aged children living with you <i>0</i>
Print Name <i>Mae Maurer</i>	current grade of oldest child <i>N/A</i>
Signature <i>Nancy D'Errico</i>	# of school aged children living with you _____
Print Name <i>NANCY D'ERRICO</i>	current grade of oldest child _____
Signature <i>Loreta Spadenta</i>	# of school aged children living with you _____
Print Name <i>LORETA SPAVENTA</i>	current grade of oldest child _____
Signature <i>Gina Marie Martinez</i>	# of school aged children living with you _____
Print Name <i>Gina Marie Martinez</i>	current grade of oldest child _____
Signature <i>Maryann Cercione</i>	# of school aged children living with you <i>2</i>
Print Name <i>Maryann Cercione</i>	current grade of oldest child <i>Sophomore</i>
Signature <i>Margaret Schurr</i>	# of school aged children living with you _____
Print Name <i>Margaret Z. Schurr</i>	current grade of oldest child _____
Signature <i>Lisa Morano</i>	# of school aged children living with you <i>2</i>
Print Name <i>Lisa Morano</i>	current grade of oldest child <i>5</i>
Signature <i>Harry Zuzworsky</i>	# of school aged children living with you _____
Print Name <i>Harry Zuzworsky</i>	current grade of oldest child _____
Signature <i>James Schurr</i>	# of school aged children living with you <i>NY 1105</i>
Print Name <i>James Schurr</i>	current grade of oldest child _____

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DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Madeline R. Schurr</i>	Address	School aged children living with you <i>0</i>
Print Name <i>Madeline R. Schurr</i>	Email	Current grade of oldest child <i>N/A</i>
Signature <i>Doreen Lerner</i>	Address	School aged children living with you <i>0</i>
Print Name <i>DOREEN LERNER</i>	Email	Current grade of oldest child <i>N/A</i>
Signature <i>L. Steig</i>	Address	of school aged children living with you <i>0</i>
Print Name <i>Linda Steigbecker</i>	Email	Current grade of oldest child <i>N/A</i>
Signature <i>Kathleen Scanlon</i>	Address	of school aged children living with you <i>0</i>
Print Name <i>Kathleen Scanlon</i>	Email	Current grade of oldest child <i>N/A</i>
Signature <i>Diane Seewald</i>	Address	of school aged children living with you <i>0</i>
Print Name <i>Diane Seewald</i>	Email	Current grade of oldest child <i>N/A</i>
Signature <i>Julieann McGonigle</i>	Address	of school aged children living with you <i>1</i>
Print Name <i>Julieann McGonigle</i>	Email	Current grade of oldest child <i>N/A</i>
Signature <i>Jessica Zayas</i>	Address	of school aged children living with you <i>1</i>
Print Name <i>JESSICA ZAYAS</i>	Email	Current grade of oldest child <i>N/A</i>
Signature <i>Maria Acevedo</i>	Address	of school aged children living with you <i>Na</i>
Print Name <i>Maria Acevedo</i>	Email	Current grade of oldest child <i>Na</i>
Signature <i>Jose Lopez</i>	Address	of school aged children living with you <i>1</i>
Print Name	Email	Current grade of oldest child

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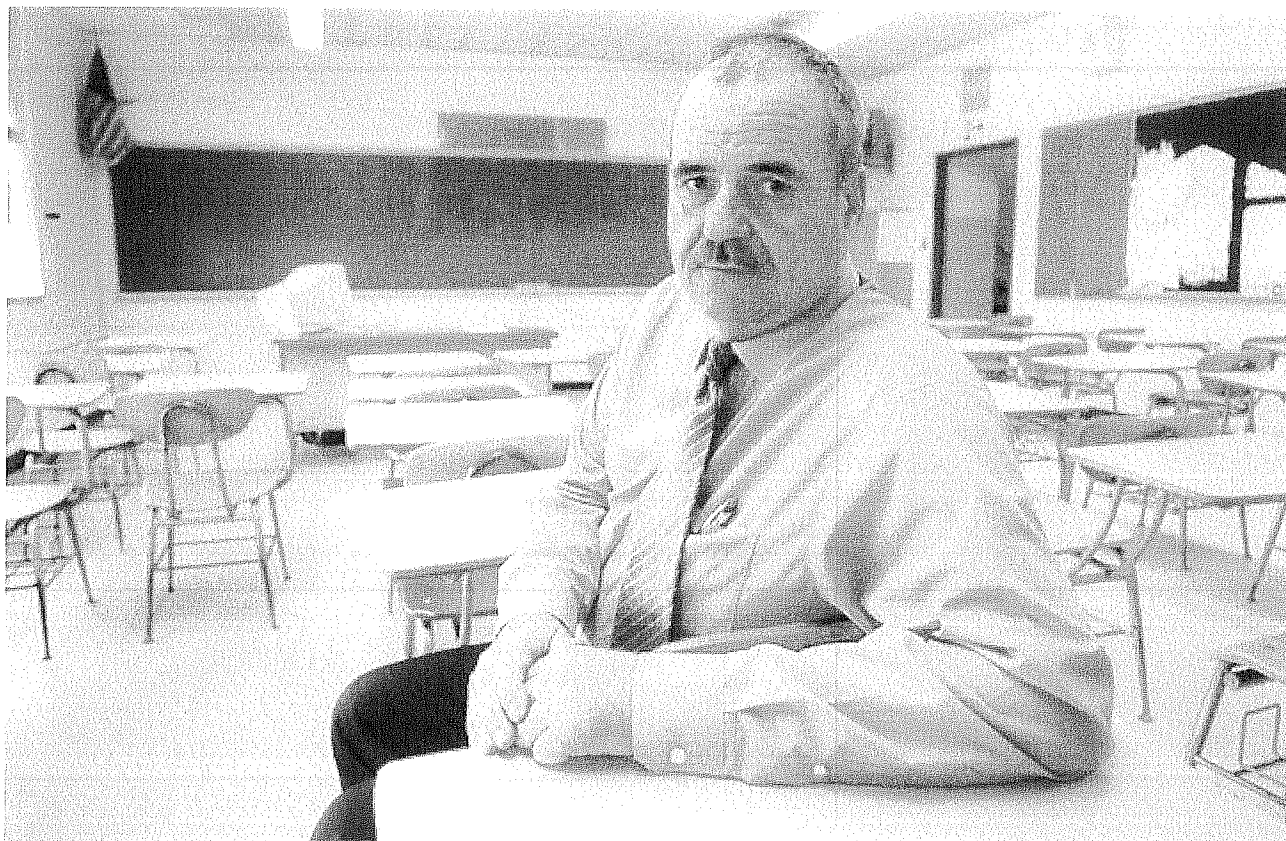
Queens

Three charter middle schools proposed for Queens

Schools would be in Middle Village and southeast Queens

BY CLARE TRAPASSO / NEW YORK DAILY NEWS

Thursday, April 26, 2012, 6:00 AM

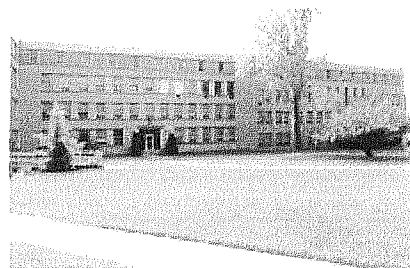


CHRISTIE M. FARRIELLA FOR NEW YORK DAILY NEWS

Christ the King High School President Michael Michel in one of the empty classrooms in a section of the school in which he has proposed to open a charter school.

The latest crop of proposed charter schools in Queens has received an unusually warm welcome from local parent groups.

Community Education Council District 24 voted unanimously at its Tuesday meeting to support the Middle Village Preparatory Charter School — marking the first time the mid-western Queens parents group has come out in favor of a charter school.



CHRISTIE M. FARRIELLA FOR NEW YORK DAILY NEWS

Christ the King High School in Middle Village could become the home of the

"Considering that they're going to open up charter schools anyway, it might as well be a school that meets our standards," said Council President Nick Comaianni, who lamented the overcrowding in the district. And "they have their own space."

proposed Middle Village Preparatory
Charter School.

The proposed middle school, which will boast a mandatory Latin curriculum, is to submit a charter application to the SUNY Charter Schools Institute next month. If approved, the school will open in 2013 in the Christ the King Regional High School complex.

Michael Michel, the charter's lead applicant and president of Christ the King, said enrollment at the Catholic high school is on the decline, leaving the complex with ample space for a charter.

"It's a win-win for the neighborhood and the students," Michel said. "It will help alleviate overcrowding in the district."

Two other charter schools have been proposed in District 29 in southeast Queens.

Officials at the Spectrum Theatre Company, in Jamaica, submitted a SUNY application in January to create a performing arts middle school after their initial application was denied last year.

The Spectrum Charter School for the Performing Arts, to open in 2013, would integrate arts into its curriculum. The school is backed by

Community Education Council District 29 and City Councilman Leroy Comrie.

"It will give children an opportunity to do more than just go to school and look at a blackboard," said Comrie (D -St. Albans).

Lori Jones-Dessalines said she is submitting a SUNY application next month for the Achievers of New York Charter School for Student-Centered Education & Entrepreneurship. The school would start as a middle school and eventually grow into a high school as well, she said.

Jones-Dessalines, who runs a math tutoring center, said the school will focus on entrepreneurship and students will graduate with business plans.

"It's giving students exposure to the for-profit and nonprofit sectors," she said.

The plan has yet to come before the Education Council.

ctrapasso@nydailynews.com

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FROM AROUND THE WEB

Teaching Plan: Making reading fun
(Post-It Activity Center)

Response 04 (a-b) – Enrollment**a) Enrollment Plan and Rationale**

Grades	Ages	Number of Students				
		Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
6	11-12	120	120	120	120	120
7	12-13		120	120	120	120
8	13-14			120	120	120
Total Students		120	240	360	360	360
Classes Per Grade		4	4	4	4	4
Average Number of Students Per Class		30	30	30	30	30

Middle Village Preparatory Charter School (MVP) will commence operation in the 2013-14 school year with 120 students in grade 6 and will add one grade a year until it reaches its full scale enrollment of 360 students in grades 6-8. MVP chose a cohort size that was small enough to allow every student to feel known and cared for, but still large enough to generate sufficient revenue to run a full-featured school. For that reason, MVP opted to have four sections of 30 students each per grade level. Each section will correspond to a ‘homeroom’ that will move together throughout the day and be the students’ group for school-wide activities and contests.

MVP chose to serve the middle school grades in order to fill a need for higher-quality middle grade options in the district. MVP chose to begin with 6th grade because it is the standard articulation point between elementary schools and middle schools in the New York City public schools and a time when most families will already be ‘shopping’ for new schools. The school will terminate with 8th grade in alignment with MVP’s mission of preparing students to enter a selective high school in the 9th grade.

MVP chose to launch the school with only a 6th grade to allow for the creation of a strong school culture with the initial cohort of students, design tightly-run operational systems at a smaller scale, and hire a core founding staff that will grow as leaders in the school.

Middle Village Preparatory intends to maintain a waitlist and admit new students across all grade levels to replace any mid-year or summertime attrition that may occur. For that reason, the school presumes a full enrollment level in each grade in each year of the charter.

b) Collective Bargaining Waiver

Not applicable. Middle Village Preparatory will not enroll more than 250 students in the first two years of operation.

Response 05 – Key Design Elements

The founding team of Middle Village Preparatory Charter School (MVP) brings a depth of experience as career educators to bear on the design of the new school. The team is committed to adapting the successful methods of high-performing charter middle schools in order to create the best possible school model for MVP students and prepare students to succeed in a rigorous, college-prep high school experience and beyond.

With this mission in mind, the founding team has identified the following key design elements that will be critical to the success of the school:

- **Focus on high-quality teachers:** The most important school-based factor in a child’s success is the effectiveness of that child’s teacher. MVP will place teacher quality foremost in how the school recruits staff, makes hiring decisions, oversees teachers, gives feedback and makes decisions about promoting and retaining staff. MVP will begin improving teacher practice before the academic year even begins, with an intensive weeklong series of professional development activities. All teachers will participate in professional development workshops throughout the school year. Every Wednesday, students will be dismissed at 2:10 pm and teachers will receive targeted professional development, including internally created workshops, presentations by consultants, coaching by content specialists, peer development of instructional strategies, and modeling of instructional techniques.
- **Engaging content:** MVP’s course materials will be aligned to the Common Core State Standards, and will be both rigorous enough to meet the school’s mission and flexible enough to support and engage students who enter the school well below grade level. In English Language Arts (ELA), MVP will use leveled texts and small-group instruction to enhance learning for students at all levels. For Mathematics, MVP will utilize Pearson Prentice Hall *Connected Mathematics 2*, which supports students at all levels and can be modified for students with special needs.
- **Data-driven decision-making:** In order to achieve the school’s mission of preparing all students to succeed in a college-preparatory high school, MVP will implement the assessment model detailed in Paul Bambrick-Santoyo’s Driven by Data, which was piloted by high-performing charter network Uncommon Schools and is now used in more than 1,000 urban schools. Interim assessments will include exit tickets, unit-level course quizzes, Scholastic Reading Inventory and quarterly interim assessments designed by Achievement Network. Our teachers will use interim assessment to increase instructional effectiveness, improve individual student learning, adjust instruction as needed and provide student feedback throughout the teaching and learning process. Summative assessments, such as

Trimester Course Exams, the NYSESLAT and the annual New York State Exams will gauge student learning relative to content standards.

- **Culture of high expectations:** Students will be held to rigorous behavioral and academic standards and expected to display the knowledge and character traits they'll need in order to go to college. MVP will introduce the expectations for acceptable behavior and consistent consequences outlined in the Student Code of Conduct at the beginning of the year, and will reinforce these standards through a school-wide Positive Behavior Incentive System in which students will receive "MVP Points" for exemplary behavior. Similarly, teachers will set high academic standards at the beginning of the year for ALL students. MVP recognizes that some will need additional support to master skills and perform to their potential and will therefore provide differentiated instruction and dedicated staff and resources to identify, support and assess students of all levels of ability.
- **Focus on relationships:** MVP believes that parent involvement is critical to the education process, and will seek out creative ways to connect parents with their child's education on an ongoing basis. Frequent calls home, progress reports to parents every Friday and an open-door policy will contribute to a strong bond between the school and its families. MVP will promote parent involvement through regular Family Academic Nights and open houses where students and parents can work together on academic activities. Finally, parents will be encouraged to attend all student performances and sports games, and to volunteer to chaperone class trips and assist in the classroom.
- **More time on task:** Central to the instructional model is the longer school day and increased instructional time. MVP will provide an average of 7.5 hours of instructional time per day for 192 instructional days. This represents approximately 50% more instructional time per year than the average public middle school in New York City. This means that students will not only spend significantly more time learning than their peers in district schools, but they will have less unsupervised time out of school, when many adolescents get into trouble.
- **Focus on operational excellence:** In order to ensure that the Principal and teachers are spending their time on activities that directly increase student achievement, the school will invest in systems and personnel that create a clean, calm, orderly working environment where facilities, food service, security, information technology, fiscal operations and purchasing are managed well and do not become distractions to the instructional staff.

The above design elements represent a distillation of lessons the founding team has learned from their careers as educators as well as by studying other high-performing charter schools. Many

of the aspects of MVP's model are adapted from the documented practices of programs like KIPP, the Uncommon Schools Network and other successful "No Excuses" charter schools.

In a 2011 paper titled "Lifting the Veil on Effective Schools," Harvard researchers Will Dobbie and Roland Fryer identify characteristics of successful charter schools in New York City and conclude that practices such as "frequent teacher feedback, data driven instruction, high-dosage tutoring, increased instructional time and a relentless focus on student achievement" are highly-correlated with student success. Earlier in 2011, Joshua Angrist, Parag Pathak and Christopher Walters authored a paper called "Explaining Charter School Effectiveness," which reached a similar conclusion about what methods were driving success in Massachusetts charters –high expectations for students, strong teaching and individual attention to student needs.

Middle Village Preparatory is well-positioned to bring to bear the lessons of the first 10+ years of charter school experience in New York City in order to create a high quality middle school option for CSD 24 students.

Response 06 - Curriculum and Instructional Design

a. Curriculum Selection and Process

The proposed Middle Village Preparatory Charter School (MVP) curriculum will be rigorous and aligned with the New York State and Common Core Standards. In fitting with MVP's mission, the educational program will prepare all students to enter and succeed in a competitive college-preparatory high school. A constructivist approach where students learn by doing will maximize student engagement. A culture of high expectations and data-driven instruction will ensure that every student succeeds. With the principal's support, MVP's Director of Curriculum and Instruction (DCI) will be responsible for aligning the curriculum to these standards and driving unit planning. This position will be filled by someone with significant experience in curriculum development, instructional strategies and assessment and who has a clear understanding of data-driven instruction.

MVP expects to enroll an academically diverse population. Therefore, the curriculum must be flexible enough to support students who enter the school well below grade level while also challenging students who enter at or above grade level. Through a thorough review of best practices and relevant research, the planning team identified instructional practices and curriculum that meet this goal. In English Language Arts (ELA), MVP will use leveled texts and small-group instruction to enhance learning for students at all levels. For Mathematics, MVP will utilize Pearson Prentice Hall *Connected Mathematics 2*, which supports students at all levels and can be modified for students with special needs. Math and ELA are prioritized by allocating twice the amount of instructional time that is customarily devoted to these two critical instructional areas. The core subjects of ELA and Math will be supplemented by Science, Social Studies, Art, Physical Education and Health.

MVP will use Understanding by Design (UbD) as a framework for guiding curriculum development and implementation, and will provide professional development to teachers to prepare them to develop daily lesson plans. To ensure that the curriculum is successfully implemented, teachers will be taught how to use data to inform the delivery of instruction, identify student needs and differentiate instruction to maximize student achievement. All teachers will receive pre-service, common planning time and weekly professional development, including presentations by consultants, coaching by content specialists and peer development of curriculum strategies. Intensive PD will ensure that teachers are supported in their lesson planning and skilled at implementing differentiated instruction.

Central to the instructional model is the longer school day and increased instructional time. Findings over the past 15 years indicate that extending instructional time can be an effective way to support student learning, particularly for students most at risk of academic failure.¹ The New York State Education Department requires a minimum school day length of 5 hours for grade 6 and 5.5 hours for grades 7 – 12. Over the State-mandated 180-day school year, the minimum number of instructional hours is 900 hours for grade 6 and 990 hours for grades 7 and 8. Typical New York City

¹ "Extending the School Day or School Year: A Systematic Review of Research (1985 – 2009)." Erika A. Patall, Harris Cooper and Ashley Batts Allen. Review of Educational Research. September 2010. Vol. 8, No. 3, pgs. 401-436.

middle school schedules reflect the New York State time requirements. MVP provides an average of 7.5 hours of instructional time per day, which is 1,456 hours per year over a 192-day schedule. Therefore, MVP offers approximately 50% more instructional time per year than the average public middle school in New York City. The breakdown of instructional minutes per week is as follows:

Subject	Periods/Week	Minutes/Week
Math	8	400 minutes
ELA / Writing / Reading	8	400 minutes
Science	5	250 minutes
Social Studies	5	250 minutes
Foreign Language	3	150 minutes
Health	2	100 minutes
Physical Education	3	150 minutes
Art/Music	4	200 minutes
Journal	-	75 minutes

Subject-Specific Curriculum:English Language Arts:

MVP's ELA program is grounded in the planning team's vision that with dedicated reading and writing time, combined with rigorous literacy skills instruction, every student has the potential to excel in reading and writing. All curriculum and instructional decisions will be aligned with New York State and Common Core Standards. MVP will utilize the Common Core State Standards Initiative's "College and Career Readiness Anchor Standards" for Reading, Writing, Speaking & Listening and Language as modified by New York State, as the broad objectives of MVP's English program and the grade-specific standards as the school's yearly guideposts to design the scope and sequence of each year's ELA curriculum.

The ELA curriculum will expose students to a variety of historical and contemporary texts, including novels (both classic and current), poetry, journalism, non-fiction, memoirs and blogs.

Based on review and research of best practices, MVP will use a balanced literacy approach which will include the following instructional methods:

- Whole-Class Instruction: MVP will teach language skills, reading comprehension and the ability to talk about texts through Interactive Read-Alouds and class discussion. Whole-class instruction will also focus on key literacy skills such as grammar, spelling, syntax and paragraph structure.
- Small-Group Instruction: MVP will implement a guided reading program designed to differentiate instruction by assigning small homogenous groups texts one level above students' independent reading level. ELA teachers will work directly with each small group to help students deepen their reading comprehension and rapidly increase their reading levels. The benefits of guided reading have been found among groups with varying levels of fluency.² Reading levels will be determined through the Scholastic Reading Inventory (SRI), which will be administered three times per year. Informal teacher assessments will also inform reading levels.
- Independent Reading: At MVP, students will have the opportunity to select any book at their level from the classroom library and engage in independent silent reading. In addition to improving students' reading fluency through texts that they find engaging, MVP's hope is that the independent reading time will foster a lifelong love of reading. Research demonstrates that when combined with direct instruction, independent reading can significantly increase students' vocabulary, comprehension, fluency and reading attitudes.³

MVP's ELA program will also consist of a writing program that will include both independent journal writing (75 minutes per week) as well as instruction in writing technique. In 6th grade, students will learn basic writing skills, focusing on grammar, spelling, syntax and paragraph structure. Students will hone writing skills through creative, reflective and response writing, culminating in a research paper at the end of the year. The expectations for writing will increase considerably each year. With a goal of developing every student into a clear and persuasive writer, MVP will ensure that students practice writing in every subject. Writing will not be an isolated ELA activity; Math, Science and Social Studies teachers will assign writing activities and constantly reinforce good writing. Common writing rubrics containing criteria for Organization, Development, Sentence Structure, Word Choice/Grammar and Mechanics will establish consistent high standards for writing. MVP will offer professional development workshops around excellent writing instruction to ensure that all teachers, including those who may not have a background in ELA instruction, are prepared to reinforce these high standards.

² Pinnell, G. S., & Fountas, I. C. (2006). *Leveled books, K-8: Matching texts to readers for effective teaching*. Portsmouth, NH: Heinemann.

³ Block, Cleveland and Reed. (2004). *When Twenty Minutes of Literacy Instruction Is Added to the Day: Which Learning Environments Increase Students' Overall Achievement, Vocabulary, Comprehension, Fluency and Affective Development?*

Mathematics

MVP will adopt the grade-level standards from the Common Core State Standards Initiative and match the pacing and sequencing recommended for middle school. MVP will pay particularly close attention to the depth and reliability of the understanding students develop of math concepts. An initial focus on procedural skill will lay the groundwork for a deeper mathematical understanding in the older grades.

The Common Core State Standards for math approach mathematical education in two ways – progressions of practice and progressions of content. As students learn new content each year, they will also increase their maturity in solving mathematical problems from a rote skills-based technique to a more abstract, higher-order approach. As described above, MVP will use an UbD framework to determine the scope and sequence for the math curriculum.

MVP will use Pearson Prentice Hall *Connected Mathematics 2* (Connected Math), a 24-unit math curriculum for students in grades 6-8 focused on numbers, geometry, measurement, algebra, probability and statistics. Aligned with MVP's Constructivist design, *Connected Mathematics 2* uses a student-centered investigation approach in which key mathematical concepts are embedded in engaging problems to help students develop conceptual understanding as well as hard skills. This rigorous curriculum will prepare students to take Regents-level courses, such as Integrated Algebra, by the 8th grade.

Used by high performing middle schools across the country, Connected Math's effectiveness has been proven both in the classroom and through independent research studies. Claremont Graduate University assessed the effectiveness of the program in helping students attain critical math skills during the 2007-2008 academic year.⁴ The study used a randomized control trial in the 6th grade, with 26 teachers and 914 students in urban and suburban communities in California, Oregon and Texas. Students were evaluated at the beginning and end of the year using the Iowa Test of Basic Skills and the Balanced Assessment of Mathematics. Within one year, students at all levels showed significant improvement in math concepts and estimation, math reasoning, problem solving, communicating mathematical ideas and math computation.

MVP also selected Connected Math because the program can be easily modified for students with special needs and English Language Learners (ELLs). Support for students with special needs is embedded into the Connected Math curriculum; the use of manipulatives and introduction real-life problems are pedagogical techniques which are frequently used in special education classrooms. Furthermore, Connected Math emphasizes strategies often used to support students with special needs such as repetition and review, maintaining high expectations, teaching conceptual knowledge and breaking students into small groups or pairs. Furthermore, Connected Math offers a *Special Needs Handbook*, which contains sample modifications for students with special needs. To support ELLs in the classroom, MVP will employ graphic organizers such as word clusters, Venn diagrams, concept maps, rebuses, tree diagrams and vocabulary charts – all of which have been shown can help ELLs organize information and support vocabulary development. These

⁴ Eddy, R. M., Berry, T., Aguirre, N., Wahlstrand, G., & Ruitman, T., Mahajan, N. (2008). The Effects of Connected Mathematics Project 2 on Student Performance: Randomized Control Trial Final Report. Claremont Graduate University, Claremont, CA. Funding provided by Pearson Education.

techniques, outlined in detail in teacher guides for implementing the curriculum, are designed to provide ELLs with the same level of proficiency as their English proficient peers.

Science

In line with the school's constructivist approach, MVP believes that students learn most effectively when they have a central role in the learning process and that science skills should be based on a series of discoveries. Therefore, MVP will ensure that students master the skills they need to grow towards scientific literacy, including an understanding of scientific explanations, and the ability to generate evidence, understand the scientific method and its applications over time through an exploratory student-centered problem solving approach in MVP's Science Lab. Through this process, students will develop appreciations for physical, life and earth sciences.

The Science curriculum will be grounded in New York State Learning Standards for Science, and will be created by the DCI. Using an UbD framework (described in greater detail below), the DCI will develop a clear set of expectations for students based on the established standards, then create unit plans designed to ensure student mastery of these standards. Professional development workshops will provide teachers with expertise to create weekly lesson plans, modifying instruction as needed based on student progress.

In Year One, the 6th grade curriculum will incorporate units of study in Life, Earth and Physical Science. Life science will teach students the function of cells, genetics and ecology, and classification of living organisms. In Earth Science, students will learn about weather, climate and astronomy. Physical science will focus on non-living systems such as forces and energy. MVP's Science course of study will be designed to prepare students to pass the Living Environment Regents exam in the 8th grade.

Social Studies

Social Studies at Middle Village Preparatory Charter School will be an opportunity for students to further develop literacy skills, media literacy and an appreciation for history and social movements. Students will read and analyze primary and secondary sources to become adept at interpreting information presented to them.

MVP will establish annual learning objectives for Social Studies courses using the New York State Learning Standards for Social Studies as goalposts for yearly progress. The DCI will be responsible for aligning the curriculum to these standards and driving unit planning. He or she will work closely with teachers to ensure that lesson plans closely follow the curriculum, with teachers submitting weekly lesson plans to the DCI for approval. Through their Social Studies coursework, students will master the strands of Civics, Government and Human Rights; Geography, People and the Environment; Economics, Innovation and Technology; History, Culture and Perspectives. Across time and geography, students will come to appreciate the commonalities of the above strands.

Language

The MVP curriculum includes a requirement that all students study Latin for three years. This requirement is based on best practices indicating that Latin offers a foundation for English Language Arts, and drives academic achievement in all subjects. For many years, few students

outside of New York City's selective public schools and elite private schools have had the option to study Latin in the classroom. MVP will follow in the footsteps of the high-performing South Bronx Classical Charter School to give students from less affluent backgrounds a unique opportunity to build reading and writing skills through the study of Latin.

Curriculum Design Timeline

Item	Responsible Party	Completion Date
Principal Hired	Board of Trustees	January 15, 2013
Principal Begins Work	Board of Directors	February 1, 2013
DCI Begins Work	Principal	May 1, 2013
Year 1 Curriculum Scope/Sequences Completed	DCI (reporting to Principal)	June 15, 2013
Year 1 External Curriculum and Assessments Identified	DCI (reporting to Principal)	June 15, 2013
Year 1 Unit-Level Curriculum Planning Completed	DCI (reporting to Principal)	July 15, 2013
Teachers Report to Work	Principal	August 19, 2013
First 6 Weeks' Lesson Planning Completed During Summer Teacher Training	Teachers/Principal/DCI	August 23, 2013
Ongoing PD for Teachers on Curriculum Development and Implementation	DCI	Weekly
Lesson Plans Submitted Weekly to Principal for Approval	Teachers/Principal/DCI	Weekly

Ongoing Curriculum Development, Implementation and Evaluation Processes

The Principal will be responsible for the school's overall academic program, starting with making key curricular decisions prior to the school's first year of operation. The Principal and DCI

will work closely to provide the yearly standards-based curriculum framework for each course during the spring and summer prior to the first day of school. The DCI in consultation with teachers will make recommendations for what external products and assessment tools to put in place, and the Principal will make the final determination.

MVP will use Understanding by Design (UbD) as a framework for guiding curriculum development and implementation. Using UbD's "backward design" model, MVP's DCI will begin the curriculum development process by identifying desired student outcomes, which will be aligned with New York State and Common Core Standards, and determining the process for assessing whether those outcomes have been achieved. Then he or she will develop detailed unit plans guided by UbD planning model which emphasizes choosing instructional activities that allow student to reach those outcomes, while fostering a deep and lasting understanding of material. Unit plans will include:

- Expected Results: Each unit plan will identify the aligning standard and overarching understandings, guiding questions and key process and skills that students will take away from the unit.
- Evidence of Understanding: Each unit plan will include classroom tasks assigned to demonstrate achievement, assessments used to measure achievement and strategies students will use to reflect and self-assess.
- Plan for Instruction: Each unit plan will include the sequence of instructional activities and lessons.

The DCI will be well-versed in UbD and will provide professional development workshops to teachers so they can develop daily lesson plans which they will submit weekly lesson plans to the DCI for approval and feedback. Once teachers are hired, they will work with the DCI and Principal during the month of August to jointly plan the first six weeks of their lesson plans. The Principal and DCI will begin this process prior to orientation to ensure that enough time is allotted to the first 6 weeks of lesson planning. Spending the time to develop their lesson plans will have two benefits for the school:

1. Consistency – Working closely together without students or other distractions, the teachers, DCI and Principal will develop a shared understanding of MVP's expectations for lesson planning, use of data and classroom routines. All lesson plans will have the same format: the lesson will begin with a clearly stated objective, followed by student-centered activities and will end with an assessment of knowledge and a homework assignment
2. Cushion – During the challenging first few weeks of a school year, it will be beneficial for teachers to have their lessons planned and approved prior to the beginning of school.

Throughout the school year, teachers will be expected to submit their lesson plans to the DCI by 4pm on Thursday for the upcoming week. This will give the DCI the opportunity to review teachers' plans, ensure that they are keeping with the pacing plan for the year, spot any issues before they arise in class, and provide teachers with constructive feedback.

The UbD approach will align with the school's data-driven instructional approach; through regular reviews of achievement data and student results, the DCI and teachers will make targeted adjustments to curriculum and instruction in real-time.

At the conclusion of each trimester, the DCI and Principal will meet with teachers in each subject-area to discuss their experiences with the curriculum and any externally-provided tools that were used as well as student learning. Chief questions to be answered during these reviews are: Was the curriculum we used flexible enough for a diverse student population? Did it have the rigor to match MVP's college-preparatory mission? Do you need more/less/different external resources to be successful? The results of review sessions with teachers along with student assessment data will inform the DCI and Principal's decisions for subsequent trimesters and for the coming year about curriculum pacing and sequencing as well as any recommendations to the Board for additional investments in external tools or staff development to allow the school to fully achieve its mission.

b. Assessment System

In order to achieve the school's mission of preparing all students to succeed in a college-preparatory high school, MVP will implement the assessment model detailed in Paul Bambrick-Santoyo's Driven by Data, which was piloted by high-performing charter network Uncommon Schools and is now used in more than 1,000 urban schools. One of the fundamental beliefs of this model is that interim assessments are critical for focusing instruction on the specific standards and skills that students most need to learn. MVP will develop its scope and sequences based on the Common Core standards, then use regular assessments to drive instruction; the DCI will work closely with teachers to create lesson plans that address weaknesses identified in the assessments, while moving forward in the curriculum.

Formative assessments will include exit tickets, unit-level course quizzes, Scholastic Reading Inventory (SRI) and quarterly interim assessments designed by Achievement Network. Our teachers will use formative assessment to increase instructional effectiveness, improve individual student learning, adjust instruction as needed and provide student feedback throughout the teaching and learning process. Summative assessments, such as Trimester Course Exams, the NYSESLAT and the annual New York State Exams will gauge student learning relative to content standards.

Assessment will be built into the fabric of the school and will take a number of forms as MVP measures whether all students are on track to master state standards:

<u>Type of Assessment</u>	<u>Frequency</u>	<u>Purpose/Question to be Answered</u>	<u>Follow-Up Questions</u>
"Exit Tickets"	Daily, at the end of each class period	Did students master the learning objective for the day?	How should material be addressed the next day? Do we stay on this topic or move on?
Unit-Level	Approximately Monthly,	Did students master the	How should material be handled

Course Quizzes	at the end of a Curricular Unit for each course	content standards that were addressed in this unit?	in the next month? What underlying gaps in student knowledge need to be remediated via individual attention?
Trimester Course Exams	3x/year for each course	Are students mastering their course content? Are students on track to pass their courses?	Which material should be re-taught during the two-week re-teaching period? Which students are in need of urgent intervention?
Externally-provided Interim Assessments	4x per year for ELA and Math (Achievement Network)	Are students mastering state standards? Are students on track to pass state exams?	Which students should be provided additional assistance? Which students need to be additionally challenged?
Scholastic Reading Inventory	3x/year computer-administered reading assessment	What is an individual student's reading level?	What books are appropriate for each student to be reading to increase literacy achievement? Are students in the correct group for guided reading instruction?
New York State English as a Second Language Achievement Test (NYSESLAT)	Annually for students with Limited English Proficiency	Are students making necessary progress toward English proficiency	What strategic changes need to be made to ensure that the school supports LEP students and brings them up to proficiency
Annual New York State Testing Program	Once per year for ELA and Math in middle school, 8 th grade in Science	Have students mastered the state standards for the year? Are we, as a school, meeting basic achievement goals?	What strategic changes need to be made to ensure that the school meets its college preparatory mission?

Assessment and data will be managed within the school by the DCI, who will be responsible with coordinating the logistics of test administration and scoring as well as planning and running the data follow-up meetings that occur after interim assessment days. In addition, use of data will be a key part of each teacher's responsibilities and the DCI will also coach teachers on how to use the data being generated by Exit Tickets, Unit Quizzes and Trimester Course exams to increase student

achievement in their courses. The teachers will be guided how to use data to inform the delivery of instruction, identify student needs and differentiate instruction to maximize opportunities to improve student achievement.

For individual students, interim assessment results will inform teachers about their progress towards standards mastery. An interim assessment will provide a nuanced understanding of a student's level of mastery of a particular standard and will inform academic interventions for struggling students and/or students with disabilities or enrichment activities for gifted/advanced students.

At the classroom level, trends in assessment data will inform teachers and leadership of those standards that the students did not sufficiently master and that teachers need to re-teach in a different way. This data will be used to readjust whole-class lesson plans to ensure that gaps in learning are targeted. Classroom-level interim assessment data may highlight a professional development need; the DCI will review all data and plan professional development workshops as needed to target teacher weaknesses.

At the school level, interim assessment data will inform leadership of the school's progress towards meeting whole school goals. School-level assessment results will provide the impetus for curriculum revision, whole-school professional development or staffing changes. The data will also be shared with MVP's Board of Trustees, who will hold the Principal accountable for student results.

c. Instructional Methods

Classroom time is best used for engaging students around new material, addressing content and skills that large groups of students are struggling with and building a strong school culture. For those reasons, classroom teachers will focus on delivering engaging, content-rich lessons that work to reinforce a culture of hard work and mutual respect.

Across all classes, consistency in instructional practices will create an environment where students know what is expected of them and valuable learning time is not wasted with different routines and procedures for each classroom. For example, in each classroom teachers will write the class's objective, agenda, "Do Now" assignment and homework on a SMART Board at the front of the class for each period. Students will know immediately upon entering the classroom where to look for that information and will be able to start their Do Now and record their homework without teacher prompting. Homework assignments will also be made available via an online parent-communication portal, purchased as part of the school's Student Information System. Similar school-wide consistency in classroom routines, note-taking styles, behavioral expectations and academic policies will increase coherence for students and families and allow us to create a more focused school environment.

The academic program design follows from the principles of guided social constructivist pedagogy. In the constructivist approach, knowledge is embedded in a setting and mastered through authentic, realistic tasks. Learners build a personal knowledge of reality and create novel and situation-specific understandings. Instruction is then a process that supports knowledge construction rather than communicating that knowledge. The goal is for students to learn from the experience of being challenged; teachers encourage students to reflect on this experience, to seek

alternative viewpoints, and to test a variety of ideas. Moreover, curriculum built on constructivist principles must develop conceptual understandings together with fluency and problem-solving skills in a manner that makes these attributes mutually supportive.

Researchers whose theories were important in the development of this school of thought include Anderson (1993), Bruner (1960, 1968), Piaget (1967, 1974), Mayer (1977), Norman (1980), Newell and Simon (1972), Palincsar and Brown (1984), and Vygotsky (1986). Recent writers have analyzed constructivism in specific contexts. Dede reviews studies that apply this perspective to information and communications technologies and finds that these studies, covering a broad range of topics, tend to return positive results (Dede, 2008). With respect to classroom practice, researchers caution practitioners to approach constructivism with a pragmatic bent, counseling them to concentrate on what works (Perkins, 1999).

d. Course Overview

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
6th	ELA	• Explicit textual analysis, across media and genres • Recognizing themes and central ideas • Identifying differences in writing style and contributors to style (word choice, sentence structure, etc.) • Read and comprehend age-appropriate literature	Daily "Exit Tickets," Unit-level quizzes, Interim Assessments, New York State ELA Exams	5 periods (250 minutes) per week, year-long
7th	ELA	• Use evidence to draw inferences from text • Analyze the development of a central idea or theme • Determine the meanings of words/phrases as they are used in a text • Analyze how a text's structure contributes to its meaning • Compare and contrast a text to an audio/video/multimedia portrayal	Daily "Exit Tickets," Unit-level quizzes, Interim Assessments, New York State ELA Exams	5 periods (250 minutes) per week, year-long
8th	ELA	• Determine which evidence best supports an analysis of text • Analyze the plot/character impacts of particular instances in a text • Analyze how a work draws on themes from history/mythology/religious works • Evaluate the advantages and disadvantages of using different mediums to present particular topics	Daily "Exit Tickets," Unit-level quizzes, Interim Assessments, New York State ELA Exams	5 periods (250 minutes) per week, year-long

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
6th	Writing	- Write arguments and support claims with clear reasoning and relevant evidence - Write informative/explanatory texts that convey ideas, concepts and information - Write narratives to describe real or imagined experiences - Conduct short research projects, gathering information from multiple sources	Daily "Exit Tickets," Unit-level quizzes, Writing portfolio evaluations, New York State ELA Exams	2 periods (100 minutes) per week, year-long
7th	Writing	- Write arguments that acknowledge alternate claims and use logical reasoning - Write informative texts that organize concepts using clearly introduced topics, appropriate transitions and conclusions that follow from and support that information presented - Write narratives that establish context and point of view - With guidance from peers and adults, develop and strengthen writing through planning, editing and revising - Assess credibility and accuracy of sources	Daily "Exit Tickets," Unit-level quizzes, Writing portfolio evaluations, New York State ELA Exams	2 periods (100 minutes) per week, year-long
8th	Writing	- Write arguments that introduce claims and acknowledge and distinguish the claims from alternate or opposing claims - Write informative texts that organize ideas and concepts into broader categories using formatting, graphics and multimedia - Write narratives that convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events - Use technology, including the Internet to produce and publish writing and present relationships between ideas and information efficiently - Conduct short research projects to answer self-generated questions	Daily "Exit Tickets," Unit-level quizzes, Writing portfolio evaluations, New York State ELA Exams	2 periods (100 minutes) per week, year-long

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
6th	Math	- Connecting ratio and rate to whole number multiplication and division - Using concepts of ratio and rate to solve problems - Completing understanding of division of fractions - Extending the notion of number to the system of rational numbers, including numbers - Writing, interpreting, and using expressions and equations - developing understanding of statistical thinking. - Reasoning about relationships among shapes to determine area, surface area, and volume.	Daily "Exit Tickets," Unit-level quizzes, Interim Assessments, New York State Math Exams	8 periods (400 minutes) per week, year-long
7th	Math	- Developing understanding of and applying proportional relationships - Developing understandings of operations with rational numbers and working with expressions and linear equations - Solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solved problems with area, surface area and volume - Drawing inferences based on samples	Daily "Exit Tickets," Unit-level quizzes, Interim Assessments, New York State Math Exams	8 periods (400 minutes) per week, year-long
8th	Math	- Formulating and reasoning about expressions and equations - Grasping the concept of functions and using functions to describe quantitative relationships - Analyzing two- and three-dimensional space and figures using distance, angle, similarity and congruence and using the Pythagorean Theorem	Daily "Exit Tickets," Unit-level quizzes, Interim Assessments, New York State Math Exams	8 periods (400 minutes) per week, year-long

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
6th	Science	• Pose questions, seek answers and develop solutions • Know and use safety procedures in the classroom and lab. • Safely and accurately use measurement tools • Use appropriate units for measured or calculated values • Recognize and analyze patterns and trends • Sequence events • Identify cause and effect relationships • Access, generate, process and transfer information using technology • Understand the relationships and common themes that connect mathematics, science, and technology	Daily "Exit Tickets," Unit-level quizzes, Course Exams	5 periods (250 minutes) per week, year-long
7th	Science (Living Environment)	• Compare and contrast the parts of plants, animals and one-celled organisms • Describe mechanisms for passing genetic materials from generation to generation • Describe mechanisms related to inheritance of physical traits in offspring • Describe sources of variation in organisms and relate variations to survival • Observe and describe variations in reproductive patterns of organisms • Describe how organisms maintain a dynamic equilibrium that sustains life • Describe the flow of energy and matter through food chains and food webs • Understand how human decisions and activities have had a profound impact on the physical and living environment	Daily "Exit Tickets," Unit-level quizzes, Course Exams	5 periods (250 minutes) per week, year-long

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
8th	Science (Physical Setting)	• Explain daily, monthly and seasonal changes on Earth • Explain how phenomena on Earth involve interactions between components of air, water and land • Observe and describe properties of materials, such as density, conductivity and solubility • Describe the sources and transformations of energy observed in everyday life • Understand how energy and matter interact through forces that result in changes in motion	Daily "Exit Tickets," Unit-level quizzes, Course Exams	5 periods (250 minutes) per week, year-long
6th	Social Studies (Civics, Economics, Government)	• Recognizing the traits that vary across world cultures civilizations examining the broad sweep of history from a variety of perspectives. • Geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface. • How the United States and other societies develop economic systems and associated institutions to allocate scarce resources • The governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	Daily "Exit Tickets," Unit-level quizzes, Course Exams	5 periods (250 minutes) per week, year-long
7th	Social Studies (U.S. History, Columbus - Civil War)	• The impact of European exploration on the Americas • Colonial history and the causes of rebellion • Early U.S. history • Causes and effects of national growth • Issues of power, wealth and morality contributing to the Civil War	Daily "Exit Tickets," Unit-level quizzes, Course Exams	5 periods (250 minutes) per week, year-long

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
8th	Social Studies (U.S. History, Reconstruction - Present)	- Broad changes from industrialization and immigration in the late 19th century - Change and reform in the Progressive Era - The U.S. as an expansionist nation, leading to World War 1 - Economic change between the World Wars - The U.S. assumes worldwide responsibility in World War 2 and after - Post-war U.S. - Civil rights and political challenges	Daily "Exit Tickets," Unit-level quizzes, Course Exams	5 periods (250 minutes) per week, year-long
6th	Art	- Use direct observation, personal experience, memory and traditional events as sources for artworks - Record ideas in words as sources for artworks in two and three dimensions - Refine vocabulary by discussing art elements and principles in relation to specific works of art	Daily participation, portfolio examinations, weekly quizzes	4 periods (200 minutes) per week, for 1/2 of the school year
7th	Art	- Use memory, imagination, self-perception and observation of the world as source material for artworks - Maintain a sketchbook as a repository for planning future work - Use combinations of materials to produce artworks in two or three dimensions and using electronic media - Demonstrate pre-planning in artworks - Further development of vocabulary and cultural context to discuss specific works of art	Daily participation, portfolio examinations, weekly quizzes	4 periods (200 minutes) per week, for 1/2 of the school year

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
8th	Art	• Use ideas about themselves, direct observation and imagination as source material for artworks • Experiment with basic printmaking and photographic techniques • Understand the varied forms of expression available to artists today: electronic media, the Internet, video, animation and installations	Daily participation, portfolio examinations, weekly quizzes	4 periods (200 minutes) per week, for 1/2 of the school year
6th	Music	• Understand rhythm and pitch through choral and solo vocal and instrumental exercises • Understand how music relates to cultural heritage and history • Develop the vocabulary for evaluating music and respectfully expressing opinions about music and performances	Daily participation, solo and group performance evaluations, weekly quizzes	4 periods (200 minutes) per week, for 1/2 of the school year
7th	Music	• Demonstrate a more developed sense of rhythm and pitch through choral and solo vocal and instrumental exercises of a varied repertoire of music • Develop an understanding of how different musical elements (instruments, voices) work together in a group performance • Begin to read and notate music by differentiating between kinds of notes, clefs and rests	Daily participation, solo and group performance evaluations, weekly quizzes	4 periods (200 minutes) per week, for 1/2 of the school year
8th	Music (half of year)	• Demonstrate a developed sense of rhythm and pitch through choral and solo vocal and instrumental exercises of a varied repertoire of music • Demonstrate understanding of improvisation in melody/harmony and notable examples of improvisation in musical history • Use notation to compose short musical pieces using the principals of repetition, contrast, tension and release	Daily participation, solo and group performance evaluations, weekly quizzes	4 periods (200 minutes) per week, for 1/2 of the school year

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
6th	Health	• Integrate knowledge of basic body systems with an understanding of puberty • Distinguish between valid and invalid health information, products and services • Recognize how cultural beliefs influence health behaviors and the use of health services • Demonstrate conflict management and negotiation skills	Weekly quizzes, unit-end exams	2 periods (100 minutes) per week, year-long
7th	Health	• Demonstrate the knowledge and skills to promote healthy adolescent development • Analyze possible causes of conflict among youth in schools and communities • Identify strategies to avoid or reduce threatening peer situations	Weekly quizzes, unit-end exams	2 periods (100 minutes) per week, year-long
8th	Health	• Analyze the multiple influences which affect health decisions and behaviors • Demonstrate the ability to access community health services for prevention, illness and emergency care • Demonstrate ways to care for and show respect for self and others • Demonstrate accurate use of the Heimlich maneuver	Weekly quizzes, unit-end exams	2 periods (100 minutes) per week, year-long
6th	Physical Education	• Understand how motor skills develop in complexity • Understand the risks of injury of physical activity is performed incorrectly • Understand the relationship between physical activity and wellness	Daily participation, proficiency evaluations, weekly quizzes	3 periods (150 minutes) per week, year-long

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
7th	Physical Education	- Develop and Implement a Personal Fitness Plan - Develop and demonstrate fairness and sportsmanship - Combine and integrate fundamental skills	Daily participation, proficiency evaluations, weekly quizzes	3 periods (150 minutes) per week, year-long
8th	Physical Education	- Develop leadership, problem solving, cooperation and teamwork - Understand the role of sport and games as a balance between cooperative and competitive behaviors - Learn to adjust technique based on feedback, including self-assessment	Daily participation, proficiency evaluations, weekly quizzes	3 periods (150 minutes) per week, year-long
6th	Latin I	- Basic vocabulary and structure - Reinforcing vocabulary roots and links to English language - Understanding elements of Roman culture and key vocabulary terms (family structure, clothing, food, home life)	Daily participation, weekly quizzes, unit tests, trimester exams	3 periods (150 minutes) per week, year-long
7th	Latin II	- Mastery of common vocabulary terms and phrases - Comprehension of grammar patterns - Recognizing main verb tense	Daily participation, weekly quizzes, unit tests, trimester exams	3 periods (150 minutes) per week, year-long
8th	Latin III	- Generate sentences incorporating basic vocabulary and a limited number of grammar patterns - Read, write speak and listen for meaning in basic Latin - Guided reading of key poetry (in English) with guided translations of selected excerpts	Daily participation, weekly quizzes, unit tests, trimester exams	3 periods (150 minutes) per week, year-long

Grade	Course	Key Content/Skills to Be Addressed	Essential course-specific assessments	Approximate Time Spent in Course
6th - 8th	Independent Reading	Students independently read age-appropriate texts on their skill level to develop vocabulary and comprehension	Progress on Scholastic Reading Inventory assessment, number of books read	1 period per week Reading plus Silent Reading at breakfast everyday = 200 minutes per week, year-long
6th-8th	Journal Entry	Students independently write in their journals, responding to daily prompts for short persuasive, informative and narrative writing exercises	Journal reviews	75 minutes per week, year-long

e. Promotion Policy

The founders of Middle Village Preparatory Charter School believe that it is critical to hold students to the highest possible expectations in order to prepare them for a rigorous high school experience. Promoting a student who has not mastered the course content for his or her grade level not only sets the student up for future failure, but also sends the student the signal that MVP doesn't believe they can meet the same high expectations as their peers.

Students will be required to have a 75% course average to pass a course. Any student who fails two or more courses in a year will be required to repeat the grade. Any student who has more than 15 absences (excused or unexcused) may be required to repeat the grade, at the discretion of the Principal.

For these reasons, Middle Village Preparatory will not promote students who have not met the requirements for promotion. MVP will set clear academic expectations at the beginning of the school year during student orientation and in the parent/student handbook. MVP will communicate early and often with parents about their students' performance. Every week, parents will receive a short report about their child's homework completion, attendance and behavior for the previous week. All parents will be expected to attend a parent-teacher conference when the first report card is issued. After that, any student who is on track to repeat a grade (failing two or more courses) will be expected to attend a parent-teacher conference after each report card period.

At the beginning of Trimester 3 (mid-March), all students who are in jeopardy of not being promoted will have a parent conference with guidance staff and the Principal to explain why the student is likely to repeat and what they would need to do in the third trimester in order to be promoted.

Curriculum Framework Template

Below are curriculum frameworks for courses in English, Mathematics, Science and Social Studies for the first year of the school's operation (6th grade).

Unit 1 Theme: The Courage to be Me

Unit Enduring Understanding: Literacy experiences help us gain insight into who we are and who we want to become.

Community Connection: Peace Picnic

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
Who am I? How does understanding who I am help me understand the people around me? How do I apply reading strategies when my comprehension breaks down and I don't understand what I read?	SWBAT: -Use reading strategies to analyze what the text says explicitly as well draw inferences from the text -Write a "portrait poem" -Compare and contrast texts in different genres in terms of their approaches to similar themes and topics -Engage in collaborative discussions	RL.6.1 RL.6.9 SL.6.1 L.6.1 L.6.2 W.6.1 W.6.4 W.6.5 W.6.6 W.6.9	<i>The Skin I'm In</i> by Sharon Flake <i>Holes</i> by Louis Sachar "Lineage" by Margaret Walker "The Road Not Taken" by Robert Frost "The Dream Keeper" by	Write a "Portrait Poem: See examples: http://www.tnellen.com/cybereng/portrait.html Character Analysis Essay Unit Assessment Benchmark Assessment

Unit 1 Theme: The Courage to be Me

Unit Enduring Understanding: Literacy experiences help us gain insight into who we are and who we want to become.

Community Connection: Peace Picnic

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
	- monitoring comprehension and applying fix-up strategies -Write a 5-paragraph character analysis essay Content: Reading Workshop Reading Strategies - Connect - Visualize		Langston Hughes “I’m nobody. Who are you?” by Emily Dickinson	Teacher Designed Quizzes Daily Checks for Understanding – Exit Cards, Bloom’s Taxonomy Questioning Strategies Classroom Discussions

Unit 1 Theme: The Courage to be Me

Unit Enduring Understanding: Literacy experiences help us gain insight into who we are and who we want to become.

Community Connection: Peace Picnic

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
	- Predict - Clarify - Question - Evaluate Thinking of similarities between the descriptions in the selection and what you have personally experienced, heard about or read about is connecting.			

Unit 1 Theme: The Courage to be Me

Unit Enduring Understanding: Literacy experiences help us gain insight into who we are and who we want to become.

Community Connection: Peace Picnic

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
	Clarifying is stopping occasionally to review what you understand and expecting to have your understanding change and develop as you read. Question what happens as you read. Search for reasons behind events and characters' feelings. Trying to figure out what will happen next and how the			

Unit 1 Theme: The Courage to be Me

Unit Enduring Understanding: Literacy experiences help us gain insight into who we are and who we want to become.

Community Connection: Peace Picnic

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
	selection might end is predicting. Visualizing is creating images in your mind as you read. Developing opinions or ideas about the characters, events, and concepts in what you read is evaluating.			

Unit 2 Theme: Examining Alternate Perspectives Unit Enduring Understanding: Through literacy experiences, we discover personal values, build self- awareness, and gain an appreciation of a variety of perspectives to have a more meaningful and enjoyable life. Community Connection: Fall Extravaganza Unit Timeframe: 5 weeks				

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
How does literature shape our life experiences and perspectives? How does analyzing a piece of literature help me determine the meaning? Why is it important to consider and understand multiple perspectives in the world?	SWBAT: -Analyze the various literary elements within literature and discuss how they contribute to the theme and the effectiveness of the piece. -Write literary analysis responses while giving relevant textual evidence to support their responses. -Elaborate appropriately within the written literary analysis paper. -Analyze and recognize how different genres can all connect to a similar theme -Compare and contrast characters, setting, mood, and voice in more than one literary text -Describe how a particular story or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution -Determine a central idea of a text and how it is conveyed through particular details	RL.6.1 RL.6.2 RL.6.3 RL.6.9 RI.6.2 RI.6.3 W.6.1 W.6.4 W.6.5 W.6.6 W.6.9a SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3	<i>The Adventures of Tom Sawyer</i> by Mark Twain <i>When I was Puerto Rican</i> by Esmerelda Santiago <i>An Island Like You: Stories of the Barrio</i> by Judith Ortiz Cofer (or another collection of short stories) Editorials illustrating different perspectives on an issue	Theme Analysis Essay Open-Ended Responses Unit Assessment Benchmark Assessment Teacher Designed Quizzes Daily Checks for Understanding – Exit Cards, Bloom's Taxonomy Questioning Strategies Classroom Discussions

Unit 2 Theme: Examining Alternate Perspectives

Unit Enduring Understanding: Through literacy experiences, we discover personal values, build self-awareness, and gain an appreciation of a variety of perspectives to have a more meaningful and enjoyable life.

Community Connection: Fall Extravaganza

Unit Timeframe: 5 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
	Content: Reading - Literary Analysis - Characterization (Static/Dynamic) - Protagonist - Antagonist - Point of View (1st & 3rd) - Mood			

Unit 2 Theme: Examining Alternate Perspectives

Unit Enduring Understanding: Through literacy experiences, we discover personal values, build self-awareness, and gain an appreciation of a variety of perspectives to have a more meaningful and enjoyable life.

Community Connection: Fall Extravaganza

Unit Timeframe: 5 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
	Textual Evidence - Finding appropriate quotes - Explaining how the quote connects ----- The <u>protagonist</u> is the central character of a drama, novel, short story, or narrative poem. The <u>antagonist</u> is the character who stands directly opposed to the protagonist.			

Unit 2 Theme: Examining Alternate Perspectives

Unit Enduring Understanding: Through literacy experiences, we discover personal values, build self- awareness, and gain an appreciation of a variety of perspectives to have a more meaningful and enjoyable life.

Community Connection: Fall Extravaganza

Unit Timeframe: 5 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
	A <u>dynamic character</u> changes and develops as the story progresses. A <u>static character</u> does not change throughout the story's events. <u>First person</u> is when the story is told by one of the characters. <u>Second person</u> is when "you" tell the story.			

Unit 2 Theme: Examining Alternate Perspectives

Unit Enduring Understanding: Through literacy experiences, we discover personal values, build self- awareness, and gain an appreciation of a variety of perspectives to have a more meaningful and enjoyable life.

Community Connection: Fall Extravaganza

Unit Timeframe: 5 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
	<u>Third person</u> is when the story is told by an outside narrator, not appearing in the story. The <u>mood</u> is the atmosphere or predominate emotion in a literary work. Finding <u>textual evidence</u> means using direct words from the text to support ideas. The central message of a literary work is			

Unit 2 Theme: Examining Alternate Perspectives

Unit Enduring Understanding: Through literacy experiences, we discover personal values, build self-awareness, and gain an appreciation of a variety of perspectives to have a more meaningful and enjoyable life.

Community Connection: Fall Extravaganza

Unit Timeframe: 5 weeks

Essential Questions	Objectives & Content	Common Core State Standards	Suggested Literature and Resources	Assessments
	<u>theme.</u>			

Unit 3 Theme: Tests of Courage

Unit Enduring Understanding:

Community Connection: Cultural Festival & Banquet; Thanksgiving Day Meal for the Elderly Program

Unit Timeframe: 4 weeks

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Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
How do I determine an author's point of view or purpose in a text? How do I analyze literary text to help me determine meaning? How do I develop my own voice and purpose when I write? How does a courageous act build a person's character?	SWBAT: -Synthesize and summarize information - Use graphic organizers to organize thoughts and plan writing -Determine the theme or central idea of a literary text -Identify the main idea of an informational text -Draw evidence of literary or informational text to support analysis, reflection, and research -Determine and author's point of view or purpose in a text and explain how it is conveyed in the text -Identify Conflict ▪ Man vs. Self ▪ Man vs. Nature ▪ Man vs. Society	RL.6.2 RL.6.4 RL.6.5 RL.6.6 L.6.1 L.6.2 L.6.3	"Taking Sides" by Gary Soto <i>Small Acts of Amazing Courage</i> by Gloria Whelan	Literary Analysis Unit Assessment Benchmark Assessment Teacher Designed Quizzes Daily Checks for Understanding – Exit Cards, Bloom's Taxonomy Questioning Strategies Classroom Discussions

Unit 3 Theme: Tests of Courage

Unit Enduring Understanding:

Community Connection: Cultural Festival & Banquet; Thanksgiving Day Meal for the Elderly Program

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	Content: An author's purpose is the reason an author decides to write about a specific topic. Then, once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader. Voice is the author's style, the quality that makes his or her writing unique, and which conveys the author's attitude, personality, and character.			

Unit 3 Theme: Tests of Courage

Unit Enduring Understanding:

Community Connection: Cultural Festival & Banquet; Thanksgiving Day Meal for the Elderly Program

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	A conflict is a struggle between opposing forces. There are two main kinds of conflict in stories: <i>external</i> and <i>internal</i> .			

Unit 4 Theme: Feature Article and Research

Unit Enduring Understanding:

Community Connection: Local Business Advertising & Marketing Project; Food Drive

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
How does research make me a better reader, writer, and thinker? Why is it important to always document sources where information is found? What are the characteristics of a	SWBAT: -Determine the main idea of various selections. -Identify details supporting the main idea of a selection. -Write summaries of various literary texts. -Determine whether statements are fact or opinion. -Read models of feature articles and determine characteristics of a	RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 W.6.2 W.6.4 W.6.5	<i>Narrative of the Life of Frederick Douglass, an America Slave</i> by Frederick Douglass Articles, essays, editorials from The Learning Network: Teaching and Learning with the <i>New York Times</i> http://learning.blogs.nytimes.com/ Text Features: Teaching Sixth-Grade Features Using “Protecting Our Water Supply” or “How Did Tea and Tax Spark	Literary Summaries Feature Article Article Analysis Presentation Unit Assessment

Unit 4 Theme: Feature Article and Research

Unit Enduring Understanding:

Community Connection: Local Business Advertising & Marketing Project; Food Drive

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
successful feature article?	successful feature article. - Present claims and findings of feature article - Identify Text Features in Nonfiction text Big 6 Research - Determine a topic to research and answer specified questions. - Find relevant sources and information about the topic. - Utilize note-taking strategies (lotus,	W.6.6 W.6.8 W.6.9b SL.6.1 SL.6.4 L.6.1 L.6.2 L.6.3	a Revolution?" (PDF's can be found at https://www.lernerbooks.com/SiteCollectionDocuments/Forms/AllItems.aspx?RootFolder=%2fSiteCollectionDocuments%2fTextFeatures&FolderCTID=0x01200025FB3BBB18F8974597179039C54DFC70)	Benchmark Assessment Teacher Designed Quizzes Daily Checks for Understanding – Exit Cards, Bloom’s Taxonomy Questioning Strategies

Unit 4 Theme: Feature Article and Research

Unit Enduring Understanding:

Community Connection: Local Business Advertising & Marketing Project; Food Drive

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	cluster, text marking) to summarize/paraphrase information. - Write a feature article using the writing process and incorporating the researched information with appropriate parenthetical documentation. - Elaborate appropriately within the written feature article. - Document sources used. Content:			Classroom Discussions

Unit 4 Theme: Feature Article and Research

Unit Enduring Understanding:

Community Connection: Local Business Advertising & Marketing Project; Food Drive

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	Reading: Main Idea Summary Fact and Opinion Research Note-taking Questioning - Answer modeled questions Thesis			

Unit 4 Theme: Feature Article and Research

Unit Enduring Understanding:

Community Connection: Local Business Advertising & Marketing Project; Food Drive

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	- Determine Author's Purpose Documentation - Parenthetical Documentation - Bibliography (2 sources) ----- Feature Articles present interesting information by crafting the writing in a way that will engage a reader's attention. Feature articles are also called literary nonfiction.			

Unit 4 Theme: Feature Article and Research

Unit Enduring Understanding:

Community Connection: Local Business Advertising & Marketing Project; Food Drive

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	Elaboration in a piece of writing and giving enough examples, explanations, facts, reasons, details, and descriptions to fully support each thought or point is called ideas. The main idea is what the paragraph or passage is mostly about or the most important idea the writer is trying to state. A summary is a short restatement of			

Unit 4 Theme: Feature Article and Research

Unit Enduring Understanding:

Community Connection: Local Business Advertising & Marketing Project; Food Drive

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	a literary piece, which includes the main points and concepts of the selection. An opinion is the expression of someone's feelings. A fact can be proven. The author's purpose is the reason for creating the writing.			

Unit 4 Theme: Feature Article and Research

Unit Enduring Understanding:

Community Connection: Local Business Advertising & Marketing Project; Food Drive

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	Authors' purposes include: to inform, to entertain, and to persuade.			

Unit 5 Theme: Growth and Change

Unit Enduring Understanding: Making subtle choices in words and punctuation in our writing and speaking impacts our message.

Community Connection: Career Fair

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
How does changing the structure of a sentence impact the meaning of a piece of writing? How do I achieve style and voice in my writing? What does it mean to “come of age”? Why is it important for people to analyze the ways in which they grow and change as individuals?	SWBAT: -Analyze how authors achieve style writing through sentence fluency and word choice through a variety of texts. -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Write an essay expressing how they can connect to a literary piece and give textual evidence to support their	RL.6.4 RL.6.5 RL.6.6 RI.6.5 L.6.1 L.6.2 L.6.3 W.6.9	<i>Anne Frank: The Diary of a Young Girl</i> by Anne Frank <i>Hoops</i> by Walter Dean Myers <i>The House on Mango Street</i> by Sandra Cisneros “Caleb’s Brother” by James Baldwin “Mother to Son” by Langston Hughes “Melting Pot” by Anna	Theme analysis with different genres Reflection Essay Punctuation & Editing Worksheets Unit Assessment Benchmark Assessment Teacher Designed Quizzes Daily Checks for

Unit 5 Theme: Growth and Change

Unit Enduring Understanding: Making subtle choices in words and punctuation in our writing and speaking impacts our message.

Community Connection: Career Fair

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	ideas. -Analyze and recognize how different genres can all connect to a similar theme. Punctuation Unit of Study Writing – Trait - Conventions Trait - Style Sentence Structure		Quindlen	Understanding – Exit Cards, Bloom’s Taxonomy Questioning Strategies Classroom Discussions

Unit 5 Theme: Growth and Change

Unit Enduring Understanding: Making subtle choices in words and punctuation in our writing and speaking impacts our message.

Community Connection: Career Fair

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	- Independent Clause - Compound Sentences - Prepositional Phrase ----- An independent clause expresses a complete thought. A dependent clause does not express a complete thought and cannot stand-alone.			

Unit 5 Theme: Growth and Change

Unit Enduring Understanding: Making subtle choices in words and punctuation in our writing and speaking impacts our message.

Community Connection: Career Fair

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	A sentence fragment is a group of words lacking either a subject or a verb. A run on sentence is two or more sentences that are joined by a comma or no punctuation at all. A compound sentence is made of two simple sentences joined with			

Unit 5 Theme: Growth and Change

Unit Enduring Understanding: Making subtle choices in words and punctuation in our writing and speaking impacts our message.

Community Connection: Career Fair

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	conjunctions such as “and,” “or,” “yet,” “but,” “or,” or “so.” A prepositional phrase is a group of words that show relationship in a sentence. Sentence fluency and word choice help to create the style of a writer. Sentence fluency includes rhythmic or flowing sentences			

Unit 5 Theme: Growth and Change

Unit Enduring Understanding: Making subtle choices in words and punctuation in our writing and speaking impacts our message.

Community Connection: Career Fair

Unit Timeframe: 4 weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	that are easy to read, varied sentence length, and effective sentence structures. Word choice incorporates “just right” language relying on strong verbs and precise nouns. It creates word pictures in the head of the reader. Conventions refer to the appropriate use of grammar, usage, and mechanics.			

Unit 6 Theme: Geographical and Social Factors

Unit Enduring Understanding: We can understand others better if we consider their backgrounds, experiences, and perspectives.

Community Connection: Culture Quest

Unit Timeframe: 4 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
How does where we live influence how we live? Why do authors choose to write historical fiction? Does historical fiction reflect the social and political issues of the time as the author or characters see them? How is the setting important to the plot?	SWBAT: -Analyze characters in light of the culture, time in history, and physical setting -Analyze the appropriateness of the plot in relation to the selected time in history and the setting -Determine a theme or central idea of a text -Compare and contrast texts in different forms -Engage effectively in a range of discussions and collaborative conversations (Socratic Seminar)	W.6.3 RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.9 L 6.6	<i>Roll of Thunder, Hear my Cry</i> by Mildred Taylor <i>The Adventures of Tom Sawyer</i> by Mark Twain <i>The Breadwinner</i> by Deborah Ellis (Afghanistan)	Narrative Writing – Historical Fiction Short Story Socratic Seminar Activity Unit Assessment Benchmark Assessment

Unit 6 Theme: Geographical and Social Factors

Unit Enduring Understanding: We can understand others better if we consider their backgrounds, experiences, and perspectives.

Community Connection: Culture Quest

Unit Timeframe: 4 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	-Write a historical fiction short story -Write original literary texts to: *sequence events to advance a plot; *use action, conflict, climax, falling action, & resolution; *develop characters; *use the appropriate conventions of a genre; *use language that is creative. Content: When you narrate , you tell			Teacher Designed Quizzes Daily Checks for Understanding – Exit Cards, Bloom’s Taxonomy Questioning Strategies Classroom Discussions

Unit 6 Theme: Geographical and Social Factors

Unit Enduring Understanding: We can understand others better if we consider their backgrounds, experiences, and perspectives.

Community Connection: Culture Quest

Unit Timeframe: 4 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	about a sequence of events. The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. When we analyze literature we look for meaning (theme), narrative voice, form, tone, character, use of language,			

Unit 6 Theme: Geographical and Social Factors

Unit Enduring Understanding: We can understand others better if we consider their backgrounds, experiences, and perspectives.

Community Connection: Culture Quest

Unit Timeframe: 4 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	and meaning in context. The setting is the time and place a story takes place. When analyzing a character, consider what the character says, what the character does, what other people say about the character, how the character reacts to situations, and what the character thinks.			

Unit 7 Theme: Living Legends – Enduring Heroes

Unit Enduring Understanding:

Community Connection: Collecting Oral Histories

Unit Timeframe: 5 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
How did I get to where I am?	SWBAT: -Conduct background research and interviews	W.6.3 W.6.4 W.6.5	<i>Homesick: My Own Story</i> by Jean Fritz	Oral History Assignment and Presentation

Unit 7 Theme: Living Legends – Enduring Heroes

Unit Enduring Understanding:

Community Connection: Collecting Oral Histories

Unit Timeframe: 5 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
Why do people write biographies or autobiographies?	-Compose appropriate questions	W.6.6	Excerpt from <i>Barrio Boy</i> by Ernesto Galarza	Unit Assessment
	-Analyze information and draw conclusions	W.6.7		
		RL.6.2		Benchmark Assessment
What can you learn about yourself by studying the lives of others?	-Select content & use strategies for written presentation on the basis of audience, purpose & content	RL.6.9	<i>Ryan, My Own Story</i> by Ryan White	Teacher Designed Quizzes
		SL.6.1		
		SL.6.2	"Two Kinds" by Amy Tan	
	-Identify the central idea, purpose, or theme of a work and connect it to the theme of an oral history	SL.6.4		Daily Checks for Understanding – Exit Cards, Bloom's Taxonomy
		SL.6.5		Questioning Strategies
		SL.6.6		
	-Gather and organize information from primary and	L.6.1		

Unit 7 Theme: Living Legends – Enduring Heroes

Unit Enduring Understanding:

Community Connection: Collecting Oral Histories

Unit Timeframe: 5 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	secondary sources. -Use graphics, to enhance the communication of information -Adopt an organizational format, such as chronological order, that is appropriate for informational /essay writing -Use technology, including the Internet, to produce and publish writing	L.6.2		Classroom Discussions

Unit 7 Theme: Living Legends – Enduring Heroes

Unit Enduring Understanding:

Community Connection: Collecting Oral Histories

Unit Timeframe: 5 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	Speaking - Presentation Skills - Volume/Rate/Pitch - Eye Contact Research - Note-taking - T-Chart - Roundtable - Picture This Questioning - Define relevant question			

Unit 7 Theme: Living Legends – Enduring Heroes

Unit Enduring Understanding:

Community Connection: Collecting Oral Histories

Unit Timeframe: 5 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	Thesis Statement - Compare different authors' viewpoints Documentation - Use of parenthetical documentation - Bibliography (3 sources) ----- An assertion/support paper takes a position and uses textual evidence or research			

Unit 7 Theme: Living Legends – Enduring Heroes

Unit Enduring Understanding:

Community Connection: Collecting Oral Histories

Unit Timeframe: 5 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	to prove the assertion. A relevant question is a question that is connected to the topic and promotes further research. Parenthetical documentation cites the source where the writer found the research by putting the author's name and page number in parentheses after the			

Unit 7 Theme: Living Legends – Enduring Heroes

Unit Enduring Understanding:

Community Connection: Collecting Oral Histories

Unit Timeframe: 5 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	researched information.			

Unit 8 Theme: Journeys and Destinations

Unit Enduring Understanding: Successful people are always reflecting on and celebrating their accomplishments and setting new goals.

Community Connection: Community Service II: Becoming Chore Volunteers & E-Mentors

Unit Timeframe: 4 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments

Unit 8 Theme: Journeys and Destinations

Unit Enduring Understanding: Successful people are always reflecting on and celebrating their accomplishments and setting new goals.

Community Connection: Community Service II: Becoming Chore Volunteers & E-Mentors

Unit Timeframe: 4 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
How far have I come and what do I still need to learn?	-Complete & revise a writing portfolio that includes literary, interpretive & responsive writing, peer editing & reflection -Note & describe aspects of the writer's craft, & explain the role that crafting techniques play in helping the reader comprehend the text -By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently,	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.9 W.6.4 W.6.5 W.6.6	<i>Travels with Charlie</i> by John Steinbeck <i>Knots in my Yo-Yo String</i> by Jerry Spinelli <i>Guitar Boy</i> by M.J. Auch "The Scribe" by Kristin Hunter (in Glencoe Reading and other textbooks)	Writing Portfolio Unit Assessment Benchmark Assessment Teacher Designed Quizzes Daily Checks for Understanding – Exit Cards, Bloom's Taxonomy

Unit 8 Theme: Journeys and Destinations

Unit Enduring Understanding: Successful people are always reflecting on and celebrating their accomplishments and setting new goals.

Community Connection: Community Service II: Becoming Chore Volunteers & E-Mentors

Unit Timeframe: 4 Weeks

Essential Questions	Objectives & Content	Standards	Suggested Literature and Resources	Assessments
	with scaffolding as needed at the high end of the range.	W.6.10 L.6.1 L.6.2 L.6.3	<i>Maniac Magee</i> by Jerry Spinelli	Questioning Strategies Classroom Discussions

Following the Grade 6 Common Core State Standards for Mathematics, students will focus on:

- Connecting ratio and rate to whole number multiplication and division
- Using concepts of ratio and rate to solve problems
- Completing understanding of division of fractions
- Extending the notion of number to the system of rational numbers, including numbers
- Writing, interpreting, and using expressions and equations
- Developing understanding of statistical thinking.
- Reasoning about relationships among shapes to determine area, surface area, and volume.

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
<i>Understand ratio concepts and use ratio reasoning to solve problems.</i>	6.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities 6.RP.2: Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship 6.RP.3: Use ratio and rate reasoning to solve real-world	• Express equivalent ratios as a proportion • Solve simple proportions within context • Understand the concept of rate • Distinguish the difference between rate and ratio • Solve proportions using equivalent fractions • Solve percent problems	• Unit Tests • Performance Tasks • Mid-year Assessments • End of Year Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	Impact Mathematics

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	involving percent, rate, and base • Solve simple proportions within context • Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations • Identify and plot points in all four quadrants • Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form • Record experiment results using fractions/ratios		

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.			
<i>Develop understanding of statistical variability</i>	6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	• Develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question	• Unit Tests • Performance Tasks • Mid-year Assessments • End of Year Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	Impact Mathematics

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
<i>Summarize and describe distributions.</i>	6.SP.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. 6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. 6.SP.4. Display numerical data in plots on a number line, including dot plots,	• Determine the mean, mode and median for a given set of data • Analyze and interpret a frequency distribution table or histogram, a cumulative frequency distribution table or histogram, or a box-and-whisker plot • Determine the mean, mode and median for a given set of data • Determine the range for a given set of data • Determine and justify the most appropriate	• Unit Tests • Performance Tasks • Mid-year Assessments • End of Year	Impact Mathematics

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	histograms, and box plots. 6.SP.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking	graph to display a given set of data (pictograph, bar graph, line graph, histogram, or circle graph) • Determine the mean, mode and median for a given set of data • Develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question	Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.			
<i>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</i>	6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions	• Determine what information is needed to solve problem • Explain, describe, and defend mathematical ideas using representations • Use representations to explore problem situations	• Unit Tests • Performance Tasks • Mid-year Assessments • End of Year Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	Impact Mathematics
<i>Compute fluently with multi-digit numbers and find common factors and</i>	6.NS.2. Fluently divide multi-digit numbers using the standard algorithm.	• Use a variety of strategies to divide three-digit numbers by	• Unit Tests • Performance Tasks • Mid-year Assessments	Impact Mathematics

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
<i>multiples.</i>	6.NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. 6.NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example,	one- and two-digit numbers Note: Division by anything greater than a two-digit divisor should be done using technology. • Calculate multiples of a whole number and the least common multiple of two numbers • Identify the factors of a given number • Find the common factors and the greatest common factor of two numbers • Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers Note: Division by anything greater than a two-digit divisor should be done using technology. • Define and identify the distributive property of	• End of Year Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	express $36 + 8$ as $4(9 + 2)$.	multiplication over addition		
<i>Apply and extend previous understandings of numbers to the system of rational numbers.</i>	6.NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values 6.NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$.	• Calculate multiples of a whole number and the least common multiple of two numbers • Identify the factors of a given number • Find the common factors and the greatest common factor of two numbers • Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers Note: Division by anything greater than a two-digit divisor should be done using technology. • Use a variety of strategies to add, subtract, multiply, and divide decimals to	• Unit Tests • Performance Tasks • Mid-year Assessments • End of Year Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	Impact Mathematics

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. 6.NS 7. Understand ordering and absolute value of rational	thousandths - Define and identify the distributive property of multiplication over addition - Define absolute value and determine the	- Unit Tests - Performance Tasks	

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i> c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative	absolute value of rational numbers (including positive and negative) • Simplify expressions using order of operations (Note: Expressions may include absolute value and/or integral exponents greater than 0.)	• Mid-year Assessments • End of Year Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i> d. Distinguish comparisons of absolute value from statements about order 6.NS 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	• Determine what information is needed to solve problem • Explain, describe, and defend mathematical ideas using representations • Use representations to explore problem situations		
<i>Apply and extend previous understandings of arithmetic to algebraic</i>	6.EE.1. Write and evaluate numerical expressions involving whole-number	• Evaluate numerical expressions using order of operations (may include exponents of	• Unit Tests • Performance Tasks • Mid-year Assessments • End of Year	Impact Mathematics

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
<i>expressions.</i>	exponents. 6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i> b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	two and three) • Translate two-step verbal expressions into algebraic expressions • Use substitution to evaluate algebraic expressions (may include exponents of one, two and three) • Evaluate numerical expressions using order of operations (may include exponents of two and three) • Define and identify the distributive property of multiplication over addition	Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	<i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</i>			

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	6.EE.3. Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i> 6.EE.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the</i>	• Solve multi-step equations by combining like terms, using the distributive property, or moving variables to one side of the equation • Understand the basic language of logic in mathematical situations (and, or, and not)		

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
Reason about and solve one-variable equations and inequalities.	<i>expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i> 6.EE.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true 6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at	• Use substitution to evaluate algebraic expressions (may include exponents of one, two and three) • Connect and apply mathematical information to solve problems • Formulate problems and solutions from everyday situations	• Unit Tests • Performance Tasks • Mid-year Assessments • End of Year Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	Impact Mathematics

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	hand, any number in a specified set 6.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. 6.EE.8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	• Connect and apply mathematical information to solve problems • Write verbal expressions that match given mathematical expressions		
<i>Represent and analyze quantitative relationships</i>	6.EE.9. Use variables to represent two quantities in a	• Write verbal expressions that match given mathematical	• Unit Tests • Performance Tasks • Mid-year Assessments	Impact Mathematics

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
<i>between dependent and independent variables.</i>	real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>	expressions • Read and interpret graphs • Identify the relationship between the independent and dependent variables from a scatter plot	• End of Year Assessments • Interim Assessments in Mathematics • NYS Mathematics Assessment	
<i>Solve real-world and mathematical problems involving area, surface area,</i>	6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and	• Determine the area of triangles and quadrilaterals (squares, rectangles, rhombi, and	• Unit Tests • Performance Tasks • Mid-year Assessments • End of Year	Impact Mathematics

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
<i>and volume.</i>	polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. 6.G.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	trapezoids) and develop formulas Determine the volume of rectangular prisms by counting cubes and develop the formula	Assessments - Interim Assessments in Mathematics - NYS Mathematics Assessment	

Organizing Features	Common Core State Standards	School Specific Elements of the Academic Program	Assessments	Resources
	6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. 6.G.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real world and mathematical problems.	• Identify and plot points in all four quadrants • Determine the surface area of prisms and cylinders, using a calculator and a variety of methods		

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	Performance Indicator 1: Students will know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to	Key Idea 1: The study of world history requires an understanding of	Performance Indicator 2: Students will know some important	Formal Assessments: Quizzes; Selected Responses; Open-	Early Civilizations & Cultures Early Civilizations in Asia

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	historic events and developments of past civilizations	ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes,	Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of	Performance Indicator 3: Students will interpret and analyze documents and artifacts related to significant	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	developments and events in world history	Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Nubia The Renaissance Northern European Influences
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad	Key Idea 2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help	Performance Indicator 1: Students will develop timelines by placing important events and developments in world history in their correct chronological order	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks.	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome Northern

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		sweep of history from a variety of perspectives.	organize the study of world cultures and civilizations.		Informal Assessments: Interviews; Open-ended Questions; Conferences	European Influences
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	Key Idea 2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	Performance Indicator 2: Students will measure time periods by years, decades, centuries, and millennia	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance Northern European Influences
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their	Key Idea 2: Establishing timeframes, exploring different periodizations,	Performance Indicator 3: Students will study about major turning points in	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	world history by investigating the causes and other factors that brought about change and the results of these changes	Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome Northern European Influences
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	Key Idea 3: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Performance Indicator 1: Students will investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-	Early Civilizations in Asia Ancient India and Persia Ancient Greece Ancient Rome The Renaissance Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
					ended Questions; Conferences	
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	Key Idea 3: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	Performance Indicator 2: Students will interpret and analyze documents and artifacts related to significant developments and events in world history	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations in Asia Ancient India and Persia Ancient Greece Ancient Rome Northern European Influences
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and	Key Idea 3: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles	Performance Indicator 3: Students will classify historic information according to the type of activity or practice: social/cultural,	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of	Early Civilizations in Asia Ancient India and Persia Ancient Greece Ancient Rome The Renaissance

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		turning points in world history and examine the broad sweep of history from a variety of perspectives.	and contributions of individuals and groups.	political, economic, geographic, scientific, technological, and historic	Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and	Performance Indicator 1: Students will explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed.	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient Greece Ancient Rome Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
			continuity over time.			
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	Performance Indicator 2: Students will analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient Greece Ancient Rome Northern European Influences
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their	Key Idea 4: The skills of historical analysis include the ability to investigate	Performance Indicator 3: Students will view history through the eyes of those who	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed	Ancient Greece Ancient Rome The Renaissance Northern European

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents	Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Influences
6	Social Studies - Standard 2 / World History	Standard 2: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad	Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why	Performance Indicator 4: Students will investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion,	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks.	Ancient Greece Ancient Rome Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		sweep of history from a variety of perspectives.	interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions	Informal Assessments: Interviews; Open-ended Questions; Conferences	
6	Social Studies - Standard 3 / Geography	Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.	Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems,	Performance Indicator 1: Students will map information about people, places, and environments	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations in Asia Ancient India & Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
			environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)			
6	Social Studies - Standard 3 / Geography	Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.	Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the	Performance Indicator 2: Students will understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from National Geography Standards, 1994)	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations in Asia Ancient India & Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
			use of geography.			
6	Social Studies - Standard 3 / Geography	Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.	Key Idea 1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.	Performance Indicator 3: Students will investigate why people and places are located where they are located and what patterns can be perceived in these locations	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations in Asia Ancient India & Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance Northern European Influences
6	Social Studies - Standard 3 / Geography	Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of	Key Idea 1: Geography can be divided into six essential elements which can be used to analyze	Performance Indicator 4: Students will describe the relationships between people	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed	Early Civilizations in Asia Ancient India & Persia Ancient Africa Ancient Egypt

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.	important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.	and environments and the connections between people and places	Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Nubia Ancient Greece Ancient Rome The Renaissance Northern European Influences
6	Social Studies - Standard 3 / Geography	Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of	Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and	Performance Indicator 1: Students will formulate geographic questions and define geographic issues and problems	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks.	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance Northern

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		people, places, and environments over the Earth's surface.	analyzing geographic information.		Informal Assessments: Interviews; Open-ended Questions; Conferences	European Influences
6	Social Studies - Standard 3 / Geography	Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.	Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	Performance Indicator 2: Students will use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems (Adapted from National Geography Standards, 1994)	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance Northern European Influences
6	Social Studies - Standard 3 / Geography	Standard 3: Students will use a variety of intellectual skills to	Key Idea 2: Geography requires the development and	Performance Indicator 3: Students will present geographic	Formal Assessments: Quizzes; Selected Responses; Open-	Early Civilizations & Cultures Early Civilizations in Asia

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.	application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.	information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models	ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient India and Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome
6	Social Studies - Standard 3 / Geography	Standard 3: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over	Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic	Performance Indicator 4: Students will interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments:	Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		the Earth's surface.	information.		Interviews; Open-ended Questions; Conferences	
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Performance Indicator 1: Students will explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Asia India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences
6	Social Studies -	Standard 4:	Key Idea 1: The	Performance	Formal	Early Civilizations

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
	Standard 4 / Economics	Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Indicator 2: Students will define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems	Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	& Cultures Ancient Africa Ancient Egypt Nubia
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their	Key Idea 1: The study of economics requires an understanding of major economic	Performance Indicator 3: Students will understand how scarcity requires	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed	Ancient Africa Ancient Egypt Nubia The Renaissance Northern

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	people and nations to make choices which involve costs and future considerations	Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	European Influences
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop	Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision	Performance Indicator 4: Students will understand how people in the United States and throughout the world are both producers and	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of	

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	making, and the interdependence of economies and economic systems throughout the world.	consumers of goods and services	Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce	Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems	Performance Indicator 5: Students will investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks.	Ancient Africa Ancient Egypt Nubia

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	throughout the world.	problems	Informal Assessments: Interviews; Open-ended Questions; Conferences	
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S.	Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Performance Indicator 6: Students will describe how traditional, command, market, and mixed economies answer the three fundamental economic questions	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions;	

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.			Conferences	
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity	Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Performance Indicator 7: Students will explain how nations throughout the world have joined with one another to promote economic development and growth	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		problem through market and nonmarket mechanisms.				
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	Key Idea 2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Performance Indicator 1: Students will identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	Key Idea 2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Performance Indicator 2: Students will organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to	Key Idea 2: Economics requires the development and application of	Performance Indicator 3: Students will evaluate economic	Formal Assessments: Quizzes; Selected Responses; Open-	Ancient Africa Ancient Egypt Nubia Ancient Greece

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	the skills needed to make informed and well-reasoned economic decisions in daily and national life.	data by differentiating fact from opinion and identifying frames of reference	ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient Rome
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other	Key Idea 2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions	Performance Indicator 4: Students will develop conclusions about economic issues and problems by creating broad	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended	Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	in daily and national life.	statements which summarize findings and solutions	Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	
6	Social Studies - Standard 4 / Economics	Standard 4: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to	Key Idea 2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Performance Indicator 5: Students will present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks.	Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.			Informal Assessments: Interviews; Open-ended Questions; Conferences	
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American	Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority,	Performance Indicator 1: Students will analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-	Early Civilizations & Cultures Asia Ancient India & Persia Ancient Africa Ancient Egypt Nubia Ancient Greece Ancient Rome The Renaissance Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	governance, and law.		ended Questions; Conferences	
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues	Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.	Performance Indicator 2: Students will consider the nature and evolution of constitutional democracies	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Ancient Greece Ancient Rome

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		of participation.				
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.	Performance Indicator 3: Students will explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient Greece Ancient Rome The Renaissance Northern European Influences
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their	Key Idea 1: The study of civics, citizenship, and government involves learning	Performance Indicator 4: Students will analyze the sources of a nation's values	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed	Ancient India & Persia Ancient Africa Ancient Egypt Nubia

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.	as embodied in its constitution, statutes, and important court cases	Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient Greece Ancient Rome
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S.	Key Idea 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-	Performance Indicator 1: Students will understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	practices	Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	European Influences
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of	Key Idea 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for	Performance Indicator 2: Students will understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments:	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.		Interviews; Open-ended Questions; Conferences	
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights,	Key Idea 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property),	Performance Indicator 3: Students will compare and contrast the development and evolution of the constitutions of the United States and New York State	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		and responsibilities of citizenship, including avenues of participation.	principles, and practices and establish a system of shared and limited government.			
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	Key Idea 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and	Performance Indicator 4: Students will define federalism and describe the powers granted to the national and state governments by the United States Constitution	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
			limited government.			
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	Key Idea 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Performance Indicator 5: Students will value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences
6	Social Studies - Standard 5 / Civics,	Standard 5: Students will use a	Key Idea 2: The state and federal	Performance Indicator 6:	Formal Assessments:	Early Civilizations & Cultures

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
	Citizenship, and Government	variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	Students will understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority	Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of	Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within	Performance Indicator 1: Students will explain what citizenship means in a democratic	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	American constitutional democracy and the scope of a citizen's rights and responsibilities.	society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time	Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations;	Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Performance Indicator 2: Students will understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks.	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.		certain civic values and fulfill certain civic responsibilities	Informal Assessments: Interviews; Open-ended Questions; Conferences	Influences
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and	Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Performance Indicator 3: Students will discuss the role of an informed citizen in today's changing world	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		the roles, rights, and responsibilities of citizenship, including avenues of participation.				
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	Performance Indicator 4: Students will explain how Americans are citizens of their states and of the United States	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences
6	Social Studies -	Standard 5:	Key Idea 4: The	Performance	Formal	Early Civilizations

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
	Standard 5 / Civics, Citizenship, and Government	Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.	Indicator 1: Students will respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint	Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	& Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for	Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer	Performance Indicator 2: Students will explain the role that civility plays in promoting effective	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses;	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.	citizenship in preserving democracy	Extended Responses; End of Unit Tests; Performance Tasks. Informal Assessments: Interviews; Open-ended Questions; Conferences	Ancient Egypt Nubia The Renaissance Northern European Influences
6	Social Studies - Standard 5 / Civics, Citizenship, and Government	Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S.	Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments,	Performance Indicator 3: Students will participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems	Formal Assessments: Quizzes; Selected Responses; Open-ended and Closed Constructed Responses; Extended Responses; End of Unit Tests; Performance Tasks.	Early Civilizations & Cultures Early Civilizations in Asia Ancient India and Persia Ancient Africa Ancient Egypt Nubia The Renaissance Northern European Influences

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Topic
		Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.		Informal Assessments: Interviews; Open-ended Questions; Conferences	

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	AID S1.1: Formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			Introduction to the study of science Using the scientific method Models in science Evaluating scientific explanation Imbedded in the inquiry approach in each content unit
6	Maths, Science and Technology -	Standard 4: Students will understand and apply	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics,	AID S1.2: Construct explanations independently for natural	Unit Tests Performance Tasks Mid-year Assessments			Introduction to the study of science Using the scientific method

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	Standard 4 / Science	scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	phenomena, especially by proposing preliminary visual models of phenomena	End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			Models in science Evaluating scientific explanation Imbedded in the inquiry approach in each content unit
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions,	AID S2.1: Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science			Introduction to the study of science Using the scientific method Models in science Evaluating scientific explanation

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		pertaining to the physical setting and living environment and recognize the historical development of ideas in science	seek answers and develop solutions	for more information	NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentations			Imbedded in the inquiry approach in each content unit
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	AID S2.2: Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and			Introduction to the study of science Using the scientific method Models in science Evaluating scientific explanation Imbedded in the inquiry approach in each content unit

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		environment and recognize the historical development of ideas in science		experiments	reflections Foldables, KWL Experiments , Presentations			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	AID S2.3: Carry out their research proposals, recording observations and measurements(e. g., lab notes, audiotape, computer disk, videotape) to help assess the explanation	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments ,			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		development of ideas in science			Presentation s			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	AID S3.1: Design charts, tables, graphs and other representations of observations in conventional and creative ways to help them address their research question or hypothesis	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentation s			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project
6	Maths, Science	Standard 4: Students	Standard 1 - Analysis, Inquiry	AID S3.2: Interpret the	Unit Tests Performance			Evaluating scientific explanation

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	and Technology - Standard 4 / Science	will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	organized data to answer the research question or hypothesis and to gain insight into the problem	Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentations			Imbedded in the inquiry approach in each content unit Individual grade exit project
6	Maths, Science and Technology - Standard 4 /	Standard 4: Students will understand and apply scientific concepts,	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering	AID M1.1: Extend mathematical notation and symbolism to include variables and algebraic expressions in	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	Science	principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	design, as appropriate, to pose questions, seek answers and develop solutions	order to describe and compare quantities and express mathematical relationships	Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentations			Individual grade exit project Work and Power Simple machines
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	M2.1: Use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project Work and Power

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		physical setting and living environment and recognize the historical development of ideas in science		explaining and extending mathematical phenomena	Science Journal writing and reflections Foldables, KWL Experiments, Presentations			Simple machines
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	AID M 3.1: Apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts and tables	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables,			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project Work and Power Simple machines Density Volume by water

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		recognize the historical development of ideas in science			KWL Experiments , Presentations			displacement
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	AID T(Engineering Design) 1.1: Engineering design is an interactive process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentations, exit			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		in science			projects			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	AID T(Engineering Design) 1.2: Locate and utilize a range of printed, electronic and human information resources to obtain ideas	Science Journal writing and reflections Foldables, Experiments, Presentations, exit projects			Research projects/reports on any topic within curriculum
6	Maths, Science and Technology	Standard 4: Students will understand	Standard 1 - Analysis, Inquiry and Design(AID): Students will use	AID T 1.4: Develop plans, including drawings with	Science Journal writing and reflections			Research projects/reports on any topic within curriculum

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	y - Standard 4 / Science	and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	mathematics, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers and develop solutions	measurements and details of construction, and construct a model of the solution, exhibiting a degree of craftsmanship	Foldables, Experiments , Presentation s, exit projects			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and	Standard 1 - Analysis, Inquiry and Design(AID): Students will use mathematics, scientific inquiry and engineering design, as appropriate, to	AID T 1.5: In a group setting test their solution against design specifications, present and evaluate results, describe how the solution might	Science Journal writing and reflections Foldables, Experiments , Presentation s, exit			Research projects/reports on any topic within curriculum

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	pose questions, seek answers and develop solutions	have been modified for different or better results, and discuss trade-offs that might have to be made	projects			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and	Standard 2: Students will access, generate, process and transfer information using appropriate technologies	I.S (Information systems) 1.3: Systemically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental	Science Journal writing and reflections Foldables, Experiments , Presentations, exit projects			Field trips associated with various topics in curriculum, exit projects/presentations, real world applications

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		living environment and recognize the historical development of ideas in science		agencies, industries and individuals				
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the	Standard 2: Students will access, generate, process and transfer information using appropriate technologies	I.S (Information systems) 1.4: Collect data from probes to measure events and phenomena	Science Journal writing and reflections Foldables, Experiments, Presentations, exit projects			Field trips associated with various topics in curriculum, exit projects/presentations, real world applications

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		historical development of ideas in science						
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Standard 2: Students will access, generate, process and transfer information using appropriate technologies	I.S (Information systems) 1.5: Use simple modeling programs to make predictions	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments, Presentations, exit projects			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project, models in science, real world applications
6	Maths,	Standard 4:	Standard 2:	I.S (Information	Science			Evaluating scientific

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	Science and Technology - Standard 4 / Science	Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Students will access, generate, process and transfer information using appropriate technologies	systems) 2.1: Understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry	Journal writing and reflections Foldables, KWL Experiments, Presentations, exit projects			explanation Imbedded in the inquiry approach in each content unit Individual grade exit project, models in science, real world applications
6	Maths, Science and Technology - Standard	Standard 4: Students will understand and apply scientific	Standard 6 - Interconnectedness: Common Themes (ICT): Students will understand the	ICT 1.1: Describe the differences between dynamic systems and organizational systems	Unit Tests Performance Tasks Mid-year Assessments End of Year			Classification of organisms

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	4 / Science	concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning		Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentations			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining	Standard 6 - Interconnectedness: Common Themes (ICT): Students will understand the relationships and common themes that connect mathematics, science, and	ICT 1.2: Describe the differences and similarities among engineering systems, natural systems and social systems	Presentation s, journals, research papers, experimental design			Introduction to science Embedded in projects and presentation and inquiry approach to science

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		to the physical setting and living environment and recognize the historical development of ideas in science	technology and apply the themes to these and other areas of learning					
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment	Standard 6 - Interconnectedness: Common Themes (ICT): Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning	ICT 2.1: Select an appropriate model to begin the search for answers or solutions to a question or problem	Presentation s, journals, research papers, experimental design			Introduction to science Embedded in projects and presentation and inquiry approach to science Populations Motion

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		nt and recognize the historical development of ideas in science						
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical developme	Standard 6 - Interconnectedness: Common Themes (ICT): Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning	ICT 2.2: Use models to study processes that cannot be studied directly (e.g. when the real process is too slow, too fast, or too dangerous for direct observation	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentation			Introduction to science Embedded in projects and presentation and inquiry approach to science Populations Motion Structure of the atom Cells Chemical reactions

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		nt of ideas in science			s			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Standard 6 - Interconnectedness: Common Themes (ICT): Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning	ICT 2.3: Demonstrate the effectiveness of different models to represent the same thing and the same model to represent different things	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments, Presentations			Introduction to science Embedded in projects and presentation and inquiry approach to science Populations Motion Structure of the atom Cells Chemical reactions
6	Maths, Science and	Standard 4: Students will	Standard 6 - Interconnectedness: Common	ICT 5.1: Use simple linear equations to	Unit Tests Performance Tasks			Evaluating scientific explanation

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	Technology - Standard 4 / Science	understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Themes (ICT): Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning	represent how a parameter changes with time	Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentations			Imbedded in the inquiry approach in each content unit Individual grade exit project, models in science , real world applications
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles,	Standard 6 - Interconnectedness: Common Themes (ICT): Students will understand the relationships and common themes	ICT 5.2: observe patterns of change in trends or cycles and make predictions on what might happen in the future	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim			Introduction to science Embedded in projects and presentation and inquiry approach to science

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	that connect mathematics, science, and technology and apply the themes to these and other areas of learning		Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments, Presentations			Heat Population growth
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical	Standard 6 - Interconnectedness: Common Themes (ICT): Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes	ICT 6.2: Use graphs of information for a decision-making problem to determine the optimum solution	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project, models in science, real world applications

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		setting and living environment and recognize the historical development of ideas in science	to these and other areas of learning		Journal writing and reflections Foldables, KWL Experiments , Presentations			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize	Standard 7 - Interdisciplinary Problem solving (IPS): Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions	IPS 1.2: Make informed consumer decisions by seeking answers to appropriate questions about products, services, and systems; determining the cost/benefit tradeoffs; and applying this knowledge to a potential purchase	Science Journal writing and reflections Foldables, KWL Experiments , Presentations			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project, models in science, real world applications

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		the historical development of ideas in science						
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Standard 7 - Interdisciplinary Problem solving (IPS): Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions	IPS 1.3: Design solutions to real-world problems of general social interest related to home, school or community using scientific experimentation to inform the solution and applying mathematical concepts and reasoning to assist in developing a solution.	Science Journal writing and reflections Foldables, KWL Experiments , Presentations			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project, models in science, real world applications

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Standard 7 - Interdisciplinary Problem solving (IPS): Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions	IPS 1.4: Describe and explain phenomena by designing and conducting investigations involving systematic observations, accurate measurements and the identification and control of variables; by inquiring into relevant mathematical ideas; and by using mathematical and technological tools and procedures to assist in the investigation.	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentations			Evaluating scientific explanation Imbedded in the inquiry approach in each content unit Individual grade exit project, models in science, real world applications
6	Maths, Science	Standard 4: Students	Standard 7 - Interdisciplinary	IPS 2.1: Students participate in an	Exit projects Lab			Imbedded in the inquiry approach in

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	and Technology - Standard 4 / Science	will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Problem solving (IPS): Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions	extended, culminating mathematics, science and technology project The project would require students to: work Effectively, Gather and process information, generate and analyze ideas, common themes, realize ideas ,present results,	experiments Research project			each content unit Individual grade exit project, models in science, real world applications
6	Maths, Science and Technology - Standard 4 /	Standard 4: Students will understand and apply scientific concepts,	Process Standards based on Standard 4: General Skills 1.Follow safety procedures in the classroom and lab.	L.E. 1.1: Compare and contrast the parts of plants, animals and one-celled organisms	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments			Living vs. Nonliving things Classification of living things Cell structure and

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	Science	principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	5. Classify object according to an established scheme 6. Develop and use a dichotomous key Living Environment Skills 1. Use a compound microscope 2. Determine the size of a microscopic object, using a compound microscope 3. Prepare a wet mount slide 4. Use appropriate staining techniques		Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments, Presentations			cell theory Using a dichotomous key
6	Maths, Science and Technology - Standard	Standard 4: Students will understand and apply scientific	Process skills based on Standard 4: General Skills - Allow safety procedures in the	L.E. 3.2: Describe factors responsible for competition within species and the	Interim Assessments in Science NYSScience Assessment Science			Populations

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	4 / Science	concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	classroom and lab. - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships	significance of that competition.	Journal writing and reflections			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab. - Safely and accurately use measurement tools	L.E. 4.3: Observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seed-bearing plants)	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience			Characteristics of living things

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		to the physical setting and living environment and recognize the historical development of ideas in science	- Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships		Assessment Science Journal writing and reflections Foldables, KWL Experiments , Presentation s			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment	Process Skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate unit for measured or calculated values - Recognize and	L.E. 5.1: Compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections			Interactions within communities

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		nt and recognize the historical development of ideas in science	analyze patterns and trends - Classify objects according to an established scheme and a student-generated scheme - Sequence events - Identify cause-and -effect relationships		Foldables, KWL Experiments			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and	L.E. 6.1: Describe the flow of energy and matter through food chains and food webs	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections			Interactions within communities Cycles in Nature , water cycle, carbon cycle, nitrogen cycle Energy flow through ecosystems Energy flow in the food chain How organisms produce energy-rich compounds

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		nt and recognize the historical development of ideas in science	analyze patterns and trends - Sequence events - Identify cause and effect relationships		Foldables, KWL Experiments			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical developme	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect	L.E. 6.2: Provide evidence that green plants make food and explain the significance of this process to other organisms	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			Interactions within communities

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		nt of ideas in science	relationships					
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships	L.E. 7.1: Describe how living things, including humans, depend upon the living and nonliving environment for their survival	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			Ecology Environmental influences on life How ecosystems change Populations Abiotic factors Biomes Aquatic Ecosystems
6	Maths, Science and	Standard 4: Students will	Process skills based on Standard 4:	L.E. 7.2: Describe the effects of environmental	Unit Tests Performance Tasks			Ecology Environmental

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	Technology - Standard 4 / Science	understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships	changes on humans and other populations	Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			influences on life Populations How ecosystems change Biomes Aquatic ecosystems
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles,	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and	Physical Setting P.S. 2.1: Explain how the atmosphere(air), hydrosphere (water) and lithosphere(land) interact, evolve,	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim			Earth's atmosphere Air movement

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships Physical Setting skills - Predict the characteristics of an air mass based on the origin of the air mass	and change	Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			
6	Maths, Science and Technology - Standard 4 /	Standard 4: Students will understand and apply scientific concepts,	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab	P.S. 2.2: Describe volcano and earthquake patterns, the rock cycle, and weather and climate changes	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments			What is weather, weather patterns, weather forecasts Sources of energy

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	Science	principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	- Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships Physical setting skills 1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map		Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
			7. generate and interpret field maps including topographic and weather maps 8. predict the characteristics of an air mass based on the origin of the air mass 9. measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc.					
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement	P.S. 3.1: Observe and describe properties of materials, such as density, conductivity and solubility	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science			Properties of matter, Change of state, behavior of fluids

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		pertaining to the physical setting and living environment and recognize the historical development of ideas in science	tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships Physical setting skills 10. determine the density of liquids, and regular- and irregular-shaped solids 11. determine the volume of a regular and an irregular-shaped solid using water displacement 13. determine the identity of an unknown element,		NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
			using physical and chemical properties					
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships Physical setting skills 13.determine the	P.S. 3.2: Distinguish between chemical and physical changes	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			Properties of matter, Change of state, behavior of fluids

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
			identity of an unknown element, using physical and chemical properties					
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships - Use indicators	P.S. 3.3: Develop mental models to explain common chemical reactions and changes in states of matter	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			Properties of matter, Change of state, behavior of fluids Energy transfer in the atmosphere

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
			and interpret results Physical setting skills 10. determine the density of liquids, and regular- and irregular-shaped solids 11. determine the volume of a regular and an irregular-shaped solid using water displacement 13. determine the identity of an unknown element, using physical and chemical properties					
6	Maths, Science and Technology - Standard 4 /	Standard 4: Students will understand and apply scientific concepts,	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab	P.S. 4.1: Describe the sources and identify the transformations of energy observed in everyday life	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments			What is energy? Energy transformations Sources of energy

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	Science	principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	- Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships		Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			Change of state Temperature of Thermal energy Engines and refrigerators Energy transfer in the atmosphere
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate	P.S. 4.2: Observe and describe heating and cooling events	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment			Changes of state Heat Energy transfer in the atmosphere

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		physical setting and living environment and recognize the historical development of ideas in science	units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships		Science Journal writing and reflections Foldables, KWL Experiments			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns	P.S. 4.3: Observe and describe energy changes as related to chemical reactions	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables,			Energy transformations

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		recognize the historical development of ideas in science	and trends - Sequence events - Identify cause and effect relationships		KWL Experiments			
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships	P.S. 4.4: Observe and describe the properties of sound, light, magnetism and electricity	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			Energy transformations

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		in science						
6	Maths, Science and Technology - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships	P.S. 4.5: Describe situations that support the principle of conservation of energy	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			Energy transformations Engines and refrigerators
6	Maths, Science and Technology	Standard 4: Students will understand	Process skills based on Standard 4: General Skills	P.S. 5.1: Describe different patterns of motion of objects	Unit Tests Performance Tasks Mid-year			Work and Power

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
	y - Standard 4 / Science	and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	- Follow safety procedures in the classroom and lab - Safely and accurately use measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships		Assessments End of Year Assessments Interim Assessments in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments			
6	Maths, Science and Technology y - Standard 4 / Science	Standard 4: Students will understand and apply scientific concepts, principles, and	Process skills based on Standard 4: General Skills - Follow safety procedures in the classroom and lab - Safely and accurately use	P.S. 5.2: Observe, describe and compare effects of forces (gravity, electric current and magnetism) on the motion of objects	Unit Tests Performance Tasks Mid-year Assessments End of Year Assessments Interim Assessments			Using machines Simple machines Exit project to design a complex machine

Grade	Subject Area	New York State Content Standard	New York State Skills Standards	NYSED Performance Indicator	Assessments	Resources	Suggested Pacing	Topic
		theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science	measurement tools - Use appropriate units for measured or calculated values - Recognize and analyze patterns and trends - Sequence events - Identify cause and effect relationships Physical setting skills 16. determine the speed and acceleration of a moving object		in Science NYSScience Assessment Science Journal writing and reflections Foldables, KWL Experiments , presentation s, exit projects			

Calendar and Schedule

(a) School Calendar

Date	Event
Monday, August 19, 2013	First Day of Work for Teachers
Total Instructional Days - August	0
Monday, September 02, 2013	Labor Day (No School)
Tuesday, September 03, 2013	First Day of School for Students
Wednesday, September 11, 2013	Early Dismissal (Staff Development)
Wednesday, September 18, 2013	Early Dismissal (Staff Development)
Wednesday, September 25, 2013	Early Dismissal (Staff Development)
Total Instructional Days - September	20
Wednesday, October 02, 2013	Early Dismissal (Staff Development)
Wednesday, October 09, 2013	Early Dismissal (Staff Development)
Monday, October 14, 2013	Columbus Day (No School)
Wednesday, October 16, 2013	Early Dismissal (Staff Development)
Thursday, October 17, 2013	Progress Report
Wednesday, October 23, 2013	Early Dismissal (Parent-Teacher Conf. 2:10-4)
Wednesday, October 30, 2013	Early Dismissal (Staff Development)
Total Instructional Days - October	22
Wednesday, November 06, 2013	Early Dismissal (Staff Development)
Monday, November 11, 2013	Veterans Day (No School)
Wednesday, November 13, 2013	Early Dismissal (Staff Development)
Wednesday, November 20, 2013	Early Dismissal (Staff Development)
Wednesday, November 27, 2013	Early Dismissal (Staff Development)
Thursday, November 28, 2013	Thanksgiving Break (No School)
Friday, November 29, 2013	Thanksgiving Break (No School)
Total Instructional Days - November	18
Wednesday, December 04, 2013	Early Dismissal (Staff Development)
Thursday, December 05, 2013	Report Cards
Wednesday, December 11, 2013	Early Dismissal (Parent-Teacher Conf. 3 -7)
Wednesday, December 18, 2013	Early Dismissal (Staff Development)
Wednesday, December 25, 2013	Winter Break (No School)
Thursday, December 26, 2013	Winter Break (No School)
Friday, December 27, 2013	Winter Break (No School)
Monday, December 30, 2013	Winter Break (No School)
Tuesday, December 31, 2013	Winter Break (No School)
Total Instructional Days - December	17
Wednesday, January 01, 2014	Winter Break (No School)
Thursday, January 02, 2014	School Reopens
Wednesday, January 08, 2014	Early Dismissal (Staff Development)

Date	Event
Wednesday, January 15, 2014	Early Dismissal (Staff Development)
Monday, January 20, 2014	MLK Day (No School)
Wednesday, January 22, 2014	Early Dismissal (Staff Development)
Wednesday, January 29, 2014	Progress Report
Wednesday, January 29, 2014	Early Dismissal (Staff Development)
Total Instructional Days - January	21
Wednesday, February 05, 2014	Early Dismissal (Parent-Teacher Conf. 2:10-4)
Wednesday, February 12, 2014	Early Dismissal (Staff Development)
Monday, February 17, 2014	President's Day (No School)
Tuesday, February 18, 2014	Winter Break (No School)
Wednesday, February 19, 2014	Winter Break (No School)
Thursday, February 20, 2014	Winter Break (No School)
Friday, February 21, 2014	Winter Break (No School)
Wednesday, February 26, 2014	Early Dismissal (Staff Development)
Total Instructional Days - February	15
Wednesday, March 05, 2014	Early Dismissal (Staff Development)
Wednesday, March 12, 2014	Early Dismissal (Staff Development)
Wednesday, March 19, 2014	Early Dismissal (Staff Development)
Friday, March 21, 2014	Report Cards
Wednesday, March 26, 2014	Early Dismissal (Parent-Teacher Conf. 3-7)
Total Instructional Days - March	21
Wednesday, April 02, 2014	Early Dismissal (Staff Development)
Wednesday, April 09, 2014	Early Dismissal (Staff Development)
Monday, April 14, 2014	Passover (No School)
Tuesday, April 15, 2014	Spring Break (No School)
Wednesday, April 16, 2014	Spring Break (No School)
Thursday, April 17, 2014	Spring Break (No School)
Friday, April 18, 2014	Good Friday (No School)
Monday, April 21, 2014	School Reopens
Wednesday, April 30, 2014	Early Dismissal (Staff Development)
Total Instructional Days - April	17
Wednesday, May 07, 2014	Early Dismissal (Staff Development)
Tuesday, May 13, 2014	Progress Reports
Wednesday, May 14, 2014	Early Dismissal (Parent-Teacher Conf. 2:10-4)
Wednesday, May 21, 2014	Early Dismissal (Staff Development)
Monday, May 26, 2014	Memorial Day (No School)
Wednesday, May 28, 2014	Early Dismissal (Staff Development)
Total Instructional Days - May	21
Wednesday, June 04, 2014	Early Dismissal (Staff Development)

Date	Event
Wednesday, June 11, 2014	Early Dismissal (Staff Development)
Wednesday, June 18, 2014	Early Dismissal (Staff Development)
Wednesday, June 25, 2014	Early Dismissal (Staff Development)
Friday, June 27, 2014	Report Card/Last Day for Students
Total Instructional Days - June	20
Total Days in Session	192

b) Sample Student Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
Arrival/ Breakfast	7:00 – 7:30	7:00 – 7:30	7:00 – 7:30	7:00 – 7:30	7:00 – 7:30	7:00 – 7:30
Homeroom	7:30 – 7:42	Homeroom				
Period 1	7:45 – 8:35	Math	ELA	Math	ELA	Math
Period 2	8:40 – 9:30	Math	ELA	Math	ELA	Math
Period 3	9:35 – 10:25	Science	Science	Science	Science	Science
Period 4	10:30 – 11:20	Latin	Health	Latin	Health	Foreign Language
Period 5	11:25 – 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
Period 6	12:05 – 12:55	ELA - Writing	Math	ELA - Writing	Math	ELA
Period 7	1:00 – 1:50	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Period 8	1:55 – 2:45	Phys Ed	Phys Ed	Students return to Homeroom at 1:55 Journal Entry Dismissal at 2:10 Team Meetings / Professional Development ¹	Phys Ed	Art/Music
Period 9	2:50 – 3:40	Art/Music	Art/Music		Art/Music	Reading ²
Homeroom	3:45 – 4:00	Journal Entry ³	Journal Entry		Journal Entry	Journal Entry
Departure	4:00 pm	Dismissal	Dismissal		Dismissal	Dismissal

¹ On Wednesdays, MVP will offer clubs and extracurricular activities for students from 2:10 – 4:00pm. Clubs and activities may include math team, journalism, robotics, chess, sports, theater, reading, art, music, photography and others based on student preference.

² Period 9, Friday – Reading – Teachers and students will “drop everything and read.” No other activity is permitted. Reading material must be suitable, but of one’s own choosing. This is reading for pleasure.

³ Homeroom, Monday, Tuesday, Thursday and Friday – All students return to homeroom. Journal entries for the school day are made and then students are dismissed.

MVP's decision to use block scheduling is aligned with the school's curriculum and instruction choices and is based on the school's commitment to common planning time. A block schedule in ELA will enable MVP to implement 30 minutes of whole-class instruction, followed by 70 minutes of small-group instruction and independent reading. A block schedule in Math will allow sufficient time for Connected Math's student-centered investigation approach. Each Connected Math unit contains pacing schedules for block scheduling with 100 minute periods as well as traditional 50-minute periods, ensuring that the curriculum can be implemented in a block schedule. MVP's block schedule will provide longer prep time and common planning periods for teachers, allowing them to exchange ideas and strategies.

Weekly time allocation

Subject	Periods/Week	Minutes/Week
Math	8	400 minutes
ELA / Writing / Reading	8	400 minutes
Science	5	250 minutes
Social Studies	5	250 minutes
Latin	3	150 minutes
Health	2	100 minutes
Physical Education	3	150 minutes
Art/Music	4	200 minutes
Journal	-	75 minutes

The New York State Education Department Attendance and the School Calendar: Guidelines and Reporting for State Aid Purposes (Revised June, 2011) requires a minimum school day length of 5 hours for grade 6 and 5.5 hours for grades 7 – 12. This is exclusive of lunch period. Over the State mandated 180 day school year, the minimum number of instructional hours is 900 hours for grade 6 and 990 hours for grades 7 and 8. Typical New York City middle school schedules reflect the New York State time requirements.

The Middle Village Preparatory Charter School provides 7 hours, 55 minutes of instruction for 4 days per week and 6 hours, 5 minutes one day per week (Early Dismissal). One day each week, students are dismissed after 6 hours, 5 minutes instruction so teachers may engage in team-teaching activities and professional instruction for the remaining 1 hr. 50 min. of the school day.

Our weekly schedule amounts to an average of about 7.5 hours of instructional time per day, which is 1,456 hours per year over a 192 day schedule.

Annual Summary

	NY State Minimum /Typical NYCDOE Middle School	Middle Village Preparatory Charter School time schedule
Number of instructional days	180 days	192 days
Instructional hours per day	5 – 5 1/2 hours	7.5 hours, on average
Instructional hours per week	25 – 27.5 hours	37.75 hours
Instructional hours per year	900 – 990 hours	1,456 hours

c) Sample Teacher Schedules

Typical Program for Science or Social Studies Teacher - (5 periods of Science or Social Studies per student each week):

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1	Science-Section 2	Science-Section 2	Science-Section 2	Science-Section 2	Science-Section 2
Period 2	Science-Section 3	Science-Section 3	Science-Section 3	Science-Section 3	Science-Section 3
Period 3	Science-Section 1	Science-Section 1	Science-Section 1	Science-Section 1	Science-Section 1
Period 4	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5	Prep	Prep	Prep	Prep	Prep
Period 6 ⁴	Health 1 / Specialty	Health 2 / Specialty	Health 3 / Specialty	Health 4 / Specialty	Prep
Period 7	Science-Section 4	Science-Section 4	Science-Section 4	Science-Section 4	Science-Section 4
Period 8	Prep	Prep/ Common Planning Time	Homeroom Prof Development	Prep/ Common Planning Time	Prep/ Common Planning Time
Period 9	Prep/ Common Planning Time	Prep/ Common Planning Time	Prof Development	Prep/	Reading
Homeroom	Homeroom	Homeroom	Teacher Dismissal	Homeroom	Homeroom

⁴ Period 6 – a specialty other than Health may be substituted: ex. Art, Music Dance, Theater, any Physical Education, depending on instructor's capacity

Typical Program for Mathematics or English Teacher (8 periods of Math or English per student per week)

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1	Math 1	Math 1	Math 1	Math 1	Math 1
Period 2	Math 1	Prep	Math 1	Prep	Math 1
Period 3	Prep	Prep	Prep	Prep	Prep
Period 4	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5	Math 2	Math 2	Math 3	Math 2	Math 2
Period 6	Math 2	Math 2	Math 3	Math 2	Math 2
Period 7	Prep/Common Planning Time	Prep/Common Planning Time	Prep/Common Planning Time	Prep/Common Planning Time	Prep/Common Planning Time
Period 8	Math 3	Math 3	H/R Professional Development	Math 3	Math 3
Period 9	Math 3	Prep	Professional Development	Math 3	Reading
Homeroom	Homeroom	Homeroom	Teacher Dismissal	Homeroom	Homeroom

Weekly time allocation for teaching staff:

Subject	# of Periods
Teaching Periods	25
Preparation Periods	8
Common Planning Time	5
Professional Development Periods	2
Lunch Periods	5

Response 08 (a-d) – Specific Populations

Frequent assessments and subsequent modification of instruction is built into MVP's data-driven instructional model. This means that support and specialized instruction for struggling students, students with disabilities, English Language Learners (ELLs) and advanced students is woven into the fabric of the school's model. MVP will hold all of its students to high academic standards, but understands that some will need additional support to master skills and perform to their potential. Therefore, MVP's model includes differentiated instruction and dedicated staff and resources to identify, support and assess students of all levels of ability.

To create a support structure outside the classroom for struggling students, students with disabilities, ELLs and gifted students, MVP will hire a strong academic leadership team (please note that MVP will also hire staff dedicated solely to working with student with disabilities and ELLs whose roles are described in subsequent sections). The school's Principal will be the instructional leader of the school, making the final decision on all aspects of the academic program. A Director of Curriculum and Instruction (DCI) will be responsible for developing curriculum, using assessment data to drive instruction and running professional development for teachers. Both the Principal and the DCI will take part in teacher observation and evaluation. Hiring two high-level academic staff members in Year One will ensure sufficient instructional capacity to support specific populations while maintaining a rigorous academic program for all students. MVP will hire a Director of Operations in Year One to handle all operational aspects of the school so that the Principal can focus the majority of his or her time on instruction.

MVP will also ensure that struggling students, students with disabilities, ELLs and advanced students have access to staff trained in differentiated instruction. MVP's DCI will provide professional development workshops on identifying, supporting and evaluating the progress of all students – with a focus on struggling students, students with disabilities and ELLs. The capacity to tailor lessons to meet the needs of students with different learning styles and levels of ability will allow them to effectively support all students in a classroom setting.

MVP will also provide resources associated with differentiated instruction including leveled libraries in every classroom with books categorized by difficulty (SRI A-Z). During the guided reading, teachers will assign homogenous groups texts one level above students' independent reading level. During independent reading, students will have the opportunity to select from a wide variety of books at their reading level. The leveled library will guarantee that students at all levels have easy access to books challenging enough to encourage progress, but not overwhelming. MVP's Principal and DCI will also explore ways to use technology to support students of various levels of master such as introducing Kindles and iPads on an ongoing basis.

MVP is dedicated to evaluating whether student needs are being met in real-time. While summative assessments, such as the New York State Exams, will be useful indicators for whether

students of varying levels of ability have mastered the material, MVP will not wait until the end of the year to determine whether students are learning. Therefore, MVP will also rely on formative assessments, such as Achievement Network assessments administered every 6-8 weeks, to evaluate the efficacy of its programs for struggling students, students with disabilities, ELLs and advanced students throughout the school year. This will enable MVP to adjust these programs as necessary to meet students' needs. The Director of Curriculum and Instruction will carry out this work.

a) Struggling Students

MVP defines "struggling students" as those who are below grade level in ELA and/or Mathematics. As described above, MVP's data-driven instructional model will ensure that students are frequently assessed to determine if they may be identified as struggling students who are not meeting performance standards.

Baseline assessments, developed using the Achievement Network question bank, will be administered for ELA and Math at the beginning of the school year, and results will be used to designate students as "struggling". This designation may change over the course of the year, based on progress on subsequent Achievement Network-designed assessments, administered every 6-8 weeks. MVP will also take teacher observation and feedback into account in evaluating struggling student status. As described in *Response 01(a-c) – Community Need*, based on 2011 New York State Test results for CSD 24 5th graders, MVP anticipates that close to one third of incoming 6th graders will be below grade level in Math and almost half will be below grade level in ELA. Therefore, MVP's model offers the targeted instruction and intervention services needed to bring a large percentage of students up to grade level.

In the context of a three-tiered Response to Intervention (RTI) program, interim assessments and differentiated instruction for all students will act as the Tier I intervention (a year-long primary intervention for all general education students.) Based on the assessments, students who are not making adequate progress in the core Tier 1 instruction will be recommended for Tier 2 or Tier 3 intervention services. For students eligible for Tier 2 or 3 services, MVP will have an RTI team consisting of the student's parent, DCI, general education teacher, special education teacher, Guidance Counselor and Academic Support Coordinator. When the MVP adds a Dean of Students in Year 2, he or she will also join the RTI team. The RTI team will collaboratively develop an academic intervention plan that will include the type and length of services needed and short- and long-term goals. The Academic Support Coordinator will be responsible for creating and maintaining the RTI meeting calendar and ensuring that services provided are consistent with those required by a student's IEP (please see Students with Disabilities section below for more information on the IEP process.)

Tier 2 interventions will likely include in-class small group instruction 3-5 times per week for 30 minutes each, and will target areas that assessments and teacher feedback show require

remediation. If all possible Tier 2 interventions have been exhausted, MVP will begin Tier 3 interventions, in which one-on-one services will likely be provided 3-5 times per week for 60 minutes each. Tier 3 services involve a high level of customized support, targeting students' areas of greatest academic need. As with Tier 2, the type and length of services, frequency of interim assessments and short- and long-term goals will be developed on a student-by-student basis. MVP's budget includes \$18,000 in for student support, ensuring that the school can fund after school tutoring for struggling students.

Many studies support the appropriateness of a Response to Intervention approach in a school setting. Case studies indicate that the vast majority of students respond well to RTI (Ardoin, Scott P., Witt, Joseph C., Connell, James E., Koenig, Jennifer L., 2004). Furthermore, RTI has been cited as an effective way to distinguish between students who are generally struggling and those with special education needs (Speece, Case & Molloy, 2003). Researchers and educators overwhelmingly agree that RTI is an effective approach. Dr. Matthew K. Burns' 2010 study, "Response-to-Intervention Research: Is the Sum of the Parts as Great as the Whole?" (Perspectives on Language and Literacy, vol. 36, No. 2, Spring 2010) concluded: "Practitioners should implement a three-tiered RTI model with confidence that they are engaging in research-based practice that benefits students."

MVP's strategy for supporting struggling students within general education classrooms and in other settings is to provide targeted support based on students' academic needs. Support for students of varying levels of ability – including struggling students – in their general education class is built into MVP's ELA and Math curriculum. MVP's ELA curriculum will include substantial small-group instruction, which studies show is an effective technique for rapidly increasing student reading levels¹. Whole-class instruction will teach core literacy skills, such as spelling, grammar and sentence structure, which lower achieving students may lack. The Math curriculum, *Connected Mathematics 2*, was selected in part based on educator's ability to easily differentiate instruction using the Connected Math framework. Double blocks of ELA and Math (400 minutes per week in each) will allow adequate time for both whole-class instruction and substantial small-group and individual instruction.

As described in greater detail above, MVP's Director of Curriculum and Instruction will review all student achievement data following formative assessments to evaluate the efficacy of the program. If struggling students are demonstrating progress in academic achievement and meeting the benchmarks stipulated in their academic intervention plans, the school will know that the needs of these students are being met.

¹ Pinnell, G. S., & Fountas, I. C. (2006). *Leveled books, K-8: Matching texts to readers for effective teaching*. Portsmouth, NH: Heinemann.

b) Students with Disabilities

In accordance with §2853 (4)(a) of the Education Law, MVP will provide Special Education services to students with disabilities per their individualized education program (IEP). Each student's IEP will be developed by the Committee on Special Education (CSE) of the school district where the student resides. The MVP Board of Trustees recognizes that the school does not have the authority to create or modify IEPs, or to conduct multi-disciplinary evaluations to determine whether a student has a disability. The Board understands that neither it nor the school are the local education agency with respect to determining special education services and that these responsibilities must be left solely to the CSE of the student's district of residence. The school will ensure that all students with disabilities receive an appropriate education as required by their IEP.

Identifying, Supporting and Evaluating Students with Disabilities in General Education Classroom

In line with the Individuals with Disabilities Education Act (IDEA), MVP will provide a free appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs. MVP will hire a certified Special Education teacher to act as Academic Support Coordinator in Year One. The Academic Support Coordinator will work with CSEs and ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the school's setting. The Academic Support Coordinator will act as the case manager for students undergoing an initial evaluation for special education services. The Academic Support Coordinator will also work with students already eligible for services to ensure that the school identifies all students with disabilities

MVP's RTI process will be useful for screening students who may require an IEP. As described above, baseline assessments developed using the Achievement Network question bank will be administered for ELA and Math at the beginning of the school year. Results from the baseline assessment will be the first indicator that a student may need an IEP. Students who are recommended for Tier 2 and Tier 3 services will be closely monitored by their RTI team, ensuring that every student who requires and IEP receives one.

Students with disabilities at MVP will participate in inclusive classes as frequently as their IEPs allow. Research indicates that students with disabilities benefit from inclusive classes. Specifically, students show improved performance on standardized tests, higher grades, mastery of IEP goals and improved behavior (National Center for Education Restructuring and Inclusion, 1995). Equally important, educating students with disabilities in inclusive classrooms does not negatively impact the academic performance of students without disabilities. No difference has been found in grades or achievement on tests between inclusive and non-inclusive educational settings (York, Vandercook, MacDonald, Heise-Neff, and Caughey, 1992).

In addition to hiring effective teachers and training all general education teachers in differentiated instruction, the Academic Support Coordinator will provide push-in services for

students in accordance with their IEPs. The school will also provide special resources to support students with disabilities, such as different reading material, printed materials and educational technology as needed. Finally, MVP will ensure that all students receive the services required by their IEPs by providing additional support before and after school.

Furthermore, MVP will employ curriculum and instructional techniques proven to help students with disabilities. Small-group and individual instruction in ELA will enable teachers to differentiate instruction for students at varying levels of fluency. MVP's math curriculum, *Connected Mathematics 2*, offers a Special Needs Handbook which outlines the accommodations/support components needed to help special education students access the general education curriculum.

Even though general education teachers will be able to rely on the Academic Support Coordinator to help address the needs of students with disabilities, MVP believes it is important for all instructional staff to receive substantial professional development in the implementation of RTI and interventions in the classroom. Therefore, the Academic Support Coordinator will work with the DCI to provide training prior to the start of the school year to all staff on the RTI process, CSE referral process, IEP implementation, evaluation and reporting requirements and the necessity for confidentiality relating to student records. The DCI will provide ongoing sessions throughout the year focusing on identifying, supporting and evaluating the progress of students with disabilities, and modifying the ELA and Math instructional methods to support students with disabilities (for example: how to implement the strategies outlined in the Connected Math Special Needs Handbook.) During this general training, no information will be provided about any child's IEP.

In accordance with §4402 (7) of the Education Law, MVP's Academic Support Coordinator will ensure that each general education teacher and service provider who is responsible for the implementation of a child's IEP will be given a copy of the IEP prior to its implementation. In compliance with IDEA and FERPA, all IEPs will be kept confidential and will not be disclosed to any other person.

The Academic Support Coordinator will work with the CSE to ensure that every student with an IEP receives the mandated tri-annual assessment of the IEP. Because MVP sets a higher bar for student success than simply mastering the goals of the IEP, MVP's DCI will also rely on formative assessments, such as the Achievement Network assessments administered every 6-8 weeks, to evaluate the efficacy of its programs for students with disabilities. This will enable MVP to adjust these programs as necessary to meet students' needs.

Staffing Structure to Support Students with Disabilities

MVP's Academic Support Coordinator will play an integral role in ensuring that all required special education and related services are being provided and that all IEPs are appropriate in the context of the school's setting. This person will report directly to the Principal, and will work closely

with both the Principal and the DCI to ensure that the instructional design, materials and professional development are sufficient to support this population.

The Academic Support Coordinator will oversee the provision of services required by each child's IEP and work closely with teachers to ensure that the child's general education classroom needs are being properly fulfilled. Prior to the implementation of the IEP, this person will inform general education teachers and assistant teachers of their responsibility relating to the implementation of the IEP with respect to the accommodations, modifications and supports required.

The Academic Support Coordinator will communicate regularly with the CSE of students' districts of residence, ensure that the appropriate school staff members and parents participate in CSE meetings, report students' progress toward the meeting their IEP goals to the CSE, and supervise related service providers with the CSE. The Academic Support Coordinator will share all relevant details with teachers of students with disabilities.

The Academic Support Coordinator will also be responsible for administrative duties related to the IEP. He or she will review all IEPs (ensuring that all confidential files are secured in a locked cabinet), supervise the collection of IEPs, set up parent conferences and work with specialists to deliver on IEP goals. Finally, the Academic Support Coordinator will be responsible for keeping the school in compliance with all regulations.

Services or Settings Provided by District of Residence or Third Party Contract

For students with needs that the school staff team is not qualified to address, such as counseling, speech, occupational therapy and physical therapy, the school may contract with the student's school district of residence or a private provider as needed. MVP will contact the NYC Department of Education to determine services that can be accessed at no cost to the school. The school is likely to use a third party contract in situations where a specialist is needed; as a small school, it may not be financially feasible for MVP to bring in a specialist to support a very small number of students.

The school is committed to creating a program that can serve all students at a high level. MVP recognizes that if the school receives a student with special needs, we will receive additional revenue from the state to provide that child with the services he or she requires, and will use those funds to ensure that the child receives the required services. Should a student require more restrictive placement, such as a special class for part of the day, the school and parent will ask the CSE to convene an IEP meeting to determine whether the current recommendation is appropriate or if it can be modified.

c) English Language Learners

In New York City District #24, where MVP will be located, 22% of students are English Language Learners (ELL). MVP anticipates that its ELL population will mirror the community's. Therefore, the school is prepared to allocate significant resources and personnel to ensure that it maximizes opportunities and delivery of quality instruction to encourage English language proficiency.

Process for Identifying English Language Learners (ELLs)

MVP's first step in the process for identifying students whose first language is not English will either be the Home Language Questionnaire or the child's elementary school records. The Home Language Questionnaire is administered only to new students entering New York State public schools, so we anticipate that most middle school students will have already taken the test. For students who were previously enrolled in private or parochial school, we will administer the Home Language Questionnaire to screen for ELLs. For students who were previously enrolled in public schools, we will review student records to screen for ELLs.

For students whose questionnaires or elementary school records indicate that English is the only language spoken in the home, the screening process ends. If the identified home language is not English, or if MVP teacher observation indicates that the child's native language is not English, the Academic Support Coordinator will schedule an informal interview with the child and his or her parent/guardian. Following this, appropriate staff will administer the Language Assessment Battery-Revised (LAB-R), a New York State assessment that formally assesses students' English proficiency. The LAB-R will be administered within two weeks of a student's initial enrollment.

Students who score below proficient on the LAB-R will be designated ELL and will be eligible for ESL services. All parents will be notified of their child's ELL status. Because the LAB-R is only administered on a one-time basis, students' progress in English proficiency will be measured using the New York State English as a Second Language Achievement Test (NYSESLAT). Students must score proficient on the NYSESLAT, which is administered every Spring, in order to exit ESL services.

Process for Supporting English Language Learners (ELLs)

MVP will use an immersion model to the extent possible for educating ELL students. This will allow ELL students to rapidly gain language skills through peer interaction and English language immersion. Furthermore, ELLs will receive the same academic content as non-English Language Learners. Our academic model is uniquely focused on providing English instruction; MVP will offer two full blocks of English class each day, or 400 minutes per week. The small group- and individual instruction built into MVP's English program will help improve English literacy for ELLs. MVP's math curriculum, Connected Math, can be easily adapted to accommodate ELLs and provides a handbook on differentiating math instruction. To support ELLs in the classroom, MVP will employ graphic organizers such as word clusters, Venn diagrams, concept maps, rebuses, tree diagrams and vocabulary charts – all of which have been shown can help ELLs organize information and support

vocabulary development.

Evidence suggests that an ELL inclusion model is effective in ensuring comprehensive instruction, opportunities for participation and interaction and appropriate curriculum (Harper, Candace and Platt, Elizabeth, 1998). This research also shows that an inclusion model is particularly successful for schools that conduct teacher training and dedicate adequate resources to support ELL students. As described above, MVP will ensure that all teachers and administrators receive in-service training sessions on communication with English Language Learners.

While MVP recognizes the effectiveness of language immersion, the school also understands that ELL students will face daily language barriers in a general education classroom. Therefore, the DCI will provide proper training on differentiating instruction and practice for ELL students. The professional development process will be driven by disaggregated student performance data for ELLs. The DCI will provide professional development designed to foster teachers' understanding of the diversity among ELLs, highlighting the language and communication skills required in all content areas. MVP's stated outcomes for professional development specific to educating ELLs include:

- Teachers will be able to develop appropriate learning objectives for ELLs and understand how instruction can be modified to help ELLs access subject matter in line with standards
- Teachers will be able to regularly increase understanding for ELLs by contextualizing content in meaningful ways
- Teachers will be able to increase student achievement by differentiating material and grouping students in purposeful and meaningful ways
- During guided reading, teachers will be able to demonstrate effective reading strategies for ELLs and select texts which enhance, rather than simplify, ELLs reading comprehension
- Teachers will be able to use technology effectively to support ELL learning

In addition to having general education teachers who are trained in ELL instruction, an ESL teacher will provide push-in services as needed and additional tutoring will be available before and after school. The ESL teacher will coordinate weekly meetings with each general education teacher serving ELL students to ensure an open line of communication about student progress.

MVP's DCI will closely monitor formative assessment data to assess the efficacy of the program every 6-8 weeks, as well as additional targets outlined in students' academic intervention plans (which they will receive if recommended for Tier 2 or Tier 3 RTI interventions), to evaluate the efficacy of the program. If ELLs are showing academic improvement and meeting the benchmarks

stipulated in their academic intervention plans, the school will know that the needs of these students are being met. If not, the DCI will examine interim assessment results to determine ways to maximize opportunities to use multiple modalities and tools in the delivery of instruction to encourage student English language proficiency and engagement on task, and/or offer more targeted PD to better serve this population. When assessing English Language Learners we will look closely at progress in English class and scores on the New York State English Language Arts (ELA) exam.

All materials, including student recruitment materials, application forms, report cards and all other correspondence sent to parents will be printed in both English and Spanish, the predominant languages spoken in CSD 24. MVP will identify additional predominance of languages other than English on the Home Language Questionnaire. MVP is committed to communicating with parents and will translate all materials as needed.

MVP will make sure that all information for parents about after school and other extra-curricular programming is made available in both English and Spanish. To promote participation, MVP will extend our inclusion model to after school and extra-curricular programming.

d) Gifted and Advanced Students

MVP will define “advanced students” as those who achieved “advanced proficient” (Level 4) on the New York State English Language Arts and Math exams.

To ensure that advanced students are challenged within their general education classroom, MVP will hire effective teachers and train all general education teachers in differentiated instruction. Teachers will encourage advanced students to take on leadership roles in the classroom and assign special projects as appropriate to accelerate learning.

MVP will also provide advanced students with access to classroom resources that support accelerated learning. MVP’s use of small-group instruction and independent reading using leveled libraries will be effective strategies for supporting advanced students. Research has shown that independent, self-propelled reading is extremely effective in promoting academic development for children at all levels (Reitsman, Paul, 1988). Leveled reading has been found to be very successful in motivating proficient readers, who require sufficiently challenging material to stimulate growth and engagement (Brabham, Edna Greene and Villaume, Susan Kidd, 2002). A leveled library will free teachers from dependency on grade-wide texts which cannot possibly fit the needs of all students and ensure that advanced students are challenged and engaged on an ongoing basis.

Additionally, MVP will provide enrichment activities such as robotics and technology on Wednesday afternoons when the school day ends at 2:10pm. We are looking into partnering with community-based organizations and local universities such as St. Johns University, Queens College and others, with the aim of providing positive enrichment opportunities for students who are both

at and above grade level.

Given that only 16% of 5th graders in District #24 achieved advanced proficient status in ELA and Math in 2011, we anticipate that the number of advanced students entering MVP will be relatively small. Because this population will be small, it is unlikely that we will use our limited resources to hire personnel dedicated to exclusively helping this group. However, all teachers will be expected to create lessons that set high expectations for our advanced students and take their learning to the next level.

MVP teachers and administrative staff will closely monitor student achievement data using the assessment schedule described above to evaluate the efficacy of the program. We expect that all advanced students will score “advanced” on the spring Math and ELA New York State tests.

Response 09 (a-d) – Instructional Leadership

a) Instructional Leadership Roles

The Middle Village Preparatory Charter School (MVP) Board of Trustees will hire a school Principal who will act as the school’s instructional leader. MVP will hire a Principal with significant teaching experience (at least 10 years) and experience in coaching new teachers. The Principal will be responsible for overseeing all instructional aspects of the school and for implementing and supporting school culture.

Prior to the start of Year One the Principal will hire a Director of Curriculum and Instruction (DCI), who will be responsible for running the instructional program under the Principal’s supervision. The DCI will have at least five years of teaching experience; ability to evaluate instructional programs and teacher effectiveness; experience coaching teachers and planning professional development workshops; in-depth knowledge curriculum mapping, unit planning and lesson planning with experience in the Understanding by Design (UbD) approach; and the ability to interpret aggregated and disaggregated data and use student performance data to drive instruction. Specific responsibilities of the DCI will include:

- Instructional Leadership, Supervision, and Professional Development, including the capacity to create a results-orientated professional learning community, design and implement high-quality differentiated professional development opportunities for new and experienced teachers and communicate timely and action-oriented feedback to teachers
- Curriculum Design, including collaborating with MVP’s Principal to select and implement a Common Core/NY State aligned curriculum; developing and monitoring curriculum maps across all grades and subjects; and integrating technology into the curriculum
- Assessments and Data Management, including developing strategies for effective instruction and interventions based on student performance data; managing administration of all tests and assessments; and providing customized feedback for teachers on how to use data to drive student achievement

The DCI will monitor the effectiveness of the school’s academic program, and will share data reports with the Principal on a monthly basis, with weekly/daily check-ins to track academic progress. MVP will implement the assessment model detailed in Paul Bambrick-Santoyo’s Driven by Data, which was piloted by high-performing charter network Uncommon Schools and is now used in more than 1,000 urban schools. One of the fundamental beliefs of this model is that interim assessments are critical for focusing instruction on the specific standards and skills that students

most need to learn. MVP will develop its scope and sequences based on the Common Core standards, then use regular assessments to drive instruction; the DCI will work closely with teachers to create lesson plans that address weaknesses identified in the assessments, while moving forward in the curriculum.

Formative assessments will include exit tickets, unit-level course quizzes, Scholastic Reading Inventory (SRI) and quarterly interim assessments designed by Achievement Network. Our teachers will use formative assessment to increase instructional effectiveness, improve individual student learning, adjust instruction as needed and provide student feedback throughout the teaching and learning process. Summative assessments, such as Trimester Course Exams, the NYSESLAT and the annual New York State Exams will gauge student learning relative to content standards.

Assessment and data will be managed within the school by the DCI, who will be responsible with coordinating the logistics of test administration and scoring as well as planning and running the data follow-up meetings that occur after interim assessment days. In addition, use of data will be a key part of each teacher's responsibilities and the DCI will also coach teachers on how to use the data being generated by Exit Tickets, Unit Quizzes and Trimester Course exams to increase student achievement in their courses. The teachers will be guided how to use data to inform the delivery of instruction, identify student needs and differentiate instruction to maximize opportunities to improve student achievement. Data will be disaggregated to identify ways for teachers to provide any necessary additional supports to struggling students, students with disabilities and English Language Learners.

For individual students, interim assessment results will inform teachers about their progress towards standards mastery. An interim assessment will provide a nuanced understanding of a student's level of mastery of a particular standard and will inform academic interventions for struggling students and/or students with disabilities or enrichment activities for gifted/advanced students.

At the classroom level, trends in assessment data will inform teachers and leadership of those standards that the students did not sufficiently master and that teachers need to re-teach in a different way. This data will be used to readjust whole-class lesson plans to ensure that gaps in learning are targeted. Classroom-level interim assessment data may highlight a professional development need; the DCI will review all data and plan professional development workshops as needed to target teacher weaknesses.

At the school level, interim assessment data will inform leadership of the school's progress towards meeting whole school goals. School-level assessment results will provide the impetus for curriculum revision, whole-school professional development or staffing changes. The data will also be shared with MVP's Board of Trustees, who will hold the Principal accountable for student results.

MVP will also conduct an annual review of summative data, such as the New York State Exams, to determine whether MVP students are outscoring public and charter schools in the school's local district, in New York City and in New York State.

b) On-going Teacher Supervision and Support

MVP will provide an initial on-boarding training for all teachers, high-quality data system to help teachers use data to drive instruction, independent and group planning time and ongoing professional development. The expectation for teacher practice, including desired student outcomes, will be presented on the very first day of pre-service training in August. Before the start of the school year, the Principal and DCI will collaboratively create a Teacher Evaluation Rubric that will include standards for classroom/behavior management as well as instructional technique. Teachers will be observed at least once a month by either the Principal or DCI, and will receive oral or written feedback within 48 hours based on the rubric. The Principal or DCI will share the rubric with teachers and explain the rationale behind their feedback, make recommendations for ways to improve and discuss targeted professional development (PD) as needed. Both the Principal and the DCI will be open to teacher feedback and requests for additional PD. Each teacher will be formally evaluated semi-annually based on student growth (as determined by student performance data) and Principal/DCI observations.

c) Professional Development

Because MVP leadership understands that having great teachers is the cornerstone of long-term academic success, the school intends to place a strong focus on professional development. The MVP approach to classroom management will borrow heavily from the work of Doug Lemov, as described in his book *Teach Like a Champion*. The tenets that Lemov organizes his book around - maximizing time on task; engaging students through high-energy, joyful lessons; and conducting lessons in a way that holds students to high expectations and minimizes disruption – will be integral to our hiring, training and support for all academic staff.

MVP will begin PD before the academic year even begins, with an intensive weeklong series of professional development activities. The summer session will begin with MVP's Principal explaining the school's expectations and familiarizing teachers with the school's instructional model. The pre-service PD, designed collaboratively by the Principal and DCI, will also focus on classroom management, lesson planning and key instructional techniques. The key deliverables of the pre-service training will be 1) lesson plans created collaboratively by the Principal, DCI and teachers for the first six weeks and 2) teachers who are prepared to provide high-quality instruction and manage a classroom of students.

All teachers will participate in professional development workshops throughout the school year. Every Wednesday, students will be dismissed at 2:10 pm and teachers will engage in professional development targeted to students' needs. Professional development will involve

workshops created by the DCI, presentations by consultants, coaching by content specialists, peer development of instructional strategies, and modeling of instructional techniques. MVP anticipates created professional development around:

- Teaching key content areas including ELA, Math, Science and Social Studies
- Planning for instruction and lesson planning
- Strategies to support ELLs and students with disabilities, including differentiating instruction
- Classroom Management
- Assessment strategies and using data to drive instruction

The DCI will target both academic and school culture issues for improvement to ensure that all aspects of the school – from mastery of mathematical concepts to transitioning between classes – are at a high level. Both student assessment data and Principal/DCI observations will drive professional development. If interim assessments indicate that the majority of students are struggling with a particular math concept, MVP's DCI will plan workshops around math instruction, and seek out appropriate consultants or coaching specialists. The DCI will use both aggregated and disaggregated data to drive PD, enabling MVP to target PD toward supporting specific populations who may require additional support. If only 20% of ELLs are quickly improving their literacy skills, for instance, MVP will offer PD around proven ELL instructional techniques. This will also apply on a year to year basis; if only 50% of students pass the New York State ELA exam, the DCI will develop rigorous professional development workshops for the following summer around improving English instruction.

Some professional development workshops will be recommended to all teachers, while others will be designed to support specific groups, such as brand new teachers. The school will also provide targeted professional development by subject, with Math teachers attending different workshops than ELA teachers. All teachers will receive individual feedback from the Principal/DCI on a monthly basis following classroom observations with instructional leadership providing the rationale behind their feedback based on the Teacher Evaluation Rubric, making recommendations for ways to improve and discussing targeted professional development (PD) as needed. Individual PD for teachers may include individual coaching from a content specialist or one-on-one sessions with the DCI.

MVP expects to see rapid teacher improvement, particularly in Years 1-3 when all teachers are new to the school. MVP will know whether the professional development program is successful based on the percentage of teachers showing improvement against the Teacher Evaluation Rubric, which will set standards for classroom/behavior management as well as instructional technique. MVP aims for a teacher improvement rate of at least 80%. MVP will also use end-of-year student performance data to measure the effectiveness of the school's PD program, with the DCI setting the student growth targets that will be used to measure teacher performance.

At the end of each academic year, the Principal will meet with the Board's Academic Committee to review teacher progress. In addition to looking at the efficacy of the professional development program from the administration level, MVP will also assess program success based on teacher feedback by distributing annual teacher surveys to measure satisfaction with the program.

d) Teacher Evaluation and Accountability

The school Principal will share MVP's student achievement goals with teachers at the onset of the school year, so all teachers understand the high standard the school sets for its students. As described above, teacher performance will be determined by the Teacher Evaluation Rubric and by student performance data. MVP's Principal will motivate teachers by building a culture of high expectations and personal accountability, while also giving teachers autonomy in their classroom choices. MVP will approach teacher evaluation in the spirit of constant improvement. Each teacher will be evaluated bi-annually based on student growth and Principal observations. The Principal will look closely at teacher performance against the Teacher Evaluation Rubric and help them execute at a high level through weekly professional development workshops. The goal at MVP is to hire strong teachers, train them to become better, and retain them.

In cases where the Principal does not see a teacher improving his or her practice to better support the school's students, he or she will issue a mid-year warning. Struggling teachers will be put on a performance plan and will receive support from the Principal as they work to improve their practice. The hope is that all teachers will hit their goals by the end of the year; however, if a teacher is still deemed unsatisfactory, the Principal will terminate employment. While MVP's goal is to retain a high percentage of teachers, the school will not put the needs of teachers ahead of the needs of students. MVP will therefore only employ teachers who are dedicated to continuous improvement and student success.

Response 10 (a) – School Culture and Discipline

In order to fulfill our high school college preparatory mission, Middle Village Preparatory Charter School will establish an orderly, safe school culture that fosters academic focus and trusting relationships between community members.

Our approach to school culture stems from the belief that optimal learning cannot take place in an atmosphere where students are distracted, lack purpose or feel unsafe. Further, we believe that leveraging trusting relationships with students allows teachers and staff to generate greater effort and ultimately greater achievement. From that core principle, we dedicate ourselves to creating a learning environment that maximizes time spent on activities that engage students productive activities while creating strong, trusting relationships between staff and students.

In order to maintain a safe, orderly environment, Middle Village Preparatory will adopt a strategy of “sweating the small stuff” in order to preempt larger problems. For example, by maintaining a quiet hallway during transitions between classes, we will preclude the possibility of teasing that can lead to physical confrontations. Similarly, by ensuring that students are engaged in class and focusing their attention on the teacher or student who is speaking, we will avoid disruption from distracted students who are acting out.

MVP will also implement a strict cell phone/electronic equipment policy. Students will be allowed to bring cell phones and electronic equipment into the building, but they must deposit the phone and/or other electronics into an electronic lockbox in their homeroom. Each homeroom will be outfitted with an electronic lockbox. The homeroom teacher will unlock the box at the end of each day for students to retrieve their phones and/or electronics. The school understands the need for parents to be able to get in touch with their child at all times, and will therefore give all parents the main office phone number. This phone will always be staffed. If students need to call home, they may use the main office phone as well.

MVP will foster a positive school culture by creating school-wide behavioral systems and ensure that they are consistently implemented by all staff members. One key aspect will be a school-wide Positive Behavior Incentive System that replicates the best practices of many high-performing middle schools. Students will receive “MVP Points” for exemplary behavior. Homeroom teachers will be responsible for tracking students’ behavior. Students’ points may be traded in each month for rewards and will also be used to determine whether students are eligible for reward field trips.

By implementing positive incentives for student behavior, we will highlight and encourage students who are living up to our high expectations, rather than give a spotlight to students who are misbehaving. For those students who do make poor choices, the Principal will be able to assign after-school detention, in-school suspension or out-of-school suspension. In Year One detention will

be overseen by a rotating group of teachers. In Year Two and beyond, the Dean of Students will supervise detention.

The MVP approach to classroom management will borrow heavily from the work of Doug Lemov, as described in his book *Teach Like a Champion*. The tenets that Lemov organizes his book around - maximizing time on task; engaging students through high-energy, joyful lessons; and conducting lessons in a way that holds students to high expectations and minimizes disruption – will be integral to our hiring, training and support for all academic staff.

MVP believes that a school uniform policy is a vital tool for building school culture by minimizing disruptions and distractions and creating a shared identity among members of the school community. Please see the Dress Code section for more detail about school uniforms.

Response 10 (b) – Discipline Policy

Middle Village Preparatory Charter School (MVP) is committed to safeguarding the rights given to all students under applicable state and federal law. MVP has prepared discipline policies in accordance with §2851(2)(h) of the Educational Law which stipulates that the rules and procedures by which students may be disciplined must be consistent with the requirements of due process and with federal laws and regulations governing the placement of students with disabilities. MVP will complete a Violent and Disruptive Incident Report (VADIR) form each year regarding incidents that occurred during the previous year. Below is a summary of MVP's code of conduct. Please see *Response 10(c) – Special Education Discipline Policy* for special procedures followed for suspending, removing or otherwise disciplining students with disabilities, which in some cases differ from the procedures outlined below.

Student Code of Conduct

MVP is determined to maintain a safe, orderly learning environment. MVP has high expectations for conduct on school property and at school functions. The school's student code of conduct clearly defines our expectations for acceptable behavior on school property, identifies the possible consequences of unacceptable conduct and ensures that discipline is administered promptly and fairly. The policies also include a uniform dress code for students and appropriate dress for school staff.

All school partners – parents, teachers, the Principal and students – play important roles in maintaining a safe and orderly school environment. Parents are expected to recognize that the education of their child is a joint responsibility with the school community. Teachers are expected to maintain a climate of mutual respect and dignity. The Principal is expected to promote a safe, orderly, and stimulating school environment. Students are expected to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, school personnel and other members of the school community, and for the care of school facilities and equipment. On a yearly basis parents, teachers, the Principal and students will review the Student Code of Conduct.

The best discipline is self-imposed and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. Below is a sample of student conduct that will result in disciplinary action:

- Disorderly, disruptive, or violent conduct
- Insubordinate conduct
- Possessing a weapon

- Conduct that endangers the safety, morals, health or welfare of others
- Misconduct while on a school bus
- Academic misconduct, including plagiarism

Disciplinary action may result in, but may not be limited to, the following: 1) warning (oral or written); 2) parent notification; 3) detention; 4) in-school suspension; 5) suspension; 6) suspension from transportation; 7) suspension from social or extracurricular activities; 8) transfer to another class; 9) assistance from outside agency; 10) Remedial Discipline Plan; 12) Alternative Education Program. The choice among the above disciplinary, preventative, and/or corrective measures in each case is discretionary made by the appropriate school official based on the circumstances of a given situation.

A student will be immediately suspended from all extracurricular activities when he/she receives a suspension from school for any reason. The activity suspension (a) is automatic, (b) is for the duration of the school suspension, and (c) runs concurrent with the school suspension.

The Principal will attempt to schedule a re-entry conference with the parent and child before the student's return from suspension. If the parent is not able to attend in person, the Principal will attempt to reach the parent for a phone conference. The child will not be penalized if the parent is not able to attend the re-entry conference or phone in.

Please see attached draft Student Code of Conduct

Alternative Instruction

The school will also follow the requirements of compulsory education of minors established by Part I of Article 65 of the New York State Education Law. Pursuant to Education Law §3214, the school will take immediate steps to provide alternative means of instruction for the students who are suspended or expelled. The school will make provisions for alternative instruction for a suspended student during the entire suspension period and for an expelled student until the student is enrolled in another school or until the end of the school year, whatever comes first. The Board ensures that the alternative instruction provided will be sufficient to enable the student to make adequate academic progress.

Middle Village Preparatory Charter School

Student Code of Conduct

I. Introduction

The Board of Trustees (the “Board”) of Middle Village Preparatory Charter School (MVP) is committed to providing a safe and orderly school environment where students may receive, and MVP personnel may deliver, quality educational services without disruption or interference. Responsible behavior by students, teachers, other personnel, parents and other visitors is essential to achieving this goal.

MVP has high expectations for conduct on school property and at school functions. The Board expects that educational strategies be employed to create a school-wide culture of high behavioral expectations. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the board adopts this code of conduct. Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. Definitions

For purposes of this code, the following definitions apply.

“Disruptive student” means a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Parent” means a parent, guardian or person in parental relation to a student.

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a school, or in or on a school bus.

“School function” means any school-sponsored extra-curricular event or activity.

“Violent student” means a student who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.

4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school property.
8. "Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. Student Rights and Responsibilities

A. Student Rights

MVP is committed to safeguarding the rights given to all students under applicable state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all students have the right to:

1. Take part in all MVP activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All MVP students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all MVP policies, rules and regulations dealing with student conduct.

3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of MVP when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. Essential Partners of MVP

A. Parents

All parents are expected to:

1. Recognize that the education of their child is a joint responsibility of the parent and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and MVP.

9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Model appropriate behavior
3. Be prepared to teach.
4. Demonstrate interest in teaching and concern for student achievement.
5. Know school policies and rules, and enforce them in a fair and consistent manner.
6. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
7. Communicate regularly with students, parents and other teachers concerning growth and achievement

C. Principal

The Principal is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.

3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

E. Board of trustees

The Board is expected to:

1. Collaborate with student, teacher, administrator, and parent organizations; school safety personnel; and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, personnel and visitors on school property and at school functions.
2. Adopt and review at least annually MVP's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

V. Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. MVP has adopted a school uniform dress code for its students. Each student must wear the school uniform throughout the entire school day unless otherwise instructed by a staff member. Students and their parents have the primary responsibility for ensuring that the student is dressed in the school uniform every school. Teachers and all other MVP personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

The Principal or his designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline.

VI. Prohibited Student Conduct

The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior.

MVP personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The board and the administration recognize the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

The School administrators shall administer comparable disciplinary procedures for Code of Conduct violations that take place at school functions (i.e., school-sponsored or school authorized extracurricular event or activity) or on school property (i.e., school bus).

Students may be subject to disciplinary action, including expulsion from school, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive or are non-respectful or demeaning to others.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of MVP's acceptable use policy.
8. Use of cell phone

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.

2. Lateness, missing or leaving school without permission.
3. Skipping detention.

C. Engage in conduct that is violent. Examples of violent conduct include:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying MVP property, teacher property or student property.

D. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, including through social media, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.

6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
8. Selling, using or possessing obscene material.
9. Using vulgar or abusive language, cursing or swearing.
10. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
12. Inappropriately using or sharing prescription and over-the-counter drugs.
13. Gambling.
14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

E. Engage in misconduct while on a school bus

It is crucial for students to behave appropriately while riding on school buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting or interference with the safe operation of the vehicle will not be tolerated.

F. Engage in any form of academic misconduct. Examples of academic misconduct include:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.

5. Assisting another student in any of the above actions.

VII. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, the Principal or his designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Board.

All MVP staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. MVP staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction which may include permanent suspension and referral for prosecution.

The Principal or his designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of MVP by the end of the day, but in no event later than one business day after the Principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

VIII. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. Level of infraction
2. The student's age.
3. The nature of the offense and the circumstances which led to the offense.
4. The student's prior disciplinary record.

5. The effectiveness of other forms of discipline.
6. Information from parents, teachers and/or others, as appropriate
7. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Penalties

Students who are found to have violated MVP's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of MVP staff
2. Written warning – teachers, Principal
3. Written notification to parent – teachers, Principal
4. Detention – teachers, Principal
5. Suspension from transportation – Principal
6. Referrals – teachers, Principal, Board
7. Suspension from social or extracurricular activities – Principal
8. Suspension of other privileges – teachers, Principal
9. In-school suspension – Principal
10. Removal from classroom by teacher – teachers, Principal
11. Short-term (five days or less) suspension from school – Principal, Board
12. Long-term (more than five days) suspension from school – Principal, Board
13. Expulsion – Board

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

School administrators shall adopt the following due process procedures

- Student shall have an opportunity to present his/her version of the facts
- School administrator shall conduct an investigation and consult with witnesses.
- Upon a determination that a violation has been committed school administrator shall provide the parent/guardian of the student with a summary of incident and the form of discipline to which the student shall be subject.
- Parent may arrange a Principal/Parent Conference to discuss the Code of Conduct violation and the school administrator's determination.

Parent may elect to appeal school administrator's determination and form of discipline by submitting a letter of appeal to the School Board of Trustees.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers and the Principal may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or his designee. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school

safely. Should the suspension from transportation amount to a suspension from attendance, MVP will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal's designee to discuss the conduct and the penalty involved.

3. Suspension from extracurricular activities and other privileges

A student subjected to a suspension from extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with MVP official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the Principal to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." A certified MVP teacher will act as the designated in-school suspension teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with MVP official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in another classroom or in an administrator's office; (2) briefly talking with the student in the hallway; (3) sending a student (escorted by an adult) to the Principal's office for a brief period of time; or (4) sending a student to another appropriate MVP staff member for brief counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may request to remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours. If a teacher orders a student to be removed immediately, the student will be sent to the Principal or a staff member designated by the Principal depending on the nature of the incident

The teacher must complete a school-established disciplinary removal form and meet with the Principal or his designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form in the main office and meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the Principal or another MVP administrator designated by the Principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

The Principal or the Principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including MVP code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a MVP provided form) for all cases of removal of students from his or her class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Principal.

All suspended students will receive alternate instruction within 24 hours of suspension. Suspended students will be sent home or to an assigned room within the school building, supervised by school staff, to serve their suspension.

Any staff member may recommend to the Principal that a student be suspended. All staff members must immediately report and refer a student to the Principal for a serious violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Procedures and Due Process for Disciplinary Action: Short-Term Suspension

If a student commits an offense that calls for short-term suspension (5 days or less), student is afforded the due process rights required by *Grass v. Lopez* 419 (U.S. 565 (1975)). Such student is subject to the following:

1. If necessary, the student is immediately removed from class and/or school;
2. The student is entitled to respond to the charges against him/her;
3. The Principal or his/her designee addresses the conduct and assigns an appropriate consequence; and
4. The parent/guardian is notified by the Principal or his/her designee;

b. Procedures and Due Process for Disciplinary Action: Long-Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than 5 days) or expulsion, the following steps are taken:

1. If necessary, the student is immediately removed from class and/or school;
2. The parent/guardian is notified by the Principal or his/her designee
3. The school sets a hearing date; the student and/or his parent/guardian are notified in writing of the:
 - a. Charges and a statement of the evidence;
 - b. Date, time and place of a hearing and

- c. Notice of the right at a hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses;
4. After hearing the case, the Principal or his/her designee issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record;
5. Any student who is expelled or given a long-term suspension (more than 5 days) has the right to appeal the decision in writing to the Board of Trustees within 10 days of the date of expulsion;
6. Appeals are heard at the discretion of the Board Chairperson or by a Trustee subcommittee (of one or more Trustees designated by the Board Chairperson); in such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the:
 - a. Charges and a statement of the evidence
 - b. Date, time and place of hearing; and
 - c. Notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses.

A student's parent/guardian must submit to the Board Chair a letter of appeal within 5 calendar days of the Principal's recommendation of suspension or expulsion. The letter must include the reason for the request and any special or extenuating circumstances that may support the reversal of the recommended penalty. The Board Chair will present the request for appeal before the entire Board of Trustees for review and determination. A final determination letter will be sent to the student's parent or guardian indicating approval or denial of an appeal.

C. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Board has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Board may consider the following:

1. The student's age.
2. The student's grade in school.

3. The student's prior disciplinary record.
4. The Board believes that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Board has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Board may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Board has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Board may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The Principal shall handle all referrals of students to counseling. The Principal will meet with the RTI team to review anecdotal information; they will review all parent conference minutes as well. If the child does not have an IEP, the Principal in consultation with the RTI team will determine the nature and frequency of the counseling that may be required.

2. PINS Petitions

MVP may file a Person In Need of Supervision (“PINS”) petition in Family Court on any student who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses illegal drugs. A single violation will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The Principal is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

1. Any student who is found to have brought a weapon to school.

IX. Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, MVP will take immediate steps to provide alternative means of instruction for the student. The school will make provisions for alternative instruction for a suspended student during the entire suspension period and for an expelled student until the student is enrolled in another school or until the end of the school year, whichever comes first. The location of the alternative instruction will be reasonably accessible to the student. Alternative instruction will not be the provision of homework, assignments, or study hall. The board ensures that the alternative instruction provided will be sufficient to enable the student to make adequate academic progress. The assignments given to each student for the period of time he/she is suspended will correlate with the curriculum topics that are being taught through the time of suspension. The assignments are provided by the classroom teacher in consultation with the Principal to ensure alignment. When the student returns, his/her work will be reviewed and if necessary tutorial will be set-up to bridge any gaps.

X. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any MVP employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury (e.g., breaking up a physical altercation without using excessive force)
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school functions, powers and duties, if that student has refused to refrain from further disruptive acts.

In all cases, the physical force used shall only overcome resistance from the student and be terminated when the student ceases his/her actions. The amount and type of force used shall be commensurate with the student's age, physical characteristics and disability.

MVP will file all complaints about the use of corporal punishment with the Board for further review.

XI. Student Searches and Interrogations

The board is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or MVP code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes the Principal, and other school personnel it deems appropriate, to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or MVP code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than MVP's employees, will be considered reliable informants if they have previously supplied information that was accurate and

verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. MVP employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The Principal or the Principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

MVP is committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the Principal or his designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The Principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

D. Child Protective Services Investigations

Consistent with MVP's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, MVP will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to Principal or his designee. The Principal or his or her designee will work with Child Protective Services to set a time and place for the interview that is convenient for all parties. The Principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other MVP medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or MVP official of the opposite sex.

Depending upon the individual circumstances, the investigation of a child abuse allegation may result in a student being taken from school for appropriate follow up action. In line with the Chancellor's Regulations, The school must permit CPS workers (whose credentials have been verified) to take children into protective custody, upon their presentation of a court order, parental consent, or a written statement from ACS (Form 701-C) which indicates that emergency circumstances exist that pose an immediate threat of harm to the child or children.

XII. Visitors to the Schools

The board encourages parents and other interested local citizens to visit MVP's classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the main office upon arrival at the school. All visitors must present photo identification. MVP will request that all visitors leave their photo ID in the main office and retrieve it when they leave. This will allow school staff to track which visitors have left the building. Once visitors present ID and sign in, they will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the main office before leaving the building.
3. Parents or citizens who wish to observe a classroom while school is in session must arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
4. Teachers are expected not to take class time to discuss individual matters with visitors.

5. Any unauthorized person on school property will be reported to security. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIII. Public Conduct on School Property

MVP is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and MVP personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. MVP recognizes that free inquiry and free expression are indispensable to the objectives of MVP. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school MVP property or the personal property of a teacher, administrator, other employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.

7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by MVP.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Staff members. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The Principal or his designee shall be responsible for enforcing the conduct required by this code.

When the Principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the Principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited

conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the Principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

MVP shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the school reserves its right to pursue a civil or criminal legal action against any person violating the code.

XIV. Dissemination and Review

A. Dissemination of Code of Conduct

The board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of a summary of the code to all students at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
4. Providing all new employees with a copy of the current code of conduct when they are first hired.
5. Making copies of the code available for students, parents and other community members.

Response 10 (c) – Special Education Discipline Policy

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities have certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

In general, if a student does not abide by the Student Code of Conduct, there will be a progression of consequences, including non-verbal warning, verbal warning, written note to parent, parent conference, or possible in-school suspension with provision of appropriate instruction.

If a student has an IEP, the above consequences also apply. If the behavior continues after a short suspension, the Principal and Special Educator will ask for a Functional Behavior Assessment and that CSE develop a Behavior Plan. If the student does not have an IEP the student will be referred to the Pupil Personnel Committee, which will develop a Behavior Plan and monitor the student's progress.

If a student with an IEP is suspended 10 days (with the same instruction & procedures that is afforded Gen Ed students) and the behavior continues, the school will request of the CSE a Manifestation Determination hearing where the Behavior Plan and its implementation will be reviewed & revised so it may be determined whether the behavior is a result of the disability. A new IEP and/or Behavior Plan can result from this meeting.

MVP and the board of trustees will:

- a. ensure record keeping on the number of days a student with a disability has been suspended or removed for discipline reasons;
- b. ensure that students with disabilities will be provided with appropriate due process;
- c. ensure that parents and students with disabilities receive appropriate notification regarding suspensions or removals for disciplinary reasons;
- d. ensure referral to and communication with the CSE from the student's district of residence when a student with a disability has been suspended or removed for discipline reasons;
- e. ensure that when a suspension or removal of a student with a disability constitutes a disciplinary change in placement:

-
1. the student is provided with a free appropriate public education (FAPE) as defined in the federal regulations;
 2. the student is referred to the CSE for a functional behavioral assessment and behavioral intervention plan, and to make a manifestation determination; and
 3. the student's parent is provided with a copy of procedural due process rights.
- f. ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE is immediately notified so that the CSE can meet its obligations to:
1. convene a CSE meeting within 10 school days to make a manifestation determination;
 2. convene a CSE meeting within 10 business days to conduct a functional behavioral assessment and develop a behavioral intervention plan;
 3. provide the student's parent with a copy of their procedural due process rights; and
 4. determine education services or the interim alternative educational setting consistent with the FAPE requirements.

MVP's discipline code will require all students to behave in a manner that is conducive to a learning environment.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.

A "suspension" means a suspension pursuant to Education Law § 3214.

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Principal or the Board may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The Principal may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Principal determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The Principal may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The Principal may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - i. “Weapon” means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.
 - ii. “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - iii. “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

- e. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

- 1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
- 2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, MVP may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

- 1. The Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever MVP is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, MVP shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
- 2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, MVP is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If MVP is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The Principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that MVP had knowledge the student was a student with a disability, MVP either:
 - i. determined that the student is not a student with a disability based on an evaluation conducted by the CSE, or

- ii. determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by MVP, which can include suspension.

3. MVP shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.
4. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
5. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided appropriate alternative instruction.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted if:
 - a. MVP requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - i. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and MVP agree otherwise.
 - ii. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to MVP and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. MVP may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute or result in a change of the student's placement.
2. The Principal shall ensure that copies of the special education and disciplinary records of a student with disabilities, if subpoenaed or otherwise required by law, are transmitted for consideration to the appropriate authorities to whom a crime is reported.

Response 10 (d) – Dress Code

Middle Village Preparatory Charter School believes that a school uniform policy is a vital tool for building school culture by minimizing disruptions and distractions and creating a shared identity among members of the school community.

The daily uniform policy will be simple but will be consistently enforced. Students will wear

- a tucked-in short sleeve or long sleeve polo-style shirt with the school's logo on it
- navy blue pants for boys and navy blue pants or a skirt for girls
- black shoes and a black belt.

If they wish, students may wear a long-sleeve sweater with the school's logo on it. Any boots or coats will be taken off immediately upon arrival at the school and put away for the duration of the school day. Students who arrive at school not in uniform will have their parents called to either bring a change of clothes or come pick them up to go home and change.

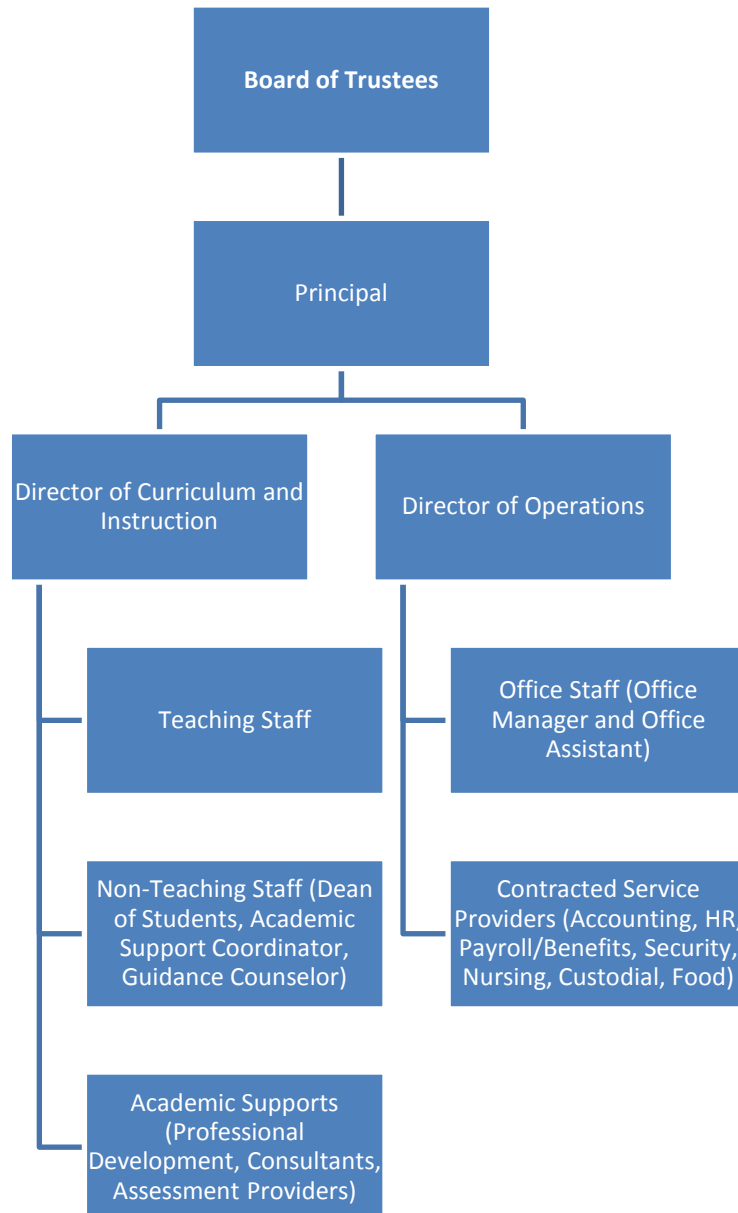
We recognize that purchasing uniforms may create a hardship for some families who choose to enroll their students at the school. We have planned and budgeted for the following allowances to ensure that families are able to comply with the uniform policy:

1. Purchase of one uniform shirt for every new student
2. Purchase and hold in reserve sufficient uniform shirts to provide a week's set for up to 20% of families per year who may request assistance.

If the above allowances prove insufficient, the Board of Trustees is prepared to provide for additional uniforms for the neediest families.

Response 11 – Organization Chart

Middle Village Preparatory Charter School Organizational Chart at Scale



The Board of Trustees of Middle Village Preparatory Charter School will be ultimately responsible for overseeing all aspects of the school's success. The Principal will report to the Board of Trustees and will supervise overall school operations. The instructional and non-instructional aspects of the school will be separated and overseen by a Director of Curriculum and Instruction and a Director of Operations, respectively. The Director of Curriculum and Instruction will oversee all teaching staff, the Dean of Students, the Guidance Counselor, the Academic Support Coordinator and all external service providers related to academics. The Director of Operations will supervise

the Office Manager and Office Assistant as well as all external service providers related to non-instructional tasks.

The founding group elected to use this organizational structure based on the experiences of other high-performing charter schools and our own experience as educators. A Principal reporting to the Board was chosen to create a single point of accountability in leadership and eliminate ambiguities among multiple leaders that could hinder meaningful Board oversight. The decision to split the instructional and non-instructional divisions was driven by the recognition that school operations tasks need to be managed effectively without cutting into the vital work of instructional leadership. Achieving academic excellence while managing the day-to-day non-instructional tasks that a school requires will be best accomplished by splitting the responsibilities between two leadership positions: Director of Curriculum and Instruction and Director of Operations, both of whom will report to the Principal.

Response 12 - Personnel**a) Staffing Chart and Rationale**

	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	6	6-7	6-8	6-8	6-8
Enrollment:	120	240	360	360	360
Position	Number of Staff in Position				
Principal	1	1	1	1	1
Director of Curriculum and Instruction	1	1	1	1	1
Director of Operations	1	1	1	1	1
Dean of Students	0	1	1	1	1
Classroom Teachers	5	10	15	15	15
Academic Support Coordinators	1	1	1	1	1
Arts Teacher	.5	1	1	1	1
Latin Teacher	1	1	2	2	2
ESL Teacher	1	1.5	2	2	2
Special Education Teacher	0	1	2	2	2

	Year 1	Year 2	Year 3	Year 4	Year 5
Office Manager	0	0	1	1	1
Office Assistant	1	2	2	2	2
School Aides	0	1	2	2	2
Guidance Counselor	1	1.5	2	2	2
Total	13.5	23.5	34	34	34

The staffing plan for Middle Village Preparatory Charter School is designed to create a core team during the startup year, add proportionate classroom staff as the school scales and add additional support staff to take on specialized functions as the school grows and resources allow.

Implicit in the classroom staffing model is a per-grade staff of 5 core academic teachers (English, Writing, Math, Science and Social Studies), plus one full-time Academic Support Coordinator, a certified Special Education Teacher who will provide push-in services and maintain Special Education paperwork. At scale, the school will also employ two full-time Special Education Teachers, a full-time Latin teacher, a full-time Foreign Language Teacher and one full-time Arts teacher. This academic structure is built around 4 classroom-sections of 30 students per grade level (4 total in Year 1, 8 in Year 2 and 12 in Year 3 and thereafter), rotating so that each vertical teacher team (all Math teachers for example) has a common prep time.

MVP's budget includes \$18,000 in for student support, ensuring that the school can fund after school tutoring for struggling students and enrichment activities on Wednesday afternoons for all students. Detention will be staffed by rotating teachers in Year 1, and by the Dean of Students in Years 2 and beyond.

The school's first year non-teaching staff consists of a Principal, a Director of Curriculum and Instruction, a Director of Operations and an Office Assistant. In the first year, the Principal will carry out all leadership responsibilities such as supervising all staff, reporting to the board and dealing with external affairs. The Director of Operations will support all non-instructional aspects of the school, including all operations, facilities management and student enrollment and data management. The Director of Curriculum and Instruction will support all instructional aspects, including developing curriculum, using assessment data to drive instruction and running professional development for teachers.

b) School Leadership and Management Structure

The Principal will be the leader of MVP. He or she will be responsible for the overall success of the school at meeting its mission. The Principal will ultimately be help accountable for all instructional and non-instructional aspects of the school. He or she will supervise the Director of Curriculum and Instruction and Director of Operation who will manage the academic program and operations, respectively.

The qualifications necessary for the Principal will be at least five years working as a school leader (ideally in a charter middle school), proficiency with budgets and school operations and the drive to create a high-performing school. Additional required qualifications will include teaching experience, a familiarity with Queens and Community School District 24 and experience in a charter startup environment.

In order to hire the best possible Principal, the founding team will conduct a broad search from across the charter, district and private school sectors. The position will be advertised on national and NYC-specific online job boards as well as in local and citywide newspapers.

Upon the formal approval of MVP's charter application, the Board of Trustees will nominate a Search Committee to conduct the initial screening for the school leader. The Search Committee will be responsible for reviewing resumes and scoring candidates against the priority areas for the position (school operations experience, charter/startup experience, Queens/CSD 24 familiarity, mission alignment). The Search Committee will conduct initial interviews with the top ten candidates and then recommend three finalists to be interviewed by the full Board. After all finalists have been interviewed, the Board will deliberate and vote to select the Principal or to continue the search process. It is estimated that the Principal will be identified within 90 days of the school's approval.

The Principal will be responsible for hiring all instructional and non-instructional staff and implementing and supporting school culture. He or she will be in charge of managing the finances and operations of the school . MVP anticipates contracting with an outside service provider for accounting, payroll and benefits administration services and the Principal will oversee the Director of Operations in the day-to-day management of those relationships. The Principal will also be responsible for overseeing all instructional aspects of the school. He or she will work with the DCI to evaluate and develop teachers and supervise the DCI's work developing the curriculum, using data to drive instruction and administering professional development.

The Board of Trustees will be responsible for setting annual strategic objectives, to ensure that the school is on track to meet its charter goals and to fulfill its mission. Those strategic objectives will be derived from assessment data, survey responses, recommendations of the Principal, fiscal indicators and other feedback. With the support of the Principal, the Board will set 3-5 organizational priorities for the year.

Based on the Board's strategic objectives, the Principal will design an action plan for the coming year that is designed to achieve those objectives. For example, if the Board observed that student achievement growth was sluggish in math and set a strategic objective of a 20% increase in math proficiency, the Principal would work with the Director of Curriculum and Instruction to design a plan that included a change in math teaching staff, an overhauled lesson planning process and a set of interim objectives to measure progress towards meeting the 20% goal.

At the conclusion of each year, the Board will evaluate the Principal on the basis of whether the school has met its strategic objectives, along with whether the school is meeting basic conditions of school success.

Because not all circumstances can be foreseen and managed through an annual strategic planning process, the Board and Principal will often need to work together to make key decisions in response to emergent problems. The Principal will generally have wide latitude to make decisions necessary to drive the program of the school, such as expending funds in accordance with the approved budget and supervising the work of school staff. When a situation arises that requires the Board's attention, as indicated in the school's bylaws and approved charter application, the Principal will be responsible for collecting necessary data and preparing a report for the next meeting of the Board, at which point the trustees will be able to ask questions and then deliberate and make a decision.

The school will not work with a management organization. All contracts with vendors or service providers will be entered into with Board approval and subject to an annual review process to ensure that the school is receiving the highest quality, most cost-efficient services.

The Principal will have a formal evaluation by the Board of Trustees at the conclusion of each academic year. The Principal's evaluation will be tied to the overall health of the school – academic, fiscal, staff, student, parent and governance indicators will be taken into account, as well as the school's success at meeting its annual strategic objectives. The results of the Principal's annual evaluation will be used to determine his or her compensation and retention decisions from year to year.

c. Staff Recruitment, Retention and Input

Middle Village Preparatory Charter School approaches the critical task of staff hiring grounded in the reality that no program, structure or system can succeed without great talent working in our classrooms and support positions. In order to ensure that our students have the benefit of the best possible educators working for them, we will be diligent in seeking out, developing and retaining high-quality staff.

For teachers, our first qualification will be a demonstrated belief in the ability of all children to learn and succeed. Beyond that, we will seek teachers with an average of 3 years of middle

school teaching experience, preferably in a charter school, and a familiarity with the needs of the Queens/CSD 24 student population we will serve.

MVP recognizes that all schools struggle with attracting and retaining talent and that the prospect of staffing a school with exclusively experienced teachers with a track record of success has eluded startup charter schools across the country. It is our objective to recruit teachers with a range of experience, including some veterans and some relatively inexperienced teachers, with the possibility of a small number of brand-new teachers. Via our commitment to common planning time for subject-area teams and school-wide professional development, we will create an environment where new teachers are given the support they need to rapidly develop while working alongside their more experienced colleagues.

Our recruitment strategy will include posting on national and local online job boards, outreach to local universities and schools of education, working through our planning team's extensive professional network and placing ads in local newspapers.. Once hired, the Principal will conduct the screening and hiring process for teachers.

In order to retain our best staff, MVP will need to balance the extrinsic and intrinsic factors that motivate individuals. Extrinsically, the school will need to financially reward them for their service in a transparent way and create working conditions that make MVP a place where staff can enjoy long, rewarding careers. For that reason, we have budgeted annual raises for all staff, sufficient substitute teachers to provide for 10 personal days per employee per year and a generous healthcare and 401(k) package, as well as the possibility of school-wide bonuses when the school meets annual performance objectives.

Perhaps more importantly, in the long run, the school will need to work to satisfy the intrinsic factors that motivate educators. We will have to provide ways for our staff to develop their tools through frequent, targeted professional development that takes into account the areas where our teachers say they are struggling and deploy the school's resources meaningfully to improve those areas. Further, we will need to provide outlets for staff to experience autonomy in their jobs while still maintaining school-wide consistency. Finally, MVP needs to cultivate a work environment that rewards our best teachers with additional opportunities to do what they are most passionate about, whether it's working with student culture, coordinating assessment data reviews or coaching younger teachers.

Response 12(d) – Personnel Policies

As per § 2851 (2)(g) of the statute, the hiring and personnel policies and procedures, including the qualifications to be used in the hiring of teachers, school administrators, and other school employees, and a description of staff responsibilities are outlined below.

Hiring

In accordance with § 2854 (3)(a-1) of the statute, the board of trustees will employ all teachers, administrators, and other school personnel. The school will be an equal opportunity employer and will hire the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status or disability. All applications will include the following legend:

The school is an equal opportunity employer in accordance with Title VII of the Civil Rights Act of 1964, as amended; with Title IX of the Education Amendments of 1972; the Americans with Disabilities Act; and all other applicable federal, state and local laws. We do not discriminate on the basis of race, religion, color, national origin, sex, age, disability, sexual orientation or any other characteristic protected by applicable federal, state or local law in admission or access to, or treatment or employment in, our educational programs or activities.

In accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of students taught or hours per week employed, will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

In general, the Board of Trustees will give final approval on all hires at the school. Middle Village Preparatory Charter School will notify the State Education Department upon hiring, firing or resignation of staff from the proposed charter school. Specifically, the Principal will screen, interview, and select all other staff and present their selection to the board.

The hiring process will consist of the following steps:

- (1) Middle Village Preparatory will undertake recruitment efforts, which include advertising for positions both online and in the local newspaper, utilizing professional recruiters, attending career fairs, visiting local universities and informal networking.
- (2) Resumes will be collected, compiled, and reviewed for potential candidates' competencies and qualities that are critical to the school's success.
- (3) Initial screening of the potential candidates will begin to determine certification and availability.
- (4) Interviews will be conducted to search for candidates with outstanding qualities.
- (5) Evaluation forms, reference checks, and writing samples will be reviewed.
- (6) If hired, transcripts and certification will be verified and criminal background investigation and fingerprinting will be done.

Dismissal

Employees of Middle Village Preparatory Charter School are "at will" employees. This means that the employment relationship is not guaranteed for any period of time, and that either the employee or MVP may end the employment relationship at any time without notice, cause or liability. This applies to all employees regardless of date of hire.

Response 13 (a-b) Partner Organizations

(a) Partner Description(s) and Nature of Relationship(s)

Not applicable. Middle Village Preparatory Charter School does not have any planned partner organizations.

(b) Partner Selection Process

Not applicable.

Response 14 (a-b) Management Organizations

a. Management Organization Description and Purpose of Relationship

Not applicable. Middle Village Preparatory Charter School does not have any current or proposed relationships with organizations that will have significant responsibility for managing any aspect of the school.

b. Management Organization Selection Process

Not applicable.

Response 15 (a-c) – Governance

(a) School Board Roles and Responsibilities

The Board of Trustees will hold monthly public meetings. The Board's primary responsibilities include:

Determining MVP's Mission, Purpose and Policies

The Board of Trustees is responsible for creating the school's mission and ensuring that the school's goals, activities and constituents served align with the mission. The Board of Trustees must establish school policies such as Admissions Policy, Complaint Policy and Discipline Policy which align with the mission.

Hiring the School Leader

Upon formal approval of MVP's charter application, The Board of Trustees will begin conducting a search for a school Principal. The Board plans to form partnerships with organizations such as Teach for America, New Leaders for New Schools, Columbia University's Teacher's College, Queens College and the New York University School of Education to recruit highly qualified potential leaders. The Search Committee will also advertise the position in education publications and on job search websites. The Search Committee will be responsible for reviewing resumes and scoring candidates based on school operations experience, charter/school start-up experience, Queens/CSD 24 familiarity and mission alignment. The Board will conduct initial interviews with the top five candidates. After all finalists have been interviewed, the Board will deliberate and vote to offer the Principal position to one of the finalists or to continue the search process. MVP's goal is that the Principal will be identified within 90 days of the school's approval.

Evaluating the School Leader

The Board of Trustees will formally evaluate the Principal at the conclusion of each academic year. The Board will create a set of deliverables around student achievement, ability to quickly and effectively resolve school culture issues, strategic planning skills and meeting all benchmarks associated with achievement the school's mission and goals, and will evaluate the Principal against those deliverables. The Board will approach school leader evaluation in the spirit of constant improvement. It will look closely at school leader practice and help him or her execute at a higher level through professional development on an as-needed basis. In cases where the Board does not feel that the school leader is meeting the school's high standards, it will issue a mid-year warning at the first evaluation. Because its goal is to hire smart, then retain excellent people, the Board will provide an enormous amount of support to the school leader as he or she works to improve. If the school leader is still not meeting standards by the end of the school year, the Board may make the decision to let the leader go. While our goal is to retain an excellent

school leader for years, we will not keep someone on staff unless he or she is dedicated to continuous improvement, fostering a positive culture of high expectations and student success.

Providing Financial and Programmatic Oversight

The Board will monitor the academic program and its full implementation, focusing on student outcomes, professional development, certification of staff and ability to mediate problems that arise. The Academic Committee will meet with the Principal frequently to review student data points and conduct regular walkthroughs of the school. The Board will also be responsible for managing resources effectively, including approving the annual budget and ensuring that proper financial controls are in place.

Fundraising

The Board will ensure that MVP has adequate resources for the school to fulfill its mission. The Board will conduct outreach to individual donors and foundations to solicit funds for the school.

(b) School Board Design

Number of Trustees

MVP's Board of Trustees will have 7-9 members.

Qualifications to be a trustee

All MVP Board members should be committed to improving education in New York City, have a strong interest in the welfare of children and demonstrate high moral character. Additionally, Board members must be willing to dedicate their time, energy and expertise to ensure the effective operation of the school. MVP's goal is to maintain a Board with a diverse set of skills.

Trustee recruitment and selection process and criteria

Should a member of MVP's Board resign, the Board will seek to replace that person with someone with similar qualifications. To recruit members, we will reach out to the departing trustee, current trustees, school staff, parents and local community leaders. We will select new members based on their dedication to improving education in New York City and their relevant skills. Every prospective new member will be interviewed by the entire Board of Trustees who will vote to determine whether he or she is a good fit for the MVP Board.

New trustee orientation process

MVP recognizes that the Board must give deliberate thought to blending new and old members into a well-functioning team. Therefore, it will induct all new members through a rigorous orientation process involving one-on-one meetings with the Board Chair to discuss the school's mission and goals, group meetings with the full Board of Trustees and a one-on-one meeting with the school's Principal. If possible, the new member will meet with the person he or she is replacing and the Board Chair to discuss specific responsibilities and expectations associated with that role. If that is not possible, the Board Chair will be tasked with educating the new member on his or her responsibilities and expectations. If the member's role involves working directly with school staff (ex. the chairman of the Academic Committee will work closely with the school Principal), the Board Chair will set up initial meetings to ensure a productive working relationship. All new members will have the opportunity to review the Board Handbook which will include a copy of the approved charter and all approved policies and procedures.

Officer positions

The Board will nominate and elect a Board Chair, a Vice Chair, a Treasurer and a Secretary.

Standing committees (if any)

MVP plans to develop Academic and Finance committees. Discipline and Ethics Committees will meet on an as needed basis to review new policies and emergent issues (Discipline) and to oversee new contracts and investigate concerns of impropriety (Ethics).

Ex-officio members (voting and non-voting)

MVP will have one non-voting ex-officio member, who will be an elected representative of the parent body.

Frequency of board and committee meetings

The Board of Trustees will meet on a monthly basis throughout the academic year (August – June). The two standing committees, Academics and Finance, will meet as needed but no less than four times per academic year.

Information to be received from the school leadership, staff or contractors as applicable

School leadership will provide the Board Chair and Chair of the Academic Committee with student achievement and school culture data in advance of each Board meeting. Additionally, the school will provide the Board Chair and the chair of the Finance Committee with year-to-date financials in advance of each Board meeting. School leadership will be expected to notify the Board of any changes in staffing, large donations or other significant happenings on an ongoing basis.

Delegation of authority

MVP's Board Chair will oversee the Board, including all subcommittees. The Board Chair may delegate oversight of subcommittees to subcommittee chairs. The Board, led by the Board Chair, will oversee the school's Principal who will have authority over the rest of the school staff. At scale the Principal will oversee a Director of Curriculum and Instruction and a Director of Operations. The Director of Curriculum and Instruction will directly supervise all academic supports, a Dean of Students and teaching staff, while the Director of Operations will oversee all contracted service providers, one office manager, and two office assistants, who are responsible for the maintenance of school records as well as managing the in-flow of phone calls and visitors to the school. MVP's Board recognizes that there is a clear distinction between governance and management, and therefore will delegate all school management responsibilities to the Principal, including hiring and evaluating all school staff, overseeing preparation and execution of the school budget and developing program goals and objectives. The Principal will communicate his or her management decisions to the Board. This delegation of authority will ensure that the Board can focus on the "big picture" while giving space and autonomy to the Principal and staff.

Procedures for publicizing and conducting school Board meetings and taking and maintaining Board and committee meeting minutes;

Consistent with the Public Officers Law (§ 2, § 12), MVP will ensure that all Board meetings are publicized and open to the public. Board meetings will be scheduled on the same day each month (i.e., 7:00pm on the first Wednesday of every month). We will notify CEC District 24, Community Board 5 of this standing date so they can announce it at their meetings, post flyers advertising the time and place of the meeting in highly trafficked areas, such as community centers, libraries and schools. Flyers will also be posted on the school's website and will be e-mailed to all parents approximately 72 hours before the meeting. The date and time will also be provided to local news media at least 72 hours in advance of the meeting. In the case of emergency Board meetings, we will notify CEC District 24, Community Board 5 and the local news media with as much notice as possible. We will also post flyers and notify parents with as much notice as possible.

The Board Secretary will be responsible for keeping minutes of all Board meetings. Per the Open Meetings Law, minutes will be created within two weeks of the meeting (Public Officers Law § 106) and within one week for executive session minutes consisting of any vote matters and recordation. A copy of the minutes will be sent to the Charter Schools Institute (CSI) within 30 days of the Board's meeting. MVP recognizes that the minutes sent to CSI may be in draft format as long as they are approved at the next meeting. A copy of each Board meeting's minutes will also be kept in the school's main office.

Procedures for handling complaints, including from staff and parents

In accordance with requirements of § 2855(4) of the Education Law, any individual or group may bring a complaint to the Board of Trustees alleging a violation of the provisions of this article, the

charter, or any other provision of law relating to the management or operation of the school. If, after presentation of the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, they may present that complaint to the State University of New York Trustees and then the Board of Regents through the State Education Department, which shall investigate and respond. The Board of Regents shall have the power and the duty to issue appropriate remedial orders to charter schools under their jurisdiction to effectuate the provisions of this section. The grievance process will be prominently displayed and included in all school and parent manuals so that any individual or group may bring a complaint to the Board of Trustees.

Although any individual or group may bring a complaint as discussed above, MVP will establish a complaint process to expeditiously resolve matters in question. The grievance process will be prominently displayed and included in all school and parent manuals so that any individual or group may bring a complaint to the Board of Trustees. The complainant must follow the following steps:

1. Contact the child's teacher in writing or verbally.
2. If unsatisfied with the response or if the complaint does not concern the child's teacher, he/she can contact the Principal, who may notify the Board Chair. The principal, at his or her discretion, may require that the complaint be submitted in writing. The Principal may also, at his or her discretion, conduct an investigation into the complaint.
3. If the complainant is unsatisfied with the response of the Principal, a written complaint can be submitted to the Board of Trustees. The Board of Trustees will make every effort to respond to the complaint in a timely manner, not to exceed 30 business days. To help insure a thorough and timely response, the complaint should include: (i) a detailed statement of the nature of the grievance, (ii) what response, if any, was received from the Principal and/or teacher; (iii) copies of any correspondence between complainant and the Principal and/or teacher; (iv) what action or relief the complainant is seeking; and (v) the complainant's name, address and telephone number.
4. If the complainant is unsatisfied with the response of the Board of Trustees, and the complaint alleges a violation of law or a provision of the school's charter, the complainant may submit the complaint in writing to the Charter School's Institute of the State University of New York.

Please note that if the Principal recommends a student for suspension or expulsion, the parent/guardian must submit to the Board Chair a letter of appeal within 5 calendar days of the Principal's recommendation of suspension or expulsion. The letter must include the reason for the request and any special or extenuating circumstances that may support the reversal of the recommended penalty. The Board Chair will present the request for appeal

before the entire Board of Trustees for review and determination. A final determination letter will be sent to the student's parent or guardian indicating approval or denial of an appeal.

Board training and development

The Board of Trustees will participate in charter school focused conferences, trainings and workshops. The goal is for all members to fully understand their primary responsibilities, including: providing oversight functions, promoting the school's mission, lead planning and policymaking, fundraising and achieving charter requirements. It is also critical that the Board understands its legal requirements related to operations, decision making, liability of other entities, inspections, open meetings and fiscal competency and independence. A member of the school's Board will be given the responsibility to research options for expanding the Board's oversight capacity and will make suggestions to the Chair who will decide which events the Board will attend. The Chair will be committed to ongoing Board training and development to ensure that oversight is conducted at a high level.

(c) Proposed Founding Board of Trustees

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership (All Officer Positions Subject to Board Vote at Initial Meeting)	Length of Initial Term
Michael Michel	☒	☐	Board Chairperson (Proposed)	3 years
Josephine Lume	☒	☐	Treasurer (Proposed)	3 years
Rosemary DeGennaro	☒	☐	Secretary (Proposed)	2 years
Serphin R. Maltese	☒	☐	Vice-Chairperson (Proposed)	3 years
Deborah Kueber	☒	☐	Trustee	2 years
Margaret Ognibene	☒	☐	Trustee	1 year
Laura O'Gorman	☒	☐	Trustee	1 year
Parent Representative	☐	☒	Trustee	1 year

Michael Michel, the lead applicant for Middle Village Preparatory Charter School (MVP), brings close to 20 years of financial, operational and executive school management experience to the project. Mr. Michel's dual roles at Christ the King have prepared him submit the full proposal and ensure that MVP implements its program in accordance with its charter, if approved, and State and Federal laws and regulations.

Ms. DeGennaro has worked in private and public high schools throughout her 30 year career. She has extensive experience creating and implementing curricula, evaluating student performance data and observing and evaluating teachers. As a former teacher and school administrator, Ms. DeGennaro will support the Principal as needed to develop the academic program. Ms. DeGennaro is both a parent and educator, and is well aware of how critical a strong middle school experience is for high school and college success.

Josephine Lume is the Chief Financial Officer at Henry Street Settlement where she is responsible for overseeing the Accounting, Human Resources and Payroll/Budget/Grants Departments. With 25 years of financial experience, Ms. Lume will provide invaluable expertise to the school's finance and operations teams. As a former school Controller, Ms. Lume is particularly well-versed in school finances.

Ms. Kueber has been a real estate broker for more than 27 years in Queens and she knows the value that a great school can play in anchoring a residential community and the harm that an underperforming school can create. Ms Kueber is also a proven civic leader. She currently serves on the Board of the Kiwanis Club and has in the past sat on the board of directors for the Ridgewood Older Adult Center, served on the Leadership Committee for PS91 and been involved for the past 20 years on every level with the local Boy Scouts of America. As a mother, Ms. Keuber has experienced the stress of seeking out high quality school options.

Margaret Ognibene is a lifelong Queens resident who brings a wealth of knowledge about public education. She spent more than ten years teaching in Queens, and an additional fifteen working as a laboratory specialist at Bushwick HS in Brooklyn. Her extensive experience in schools, coupled with five years at the NYC Board of Elections, managing a team of 300 and administering a budget of \$35M, made her an asset to our team.

Senator Serphin R. Maltese is a lifelong New Yorker who represented the residents of central Queens in the New York State Senate for 20 years. As a practicing attorney, and a graduate of New York City public schools (Stuyvesant High School), Senator Maltese knows the value that a great education can play in lifting up individuals and communities. Senator Maltese is committed to increasing educational options in the district he represented.

Laura O'Gorman is a Ridgewood resident who has taught a variety of subjects at I.S. 91, including Math, Health, Physical Education and Music, since 1991. During her tenure at I.S. 91, Ms. O'Gorman has served as the coach/administrator for the Piano Club, Chorus Dance Club, Runners 'Early Morning Milers' Club, Volleyball Intramurals, Volleyball 'All-Star' Team, Tennis Team, Cheerleading Team and Badminton Intramurals. As a longtime and deeply involved member of the I.S. 91 community, Ms. O'Gorman is brings a wealth of knowledge of middle school instruction and culture.

15. Governance

Response 15(d) – Board By-Laws

BYLAWS

Middle Village Preparatory Charter School

ARTICLE I

Name and Office

Section 1. Name. This corporation is an education corporation and shall be known as the Middle Village Preparatory Charter School, herein referred to as “Middle Village Prep.”

Section 2. Office. Middle Village Prep shall have its principal office in the City of New York, State of New York and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof.

ARTICLE II

Board of Trustees

Section 1. Authority. The business and affairs of Middle Village Prep shall be managed and controlled under the general direction of the Board of Trustees of Middle Village Prep (the “Board of Trustees” and each member thereof, a “Trustee”) in accordance with the purposes and limitations set forth herein and in the Charter, dated as of _____ between Middle Village Prep and the Board of Regents of the State of New York.

Section 2. Powers. The Board of Trustees of Middle Village Prep shall:

- A. Formulate the general policy to be followed in the management of the affairs, property and business of Middle Village Prep;
- B. Create such special committees, from time to time, as may be deemed desirable by the Board of Trustees. The Chairperson of the Board of Trustees shall appoint the members of such committees;
- C. Hire Middle Village Prep’s Principal;
- D. Monitor budgeting, regulatory, financial, compliance, and academic performance with respect to Middle Village Prep; and
- E. Remove a Trustee for cause by a majority vote of the Board of Trustees.

All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which Middle Village Prep is formed and the provisions of Section 501(c)(3) of the Internal Revenue Code.

Section 3. Composition.

A. In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in the community. All board members must be committed to dedicating the necessary time and energy to ensure the effective and smooth operation of the school.

B. The Board of Trustees shall have the following members: (i) at least two educators with classroom and/or administration experience; (ii) at least one business leader with experience either in the for-profit or not-for-profit sector; (iii) at least one community leader; and (iv) any other person over the age of 18 who lives in the community that can demonstrate knowledge of educational issues affecting the school's community. The members of the Board of Trustees shall have experience that demonstrates the following areas of expertise; (i) public relations; (ii) human resources; (iii) financial; (iv) fundraising; (v) legal; (vi) marketing; (vii) real estate; and/or (viii) strategic planning.

C. To become a Trustee, a person shall be nominated by a current Trustee. Trustees shall be elected by a majority vote of the Trustees present at a meeting of the Board of Trustees, provided that those present constitute a quorum. Each Trustee shall be at least eighteen (18) years of age.

Section 4. Term of Office. The Board of Trustees will elect two board members to serve a term of two years, an additional two board members will serve a term of three years, and two members will serve a term of five years. All Trustees shall be eligible for a five year term after their initial term. Any new board members will be elected for a two year term. By utilizing this system, it will alleviate the dilemma of all board members' terms expiring simultaneously and will allow an evaluation of each board member's performance allowing us to maintain the best qualified members.

Section 5. Number of Trustees. In no event shall the entire Board consist of less than seven (7), or more than nine (9) Trustees.

Section 6. Vacancies. Temporary vacancies shall be filled for the remainder of an unexpired term by vote of a majority of Trustees then in office.

Section 7. Compensation. Trustees shall not receive any salary, fees or other financial compensation for their service to Middle Village Prep, but by resolution of the Board of Trustees, reasonable expenses related to attendance of special meetings of the Board of Trustees, if any, may be reimbursed. Nothing herein shall be construed to preclude any Trustee from serving Middle Village Prep in any other capacity and receiving compensation therefore.

Section 8. Meetings. The Board of Trustees shall meet at least monthly during Middle Village Prep's school year and as appropriate over the summer recess on dates to be determined in advance by the Board of Trustees. Special meetings of the Board of Trustees may be called at any time by the Chairperson of the Board of Trustees, or upon a majority vote of the Trustees. Provided there is a quorum, every meeting of the Board of Trustees held to discuss public business, including official meetings of committees and subcommittees, will be open to the general public in accordance with the New York Open Meeting Laws. The Board of Trustees may invite public comment during such meetings at times designated by the Chairperson of the Board of Trustees but the Board of Trustees may, at its discretion, limit public comments to ten (10) minutes per person or such lesser time period as the Board of Trustees may set. Times and locations of each meeting shall be set by the Board of Trustees.

Section 9. Proxies. Proxies are prohibited at meetings of the Board of Trustees.

Section 10. Executive Session. To enter into executive session, a motion for executive session must be made during a meeting by a Trustee, the subject of the executive session must be specifically identified, and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those confidential matters identified in the Open Meetings Law of New York for Public Officials, as amended from time to time.

Section 11. Notices. To the extent practicable, written notice of meetings of the Board of Trustees shall be given to Trustees at least five (5) days prior to the date set for such meeting. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting.

Section 12. Notice to the General Public. If a Board of Trustees meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting. The provisions in this section 12 are subject to the Open Meetings Law of New York. To the extent of any conflict between any provision of these Bylaws and the open Meeting Law, the Open Meetings Law shall prevail and control.

Section 13. Quorum. At all meetings of the Board of Trustees, a majority of the Trustees, shall be represented in person. A quorum is required for the transaction of business of Middle Village Prep at all meetings of the Board of Trustees or any committee thereof.

Section 14. Voting. Each member of the Board of Trustees shall be entitled to one vote upon each matter submitted to a vote at meetings of the Board of Trustees. The majority vote of those Trustees present and entitled to vote at a duly organized meeting of the Board of Trustees shall decide any question put to a vote.

Section 15. Action Without a Meeting. Any action required or permitted to be taken by the Board of Trustees or any committee thereof may be taken without a meeting if all Trustees or members of the committee consent in writing to the adoption of a resolution authorizing such action to the extent permitted by the Public Officers Law of the State of New York. The resolution and written consents thereto shall be filed with the minutes of the proceedings of the Board of Trustees.

Section 16. Resignations. Any Trustee may resign at any time by giving written notice of his or her resignation to the Chairperson of the Board of Trustees. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective is not specified therein, immediately upon receipt. Unless otherwise specified therein, the acceptance of any such resignation shall not be necessary to make it effective.

ARTICLE III

Officers

The Board of Trustees shall elect by majority vote, from among the Trustees, the following officers:

Section 1. Chairperson of the Board of Trustees. The Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees. In his or her absence, the Vice Chairperson, or the Trustee in attendance possessing the most seniority in that office, in that order, shall preside. The same person cannot hold the office of president and secretary. The Chairperson of the Board of Trustees shall appoint members of special committees, if any. He or she shall also perform such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 2. Vice Chairperson of the Board of Trustees. The Vice Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees in the absence of the Chairperson.

Section 3. Secretary. The Secretary shall keep, or cause to be kept, the minutes of all Board of Trustee meetings. He or she shall be custodian of the records. He or she shall see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law. He or she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 4. Treasurer. The Treasurer shall have the custody of the funds and securities of Middle Village Prep and shall cause to be kept full and accurate accounts of receipts and disbursements in books belonging to Middle Village Prep, and shall deposit or cause to be deposited all monies and other valuable effects in the name and to the credit of Middle Village Prep in such depositories as may be designated by the Board of Trustees. The Treasurer shall disburse the funds of Middle Village Prep as may be ordered by the Board of Trustees taking proper vouchers for the disbursements, and shall render to the Chairperson and the Board of Trustees, at meetings and whenever they may require it, an account of all transactions as Treasurer and of the financial condition of Middle Village Prep, provided that routine transactions may be delegated to the staff of Middle Village Prep. The Treasurer shall perform such other duties as the Board of Trustees may from time to time prescribe or require.

ARTICLE IV

Standing Committees

Section 1. Committee Membership. An executive committee of the Board of Trustees, if established, shall consist of no less than five members as required by New York State Education Law § 226(2). All committees other than the executive committee shall consist of no less than three members.

Section 2. Academic Committee. The Academic and Personnel Committee shall be vested with the responsibility for oversight of program planning, curriculum, professional development and fulfillment of the school's Accountability Plan.

Section 3. Finance Committee. The Finance Committee shall review the regular budget and other fiscal reports to be submitted to the Board of Trustees on a quarterly basis, or at such other times as required by the Board of Trustees. The Treasurer shall be the chairperson of this committee.

Section 4. Committee Advisors. Any committee may seek the advice of non-Trustee Advisors ("Advisors"), whom the committee deems appropriate, when conducting committee meetings or other committee business. Advisors, if any, shall be selected by majority vote of the members of the committee. Such Advisors shall serve at the sole discretion of the committee they advise, provide advice to the extent required by the committee and shall not be compensated for their services, or given voting rights on the committee. The committee shall confirm in writing with each of its Advisors that such Advisor agrees to maintain the confidentiality of all non-public information such Advisor receives in connection with his or her activities as an Advisor.

ARTICLE V

General Provisions

Section. 1. Fiscal Year. The fiscal year of Middle Village Prep shall be from July 1 through June 30.

Section. 2. Books, List and Records. Middle Village Prep shall keep, at its office in written form, correct and complete books and records of account and minutes of the meetings of the Board of Trustees and standing committees, and such special committees as from time to time may be designated by the Board of Trustees. When Middle Village Prep receives a request for information under the Freedom of Information Act, it will respond in the following manner: (1) within five (5) business days of receipt of a written request, Middle Village Prep will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; (2) if an individual is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the Principal of Middle Village Prep or his or her designee; (3) upon timely receipt of such an appeal, Middle Village Prep will, within ten (10) business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record

sought. Middle Village Prep also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government of New York State. Middle Village Prep may deny access to a requested record for a variety of reasons, including that: (1) such access would constitute an unwarranted invasion of personal privacy; (2) such records are compiled for law enforcement purposes; and, (3) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

Section. 3. Conflict To the extent there are any conflicts between the terms of the Middle Village Prep charter and the terms of these By-laws, the terms of the charter will control.

ARTICLE VI

Amendments

Section 1. Amendments. These Bylaws may be amended, altered or repealed by the Board of Trustees by a three-fourths vote of those Trustees present at a duly organized meeting of the Board of Trustees, provided that those present constitute a quorum and are subject to approval by the charter entity, NYC Chancellor, and the New York State Board of Regents.

15. Governance

Response 15(e) – Code of Ethics

Middle Village Preparatory Charter School

CODE OF ETHICS

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 40 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
4. The Board of Trustees and the school shall not engage in any “self-dealing transactions,” except as approved by the Board. “Self-dealing transaction” means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program. The Board of Trustees and employees of the school shall not engage in any less-than-arm’s-length (LTAL) transactions.

5. A Trustee, officer, or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;

b) Individuals associated with an educational entity (including but not limited to schools of education), some of whose faculty may be providing paid services directly or indirectly to such charter school;

c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or

d) Members of the faculty of the charter school.

8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

9. Trustees, officers, or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by

the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

12. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

13. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Response 15(f) – Complaint Policy

In accordance with requirements of § 2855(4) of the Education Law, any individual or group may bring a complaint to the board of trustees alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the school. If, after presentation of the complaint to the board of trustees, the individual or group determines that the board has not adequately addressed the complaint, they may present that complaint to the State University of New York Trustees and then the Board of Regents through the State Education Department, which shall investigate and respond. The Board of Regents shall have the power and the duty to issue appropriate remedial orders to charter schools under their jurisdiction to effectuate the provisions of this section. The grievance process will be prominently displayed and included in all school and parent manuals so that any individual or group may bring a complaint to the board of trustees.

Although any individual or group may bring a complaint as discussed above, Middle Village Prep will establish a complaint process to expeditiously resolve matters in question. The grievance process will be prominently displayed and included in all school and parent manuals so that any individual or group may bring a complaint to the board of trustees. The complainant must follow the following steps:

1. Contact the child's teacher in writing or verbally.
2. If unsatisfied with the response or if the complaint does not concern the child's teacher, he/she can contact the principal. The principal, at his or her discretion, may require that the complaint be submitted in writing. The principal may also, at his or her discretion, conduct an investigation into the complaint. If the complainant is unsatisfied, he will inform the Principal who will notify the Board Chair.
3. If the complainant is unsatisfied with the response of the principal, a written complaint can be submitted to the board of trustees. The board of trustees will make every effort to respond to the complaint in a timely manner, not to exceed 30 business days. To help insure a thorough and timely response, the complaint should include: (i) a detailed statement of the nature of the grievance, (ii) what response, if any, was received from the principal and/or teacher; (iii) copies of any correspondence between complainant and the principal and/or teacher; (iv) what action or relief the complainant is seeking; and (v) the complainant's name, address and telephone number.
4. If the complainant is unsatisfied with the response of the board of trustees, and the complaint alleges a violation of law or a provision of the school's charter, the complainant may submit the complaint in writing to the Charter School's Institute of the State University of New York.

Please note that if the principal recommends a student for suspension or expulsion, the parent/guardian must submit to the Board Chair a letter of appeal within 5 calendar days of

the principal's recommendation of suspension or expulsion. The letter must include the reason for the request and any special or extenuating circumstances that may support the reversal of the recommended penalty. The Board Chair will present the request for appeal before the entire Board of Trustees for review and determination. A final determination letter will be sent to the student's parent or guardian indicating approval or denial of an appeal.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Middle Village Preparatory Charter School
2. Full name: Serphin R. Maltese
Home Address: [REDACTED] Middle Village, New York
Business Name and Address: Serphin R. Maltese, Attorney At Law
Home telephone No.: [REDACTED]
Work telephone: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, Christ the King Regional High School, a non-public school.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ **Yes, I've met many of the trustees when I was a State Senator representing Middle Village as well as through the process of planning the MVP Charter School.**
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

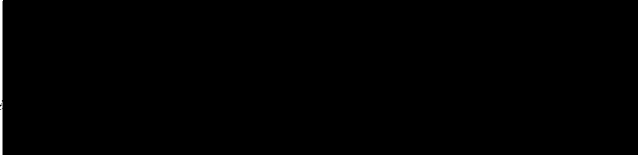
the nature of the business that such person or entity is transacting or will be transacting with the school. ☐ I / we do not know any such persons. ☒ Yes, I am a member of the Board of CTK RHS, the proposed landlord for the school.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☐ Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☐ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ **Yes, As a member of the Board of CTK RHS, the school's proposed landlord, I will take the appropriate steps outlined by SUNY-CSI to avoid any conflicts. CTK RHS is a not-for-profit entity and so I do not stand to gain from any real estate transaction. Further, I will recuse myself from any facilities considerations by the MVP Board. The proposed lease would be priced based on an independent appraisal of the value of the CTK RHS space.**
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. **I would raise my concerns with the entire Board at a meeting. If they were not resolved, I would then alert SUNY-CSI and possibly the Attorney General.**

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Sybil R. Maltese, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Middle Village Hqs pect.

Date

2/7/2012

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Serphin R. Maltese

"Serf" Maltese has been a New York State Senator, representing over 320,000 constituents in the 15th Senatorial District in Queens County, for 20 years, having first been elected in 1988. He was born in Corona in 1932 and graduated from Stuyvesant High School, Manhattan College, and Fordham Law School, after which he served as an Assistant District Attorney and Deputy Chief of the Queens County D.A.'s Office Homicide Bureau. He is an Army Infantry Veteran of the Korean War and, prior to that service, was a member of the Marine Reserves.

Senator Maltese has been married for 52 years to the former [REDACTED] [REDACTED] a renowned portrait artist, and has two daughters, [REDACTED] (Class of '77) and [REDACTED] (Class of '80), both of whom attended Christ the King. They have four grandchildren.

When Senator Maltese's two daughters were students at Christ the King Regional High School, he became more and more involved with the school. He was the leader and Chairman of the original committee of 21 to "Save Christ the King High School" and has been the Chairman of the Board of Trustees for over 32 years.

Senator Maltese, together with Robert Normandia, became intimately involved with Christ the King's sports programs. Since that time, the Senator has been a strong supporter, not only of Christ the King's academic accomplishments, but has advocated and promoted its wide-ranging sports programs, having been instrumental in having the New York State Senate and government officials honor the achievements of Christ the King's athletes.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. MIDDLE VILLAGE PREP
2. Full name: DEBORAH KUEBER
Home Address: [REDACTED] GLENDALE, NJ 07035
Business Name and Address: COLDWELL BANKER KUEBER REALTY 67-13 MYRTLE AVE. GLENDALE, NJ 07035
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me.
☐ Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☐ I / we have no such interest. ☐ Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. The matter should be brought to the

Other

entire board as well as any standing ethic committee to be resolved.

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, DEBORAH KUEBER, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the MIDDLE VILLAGE PREP Charter School is true and correct in every respect.

2/13/12
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Deborah Kueber

Ms. Kueber spends all day talking about schools. As a real estate broker for more than 27 years in Queens, she knows the value that a great school can play in anchoring a residential community and the harm that an underperforming school can create. As a mother, she has experienced the stress of seeking out high quality school options for her sons. Ms. Kueber is also a proven civic leader, having served on the following committees on both the business and personal level:

- Current member of the Long Island Board of Realtors, MLS
- Current member of the New York Association of Realtors
- Current Secretary of the Glendale Kiwanis Club
- Past President of the Glendale Kiwanis Club, member since 2000
- Past member of the Board of Directors for the Ridgewood Older Adult Center
- Involved with the Leadership Committee of PS 91
- Involved with various committees in St. Pancras Church
- Involved with the Boy Scout Troop & Pack 383 for the past 20 years
- Involved with the Boy Scout Troop 427 for the past 2 years
- Opened Coldwell Banker Kueber Realty in 1990, a full service real estate company
- Personally overseen the sale of approximately \$30million dollars worth of real estate in the New York area.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL*
2. Full name: *ROSEMARY DE GENNARO*
Home Address: [REDACTED] *Howard Beach NY 11418*
Business Name and Address: *- NEW HYDE PARK MEMORIAL HS*
New Hyde Park, NY 10846
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me.
☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

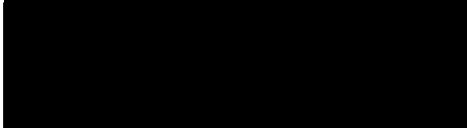
Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I/we do not know any such trustees. *(Yes, PREVIOUSLY EMPLOYED by Christ the King)*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees. ☒ Yes, - *Robert A. Williams*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I/we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Bring it to the board for investigation. IF the issue is not resolved it will go to the Charter School Institute for further review.*
- Other
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, ROSEMARY DEGENWALD, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the MIDDLE VILLAGE PREP Charter School is true and correct in every respect.



2/17/12
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

ROSEMARY DEGENNARO

EDUCATION: Professional Diploma - Administration/Supervision St. John's University (2003)

M.S.Ed - St. John's University (1982)
Concentration Reading/Learning Disabilities

B.A. - Queens College, CUNY (1979)
Major English/Secondary Education

CERTIFICATION: English Day High School – Grades 7-12-
Permanent
School Administrator/Supervisor-Provisional
School District Administrator-Permanent

[illegible]

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL*
2. Full name: *JOSEPHINE LUME*
Home Address: [REDACTED] *MIDDLE VILLAGE, NY 11379*
Business Name and Address: *HENRY STREET SETTLEMENT, 265 HENRY ST, NYC 10002*
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me.
☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, *COMMUNITY RESIDENTS*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *PRESENT THE ISSUE TO THE ENTIRE BOARD. IF NOTHING IS RESOLVED IT WILL BE BROUGHT TO THE CHARTER SCHOOL INSTITUTE / ATTY GENERAL*
- Other
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, JOSEPHINE LUNE, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the MIDDLE VILLAGE PREPARATORY Charter School is true and correct in every respect.



Signature

2/7/2012
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

JOSEPHINE C. LUME, CPA

[REDACTED]

Middle Village, NY 11379

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *MIDDLE VILLAGE PREP
CHARTER SCHOOL*
2. Full name: *Michael Michel*
Home Address: [REDACTED] *Middle Village, NY 11379*
Business Name and Address: *Christ the King H.S. 68-02 metropolitan Ave.*
Home telephone No.: [REDACTED] *Middle Village, NY 11379*
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, *See attached response*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☐ I / we do not know any such persons. ☒ Yes, *See attached response*

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ I / we do not anticipate conducting any such business. ☒ Yes, *See attached response*
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☐ I / we have no such interest. ☐ Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes, *See attached response* .
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *See attached response*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Michael Michel

Response to #8

I have been involved with the members of the Board of Christ the King for over 20 years working with different organizations and political campaigns.

Response to #10

I am aware that the charter school intends to lease space at Christ the King High School via a sublease with Christ the King Continuing Ed and I am a Board member.

Response to #11

My daughter [REDACTED] works for Christ the King Continuing Education which is subleasing space to the charter school.

Response to #16

I am aware that my status as a member of the Boards of proposed landlord/sub landlord of CTK High School and CTK Continuing Education represent a conflict of interest. I will recuse myself from any vote to adopt a lease with CTK or any other facilities matter. An appraisal of the CTK space has already been conducted and another independent appraisal will be conducted in 2013 prior to a lease being signed to determine fair market value for the space.

Response to #17

I would report it to the Chair (if the self-dealing was not involving him/her) as well as the ethics committee. If there are no results, I would report it to the authorizing agency and the Attorney General.

Certification

I, Michael Michel, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Middle Village Prep Charter School is true and correct in every respect.


Date 2/17/12

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Michael W. Michel
[REDACTED]
Middle Village, NY 11379
[REDACTED]

PERSONAL INFORMATION

Fifty-six years of age; married to the former [REDACTED] father of two daughters, [REDACTED]

SUMMARY OF QUALIFICATIONS

Experience in financial management in Not-For-Profit businesses and organizations and in the public sector. Knowledge of the construction and real estate industries. Effective ombudsman with governmental agencies, including, but not limited to, police, fire, highways, environmental protection, and school construction authority. Strong interpersonal communicative skills.

[REDACTED]

[REDACTED]

[REDACTED]

President

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

REFERENCES

Will be furnished upon request

Former State Senator Serphin R. Maltese

Peter Mannarino, Principal, Christ the King Regional High School

Haeda Mihaltses, Director, Office of Government Relations, Mayor's Office

[REDACTED]

[REDACTED]

1957-1961 Grover Cleveland HS Ridgewood, NY

1965-1967 Queens College Flushing, NY
Masters Degree

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record; a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addressed to the school's counsel or the General Counsel of the Institute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- ☐ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- ☐ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- ☐ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D; "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- ☐ The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- ☐ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members (RFI)*.
- ☐ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.

- ☐ The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Middle Village Prep
2. Full name: Laura O'Gorman
Home Address: [REDACTED] Floral Park, N.Y. 11001
Business Name and Address: Retired
Home telephone No.: [REDACTED]
Work telephone No.:
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume): I am a retired NYC school teacher. I taught at Ridgewood Junior High School/Middle School 93 for 37 years. My licenses are in Physical Education and Music. During my teaching career I was teacher-in-charge of many extracurricular activities, such as the Project Arts Program, senior activities, General Organization(GO), student advisory and the school beautification program.
☐ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. Yes ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). No ☒ Does not apply to me. ☐ Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. No ☒ Does not apply to me. ☐ Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
No ☒ Does not apply to me. ☐ Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, I have met the other trustees during organizational meetings, and through our living in the same community..
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

- No ☒ I / we do not know any such employees. ☐ Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. No ☒ I / we do not know any such persons. ☐ Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. No ☐ Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
No ☒ I / we do not know any such persons.
☐ Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. No ☒ N/A. ☐ I / we have no such interest. ☐ Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. No ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. No ☒ Does not apply to me, my spouse or family. ☐ Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. No ☒ None. ☐ Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. If a member of the board was found to be involved in self-dealing, I would vote for that person to be removed from the board.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). Yes ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. Middle Village Prep will be an outstanding school, where the students will feel safe and secure, and where the atmosphere will encourage strong academic growth and a love of learning. I am proud to be a member of this board!

Certification

I,  certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the MIDDLE VILLAGE PREP Charter School is true and accurate in every respect.


Date 6/27/12

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Response 16 (a-c) – Community Relations

(a) Parent Relations

MVP's board recognizes that parent involvement is critical to the education process, and will seek out creative ways to connect parents with their child's education on an ongoing basis. We believe that engaging parents in school governance and operations is a powerful way to keep families invested in the school and encourage new ideas for ways to improve delivery of services. MVP will promote effective communication between the school and families and rich parental involvement in school governance.

Parent Communication and Academic Involvement

MVP will begin the parent involvement process at the very beginning of the school year with an assembly for all parents, led by the school's Principal. During the assembly, the Principal will describe MVP's core values, school culture and academic standards, and field parent questions. MVP will provide all parents with a Family Handbook, which will include discipline and safety policies, daily schedules, school calendar, uniform policy, promotion policy, information regarding regulations around student records, services for students with disabilities and English Language Learners, and information regarding transportation to and from the school.

Our goal is for parents to become active participants in their child's education, demonstrate MVP's high expectations for both parents and students and start building a culture of open communication between parents and school leadership. To this end, MVP will have an open door policy for parents who wish to observe their child's class in action or wish to speak to the Principal.

In addition to keeping the channels of communication open between parents and school leadership, the school will make communication between the Board of Trustees and parents a priority. Consistent with the Public Officers Law (§ 2, § 12), MVP will ensure that all board meetings are publicized and open to the public, including parents. Meetings will be held at convenient times for parents to attend and in convenient locations; we expect that most board meetings will be held during the evening at the school facility. For parents who cannot attend, important information will be disseminated to parents via parent council meetings and take-home materials.

On an ongoing basis, MVP will give parents the opportunity to participate in school-based educational activities with their children. The school will hold regular Family Academic Nights and open houses where students and parents can work together on academic activities. Parents will also be invited to attend all student performances and sports games, and encouraged to volunteer to chaperone class trips and assist in the classroom.

To ensure that parents are able to track their child's social and academic progress, MVP will frequently inform parents of their students' progress, with parent conference days held after each

progress report is issued. MVP will strongly encourage parents of students at risk of academic failure to attend a meeting with their child's teacher. Both parents and teachers may request additional meetings as needed. MVP will also have an open door policy for parents who wish to observe their child's class in action or wish to speak to the Principal.

Every Friday, MVP will use our Student Information System to generate a summary the week's activities, including school-wide updates and individualized school culture reports (automatically generated through the school's student information software) such as uniform infractions, attendance and classroom behavior, provided via a web-based parent portal. This report will also highlight any "MVP Points" that students have earned during the week. Parents will become accustomed to always receiving information on Fridays and only on Fridays; this level of consistency will increase the likelihood that parents read all school correspondence.

Parent Governance

In accordance with State Education Law, Section 2590, MVP will develop an active, self-governing Parent Association to help parents become involved in their child's education, share ideas and enrich the school community. The Parent Association will elect its own officers and adopt its own bylaws. The Parent Association will take on responsibilities such as conducting outreach to get other parents involved in school life, organizing parent and family events and supporting school activities such as parent teacher conferences. The Parent Association will give a report at every board meeting on the Association's work and perspective on what's happening at the school.

MVP will provide parents with ample opportunity to become involved in the governance and operation of their child's school. MVP will create an active parent council comprised of 7-10 members which will meet monthly with school leadership to maintain an open dialogue about issues from academics to school culture to building safety. The parent council will also be asked to share their work with the Board of Trustees.

To make sure that every parent has a voice, MVP will distribute a comprehensive survey to all parents twice a year. This will give us a way to quantify parent satisfaction and implement real time feedback after the first survey. The goal will be to demonstrate a response to the feedback in the second survey. MVP's Principal will present the survey results at a Spring assembly where parents will have the opportunity to voice concerns and suggestions. The Board of Trustees will also review the survey results.

(b) District Relations

MVP has support from both the immediate school district (CSD 24) and the larger New York City public school system.

As discussed in *Response 03(a-c) – Proposal History*, MVP’s planning team reached out to community groups, including Community Education Council 24 and Community Board 5, to present information about the proposed school and listen to their concerns. Both organizations wrote letters expressing their support for the school in December 2011. In April 2012, the Council unanimously passed a resolution in support of the school. In a June 2012 letter to MVP’s lead applicant, Michael Michel, the CEC 24 President wrote: “Time after time our district has been referred to as the most overcrowded...and we welcome more help by way of the Middle Village Preparatory Charter School. Thank you for considering the seriousness of the matter of large class sizes and overcrowded schools in our area.”

To maintain an ongoing relationship with the district, MVP will continue to send a liaison to all CEC meetings. To date, Mr. Michel, has been attending meetings; once the school year starts, the liaison will be a school staff member. Participating in CEC meetings, which bring educators from across the district together, gives MVP an opportunity to learn about initiatives in other schools and home in on the needs of parents in CSD 24. Attendance at CEC meetings will also be a powerful way for MVP to demonstrate its commitment to the district’s larger school community.

Based on the expressed wishes of the New York City elected and appointed officials, we anticipate that MVP will have the support of the larger City district as well. In Mayor Michael Bloomberg’s 2012 State of the City Address, the Mayor reiterated the city’s goal to open 100 new schools over the next two years – including 50 new charter schools. We intend to operate the type of high-performing college prep charter school that the Mayor has said he wants to see more of in New York City. In his first major policy address, Schools Chancellor Dennis Walcott specifically called for middle school reform, setting a target of opening 50 new middle schools in the next two years. MVP is responding to this call, and we anticipate that the city will support this important work.

To establish and maintain an ongoing relationship with the local school district, MVP will create an open channel of communication between MVP’s Principal and administrators of schools within the local district. MVP’s Board of Trustees will also play a role in communicating with education leaders in CSD 24 regarding the needs of the community. On an ongoing basis, the school will solicit feedback from the local school district through periodic meetings, informal conversations and via our website. We will make sure that all community members feel that their voices are being heard by respectfully responding to all in-person and online feedback.

In addition to establishing and maintaining an ongoing relationship with CSD 24, MVP will also develop a relationship with the New York City Department of Education (DOE), and ensure that we can overcome foreseen challenges so that we can take advantage of the resources the DOE offers. We will build relationships with the head of the DOE Office of Charter Schools, Office of School Food and Office of Transportation to ensure that we are able to quickly address any issues that arise around operations or payments.

CSD 24 currently has 18 district schools that serve any or all of grades 6-8. On average, the schools in this district are not high-performing: Of the 13 schools that received a citywide Progress Report from the DOE as either Middle Schools or K-8 for the 2010-11 school year, the average score was 52.2 out of 100 and only 4 schools received A's. The average school had 53.5% of students scoring on grade level in ELA and 72% in Math. MVP sees an opportunity to increase student achievement across the district through formal and information partnerships.

In order to share best practices and innovations, MVP will have an open door policy and will encourage educators from the local school district to visit the school to observe a class and meet with teachers or leaders. Because our Board of Trustees is well connected in the Middle Village education community, we are already in a strong position to 1) identify low-performing schools in the district and 2) determine the best way to partner with those schools to raise student achievement in the community.

We will also encourage our teachers to attend Queens-wide networking and professional development activities so our teachers can both learn from district teachers and so they can contribute to the broader conversation about education in Queens.

(c) Community Relations

In addition to the support MVP has received directly from the district, the school has received overwhelmingly positive feedback from local community organizations and community members.

On May 3, 2012 Mr. Michel spoke with the Juniper Park Civic Association, an organization with deep roots in the community, founded in 1938. The Juniper Park Civic Association's Executive Committee voted to fully support the creation of MVP and offered to help in any way possible. The Juniper Park Civic Association invited Mr. Michel to speak to an audience of 2,400 parents about the school and reply to any questions or concerns received via the website. In his letter of support for MVP, the President of the Association wrote: "For over 10 years the JPCA has been fighting for more schools and classrooms in District 24 to help alleviate massive overcrowding. Our children deserve the best education possible and the first step in achieving this is to provide them with adequate space and smaller class sizes. Here we have an opportunity to help accomplish that goal without utilizing public space."

On May 7, 2012, Mr. Michel met with the President of the Greater Ridgewood Youth Council (GRYC), a 30-year old social service agency serving 1,400 children in Western Queens. GRYC has offered to conduct outreach to its families and direct parents of middle school students to MVP's website. This partnership has helped us educate a larger number of Queens residents, particularly the community's growing immigrant population, about the new school. In a letter of support, GRYC's President wrote: "As you know, the GRYC serves over 1,400 children and families DAILY and we will work together to collaborate outreach and recruitment effort. Know that our 32 years of serving the communities within CSD 24 make this partnership a great thing for families and students

in these targeted areas. This will benefit many of our young people and is a win-win for everyone involved.”

Throughout the application process, the planning team has and will continue to inform the community of the development of the proposal and will solicit community input and respond to concerns as they emerge. At a May 6th community fair, sponsored by the local Kiwanis organization, MVP set up a stand that attracted many local residents who expressed approval and encouragement in the efforts to establish the school. MVP received more than 150 signatures from community members supporting the MVP’s plan to open a school in CSD 24. All website feedback has been positive.

The founders of Middle Village Preparatory have heard limited concerns from the community around the co-location of a high school and a middle school and whether students of different ages would create challenges. In response to that feedback, we conducted an analysis on how students, staff and families will enter and exit the building and developed plans for effectively sharing the space. Our proposed facility is sufficiently large and contains multiple entrances, such that students from different programs will be able to go about their days with next to zero contact.

We also received feedback from private school administrators who were concerned that the new school would siphon off their students. We responded by presenting evidence of the overcrowding of District 24 schools and the need for better public middle schools.

Because the concerns we heard prompted us to develop concrete plans for effectively sharing the space, MVP is actually now in a stronger position to implement the school’s program because we are fully prepared to share the space. Therefore, we do not believe those concerns to be an impediment to the creation of a successful new school.



Community Education Council 24

P.S. 91 Room 119 68-10 Central Avenue
Glendale, New York 11385

Phone: 718.418.8160 / Fax: 718.418.8168/ Cec24@schools.nyc.gov

New York City Department of Education

Nick Comaianni
President

Peter Vercessi
Vice President

Jeanne Forster
Treasurer

Lucy Accardo
Secretary

Council Members

Salvatore Carollo
Maria D'Amico
Jean Vernet Darius
Lamgen Leon
Bill Kregler
Samantha Papaccio
Constance M. Partinico

Department of Education Officials

Ms. Madelenc Taub-Chan
Community Superintendent, District 24

December 6, 2011

Michael Michel, President
Christ the King Continuing Education
68-02 Metropolitan Avenue
Middle Village, NY 11379

Dear Mr. Michel,

It was great speaking to you again. First and foremost I would like to thank you for reaching out to the CEC regarding the possibility of a charter school for grades 6 through 8 on Christ the King's campus. Myself as well as the council as a whole found your willingness to openly communicate your idea very encouraging. To that regard, we appreciate your offer and subsequent commitment to assign a liaison from the charter school to the Community Education Council in so that the lines of communication always remain open.

The CEC will vote on the proposed charter school after the plan is fully evaluated by the members and a public hearing is held.

Thank you on behalf of Community Education Council District 24 for keeping us informed. If you need anything further, feel free to contact me.

Sincerely,

Nick Comaianni
President, CEC D24

Community Education Council 24

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Glendale, New York 11385
Phone: 718.418.8160 / Fax: 718.418.8168/ Cec24@schools.nyc.gov

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Department of Education Officials

Ms. Madelene Taub-Chan
Community Superintendent, District 24

April 24, 2012

Resolution # 68 Position on Middle Village Preparatory Charter School in Christ the King

Whereas, representatives of Middle Village Preparatory Charter School (MVPCS) proposed to the council a middle school serving grades 6-8 to be housed in Christ the King Regional HS (CTKRHS);

Whereas, the council toured the 280,000 square foot building that houses Christ the King of which 50,000 square feet will be used for MVPCS;

Whereas, by leasing space within Christ the King Regional HS, Middle Village Preparatory Charter School will not take seats away from students attending public elementary schools in District 24;

Whereas, by leasing said space MVPCS will have available to them a host of amenities not usually available to startup charter schools such as use of a full auditorium, a large gymnasium, and parking;

Whereas, the council agrees with the proposed curriculum of MVPCS which is designed to meet and surpass New York State Education Department requirements and further is in full accordance with the mission of the school, which is to prepare students to succeed at the college-preparatory high school of their choice;

Whereas, the Community Education Council appreciates the approach used by representatives of MVPCS into the district and by keeping lines of communication fully opened and by understanding the position of the council on charter schools located in public space;

Be it resolved, the Community Education Council approves Middle Village Preparatory Charter School to be housed at Christ the King Regional High School in District 24.

Community Education Council 24

P.S. 91 Room 119 68-10 Central Avenue

Glendale, New York 11385

Phone: 718.418.8160 / Fax: 718.418.8168/ Cec24@schools.nyc.gov

New York City Department of Education

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Constance M. Partinico

Department of Education Officials

Ms. Madelene Taub-Chan
Community Superintendent, District 24

May 3, 2012

Michael Michel, President
Christ the King Continuing Education
68-02 Metropolitan Avenue
Middle Village, NY 11379

Dear Mr. Michel,

The Community Education Council District 24 fully supports your efforts in opening Middle Village Preparatory Charter School as noted in attached Resolution # 68 Position on Middle Village Preparatory Charter School in Christ the King.

We appreciate your efforts of open communication and we look forward to working with you in the near future.

Sincerely,

Nick Comaianni
President, CEC D24

Charter Schools Institute
Application in Support of the Establishment of Middle Village Preparatory Charter School



PO Box 790275 • Middle Village, NY 11379 • 718-651-5865 • www.junipercivic.com • info@junipercivic.com

May 22, 2012

Jason Sarsfield
Director of School Applications
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Mr. Sarsfield,

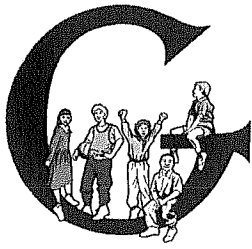
The Juniper Park Civic Association (JPCA), one of the largest civic associations in New York State, representing 1750 families, fully supports the creation of the Middle Village Prep Charter School. As we all know, District 24 in Queens is the most overcrowded school district in New York City. For over 10 years the JPCA has been fighting for more schools and classrooms in District 24 to help alleviate massive overcrowding. Our children deserve the best education possible and the first step in achieving this is to provide them with adequate space and smaller class sizes. Here we have an opportunity to help accomplish that goal without utilizing public space.

On May 3rd the JPCA Board of Directors and Executive Board voted unanimous to support the concept of the Middle Village charter school. Our association has joined with the Community Education Council, Community Board 5 Queens, Greater Ridgewood Youth Council, Italian Charities as well as other organizations in District 24 to support Middle Village Prep. We feel that this is a step in the right direction for our children and our community.

In the coming months we plan to host a presentation of the Middle Village Prep Charter School at our Town Meetings to better understand how it can best serve our community.

Sincerely,

Robert F. Holden
President



GREATER RIDGEWOOD YOUTH COUNCIL, INC.

59-03 Summerfield Street, Ridgewood, N.Y. 11385

(718) 456-KIDS (5437)

Website: www.thegryc.org

Fax: (718) 366-3053

Michael Michel
President
Christ the King Regional High School
Metropolitan Avenue
Middle Village, NY 11379

Dear Mr. Michel:

I am writing this as a letter of support for your efforts to bring a Charter School to our communities. The Greater Ridgewood Youth Council has always had a great relationship with your institution and countless numbers of children that we serve at the GRYC have or are attending CTK. In addition, a good number of staff members are also graduates. Thank you for the outstanding job you have done in all of these regards.

As we have discussed, the GRYC is committed to working with you and your team to bring this wonderful endeavor to fruition. As you know, the GRYC serves over 1,400 children and families DAILY and we will work together to collaborate outreach and recruitment efforts. Know that our 32 years of serving the communities within CSD 24 make this partnership a great thing for families and students in these targeted areas. This will benefit many of our young people and is a win-win for everyone involved.

Please do not hesitate to continue to reach out to me as you proceed. I am hopeful that as we move forward in this process, that together, we can find a way to service more children through this extremely effective program.

Thank you so much for the opportunity to work with you to continue to service the youth and families of Queens and if I can be of any assistance, please do not hesitate to reach out to me.

Sincerely,

Bob Monahan
President/GRYC

Middle Village Prep

CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

DISTRICT 24

MIDDLE VILLAGE PREP CHARTER SCHOOL (MVPCS) IS APPLYING TO OPEN A FREE, PUBLIC CHARTER SCHOOL IN DISTRICT 24 THAT WILL SERVE STUDENTS IN GRADES 6 THROUGH 8. THIS WILL HELP ALLEVIATE THE OVERCROWDING IN DISTRICT 24's PUBLIC SCHOOL SYSTEM. IF THIS CHARTER IS GRANTED, WE WILL APPLY ON BEHALF OF OUR SCHOOL-AGED CHILDREN FOR ADMISSION TO THE SCHOOL, WHICH WILL BEGIN AT GRADE 6 (SEPTEMBER 2013).

**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Alexandra Wenz</i>		# of school aged children living with you <u>4</u>
Print Name <i>ALEXANDRA WENZ</i>		current grade of oldest child <u>2</u>
Signature <i>Jason Melender</i>		# of school aged children living with you <u>3</u>
Print Name <i>Jason Melender</i>		current grade of oldest child <u>7th</u>
Signature <i>Melissa Henderson</i>		# of school aged children living with you <u>3</u>
Print Name <i>Melissa Henderson</i>		current grade of oldest child <u>11th</u>
Signature <i>Nelson Acevedo</i>		# of school aged children living with you <u>4</u>
Print Name <i>Nelson Acevedo</i>		current grade of oldest child <u>12th</u>
Signature <i>Tricia Dietrich</i>		# of school aged children living with you <u>2</u>
Print Name <i>Tricia Dietrich</i>		current grade of oldest child <u>5</u>
Signature <i>Kenn Grier</i>		# of school aged children living with you <u>1</u>
Print Name <i>Kenn Grier</i>		current grade of oldest child <u>3</u>
Signature <i>Kimberly Perdue</i>		# of school aged children living with you <u>4</u>
Print Name <i>Kimberly Perdue</i>		current grade of oldest child <u>2</u>
Signature <i>Christine Setthner</i>		# of school aged children living with you <u>0</u>
Print Name <i>Christine Setthner</i>		current grade of oldest child <u>0</u>
Signature <i>Angela B. Swillano</i>		# of school aged children living with you <u>3</u>
Print Name <i>Angela B. Swillano</i>		current grade of oldest child <u>3</u>

718-869-2993

www.middlevillageprep.org

68-02 Metropolitan Avenue
Middle Village, NY 11379

Middle Village Prep

CHARTER SCHOOL

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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Dawn Smith</i>	# of school aged children living with you <u>2</u>
Print Name <i>Dawn Smith</i>	current grade of oldest child <u>10th</u>
Signature <i>Janine Michel</i>	# of school aged children living with you <u>2</u>
Print Name <i>Janine Michel</i>	current grade of oldest child <u>2</u>
Signature <i>Barbara Surgit</i>	# of school aged children living with you <u> </u>
Print Name <i>BARBARA SURGIT</i>	current grade of oldest child <u> </u>
Signature <i>Ralph Macey</i>	# of school aged children living with you <u>0</u>
Print Name <i>Ralph Macey</i>	current grade of oldest child <u> </u>
Signature <i>Paul R. Norberts</i>	# of school aged children living with you <u>2</u>
Print Name <i>Paul R. Norberts</i>	current grade of oldest child <u>N/A</u>
Signature <i>Rita Norberts</i>	# of school aged children living with you <u> </u>
Print Name <i>RITA NORBERTS</i>	current grade of oldest child <u> </u>
Signature <i>Karing Paredes</i>	# of school aged children living with you <u>3</u>
Print Name <i>Karing Paredes</i>	current grade of oldest child <u>10th</u>
Signature <i>Erika Michel</i>	# of school aged children living with you <u>1</u>
Print Name <i>Erika Michel</i>	current grade of oldest child <u> </u>
Signature <i>Eleanor Walsh</i>	# of school aged children living with you <u>0</u>
Print Name <i>Eleanor Walsh</i>	current grade of oldest child <u> </u>

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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Ken Reeves</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>Ken Reeves</i>	Employer	current grade of oldest child <u>11th</u>
Signature <i>José Rodriguez</i>	Address	# of school aged children living with you <u>3</u>
Print Name <i>José Rodriguez</i>	Employer	current grade of oldest child <u>11th</u>
Signature <i>Sal Caluana</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>SAL CALUANA</i>	Employer	current grade of oldest child
Signature <i>Paul B. Liles</i>	Address	# of school aged children living with you
Print Name <i>PAUL B. LILES</i>	Employer	current grade of oldest child
Signature <i>Paula Liles</i>	Address	# of school aged children living with you
Print Name <i>PAULA LILES</i>	Employer	current grade of oldest child
Signature <i>Cynthia Verderber</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>Cynthia Verderber</i>	Employer	current grade of oldest child <u>11th</u>
Signature <i>Arturo Mercado</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Arturo Mercado</i>	Employer	current grade of oldest child <u>4</u>
Signature <i>Rita Ferra</i>	Address	# of school aged children living with you <u>3</u>
Print Name <i>RITA FERRA</i>	Employer	current grade of oldest child <u>9</u>
Signature <i>MaryAnn Nevitt</i>	Address	# of school aged children living with you
Print Name <i>MaryAnn Nevitt</i>	Employer	current grade of oldest child

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CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

DISTRICT 24

MIDDLE VILLAGE PREP CHARTER SCHOOL (MVPCS) IS APPLYING TO OPEN A FREE, PUBLIC CHARTER SCHOOL IN DISTRICT 24 THAT WILL SERVE STUDENTS IN GRADES 6 THROUGH 8. THIS WILL HELP ALLEVIATE THE OVERCROWDING IN DISTRICT 24's PUBLIC SCHOOL SYSTEM. IF THIS CHARTER IS GRANTED, WE WILL APPLY ON BEHALF OF OUR SCHOOL-AGED CHILDREN FOR ADMISSION TO THE SCHOOL, WHICH WILL BEGIN AT GRADE 6 (SEPTEMBER 2013).

**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Lisa Albert</i>		# of school aged children living with you <u>2</u>
Print Name <i>Lisa Albert</i>		current grade of oldest child <u>10</u>
Signature <i>Jewel Cokley</i>		# of school aged children living with you <u>3</u>
Print Name <i>Jewel Cokley</i>		current grade of oldest child <u>10th</u>
Signature <i>Arlene Schmidt</i>		# of school aged children living with you <u>1</u>
Print Name <i>Arlene Schmidt</i>		current grade of oldest child <u>N</u>
Signature <i>Thomas Schmidt</i>		# of school aged children living with you <u>0</u>
Print Name <i>THOMAS SCHMIDT</i>		current grade of oldest child <u>0</u>
Signature <i>L. Bergs</i>		# of school aged children living with you <u>3</u>
Print Name <i>LYNCIA BERGS</i>		current grade of oldest child <u>9</u>
Signature <i>Zelle R. Gomez</i>		# of school aged children living with you <u>3</u>
Print Name <i>Zelle R. Gomez</i>		current grade of oldest child <u>6</u>
Signature <i>R. Tableman</i>		# of school aged children living with you <u> </u>
Print Name <i>THOMAS TABLEMAN</i>		current grade of oldest child <u> </u>
Signature <i>SAI</i>		# of school aged children living with you <u> </u>
Print Name <i>Amato</i>		current grade of oldest child <u> </u>
Signature <i>R. Kay</i>		# of school aged children living with you <u>2</u>
Print Name <i>R. Kay</i>		current grade of oldest child <u>6</u>

Middle Village Prep CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

DISTRICT 24

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Signature	<i>Victoria Weller</i>	Ad	# of school aged children living with you	0
Print Name	VICTORIA Weller	En	Grade of oldest child	
Signature	<i>Harriet Johnson</i>	Ad	# of school aged children living with you	2
Print Name	Harriet Johnson	En	Current grade of oldest child	8
Signature	<i>Deborah Triand</i>	Ad	# of school aged children living with you	0
Print Name	Deborah Triand	En	Current grade of oldest child	
Signature	<i>Veronica Oswiecinski</i>	Ad	# of school aged children living with you	100
Print Name	V. Oswiecinski	En	Current grade of oldest child	Pre K
Signature	<i>Joan Quercia</i>	Ad	# of school aged children living with you	2
Print Name	Joan Quercia	En	Current grade of oldest child	8
Signature	<i>Chris Quercia</i>	Ad	# of school aged children living with you	2
Print Name	Chris Quercia	En	Current grade of oldest child	8
Signature	<i>A. Colone</i>	Ad	# of school aged children living with you	
Print Name	A. Colone	En	Current grade of oldest child	
Signature	<i>Michael D. Mark</i>	Ad	# of school aged children living with you	0
Print Name	Michael D. Mark	En	Current grade of oldest child	
Signature	<i>Mauro D. Mark</i>	Ad	# of school aged children living with you	0
Print Name		En	Current grade of oldest child	

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Signature <i>Joseph J. Morscher Jr.</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Joseph Morscher</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Norma Apelo</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Norma Apelo</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>James J. Friso</i>	Address [REDACTED]	# of school aged children living with you <u>4</u>
Print Name <i>James J. Friso</i>	Email [REDACTED]	current grade of oldest child <u>8</u>
Signature <i>Joanne Vinci Castellino</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Joanne Vinci Castellino</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Andre Machado</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Andre Machado</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Gina Pazano</i>	Address [REDACTED]	<i>NY 11361</i> # of school aged children living with you _____
Print Name <i>Gina Pazano</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>Carol Ruocco</i>	Address [REDACTED]	# of school aged children living with you _____
Print Name <i>Carol Ruocco</i>	Email [REDACTED]	current grade of oldest child _____
Signature <i>C. Farinas</i>	Address [REDACTED]	# of school aged children living with you <u>K</u>
Print Name <i>C. FARINAS</i>	Email [REDACTED]	current grade of oldest child <u>K</u>
Signature <i>Asa Bones</i>	Address [REDACTED]	<i>6-8</i> # of school aged children living with you <u>2</u>
Print Name <i>Asa Bones</i>	Email [REDACTED]	current grade of oldest child <u>10</u>

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DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature	<i>Harry Carmichael</i>	Ad	# of school aged children living with you	0
Print Name	HARRY CARMICHAEL	En	current grade of oldest child	
Signature	<i>Angela Braccolone</i>	Ad	# of school aged children living with you	0
Print Name	ANGELA BRACCOLONE	En	current grade of oldest child	
Signature	<i>Dina D'Angelo</i>	Ad	# of school aged children living with you	0
Print Name	DINA D'ANGELO	En	current grade of oldest child	
Signature	<i>Grace Ponzio</i>	Ad	# of school aged children living with you	0
Print Name	GRACE PONZIO	En	current grade of oldest child	
Signature	<i>Lea Pomo</i>	Ad	# of school aged children living with you	0
Print Name	LEA POMO	En	current grade of oldest child	
Signature	<i>Angelina Martinez</i>	Ad	# of school aged children living with you	1
Print Name	ANGELINA MARTINEZ	En	current grade of oldest child	9
Signature	<i>Pietra DiMaggio</i>	Ad	# of school aged children living with you	1
Print Name	PIETRA DIMAGGIO	En	current grade of oldest child	6
Signature	<i>Arbun Hutson</i>	Ad	# of school aged children living with you	1
Print Name	ARBUN HUTSON	En	current grade of oldest child	preschool
Signature	<i>Brett Hutson</i>	Ad	# of school aged children living with you	1
Print Name	BRETT HUTSON	En	current grade of oldest child	preschool

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Signature <i>Elin Carmione</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>ELINOR CARMISIONE</i>	Ema	current grade of oldest child
Signature <i>Cindy Carmione</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>CINDY CARMISIONE</i>	Ema	current grade of oldest child
Signature <i>Christine Civitano</i>	Add	# of school aged children living with you <u>1</u>
Print Name <i>CHRISTINE CIVITANO</i>	Ema	current grade of oldest child <u>K</u>
Signature <i>Susan Hoeil</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>SUSAN HOEIL</i>	Ema	current grade of oldest child
Signature <i>M. Muller</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>M. Muller</i>	Ema	current grade of oldest child
Signature <i>Orchid Mora</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>Orchid Mora</i>	Ema	current grade of oldest child
Signature <i>Charles Weiss</i>	Add	# of school aged children living with you <u>1</u>
Print Name <i>Charles Weiss</i>	Ema	current grade of oldest child <u>11</u>
Signature <i>Kim Weiss</i>	Add	# of school aged children living with you <u>11</u>
Print Name <i>Kim Weiss</i>	Ema	current grade of oldest child <u>11</u>
Signature <i>Eileen Miller</i>	Add	# of school aged children living with you <u>1</u>
Print Name <i>Eileen Miller</i>	Ema	current grade of oldest child <u>1</u>

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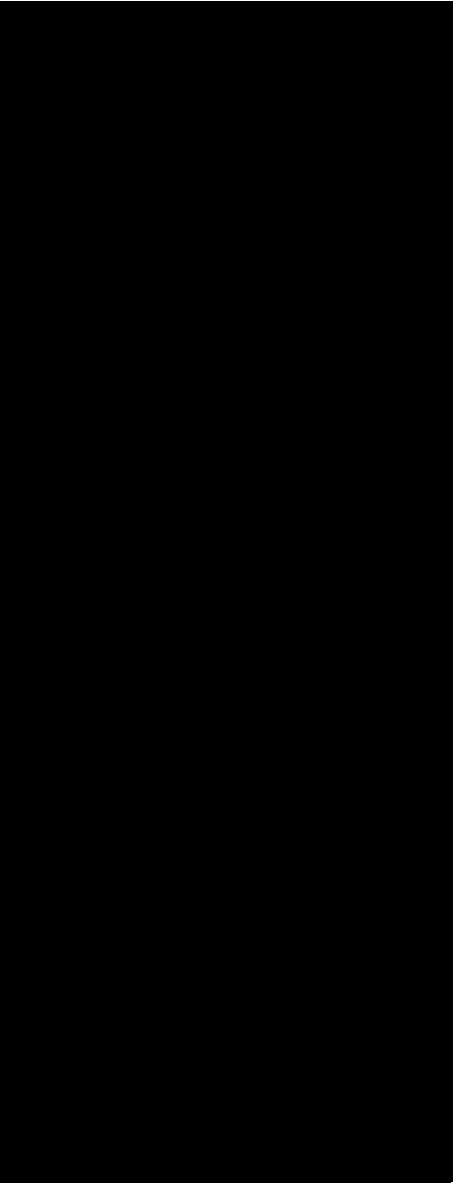
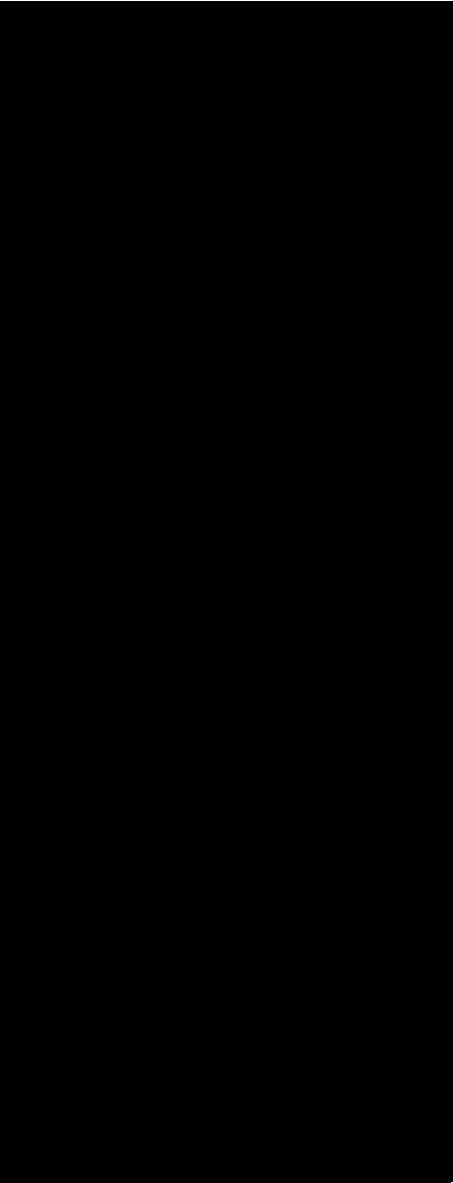
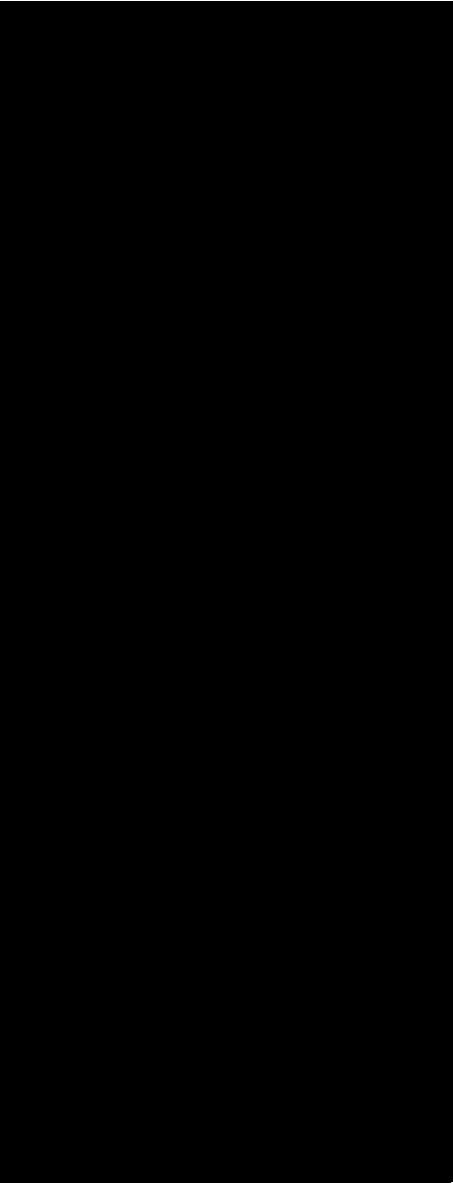
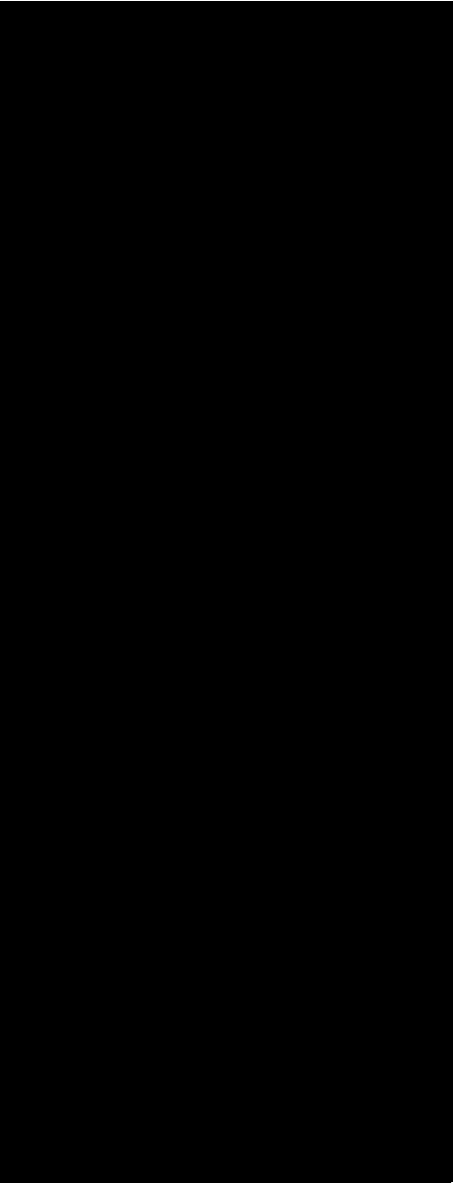
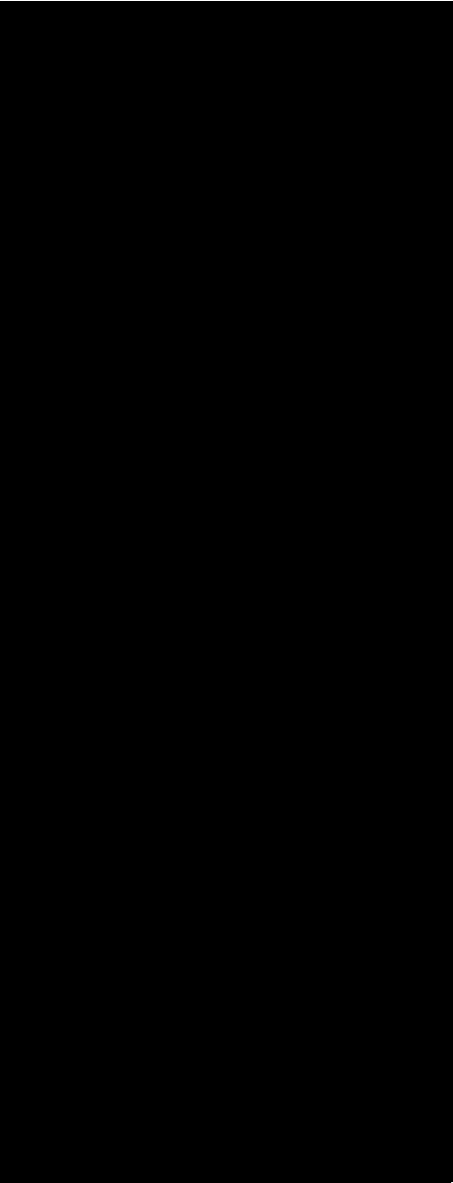
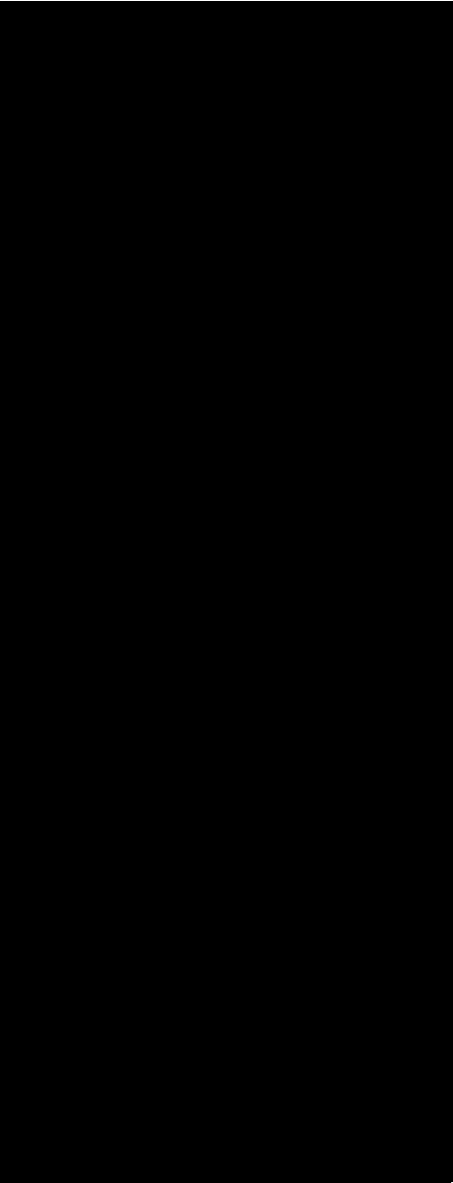
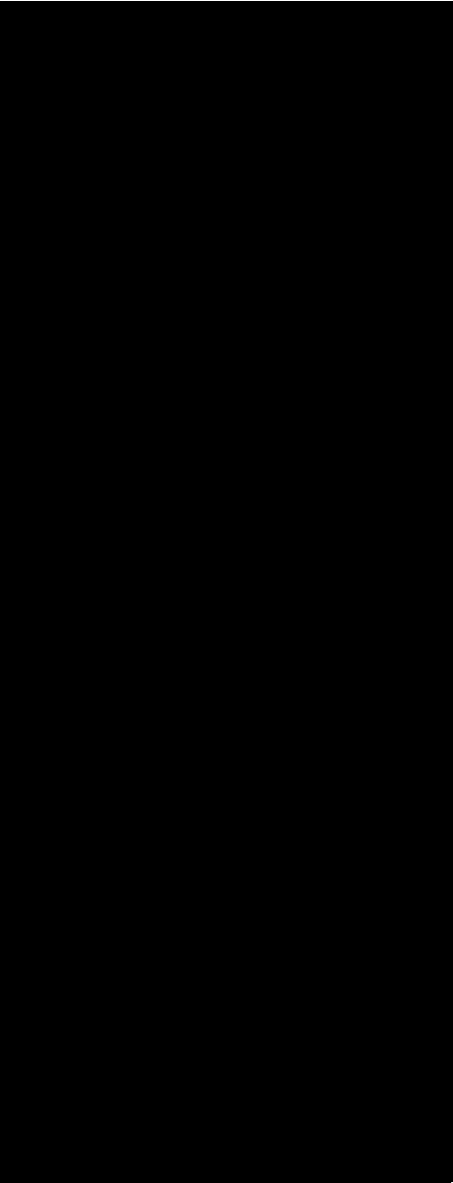
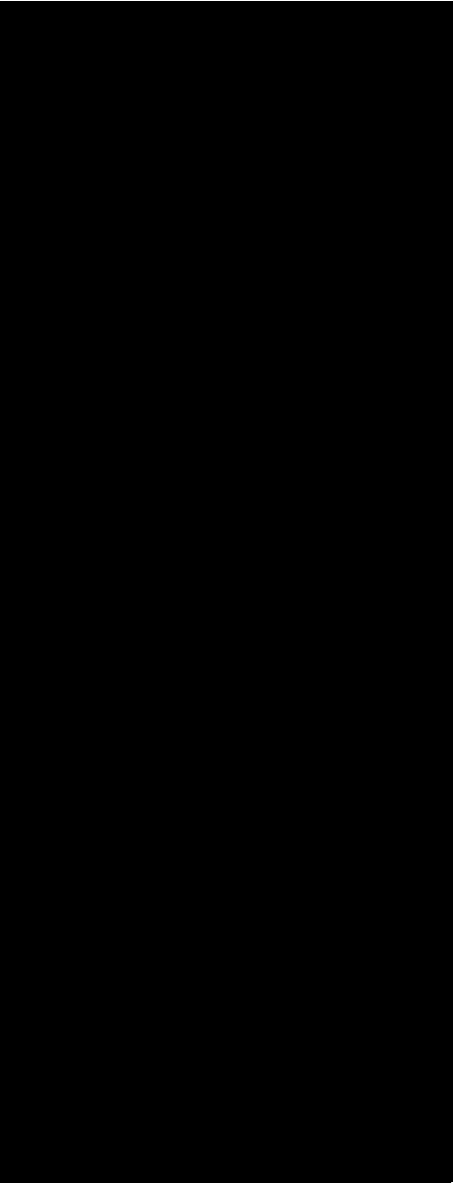
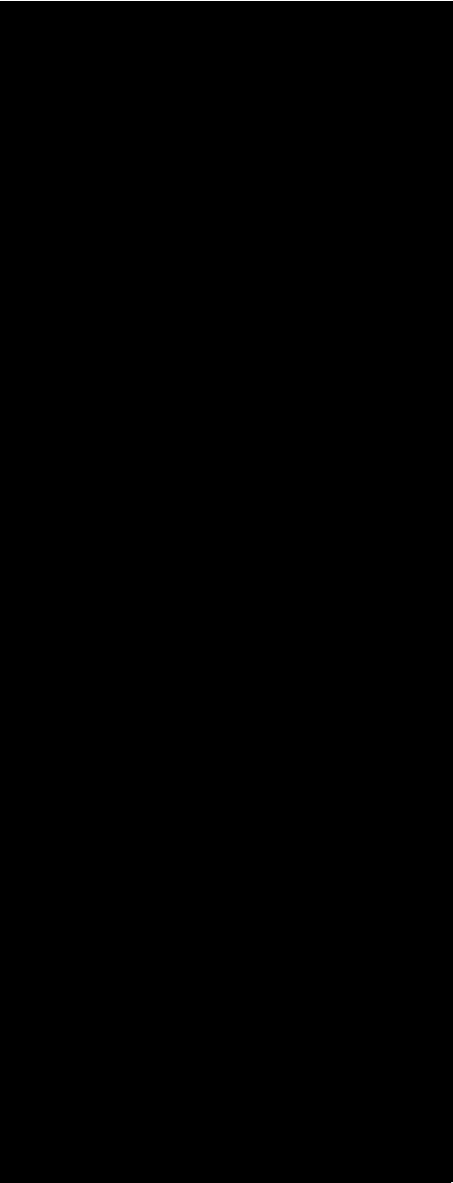
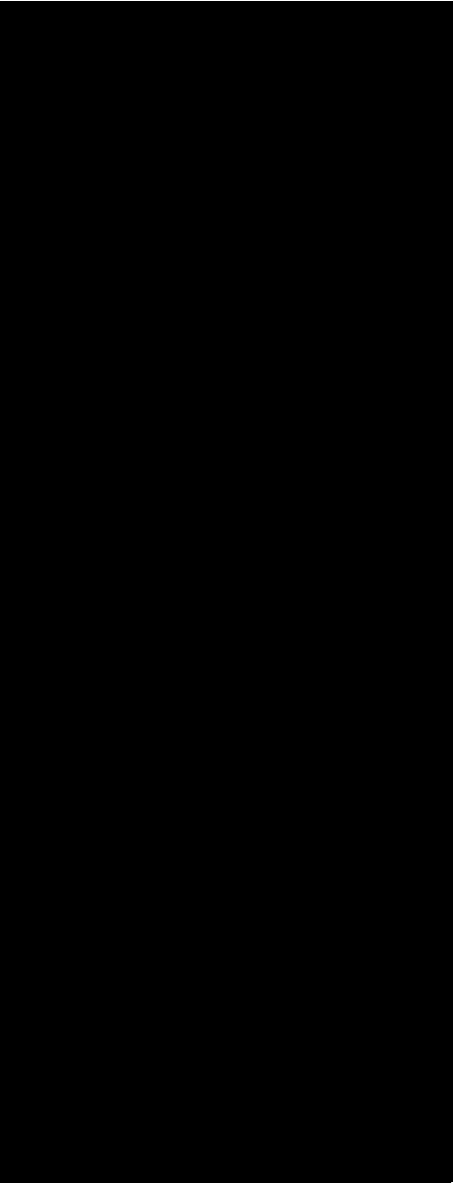
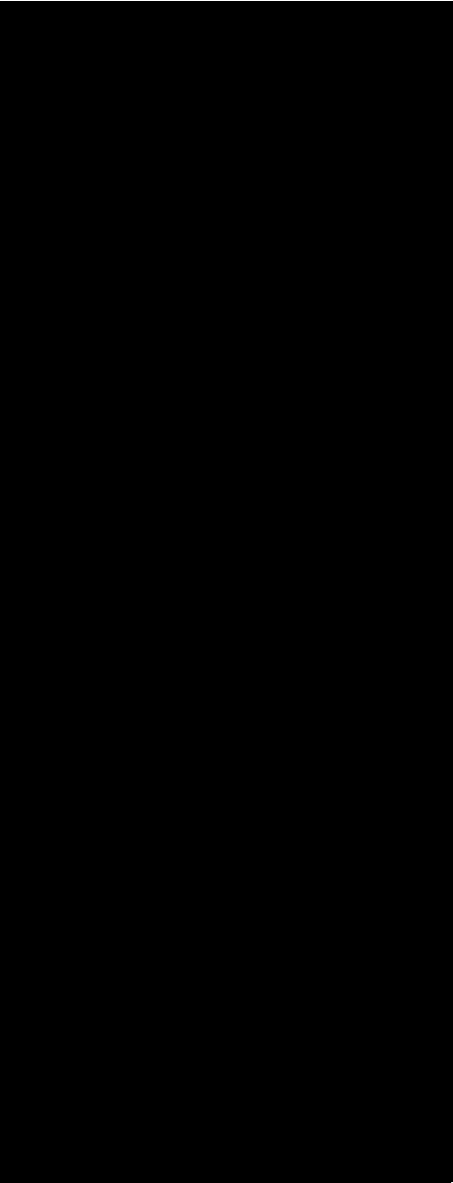
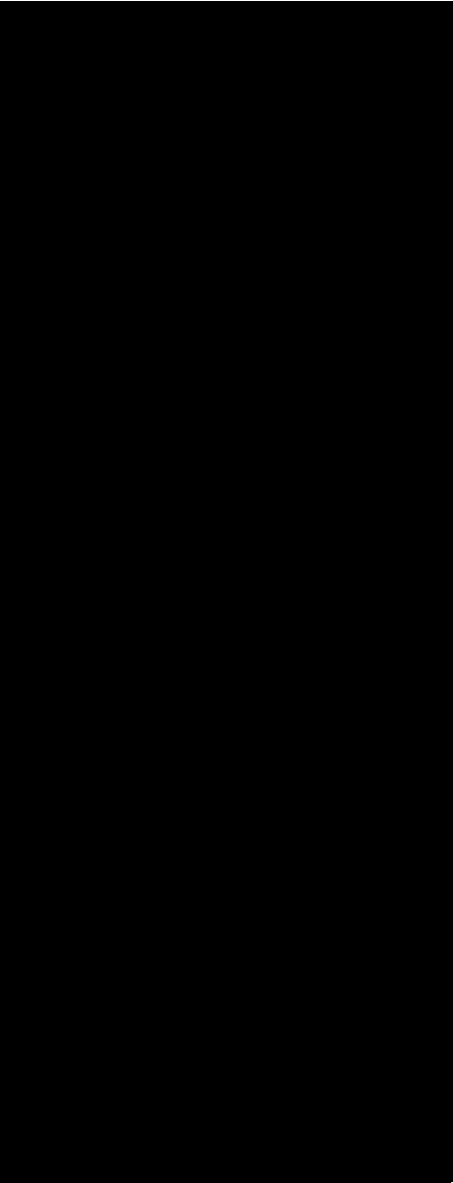
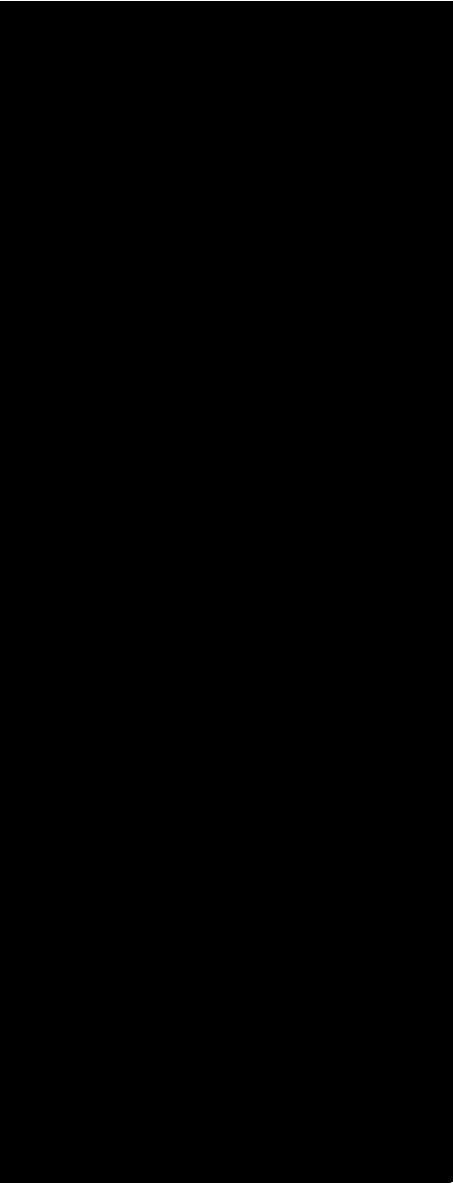
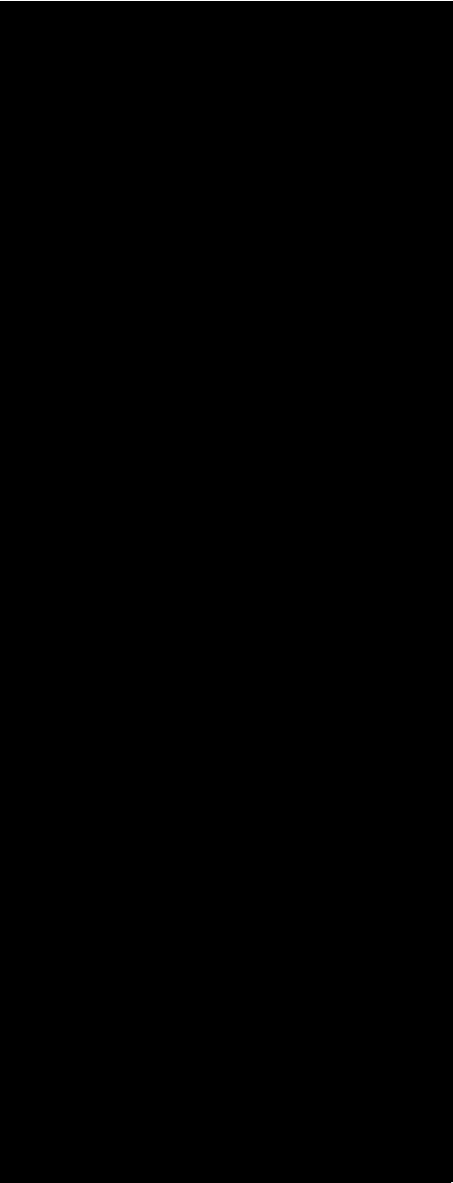
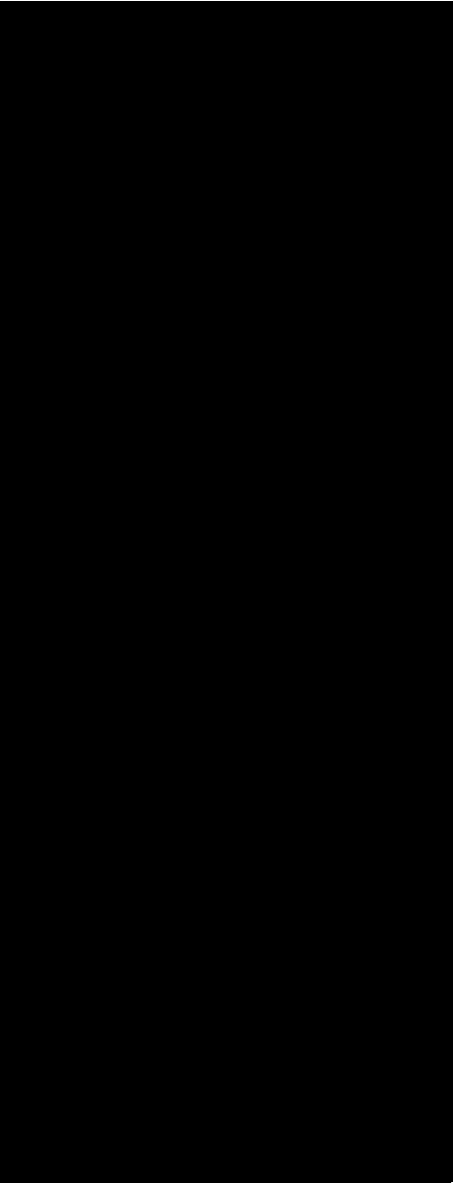
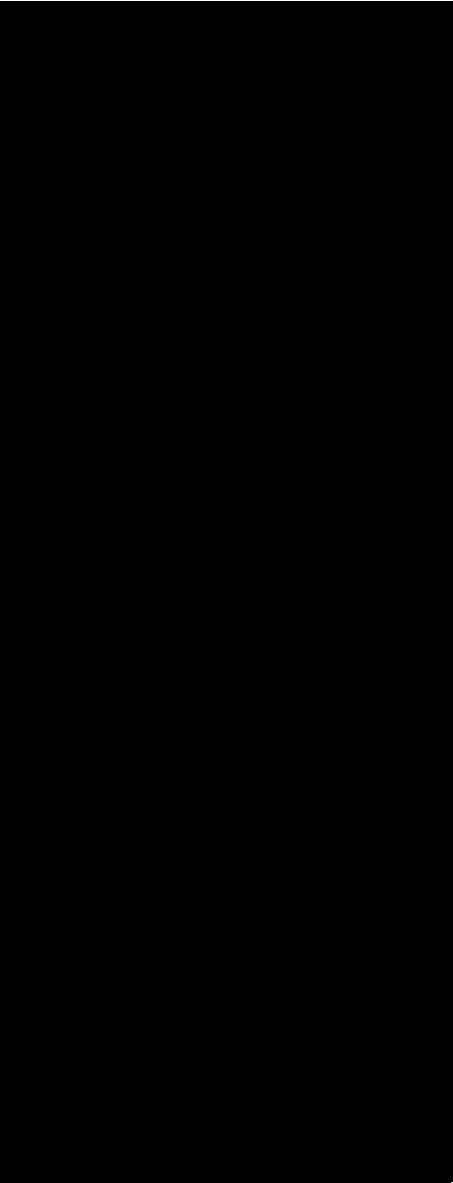
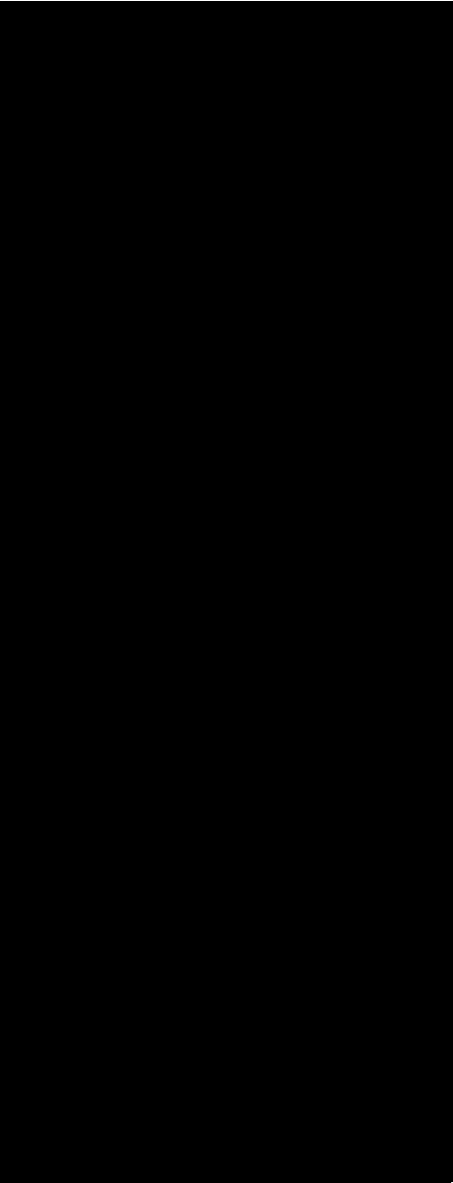
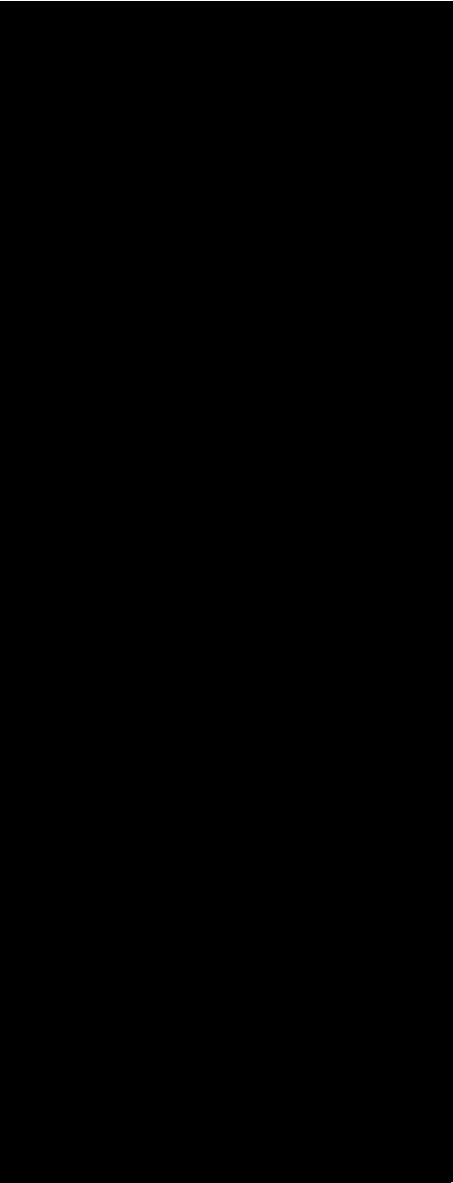
Middle Village Prep CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

DISTRICT 24

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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
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Signature <i>Laura Camacho</i>	Address 	# of school aged children living with you <u>2</u>
Print Name <u>Laura Camacho</u>	Emergency Contact 	current grade of oldest child <u>6th</u>
Signature <i>E. Banka</i>	Address 	# of school aged children living with you <u>10</u>
Print Name <u>ELIZABETH BANKA</u>	Emergency Contact 	current grade of oldest child <u></u>
Signature <i>Emily Gooley</i>	Address 	# of school aged children living with you <u>1</u>
Print Name <u>Emily Gooley</u>	Emergency Contact 	current grade of oldest child <u>10</u>
Signature <i>M. Baldi</i>	Address 	# of school aged children living with you <u>6</u>
Print Name <u>Margherita Baldi</u>	Emergency Contact 	current grade of oldest child <u>11th</u>
Signature <i>Siri Brindley</i>	Address 	# of school aged children living with you <u>2</u>
Print Name <u>Siri Brindley</u>	Emergency Contact 	current grade of oldest child <u>1</u>
Signature <i>Donna Dooley</i>	Address 	# of school aged children living with you <u>2</u>
Print Name <u>DONNA DOOLEY</u>	Emergency Contact 	current grade of oldest child <u>10</u>
Signature <i>Michael Machado</i>	Address 	# of school aged children living with you <u>0</u>
Print Name <u>MICHAEL MACHADO</u>	Emergency Contact 	current grade of oldest child <u>0</u>
Signature <i>Theresa Bopp</i>	Address 	# of school aged children living with you <u>1</u>
Print Name <u>Theresa Bopp</u>	Emergency Contact 	current grade of oldest child <u>12</u>
Signature <i>Angelo Castellina</i>	Address 	# of school aged children living with you <u>0</u>
Print Name <u>Angelo Castellina</u>	Emergency Contact 	current grade of oldest child <u>0</u>

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Signature <i>Joseph Arbekello</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Joseph Arbekello</i>	Email	current grade of oldest child <u>Pre K</u>
Signature <i>Melanie Rodriguez</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Melanie Rodriguez</i>	Email	current grade of oldest child <u>K</u>
Signature <i>Patrick Connell</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Patrick Connell</i>	Email	current grade of oldest child <u>K</u>
Signature <i>Filippa Militello</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>Filippa Militello</i>	Email	current grade of oldest child <u>K</u>
Signature <i>Raul Drexler</i>	Address	# of school aged children living with you <u> </u>
Print Name <i>Raul Drexler</i>	Email	current grade of oldest child <u> </u>
Signature <i>Nick D'Amato</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>NICK D'AMATO</i>	Email	current grade of oldest child <u> </u>
Signature <i>Maria Mikol</i>	Address	# of school aged children living with you <u>3</u>
Print Name <i>Maria Mikol</i>	Email	current grade of oldest child <u>9</u>
Signature <i>Amanda Wallin</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Amanda Wallin</i>	Email	current grade of oldest child <u> </u>
Signature <i>Josephine Wallin</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Josephine Wallin</i>	Email	current grade of oldest child <u> </u>

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Signature <i>Dawn Hall</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Dawn Hall</i>	Email	current grade of oldest child <u>K</u>
Signature <i>Steven Friedler</i>	Address	# of school aged children living with you <u> </u>
Print Name <i>STEVEN FRIEDLER</i>	Email	current grade of oldest child <u> </u>
Signature <i>John McAuley</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>John McAuley</i>	Email	current grade of oldest child <u>10th</u>
Signature <i>Lecher Hare</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Lecher Hare</i>	Email	current grade of oldest child <u>4</u>
Signature <i>Deborah Bruno</i>	Address	# of school aged children living with you <u> </u>
Print Name <i>Deborah Bruno</i>	Email	current grade of oldest child <u> </u>
Signature <i>Phillip Moore</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>Phillip Moore</i>	Email	current grade of oldest child <u>10</u>
Signature <i>Jorge Brito</i>	Address	# of school aged children living with you <u>3</u>
Print Name <i>Jorge Brito</i>	Email	current grade of oldest child <u>4</u>
Signature <i>Bill Pascual</i>	Address	# of school aged children living with you <u>3</u>
Print Name <i>Bill Pascual</i>	Email	current grade of oldest child <u>6th</u>
Signature <i>Lidia Marino</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Lidia Marino</i>	Email	current grade of oldest child <u>0</u>

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Signature <i>Frank Carve</i>	Ac	# of school aged children living with you <u>1</u>
Print Name <i>Frank Carve</i>	En	current grade of oldest child _____
Signature <i>Charles Suttel</i>	Ac	# of school aged children living with you _____
Print Name <i>Charles Suttel</i>	En	current grade of oldest child _____
Signature <i>Jennifer Suttel</i>	Ac	# of school aged children living with you <u>1</u>
Print Name <i>Jennifer Suttel</i>	En	current grade of oldest child _____
Signature <i>C Machado</i>	Ac	# of school aged children living with you _____
Print Name <i>Charlene</i>	En	current grade of oldest child _____
Signature <i>E Garner</i>	Ac	# of school aged children living with you <u>1</u>
Print Name <i>SJS</i>	En	current grade of oldest child <u>3</u>
Signature <i>J Smith</i>	Ac	# of school aged children living with you <u>1</u>
Print Name <i>J Smith</i>	En	current grade of oldest child <u>1</u>
Signature <i>A Machado</i>	Ac	# of school aged children living with you <u>0</u>
Print Name <i>Amg</i>	En	current grade of oldest child _____
Signature <i>Ronald Bruno</i>	Ac	# of school aged children living with you <u>2</u>
Print Name <i>Ronald Bruno</i>	En	current grade of oldest child <u>10</u>
Signature <i>Maribel Angeles</i>	Ac	# of school aged children living with you _____
Print Name <i>Maribel Angeles</i>	En	current grade of oldest child _____

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CHARTER SCHOOL

PROPOSED OPENING DATE SEPTEMBER 2, 2013

DISTRICT 24

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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Tiffany Kobeltich</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>Tiffany Kobeltich</i>	Em	current grade of oldest child _____
Signature <i>Cassie Carmisone</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>Cassie Carmisone</i>	Em	current grade of oldest child _____
Signature <i>Pat Civitano</i>	Add	# of school aged children living with you <u>1</u>
Print Name <i>Pat Civitano</i>	Em	current grade of oldest child <u>K</u>
Signature <i>Josephine Bascor</i>	Add	# of school aged children living with you <u>1</u>
Print Name <i>Josephine Bascor</i>	Em	current grade of oldest child <u>2</u>
Signature <i>Maryann Aiello</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>MARYANN Aiello</i>	Em	current grade of oldest child _____
Signature <i>Jackie Carmisone</i>	Add	# of school aged children living with you _____
Print Name <i>Jackie Carmisone</i>	Em	current grade of oldest child _____
Signature <i>Carmela Carmisone</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>Carmela Carmisone</i>	Em	current grade of oldest child _____
Signature <i>Alicia Aiello</i>	Add	# of school aged children living with you <u>0</u>
Print Name <i>Alicia Aiello</i>	Em	current grade of oldest child _____
Signature <i>Patricia Mugh</i>	Add	# of school aged children living with you _____
Print Name <i>Patricia Mugh</i>	Em	current grade of oldest child _____

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DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Richard Kohley</i>	A	# of school aged children living with you <u>2</u>
Print Name <i>Richard Kohley</i>	E	current grade of oldest child <u>Pre K</u>
Signature <i>J. J. J.</i>	A	# of school aged children living with you <u>2</u>
Print Name <i>J. J. J.</i>	E	current grade of oldest child <u>1</u>
Signature <i>Anna Stimmel</i>	A	# of school aged children living with you <u>0</u>
Print Name <i>Anna Stimmel</i>	E	current grade of oldest child _____
Signature <i>Hiram Marrero</i>	A	# of school aged children living with you <u>1</u>
Print Name <i>Hiram Marrero</i>	E	current grade of oldest child <u>3</u>
Signature <i>Janet Marrero</i>	A	# of school aged children living with you <u>1</u>
Print Name <i>Janet Marrero</i>	E	current grade of oldest child <u>3</u>
Signature _____	Address _____	# of school aged children living with you _____
Print Name _____	Email _____	current grade of oldest child _____
Signature _____	Address _____	# of school aged children living with you _____
Print Name _____	Email _____	current grade of oldest child _____
Signature _____	Address _____	# of school aged children living with you _____
Print Name _____	Email _____	current grade of oldest child _____
Signature _____	Address _____	# of school aged children living with you _____
Print Name _____	Email _____	current grade of oldest child _____

Middle Village Prep

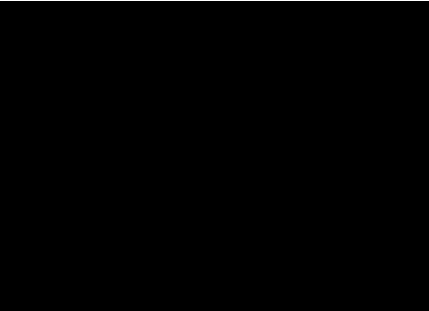
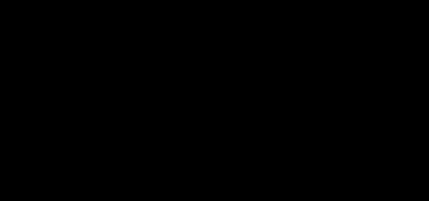
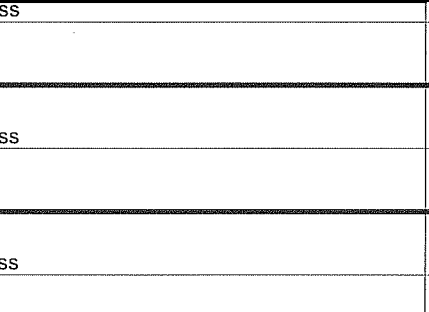
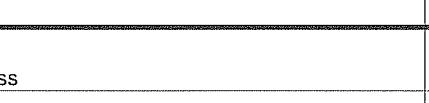
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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Catherine Sumsky</i>	Address 	# of school aged children living with you <u>1</u>
Print Name <i>CATHERINE SUMSKY</i>	Email 	current grade of oldest child <u>13</u>
Signature <i>Alice Sullivan</i>	Address 	# of school aged children living with you <u>1</u>
Print Name <i>Alice Sullivan</i>	Email 	current grade of oldest child <u>K</u>
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____
Signature	Address	# of school aged children living with you _____
Print Name	Email	current grade of oldest child _____

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**I AM IN SUPPORT OF THE MUCH NEEDED PUBLIC SCHOOL IN
DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Cathy Mezzetta</i>		# of school aged children living with you <u>2</u>
Print Name <i>Cathy Mezzetta</i>	Email	current grade of oldest child <u>10</u>
Signature	Address	# of school aged children living with you
Print Name	Email	current grade of oldest child
Signature	Address	# of school aged children living with you
Print Name	Email	current grade of oldest child
Signature	Address	# of school aged children living with you
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Print Name	Email	current grade of oldest child
Signature	Address	# of school aged children living with you
Print Name	Email	current grade of oldest child

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DISTRICT 24 TO HELP THE NEIGHBORHOOD**

Signature <i>Fara Manzell</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Fara Manzell</i>	Email	current grade of oldest child
Signature <i>Vincenzo Manzell</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Vincenzo Manzell</i>	Email	current grade of oldest child
Signature <i>Roland Geiling</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>ROLAND GEILING</i>	Email	current grade of oldest child
Signature <i>N. Geiling</i>	Address	# of school aged children living with you <u>2</u>
Print Name <i>Nicoleta Geiling</i>	Email	current grade of oldest child
Signature <i>Rose Ann Mascia</i>	Address	# of school aged children living with you <u>1</u>
Print Name <i>Rose Ann Mascia</i>	Email	current grade of oldest child <u>Prek</u>
Signature <i>Josephine Sansieri</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Josephine Sansieri</i>	Email	current grade of oldest child <u>0</u>
Signature <i>Christine Sansieri</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Christine Sansieri</i>	Email	current grade of oldest child <u>0</u>
Signature <i>Meghan M. Dever</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Megan Dever</i>	Email	current grade of oldest child <u>0</u>
Signature <i>Rose Sansieri</i>	Address	# of school aged children living with you <u>0</u>
Print Name <i>Rose Sansieri</i>	Email	current grade of oldest child

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Signature <i>Susan V. Mart</i>	Address	# of school aged children living with you
Print Name <i>Susan Martinez</i>	Email	current grade of oldest child <i>College</i>
Signature <i>M. Olsky</i>	Address	# of school aged children living with you <i>2</i>
Print Name <i>Marie Olsky</i>	Email	current grade of oldest child <i>10</i>
Signature <i>Maria D'Angelo</i>	Address	# of school aged children living with you <i>0</i>
Print Name <i>Maria D'Angelo</i>	Email	current grade of oldest child <i>0</i>
Signature <i>Christina Grovi</i>	Address	# of school aged children living with you <i>0</i>
Print Name <i>Christina Grovi</i>	Email	current grade of oldest child
Signature <i>Patricia Tarnok</i>	Address	# of school aged children living with you <i>0</i>
Print Name <i>Patricia Tarnok</i>	Email	current grade of oldest child
Signature <i>Christine Abate</i>	Address	# of school aged children living with you <i>2</i>
Print Name <i>Christine Abate</i>	Email	current grade of oldest child
Signature <i>Rosemary Hoffmann</i>	Address <i>162</i>	# of school aged children living with you <i>0</i>
Print Name <i>Rosemary Hoffmann</i>	Email	current grade of oldest child <i>—</i>
Signature <i>Kim McMillin</i>	Address	# of school aged children living with you <i>2</i>
Print Name <i>Kim McMillin</i>	Email	current grade of oldest child
Signature <i>Patricia Vigor</i>	Address	# of school aged children living with you <i>0</i>
Print Name <i>PATRICIA Vigor</i>	Email	current grade of oldest child

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Signature <i>Janet Gorman</i>	Ac	# of school aged children living with you <i>0</i>
Print Name <i>JANET GORMAN</i>	En	current grade of oldest child
Signature <i>Linda Sanslover</i>	Ac	# of school aged children living with you <i>0</i>
Print Name <i>LINDA Sanslover</i>	En	current grade of oldest child
Signature <i>Paul Falcione</i>	Ac	# of school aged children living with you <i>0</i>
Print Name <i>Paul Falcione</i>	En	current grade of oldest child
Signature <i>Daniel Gorman</i>	Ac	# of school aged children living with you <i>0</i>
Print Name <i>DANIEL GORMAN</i>	En	current grade of oldest child
Signature <i>Melissa Cicciari</i>	Ac	# of school aged children living with you <i>1</i>
Print Name <i>Melissa Cicciari</i>	En	current grade of oldest child <i>K</i>
Signature <i>Josephine Manzella</i>	Ac	# of school aged children living with you <i>2</i>
Print Name <i>Josephine Manzella</i>	En	current grade of oldest child <i>12</i>
Signature <i>Matteo Manzella</i>	Ac	# of school aged children living with you <i>2</i>
Print Name <i>Matteo Manzella</i>	En	current grade of oldest child <i>12</i>
Signature <i>Fran Lambert</i>	Ac	# of school aged children living with you <i>N/A</i>
Print Name <i>Fran Lambert</i>	En	current grade of oldest child <i>N/A</i>
Signature <i>Bridget Sawulski</i>	Ac	# of school aged children living with you <i>0</i>
Print Name <i>Bridget Sawulski</i>	En	current grade of oldest child <i>0</i>

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Signature <i>Danielle Kraus</i>		# of school aged children living with you <u>0</u>
Print Name <i>Danielle Kraus</i>		current grade of oldest child <u>0</u>
Signature <i>Emilija Markov</i>		# of school aged children living with you <u>0</u>
Print Name <i>Emilija Markov</i>		current grade of oldest child <u>0</u>
Signature <i>Samantha Woisin</i>		# of school aged children living with you <u>1</u>
Print Name <i>Samantha Woisin</i>		current grade of oldest child <u>JR in H.S.</u>
Signature <i>Jennifer Padro-Rivera</i>		# of school aged children living with you <u> </u>
Print Name <i>Jennifer Padro-Rivera</i>		current grade of oldest child <u> </u>
Signature <i>Linda Chaver</i>		# of school aged children living with you <u>0</u>
Print Name <i>Linda Chaver</i>		current grade of oldest child <u> </u>
Signature <i>Angelo Sansiveri</i>		# of school aged children living with you <u>0</u>
Print Name <i>Angelo Sansiveri</i>		current grade of oldest child <u> </u>
Signature <i>Vanessa Papavero</i>		# of school aged children living with you <u>0</u>
Print Name <i>Vanessa Papavero</i>		current grade of oldest child <u> </u>
Signature <i>Regina Calaburatto</i>		# of school aged children living with you <u>0</u>
Print Name <i>Regina Calaburatto</i>		current grade of oldest child <u> </u>
Signature <i>Joseph Calaburatto</i>		# of school aged children living with you <u>0</u>
Print Name <i>Joseph Calaburatto</i>		current grade of oldest child <u> </u>

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Signature <i>Marie Maurer</i>	# of school aged children living with you <i>2</i>
Print Name <i>Marie Maurer</i>	current grade of oldest child <i>N/A</i>
Signature <i>Nancy D'Errico</i>	# of school aged children living with you _____
Print Name <i>NANCY D'ERRICO</i>	current grade of oldest child _____
Signature <i>Loreta Spadenta</i>	# of school aged children living with you _____
Print Name <i>LORETA SPAVENTA</i>	current grade of oldest child _____
Signature <i>Gina Marie Martinez</i>	# of school aged children living with you _____
Print Name <i>Gina Marie Martinez</i>	current grade of oldest child _____
Signature <i>Maryann Cercione</i>	# of school aged children living with you <i>2</i>
Print Name <i>Maryann Cercione</i>	current grade of oldest child <i>Sophomore</i>
Signature <i>Margaret Schurr</i>	# of school aged children living with you _____
Print Name <i>Margaret Z. Schurr</i>	current grade of oldest child _____
Signature <i>Lisa Morano</i>	# of school aged children living with you <i>2</i>
Print Name <i>Lisa Morano</i>	current grade of oldest child <i>5</i>
Signature <i>Harry Zuzworsky</i>	# of school aged children living with you _____
Print Name <i>Harry Zuzworsky</i>	current grade of oldest child _____
Signature <i>James Schurr</i>	# of school aged children living with you _____
Print Name <i>James Schurr</i>	current grade of oldest child _____

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Signature <i>Madeline R. Schurr</i>	Add	school aged children living with you <i>0</i>
Print Name <i>Madeline R. Schurr</i>	Email	present grade of oldest child <i>N/A</i>
Signature <i>Doreen Lerner</i>	Add	school aged children living with you <i>0</i>
Print Name <i>DOREEN LERNER</i>	Email	present grade of oldest child <i>N/A</i>
Signature <i>L. Steig</i>	Add	school aged children living with you <i>0</i>
Print Name <i>Linda Steigbecker</i>	Email	present grade of oldest child <i>N/A</i>
Signature <i>Kathleen Scanlon</i>	Add	school aged children living with you <i>0</i>
Print Name <i>Kathleen Scanlon</i>	Email	present grade of oldest child <i>N/A</i>
Signature <i>Diane Seewald</i>	Add	school aged children living with you <i>0</i>
Print Name <i>Diane Seewald</i>	Email	present grade of oldest child <i>N/A</i>
Signature <i>Julieann McGonigle</i>	Add	school aged children living with you <i>1</i>
Print Name <i>Julieann McGonigle</i>	Email	present grade of oldest child <i>N/A</i>
Signature <i>Jessica Zayas</i>	Add	school aged children living with you <i>1</i>
Print Name <i>Jessica Zayas</i>	Email	present grade of oldest child <i>N/A</i>
Signature <i>Maria Acevedo</i>	Add	school aged children living with you <i>Na</i>
Print Name <i>Maria Acevedo</i>	Email	present grade of oldest child <i>Na</i>
Signature <i>Jose Lopez</i>	Add	school aged children living with you <i>1</i>
Print Name	Email	present grade of oldest child

NYDailyNews.com

DAILY NEWS

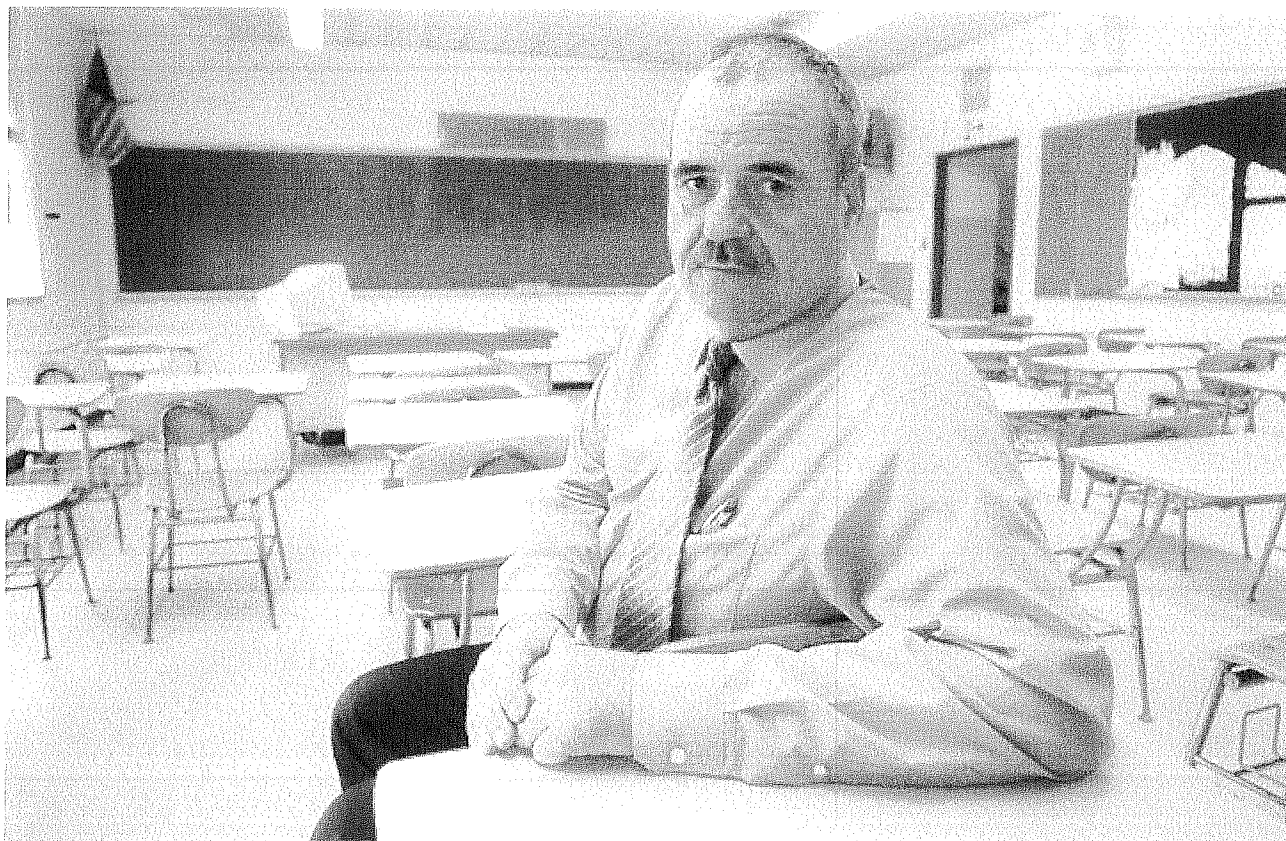
Queens

Three charter middle schools proposed for Queens

Schools would be in Middle Village and southeast Queens

BY CLARE TRAPASSO / NEW YORK DAILY NEWS

Thursday, April 26, 2012, 6:00 AM

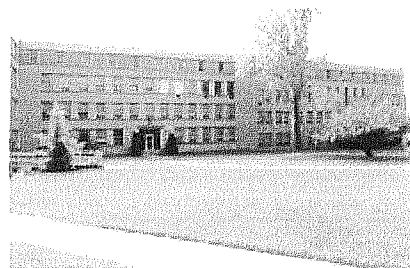


CHRISTIE M. FARRIELLA FOR NEW YORK DAILY NEWS

Christ the King High School President Michael Michel in one of the empty classrooms in a section of the school in which he has proposed to open a charter school.

The latest crop of proposed charter schools in Queens has received an unusually warm welcome from local parent groups.

Community Education Council District 24 voted unanimously at its Tuesday meeting to support the Middle Village Preparatory Charter School — marking the first time the mid-western Queens parents group has come out in favor of a charter school.



CHRISTIE M. FARRIELLA FOR NEW YORK DAILY NEWS

Christ the King High School in Middle Village could become the home of the

"Considering that they're going to open up charter schools anyway, it might as well be a school that meets our standards," said Council President Nick Comaianni, who lamented the overcrowding in the district. And "they have their own space."

proposed Middle Village Preparatory
Charter School.

The proposed middle school, which will boast a mandatory Latin curriculum, is to submit a charter application to the SUNY Charter Schools Institute next month. If approved, the school will open in 2013 in the Christ the King Regional High School complex.

Michael Michel, the charter's lead applicant and president of Christ the King, said enrollment at the Catholic high school is on the decline, leaving the complex with ample space for a charter.

"It's a win-win for the neighborhood and the students," Michel said. "It will help alleviate overcrowding in the district."

Two other charter schools have been proposed in District 29 in southeast Queens.

Officials at the Spectrum Theatre Company, in Jamaica, submitted a SUNY application in January to create a performing arts middle school after their initial application was denied last year.

The Spectrum Charter School for the Performing Arts, to open in 2013, would integrate arts into its curriculum. The school is backed by

Community Education Council District 29 and City Councilman Leroy Comrie.

"It will give children an opportunity to do more than just go to school and look at a blackboard," said Comrie (D -St. Albans).

Lori Jones-Dessalines said she is submitting a SUNY application next month for the Achievers of New York Charter School for Student-Centered Education & Entrepreneurship. The school would start as a middle school and eventually grow into a high school as well, she said.

Jones-Dessalines, who runs a math tutoring center, said the school will focus on entrepreneurship and students will graduate with business plans.

"It's giving students exposure to the for-profit and nonprofit sectors," she said.

The plan has yet to come before the Education Council.

ctrapasso@nydailynews.com

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Ambrosio poses nude in...

FROM AROUND THE WEB

Teaching Plan: Making reading fun
(Post-It Activity Center)

Response 17 (a-b) – Student Demand, Recruitment and Retention

(a) General Student Population

There is strong demand for more high-performing public schools CSD 24. According to the School Construction Authority (SCA), CSD 24 is the most overcrowded district in New York City, with a need for an additional 7,000 seats. In the past six years, public school enrollment has increased by 11% in District 24, resulting in a district-wide utilization rate of 115% for elementary schools, 108% for middle schools and 110% for high schools (based on SCA’s Target Method for assessing capacity). There is inarguable demographic pressure to create more public school seats in CSD 24.

Schools in CSD 24 are massively overcrowded, and long waiting lists begin in kindergarten. The majority of CSD 24 schools serving middle school students are K-8 schools, and overcrowding in the district begins in Grade K. The two closest district public schools have significant waiting lists: last year, P.S. 153 waitlisted 29 kindergartners and P.S. 049 waitlisted 57 kindergartners. As of April, six schools in CSD 24 had waitlists of over 50 kindergartners, with one school citing a waitlist of over 100 kindergartners. Because there are only seven dedicated public middle schools in CSD 24, once these children graduate from fifth grade, their options for middle school will be very limited. With CSD 24 public school enrollment expected to add 5,000 to 7,500 students in the next six years, the need for a local middle school will be even greater in the coming years.

Furthermore, parents in CSD 24 lack meaningful public school choice. There are currently no operating charter schools in the district. Of the 13 schools that received a citywide Progress Report from the DOE as either middle schools or K-8 for the 2010-11 school year, the average score was 52.2 out of 100 and only 4 schools received A’s. The average school had 53.5% of students scoring on grade level in ELA and 72% in Math. Parents need more high quality options within the district for middle school. With a longer school day and year, culture of high expectations and rigorous data-driven instruction, MVP will provide families with a high-quality alternative to the mediocre district schools.

We are confident that sheer demographic pressure coupled with the growing demand for better school options in CSD 24 will allow MVP to meet its intended enrollment figures of 120 students in Year 1, 240 in Year 2 and 360 in Year 3. Furthermore, based on the demand across the city for similarly rigorous, “no excuses” charter schools, we anticipate that parents will respond well to MVP’s model.

(b) Target Populations

In line with Section 2854 of the education law, MVP will develop a plan for enrolling students with disabilities and limited English proficient students at the same levels as the local school district. MVP’s recruitment efforts will target students with disabilities, students with

limited English proficiency and students who are eligible to participate in the free or reduced-price lunch program. Therefore, in Year 1 MVP expects to enroll approximately 17 students who have or are eligible for an IEP (consistent with the district's 14%) and 26 English Language Learners (consistent with the district's 22%). In line with the district's rate of students who are eligible for free or reduced-price lunch (79%), MVP anticipates that 95 of our incoming students will be eligible for free or reduced-price lunch.

Strategies for Recruiting Target Populations

To attract students with disabilities, Middle Village Preparatory will develop marketing materials which highlight that the school is open to all students, dispelling the myth that charter schools do not serve students with special needs. MVP will distribute recruitment materials that emphasize the special education services MVP provides, such as full-time Academic Support Coordinators to guide students and parents through every step of the IEP process. Additionally, we will develop partnerships with community-based organizations that serve students with disabilities. We will ask staff at these organizations to help distribute informational flyers and applications to students with disabilities and, more importantly, speak directly to children and parents about the school. We believe that word of mouth from a trusted resource is the most powerful way to promote the school.

To attract limited English proficient students, we will similarly ensure that all marketing materials highlight that the school is open to all students. All marketing materials and applications will be printed in both English and Spanish (because 62.4% of students in CSD 24 are Hispanic, we anticipate that the majority of limited English proficient students will be Spanish speakers.) MVP's partnership with the Greater Ridgewood Youth Council, which serves 1,400 children in Western Queens including a large population of ELLs, will aid MVP's recruitment efforts. Furthermore, we will distribute recruitment materials that emphasize the ways in which MVP will support English Language Learners, such as our immersion model which will allow ELL students to rapidly gain language skills through peer interaction and English language immersion. We will also ensure that there are bilingual volunteers or staffers available throughout the recruitment process to field parent inquiries. Finally, MVP will offer a lottery preference for ELLs, setting aside 26 seats (22%) for ELLs.

To attract students who are eligible for free and reduced-price lunch, we will canvass neighborhoods across CSD 24, specifically focusing on those with a higher percentage of children living at or below the poverty line. We will distribute flyers and applications in community centers and service organizations which serve low-income children and families and develop relationships with staff members who can speak directly to families about the school. Because 79% of students in CSD 24 are eligible for free or reduced-price lunch, we anticipate that the majority of applicants will be eligible for free or reduced-price lunch.

The goal of the outreach plan is to provide as much information as possible to families who may be interested in enrolling their child. To achieve this end, information kits containing brochures, flyers, application forms and vital school information will be distributed throughout the community. These information kits, translated in both English and Spanish, will be made available to local businesses, day care centers, social service agencies, and any other institutions serving families with young children and will also be mailed to families with school age children, via the NYC Department of Education's direct mailing program for charter schools. In addition, the school will advertise in the local newspaper and hold a series of information sessions in the community, which will include open houses and recruitment fairs.

MVP's Plan for Retention of Target Population

MVP is determined to support and retain students with disabilities, limited English proficient students and students who are eligible for free or reduced-price lunch. As described in greater detail in *Response 08 (a-d) – Specific Populations*, support and specialized instruction for struggling students, students with disabilities and English Language Learners (ELLs) is woven into the fabric of the school's model. MVP will hold all of its students to high academic standards, but understands that some will need extra support to get there. Therefore, MVP's model includes differentiated instruction and dedicated staff and resources to identify, support and assess students of all levels of ability.

MVP is dedicated to evaluating whether student needs are being met in real-time. While summative assessments, such as the New York State Exams, will be useful indicators for whether students of varying levels of ability have mastered the material, MVP will not wait until the end of the year to determine whether students are learning. Therefore, MVP will also rely on formative assessments, such as Achievement Network assessments administered every 6-8 weeks, to evaluate the efficacy of its programs for struggling students, students with disabilities, ELLs and advanced students throughout the school year. This will enable MVP to adjust these programs as necessary to meet students' needs. The Director of Curriculum and Instruction will carry out this work.

Students with Disabilities

MVP will hire a properly certified Academic Support Coordinator in Year One who will work with CSEs and ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the school's setting. The Academic Support Coordinator will act as the case manager for students undergoing an initial evaluation for special education services. The Academic Support Coordinator will also work with students already eligible for services to ensure that the school identifies all students with disabilities. This person will be a certified Special Education teacher, who can provide push-in services as needed. Additionally, the Academic Support Coordinator and/or general education teachers will be available for tutoring and support services after school. In Year 2, MVP will hire a second certified Special Education teacher.

To ensure that general education teachers are prepared to support students with disabilities in the classroom, the Academic Support Coordinator will work with the Director of Curriculum and Instruction (DCI) to provide training prior to the start of the school year to all staff on the RTI process, CSE referral process, IEP implementation, evaluation and reporting requirements and the necessity for confidentiality relating to student records. The DCI will provide ongoing sessions throughout the year focusing on identifying, supporting and evaluating the progress of students with disabilities, and modifying the ELA and Math instructional methods to support students with disabilities. During this general training, no information will be provided about any child's IEP.

The school will also provide special resources to support students with disabilities, such as different reading material, printed materials and educational technology as needed.. Furthermore, MVP will employ curriculum and instructional techniques proven to help students with disabilities. Small-group and individual instruction in ELA will enable teachers to differentiate instruction for students at varying levels of fluency. MVP's math curriculum, *Connected Mathematics 2*, offers a Special Needs Handbook which outlines the accommodations/support components needed to help special education students access the general education curriculum. Finally, MVP will ensure that all students receive the services required by their IEPs by providing additional support after school

The Academic Support Coordinator will work with the CSE to ensure that every student with an IEP receives the mandated tri-annual assessment of the IEP. Because MVP sets a higher bar for student success than simply mastering the goals of the IEP, MVP's DCI will also rely on formative assessments, such as the Achievement Network assessments administered every 6-8 weeks, to evaluate the efficacy of its programs for students with disabilities. This will enable MVP to adjust these programs as necessary to meet students' needs.

Limited English Proficiency Students

MVP will use an immersion model to the extent possible for educating ELL students. This will allow ELL students to rapidly gain language skills through peer interaction and English language immersion. Furthermore, ELL students will receive the same academic content as non-English Language Learners. Our academic model is uniquely focused on providing English instruction; MVP will offer two full blocks of English class each day, or 400 minutes per week. The small group- and individual instruction built into MVP's English program will help improve English literacy for ELLs. MVP's math curriculum, *Connected Math*, can be easily adapted to accommodate ELLs and provides a handbook on differentiating math instruction. To support ELLs in the classroom, MVP will employ graphic organizers such as word clusters, Venn diagrams, concept maps, rebuses, tree diagrams and vocabulary charts – all of which have been shown can help ELLs organize information and support vocabulary development. One ESL teacher in Year 1 will provide push-in services as needed. In Year 2, MVP will have 1.5 ESL teachers and in Years 3 and beyond, MVP will have 2 ESL teachers.

While MVP recognizes the effectiveness of language immersion, the school also

understands that ELL students will face daily language barriers in a general education classroom. Therefore, the DCI will provide proper training on differentiating instruction and practice for ELL students. The professional development process will be driven by disaggregated student performance data for ELLs. The DCI will provide professional development designed to foster teachers' understanding of the diversity among ELLs, highlighting the language and communication skills required in all content areas. In addition to having general education teachers who are trained in ELL instruction, the ESL teacher will provide push-in services as needed and additional tutoring will be available before and after school. The ESL teacher will coordinate weekly meetings with each general education teacher serving ELL students to ensure an open line of communication about student progress.

MVP's DCI will closely monitor formative assessment data to assess the efficacy of the program every 6-8 weeks, as well as additional targets outlined in students' academic intervention plans (which they will receive if recommended for Tier 2 or Tier 3 RTI interventions), to evaluate the efficacy of the program. If ELL students are showing academic improvement and hitting the benchmarks stipulated in their academic intervention plans, the school will know that the needs of these students are being met. If not, the DCI will examine interim assessment results to determine ways to modify the curriculum and/or offer more targeted PD to better serve this population. When assessing English Language Learners we will look closely at progress in English class and scores on the New York State English Language Arts (ELA) exam.

Students Eligible for Free and Reduced-Price Lunch

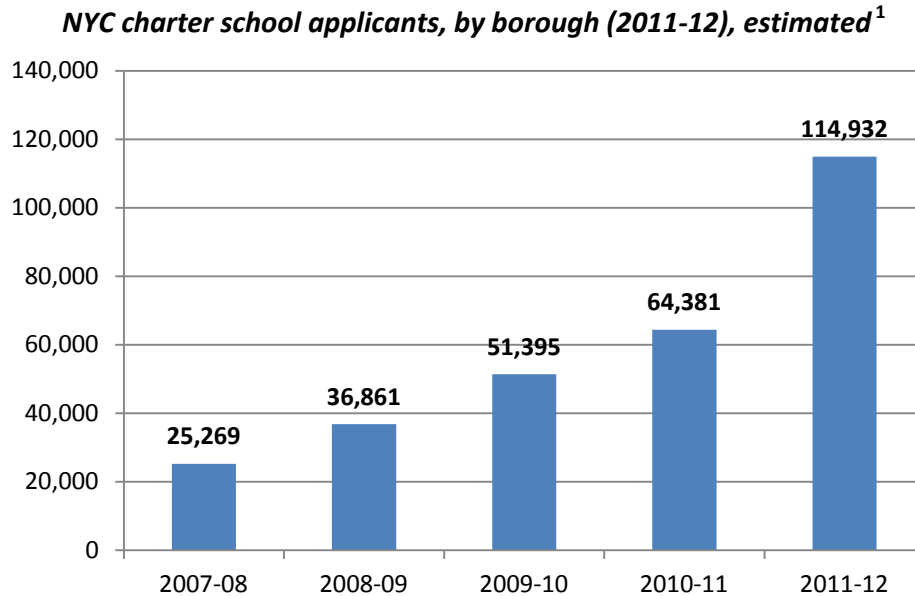
Research has consistently shown that socioeconomic status is key determinant of educational outcomes. With an estimated 80% of incoming 6th graders eligible for free or reduced-price lunch, MVP expects that the majority of its students will be at an educational disadvantage. With this in mind, MVP has the staffing structure and instructional strategies in place to support students who are below grade level and rapidly get them up to speed. Because a large percentage of MVP's incoming students will likely be below grade level (in 2011, close to half (46.3%) of 5th graders in CSD 24 failed the State English Language Arts (ELA) Exam and nearly one third (29%) of 5th graders failed the State Math Exam.), MVP is prepared to implement a three-tiered Response to Intervention (RTI) process to support this population.

The RTI process will allow MVP to quickly identify students who require additional support (Tier 2 or Tier 3 interventions), and put together a team of adults to help them. The RTI team will collaboratively develop an academic intervention plan that will include the type and length of services needed and short- and long-term goals. This team will work closely with this population to identify and work through obstacles to academic success – whether those obstacles are solely academic challenges, family issues and/or social problems.

MVP teachers and administrative staff will closely monitor student achievement data using the assessment schedule, as well as additional targets outlined in students' academic intervention plans, to evaluate the efficacy of the program. MVP will also specifically track retention figures for students participating in the free and reduce-priced lunch program.

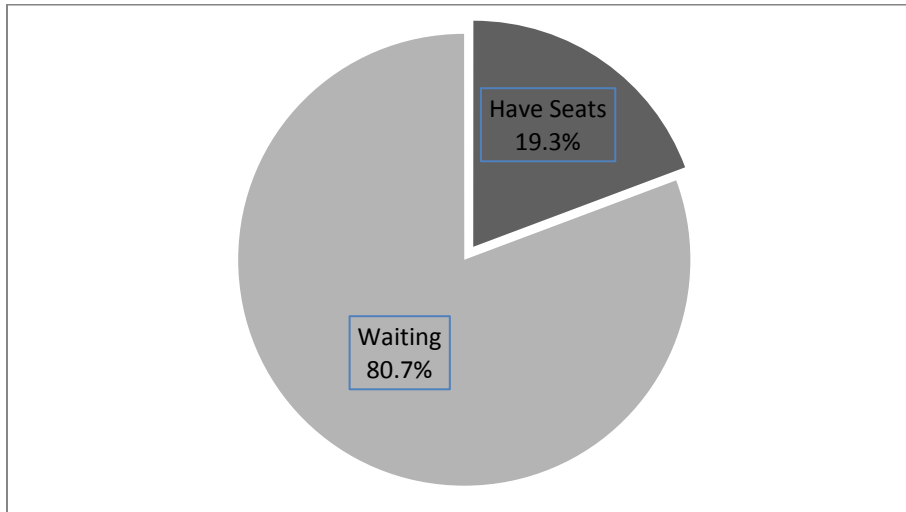
Response 17 (c) – Evidence of Demand

According to the New York City Charter School Center, the demand for charter schools has risen dramatically over the past five years as more students apply and the average applicant applies to more schools.



As shown above, New York City charter schools received 114,932 applications for just 12,917 new seats for the 2011-2012 school year. Discounting for families who apply to more than one school, this represents an estimated 64,390 applicants for 12,917 seats – creating a citywide charter school waiting list of approximately 51,473. In Queens, where MVP will be located, there were **4,022 applicants for just 775 seats.**

Queens charter school applicants by enrollment status (2011-2012, estimated)¹



It's no surprise that demand for high-performing charter schools in Queens is so high. As described above, the public schools in CSD 24, where MVP will be located, are currently among the most overcrowded in New York City. At the same time, the School Construction Authority is projecting that CSD 24 public school enrollment will add between 5,000 to 7,500 students from 2009-2018.

Beyond sheer demographic pressure, middle school parents in CSD 24 lack meaningful public school choice. At the time of submission, there are no operating charter schools in the district. Of the 13 schools that received a citywide Progress Report from the DOE as either Middle Schools or K-8 for the 2010-11 school year, the average score was 52.2 out of 100 and only 4 schools received A's. The average school had 53.5% of students scoring on grade level in ELA and 72% in Math. Parents need more high quality options within the district for middle school. With a longer school day and year, culture of high expectations, targeted support for struggling students, ELLs and students with disabilities, and rigorous data-driven instruction, MVP will provide families with a high-quality alternative to the lesser-performing district schools.

As described in greater detail in *Response 17 (a-b) – Student Demand, Recruitment and Retention*, schools in CSD 24 are massively overcrowded with significant waiting at a number of K-8 schools. MVP received more than 150 signatures from community members supporting the MVP's plan to open a school in CSD 24.

¹ Source: NYC Charter School Center Survey, April 2011

Response 17(d) – Admissions Policy

Anti-Discrimination Criteria and Allowable Admission Preferences

The school will adhere to the provisions of Section 2854(2) of the Education Law to guide the admission policies and procedures. As per §2854(2)(a) and (b), the school will be open to any student who is qualified under the laws of New York for admission to a public school. Admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, ancestry, proficiency in English or any other ground that would be unlawful. In short, there will be no admission requirements, and no tests of any sort will be given to determine whether or not admission will be granted. Preference will be given to students from the Community School District in which the school is located and students with siblings already enrolled in the school. We will recruit widely throughout the community.

Scheduled Application and Enrollment Period

Every child will be enrolled who submits a timely application, space permitting. If the number of applications exceeds the school's capacity per grade level or building-wide, the applicants will be selected on the basis of an open lottery. Preference will be given to students residing in the school district in which the school building is located, to siblings of students already enrolled in the school, and to students returning to the school in any subsequent years of operation.

In the first year, the application period will begin upon approval of the charter and cease April 1st of that same calendar year. In subsequent years (two through five of the proposed charter), all recruitment activity and application processing will begin around November, and the lottery will be held after April 1st. The board assures that the proposed charter school will not require parents to attend an open house before applying for admission to the school.

The application process begins when a parent or guardian completes an application form. A bilingual representative is present at all parents meetings and open houses to assist parents in filling out the admission application, as well as by phone to respond to parent questions and/or concerns. In addition, applications are provided in Spanish for parents who feel more comfortable submitting applicant information in Spanish. It will provide the school with basic information about their child, such as name, address, date of birth and number of siblings applying to the school. All applications must be received on or before the application deadline. Once received, the application will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, in particular the student's age,

address, and sibling status. After an application has been deemed completed and accurate, a confirmation card will be mailed indicating the receipt of the application.

Outreach Plan

Upon approval of the charter, MVP will launch an extensive outreach effort in the local community and will not be selective in any way. A recruiting team composed of board members, local volunteers and staff will be formed to focus exclusively on this effort.

The goal of the outreach plan is to provide as much information as possible to families who may be interested in enrolling their child. To achieve this end, information kits containing brochures, flyers, application forms and vital school information will be distributed throughout the community. These information kits, translated in both English and Spanish will be made available to local businesses, day care centers, social service agencies, and any other institutions serving families with young children and will also be mailed to families with school age children. In addition, the school will advertise in the local newspaper and hold a series of information sessions in the community, which will include open houses and recruitment fairs.

Attracting Students with Disabilities and English Language Learners

Aligned with the charter law, MVP is committed to making good faith efforts to attract and retain students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students) and English Language Learners (ELLs) or students with Limited English Proficiency (LEP). MVP will ensure that such students are welcomed and served in an effective manner. The planning team and staff of MVP will recruit families of students who are learning English as a second language and who have special education needs. Some of the strategies the recruitment team will employ to attract students with disabilities and ELLs include:

- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly and those that will be provided by the student's district of residence or other provider
- Designating one individual to oversee the provision of special education programs and services (the Academic Support Coordinator)
- Designing marketing materials that will describe the type of program the school will provide LEP/ELL students
- Designing marketing materials that provide a description of how LEP/ELL students will have equal access to all programs and services including the following:

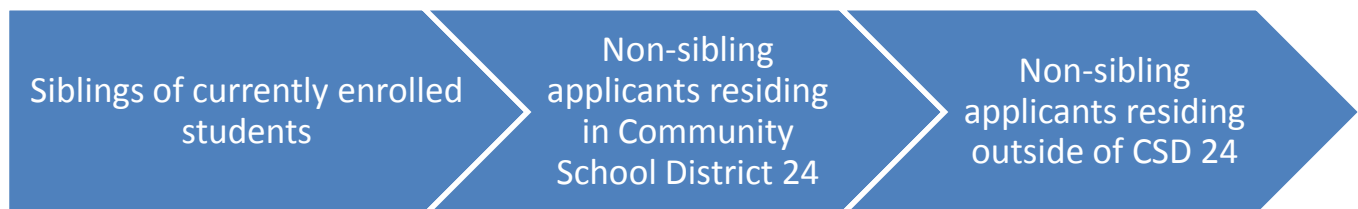
instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics

- Raising awareness of how the school will provide parental notices in multiple languages, has persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities

Lottery

Should the number of applications exceed the number of seats, MVP will hold a random lottery. The lottery will be held no sooner than April 1 and no later than April 15 each year. We will give a priority to students who have a sibling already enrolled in the school as well as students who live within Community School District 24. After that, all students will have an equal chance of getting into the school.

For the purposes of the lottery, all students will be assigned an applicant number and all applicant numbers will be placed into selection groups, according to their sibling and in/out of district status. The below chart demonstrates our lottery preference order:



All students in a selection group will be selected randomly before any student will be drawn from the next selection group. We will use the draw order of applicants after all students have been drawn and the number of seats to be filled via the lottery to determine whether students are admitted and, if not, the order of the waitlist.

After the lottery is held, accepted students will receive an acceptance letter with a detailed explanation of registration dates, and a list of documents that parents need to bring on registration day to register their child. The letter will also explain that the child must be present at the time of registration. Students not selected for admission will receive a letter notifying them of their place on the waitlist.

Students who were not accepted will receive a postcard with the waitlist number drawn from the night of the lottery notifying them that they will be placed on a waiting list.

Should openings become available, the waitlisted students will be contacted in the order they were pulled in the lottery.

MVP admission policies will include provisions to allow for ten percent (10%) of newly enrolled students to be admitted via transfer under the No Child Left Behind choice program in compliance with city, state and federal policy.

Student Registration

During the month of August, prior to the beginning of each new school year, MVP staff will hold several open-house days to register new students. The parent or guardian of every accepted student will have received an acceptance letter with a detailed explanation of registration dates, and a list of documents that parents need to bring on registration day to register their child. The letter will also explain that the child must be present at the time of registration. At registration, parents will be required to fill out a form with contact information and show proof of New York State residency and proof of immunizations.

Withdrawal Procedures

Once the school receives notification from a parent or guardian regarding the child's withdrawal from MVP, a main office staff member will confirm the withdrawal in writing with the parent or guardian. MVP will call the child's new school to confirm enrollment and date of first attendance. Student records will be forwarded to the new school upon an official request. Student records will be in locked cabinets, and a record access log will be kept indicating all persons who reviewed the information and when.

Re-Enrollment

In April of each year, the school will disseminate an *Intent to Return* form to all students. The form will ask parents to indicate if their child will be returning to the school the following September.

Please see attached draft *Intent to Return* form.



April __, 2014

To the Parent/Guardian of
John/Mary Doe
123 Anywhere Street
Anywhere, NY 12345

Dear Parent/Guardian:

We have had many inquiries about students joining us next year. At this time, we are requesting from you to advise us if your child, John/Mary Doe, will be returning for the September 2014 school year so that we may hold a seat for him/her.

Please fill out the form below and return it to the Main Office. This document may be faxed or emailed to the school. You may also send the form into school with your child. You will receive a confirmation from the school when we receive it. We must receive this form no later than April __, 2014 so we can ensure that your child will have a seat for the upcoming year.

If you need additional information, please contact the Main Office.

Sincerely,

Principal

Name of Student: John/Mary Doe

Student ID#: 20130001

☐ My child will return to MVP

☐ My child will not be returning to MVP

If no, please state the reason: _____

Parent's Signature _____ Date _____

Response 18 (a-c) – Facility

a) Facility Needs

Middle Village Preparatory Charter School intends to serve Community School District 24 in Queens. District 24 is a geographically very large district that encompasses a number of diverse neighborhoods. In order to be equally accessible to all District 24 families, it is important that the school be located centrally within the district. For that reason, the Middle Village neighborhood, in the center of District 24, is an optimal location.



Middle Village Preparatory will enroll 120 6th-grade students in its first year of operation, adding 120 students per year until its full-scale size of 360 students in the 6th, 7th and 8th grades in its third year of operation. We anticipate the following minimum space needs each year as we scale up:

<i>Year of Operation</i>	<i>1</i>	<i>2</i>	<i>3</i>
Enrollment	120	240	360
Grades	6th	6th, 7th	6th, 7th, 8th
General Education Classrooms	5	10	15
General Education Classroom Size = 40 sq. ft. X maximum occupancy (30 students)	1,200		
Flexible Use Classrooms and space (for Special Education services, interventions, enrichment activities, arts and PE)	2	4	6
Flexible Use Classroom Size = 40 sq. ft. X maximum occupancy (20 students)	800		
Administrative Spaces (sq ft)	2,000	4,000	5,000
Approximate Total Sole-Occupancy square feet needed (General Ed. Classrooms + Flexible Use Classrooms + Administrative Space)	9,600	19,200	27,800

Approximate Common Space Requirements (gym/cafeteria)	2,400	4,800	8,200
Approximate Total Square Feet Required (Sole Occupancy Space + Common Space)	12,000	24,000	36,000

b) Facility Selection

If approved, Middle Village Preparatory Charter School intends to locate within the facility owned by Christ the King Regional High School, at 68-02 Metropolitan Avenue, Middle Village, Queens (pending final approval from SUNY to use the space). The CTKRHS facility is a very large building (approx. 280,000 sq. ft) that currently has over 50,000 square feet that are unoccupied. This facility has several key advantages for Middle Village Preparatory:

1. Private space: The public schools in CSD 24 are currently among the most overcrowded in New York City. According to the most recent Building Utilization Report by the School Construction Authority, CSD 24 public school buildings were at 108% capacity (according to the Target Method). At the same time, the SCA is projecting that CSD 24 public school enrollment will increase by between 5,000 and 7,500 students from 2009-2018.

By creating new, high-quality public school seats in private space, Middle Village Preparatory will be a part of the solution to the overcrowding crisis in CSD 24.

2. Facility quality: As a large, currently operational secondary school, the CTKRHS facility offers significant advantages over other options in the District, which are primarily commercial space that would require extensive renovations. There will not be any renovation work required in this facility, which is a fully compliant secondary educational facility. Middle Village Preparatory would simply occupy an existing wing of the school facility which has been vacant for several years due to declining enrollment at the private high school.

Further, occupying this facility will allow Middle Village Preparatory to take advantage of the amenities of a large, dedicated school facility. The CTKRHS facility has a full-size gymnasium (occupancy 1,740) with locker-room facilities, a full-service cafeteria (occupancy 1,000), a large auditorium (occupancy 1,424) and access to outdoor open space. All of these will be available for MVP's use (subject to a shared space agreement in the lease) at a fraction of the cost that would be required for MVP to solely occupy a comparable space.

3. Location: The CTKRHS facility is located on Metropolitan Avenue in the heart of CSD 24. Metropolitan Avenue is a major thoroughfare, and within 100 yards of the facility there is a subway stop (M train) and stops for multiple New York City bus lines. From Corona, in the northeast corner of CSD 24 (or 10 minutes by car). Similarly, from Long Island City at the other end of the district, students could take two bus lines and be at school in approximately 45 minutes (or 10 minutes by car).

Because the proposed location for Middle Village Preparatory is a currently operational secondary school, there will be no additional work required to meet state educational facility specifications prior to commencing instruction. Any work done to the space occupied by MVP will

be purely cosmetic (new paint, bathroom fixture upgrades) or related to educational technology (SmartBoards, projectors, wireless infrastructure).

c) Conflicts of Interest

The CTK Campus is owned by Christ the King Regional High School Inc, a 501(c)(3) not for profit corporation, incorporated in New York State. CTKRHS has an outstanding lease with a separate 501(c)(3) not-for-profit non-religious corporation, incorporated in New York State, called CTK Continuing Education, Inc., which was founded to support several community service organizations that use under-utilized space within the CTK Campus, including a NYCDOE Universal Pre-K Early Childhood center, an afterschool NYCDOE SETTS tutoring program and an adult education center. The landlord for the proposed Middle Village Preparatory Charter School would be the CTK Continuing Education, Inc. not-for-profit corporation, which would sublet a portion of the space to MVP.

The founding team is very conscious of concerns about conflict of interest with regards to the proposed facility. We have already taken several steps to insure that any perceived or actual conflicts of interest are eliminated and, if the school is approved, the Board will proceed with the caution and transparency that our responsibilities as stewards of public funds demand:

Disclosure: In keeping with SUNY-CSI guidelines, the membership of the proposed Middle Village Preparatory Charter School's Board of Trustees is such that no organization is represented by more than 40% of the members. Further, although CTKRHS and the Continuing Education not-for-profit are two distinct entities, Middle Village Preparatory will ensure that any affiliates of the two entities combined do not represent 40% or more of the membership of the MVPCS Board. Michael Michel, the lead applicant, is the President of the not for profit organization CTK Continuing Education and Senator Maltese is a member of the Board of the Christ the King Regional High School. The other 4 founding Board members are not members of either the CTKRHS Board or the CTK Continuing Education Board. In accordance with SUNY-CSI requirements, the above two Board members would recuse themselves from the vote to adopt a final lease with CTK Continuing Education.

Fair market valuation: In order to determine an appropriate projected rent for the purposes of this application, licensed real estate broker Debbie Keuber was asked to conduct a valuation study on the CTKRHS facility and identify several other options in CSD 24 for the purposes of this application. Her appraisal letter and the alternatives she identified are included here as *Response 18(d) – Facilities Documents*. Once approved, Middle Village Preparatory would conduct a second appraisal and study of alternatives to identify an appropriate rent for the purposes of executing a lease.



KUEBER REALTY

67-13 MYRTLE AVE.
GLENDALE, NY 11385
BUS. (718) 628-0100
AX (718) 628-0399

F

January 30th, 2012

Attention: Micheal Michel

From: Deborah Kueber

Re: 68-02 Metropolitan Ave., Middle Village, NY 11379

I, Deborah Kueber, am a Licensed Real Estate Broker and Realtor for more than 27 years. My office is located at 67-13 Myrtle Avenue, Glendale, New York 11385. I am an Associate Member of the Society of Real Estate Appraisers, the Long Island Board of Realtors, the New York Association of Realtors, the National Association of Realtors, and the Multiple Listing Service of Long Island.

For the past twenty seven years, I have personally overseen and sold more than four hundred twenty million dollars worth of real estate, mixed between residential and commercial properties.

I have personally examined and appraised the herein after described real estate for lease, and am familiar with the values in the vicinity of said property.

I further state that the true and fair lease value of the said property, appraised by me as of January, 2012, is **\$20.00 per square foot.**

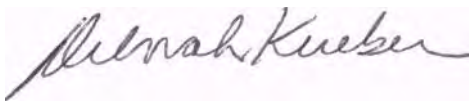
The building located at 6802 Metropolitan Ave, has a total square footage of 280,000 square feet. The fact that this building is already set up as a school, with the proper zoning and classification, and also offers onsite parking, makes it a very desirable location.

The new charter school will be offered 12,000 square feet of classroom space on one floor, with partial use of the cafeteria, gymnasium, auditorium and parking.

New York City estimates the square footage for this type of property to be between \$15 - \$32 per square foot. After thoroughly researching comparables in the Queens area, I have accumulated comparables in the square footage range of 3600 sq. ft. for a special purpose building approved for a day care center, currently leasing at \$30 per square foot , to a 51,000 square foot warehouse approved for development for commercial use, leasing for \$10 per square foot.

Following, you will see the comparables for this type of property. I therefore once again state, in the Queens area, the average lease price for this type of property would be

\$20.00 per square foot



Deborah Kueber
Licensed Real Estate Broker

Properties for Lease

	No Photo Provided			
Address	82-20 Britton Ave Elmhurst, NY11373	Northern Boulevard & Little Neck Pkwy. Little Neck,NY11362	37-02 Queens Blvd. Long Island City, NY11101	47-16 Austell Place Long Island City, NY11101
Property Type	Special Purpose	Office	Special Purpose	Industrial
Property Subtype	Special Purpose (Other)	Office Building	Special Purpose (Other)	Warehouse
Zoning		Community Facility		M1-4
Building Size	3,600 SF Bldg	32,000 SF Bldg	27,500 SF Bldg	51,200 SF Bldg
Year Built		2011		
No. Stories				
Lot Size	2,500 SF	33,000 SF	20,000 SF	
Tax ID/APN				
Space Available	3,600 SF	32,000 SF	7,331 SF	51,200 SF
Asking Rent	\$30 /SF/Yr	\$30 /SF/Yr	\$20 /SF/Yr	\$10 /SF/Yr
Spaces	1 Space	1 Space	1 Space	1 Space
Property Description	Approved daycare center for up to 57 kids. 1st Floor space is 1200 Sf and is connected to a 2400 SF full basement in a brand new building. Also, there is an additional 700 Sf of backyard that is id...	Build to suit on large, vacant lot. Can build up to 32,000 sq/ft for a medical group, church, school, or other community facility use. Tenant can lease all - or we will divide.	Open, spacious, high ceilings, windows all around, possible offices or industrial, we have what you are looking for.	Great development property for hotel, industrial, commercial, 12,800 sq. ft. per floor, ceiling height 13' (floors 1-3) & 16' (4th floor), fireproof/concrete construction, fully sprinklered, floors...
Location Description	Located right off of Broadway next to the E,M,R Trains and also the Elmhurst Hospital Center.	Little Neck/Douglaston area: - highest median income in Queens - adjacent to Northern Blvd. and close to LIE - near NYC/Nassau County border - neighborhood experiencing tremendous growth	Convenient location, directly on Queens Blvd 7 Train right across, close to LIE and GCP. Prime location. 7 Train riders have a perfect view of this spacious 2nd floor anything is possible for thi...	FAR =2, walking distance to Queens Boulevard, #7 subway & LIRR (Hunters Point Ave station), easy access to LIE, Midtown Tunnel & Queensboro Bridge
Notes				

Response 19 – Food Services

Middle Village Preparatory Charter School (MVP) anticipates contracting with the New York City Department of Education’s Office of School Food to provide daily breakfast and lunch to our students. The school’s proposed facility has a full-service kitchen that is currently in use preparing school lunches daily. The kitchen has the capacity to keep prepared foods warm and to keep milk cold. All meals served will be in accordance with USDA nutritional requirements for a healthy school lunch.

MVP will participate in the National School Lunch Program in order to provide free or reduced-price breakfasts and lunches to our students who qualify based on family income. Students will be permitted to bring lunch from home, though MVP will not permit students to drink sugary or caffeinated sodas at lunch time.

Response 20 – Health Services

Attachment 27. Health Services

General medical services

Pursuant to Education Law 91 – which requires school districts to provide nonpublic schools with the same health and welfare services available to pupils who attend district public schools – Middle Village Preparatory Charter School (MVP) will request health and welfare services from the New York City Department of Education in writing each spring for the following year. Pursuant to Section 901-914 of the Education Law and Commissioner’s Regulation 136.2(d)(2) – which specifies the minimal school health services that a school district must provide – the district will provide MVP, at a minimum, the following services:

- (1) student physical examinations upon entrance to school and at any other time deemed necessary by school authorities in the educational interests of the student;
- (2) annual vision screening test for all students, including all new admits within six months of enrollment;
- (3) annual hearing test for all students and at any other time deemed necessary by school authorities in the educational interests of the student;
- (4) dental inspections/screenings
- (5) annual scoliosis (spinal) screening test for all students;
- (6) maintenance of cumulative health records;
- (7) written notification to parents of any health problems found;
- (8) emergency care of ill or injured students; and
- (9) compliance with and enforcement of mandatory immunization requirements, which can be waived in compliance with §2164 of Public Health Law

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student’s health, or if the student’s parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Middle Village Preparatory will also be in compliance with Education Law Section 917, which requires all districts to become public access defibrillation providers.

Middle Village Preparatory will provide proper space and materials for the delivery of these services, such as a designated room, furniture, files, scale, table and a sink. It is expected that the school district will provide consumable supplies (for example: band aids, tongue blades, thermometers, pupil health records, related forms, and audiometers and mechanical vision testers).

In addition, nursing services will be provided in accordance with the guidelines posted by the State Education Department School Health Services website as well as the Statewide School Health Services Center.

The board will ensure that these health services will be provided. The school anticipates having nursing services at the school part-time in years 1 and 2 and full-time in subsequent years.

Plans and procedures for students who require daily medication

For students who require medication, the district-provided nurse will dispense all medication. In the absence of a nurse, the Executive Director or his/her designee will dispense the medication and will be trained by the nurse on the specifics of dispensing such medication for each child that requires it. Written permission will be obtained from the parent that such personnel can dispense the medication in accordance with the physician's explicit directions.

The school will establish a system of two separate locks to secure medications (i.e., a locked cabinet within a room with a door that locks). Medication storage units will be secured to the wall or floor, and will not have breakable glass doors. Students will not be given unsupervised access to controlled substances in the school. A daily medication log will be kept. If a medication is changed or discontinued, or there is medication left at the end of the school year, the medication will be returned to the parent/guardian or properly disposed of as follows: (1) Disposal of medication according to EPA recommendations in presence of witness; or (2) Parent/guardian picking up medication from health office.

Immunization and Medical Records

Middle Village Preparatory Charter School's administrative team will work in conjunction with the school's nurse to ensure that the proper medical and immunization information has been collected from each student. The student files will be kept in a locking file cabinet.

Response 21 – Transportation

Middle Village Preparatory Charter School students will receive transportation services for which they are eligible under Education Law § 3635. The school’s leadership will work with the New York City Department of Education to obtain the same transportation arrangements for its children that the district provides to all other children of nonpublic school students. If a student is not eligible for such transportation, due to proximity from the school site, the parent will be responsible for providing transportation. The parents will notify the district of request for transportation prior to the April 1st deadline.

In New York City, public school students’ eligibility for transportation aid is determined by proximity from the school site. Currently, eligibility for middle school students is as below:

Grade Level	Less than ½ Mile from School	½ to 1 Mile from School	1 mile to 1.5 Miles from School	1.5 Miles or Greater from School
6 th grade	Transportation Not Provided	Half-Fare Metrocard	Full-Fare Metrocard	Full-Fare Metrocard
7 th & 8 th grade			Half-Fare Metrocard	

Middle Village Preparatory will coordinate with the NYCDOE Office of Pupil Transportation to request the maximum 180 days of transportation aid for our students.

Response 22 – Insurance

In accordance with Education Law § 2851(2)(o) and in the absence of regulations set forth by the Commissioners of Insurance and Education, Middle Village Preparatory Charter School will procure and maintain property and casualty insurance coverage as follows:

Coverage	Limits	Includes
Commercial General Liability	\$1,000,000 per occurrence, \$2,000,000 in the aggregate	Business Personal Property, Bodily Injury, Employee Benefits, Sexual Misconduct,
Educator Legal Liability	\$1,000,000 per occurrence and \$1,000,000 in the aggregate	Directors and Officers liability and Employment Practices liability
Student Accident Liability	\$25,000 and catastrophic up to \$5,000,000	
Excess Liability Umbrella	\$20,000,000	sits on top of Employer's Liability, General Liability, Automobile, Employee Benefits, Sexual Misconduct, Educators Legal
Commercial Crime	\$1,000,000 per occurrence	Employee Dishonesty, Theft, Computer Fraud
Worker's compensation	Statutory	

The name insured will be Middle Village Preparatory Charter School. The school's landlord and any sublandlord will be named as additional insured. Other parties, such as contractors or vendors, may be named as additional insured as needed.

Response 23 – Programmatic Audit

In addition to annual fiscal audits, conducted at the conclusion of each fiscal year by a Certified Public Accountant, Middle Village Preparatory Charter School will annually participate in programmatic audits, at least to the same extent as is required of other public schools. Such annual programmatic audit will coincide with the strategic planning and annual reporting process the school undergoes at the conclusion of each academic year.

Such annual audits will include, at a minimum, those items described by the New York State Court of Appeals: “an assessment as to the extent to which New York City charter schools meet quantitative academic achievement goals and comply with student selection procedures and criteria, as set forth in their charters.”

As part of creating its annual report, Middle Village Preparatory will generate a set of benchmark indicators to determine whether the school is meeting its goals with respect to student achievement, enrollment and retention targets, staffing indicators and other operational data. This data will be report to the school’s Board of Trustees as well as to SUNY-CSI and the general public on the school’s website.

The programmatic audit will take place during each summer, shortly after the conclusion of the academic year. The purpose of the programmatic audit will be to assess whether the school is meeting its goals and acting in compliance in order to highlight necessary changes for the coming academic year. The results will be a part of the Principal’s annual performance evaluation.

Response 24(a-e) – Fiscal Soundness

a) Budget Narrative

In designing the budget for the proposed Middle Village Preparatory Charter School (MVP), the founding team chose to work from a very conservative set of revenue assumptions to minimize the risk that unexpected shortfalls could result in situations where revenues were insufficient to meet obligations.

For revenue, the school is assuming that the New York State per-pupil revenue allocation will hold constant at the 2011-12 figure of \$13,527 for the duration of the initial charter term. We have assumed that 10% of our students will carry IEP designations that generate additional revenue (spending 20% of the school day in a Special Education setting) and that the average additional funding for each of those students will be just \$5,000. We are assuming total IDEA/Title Funding will only equal about \$750 per pupil, National School Lunch Program revenue at the current reimbursement rates and a \$500,000 Charter Schools Program implementation grant. Revenue from all other sources - fundraising, food service collections, E-rate and textbook grants – is assumed to be minimal, between \$300 and \$360 per pupil per year for the initial charter term.

All told, we have assumed that “soft money” – funding which is not derived from state or federal sources and to which we are not entitled as a charter school – will account for just 2% of our initial five-year budget.

By contrast, we have tried to make expenditure projections on the high-end wherever possible to make sure that our projected budget is robust and will be able to endure any shocks. We have planned for a payroll that accounts for about 47% of total expenditures in the first year of operation and rises to 49% of expenditures in Year 5, due to planned raises in salary for staff. School operations and contracted services costs account for 29% of Year 1 expenditures and decline to 26% by Year 5 as fixed costs are spread over a larger student body.

Finally, we have accounted for facilities costs that will provide a viable long-term home for the school, while growing at a manageable rate relative to the school’s total budget. In the first year of operation, the total cost of facilities operation – which includes rent (\$240,000), insurance (\$15,000), janitorial services (\$48,000), equipment/furniture (\$71,424) and security (\$73,284) – accounts for 23% of total expenditures (\$447,708/\$1,950,612), with \$2,000 per pupil or 12% of total expenditures going to rent. By year 5, total facilities costs account for 24% of total expenditures, with rent having held constant at \$2,000 per pupil.

The proposed lease for Middle Village Preparatory Charter School’s operation within the Christ the King Regional High School facility has been structured to allow the charter school to pay a manageable portion of its budget in rent each year, without having to count on future increases in charter funding. For that reason, the lease is designed around Middle Village Preparatory renting 12,000 square feet in the first year, increasing to 36,000 square feet when the school reaches scale in the third year. Rent begins at \$20 per square foot and will increase at the same rate as the charter school per-pupil aid amount increases. Because our five-year budget presumes a flat per-

pupil aid amount of \$13,527 for all five years of the initial term, rent per square foot is projected to hold constant as well.

b. Financial Planning

Producing an annual budget that reflects the school's mission and needs is critical to creating a high-performing charter school. In an environment of constrained resources, it will be critical that the school's Board and leadership make budgeting decisions that reflect our commitment to providing a rigorous education in an environment of high expectations.

At Middle Village Preparatory Charter School, the Principal will be responsible for soliciting input from the Director of Operations and the Director of Curriculum and Instruction each spring on priorities for the upcoming year and identifying shifts in resource allocation that may help the school advance its mission.

While the school is scaling up, each new budget cycle will bring an influx of students and a larger revenue pool. The Principal will consult with the Director of Operations each spring on how best to manage the growth in students and develop MVP's teaching staff – determining how many more teachers are needed, salary changes, and professional development expenditures. Similarly, the Principal will consult with the Director of Operations to identify those new costs that will occur as the school grows and to identify opportunities where the school's larger enrollment might create savings (in bulk materials purchases, for example). At full-scale, the annual budgeting process will continue to be an invaluable opportunity to revisit programs and priorities and to seek efficiencies, as well as respond to policy decisions at the local, state and federal level that affect MVP's revenue streams.

The Principal will annually work with the Board Treasurer to prepare and submit a draft budget for the Board's approval. The Board will then provide comments, make amendments and ultimately vote to adopt an acceptable budget.

Throughout the school year, revenue shifts or unanticipated costs may result in a need to alter the budget. When such an event arises, the Principal will consult with the Board Treasurer to determine a prudent response and present a report on budget modifications to the full Board. The Board will have the opportunity to provide comment or amendments prior to approval.

c. Fiscal Impact

In 2015-16, the year it reaches full-scale, MVP will enroll 360 students and receive approximately \$5.16M in local support. In the same year, the New York City Public Schools as a whole will spend approximately \$20.1B, including approximately a billion dollars in Community School District 24. MVP's impact on CSD 24 schools will be negligible – drawing less than one-half of one percent of the total public spending in the district. Similarly, MVP's enrollment will be so small relative to the total population of the district, that our fiscal impact on any single non-public school is expected to be minimal.

d. Fiscal Audits

	Enrollment (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G) (All New York City Public Schools*)	Total Budget for District (G) (Community School District 24 Public Schools**)	Projected Impact	
								(i.e. % of District's Overall Funding) (F / G = H) (All New York City Public Schools)	(i.e. % of District's Overall Funding) (F / G = H) (Community School District Public Schools)
3-4	120	\$13,527	\$1,623,240.00	\$98,700	\$1,721,940	\$19,998,574,975	\$1,078,268,316	0.009%	0.16%
4-5	240	\$13,527	\$3,246,480.00	\$193,800	\$3,440,280	\$20,123,966,434	\$1,085,029,080	0.017%	0.32%
5-6	360	\$13,527	\$4,869,720.00	\$285,900	\$5,155,620	\$20,123,966,434	\$1,085,029,080	0.026%	0.48%
6-7	360	\$13,527	\$4,869,720.00	\$308,900	\$5,178,620	\$20,325,206,098	\$1,095,879,370	0.025%	0.47%
7-8	360	\$13,527	\$4,869,720.00	\$308,900	\$5,178,620	\$20,528,458,159	\$1,106,838,164	0.025%	0.47%

NYC Public School Budget for FY13-16 taken from DOE projections, FY17 and 18 based on trend of 1% annual budget increases. ** CSD 24 budget reflects 5.4% of city public school students enrolled in CSD 24 schools

Annual fiscal audits are a crucial accountability mechanism for Boards to evaluate leadership and for external audiences (including SUNY-CSI) to evaluate Boards in their ability to be effective stewards of public funds. Middle Village Preparatory will be audited by a Certified Public Accountant with charter school auditing experience each summer at the conclusion of the fiscal year. The results of the audit will be transmitted to SUNY-CSI and will be made available online through the school's website.

The Board of Middle Village Preparatory will annually solicit bids from accountants to conduct its audit and will select an auditor based on a combination of references, relevant experience and rate.

e. Dissolution Procedures

In accordance with Section 2851(2)(t) of the charter law, the school will maintain an escrow account to defray the costs of a potential dissolution. In the event that Middle Village Preparatory is forced to cease operations, it will take the following steps to mitigate hardship on our families or our staff.

1. Meet with Families and Staff

As soon as possible after the authorizer provides a final notification to the school that it will be closed, the school's board of trustees and leadership will establish an *ad hoc* School Board Committee for wind-up / restructuring and plan public meetings with families and community members. The school will notify parents and guardians of the meetings in writing, via a letter sent home with students, and by telephone. In the meetings and in all written communications, the board and school leadership will explain that the decision to close the school is final, the last day of instruction, cancellation of any summer school, enrollment in local district schools is mandatory, final report cards, and will explain to parents and guardians what the educational options are for their children for the summer and for the following school year. The school will also explain to parents and guardians how their children's records will be transferred to their new school. The school will invite representatives from the New York City Department of Education and representatives from nearby schools to attend the meetings and answer questions from parents.

At the same time, the Principal will hold separate meetings with school staff and any unions to notify them of the dissolution and the timetable for closing operations. The school director will distribute talking points to staff and a "frequently asked questions" document. The content of this document will be similar to materials the school will distribute at the public meeting, and will include information on what staff, parents, and students can expect in the coming weeks and months.

2. Transfer of Records

In the event that the school is closed, the board will comply with all procedures set forth in Section 2851(2)(t) of the New York State Charter Schools Act. The board and school leadership will maintain communications with SUNY-CSI and continue to use the school facility or relocate to a location with telephone and voicemail service and maintain custody of business records until the wind-up is complete. Accordingly, arrangements will be made for the hand-delivery of student records (including IEPs, health records, and attendance records) to the students' districts of residence. Parents and guardians will be notified where they may access their children's records.

3. Disposition of Assets

After an inventory of the school's assets is conducted, disposition of such assets will be made, preferably to another charter school in CSD 24, or another charter school in New York City. If that is impossible, assets will be surrendered to the NYC DOE. Disposition of the school's assets shall be made at fair market value, and proceeds shall be used to retire any outstanding debts. In

the event that proceeds from asset sales exceed the school's outstanding obligations, the proceeds will be donated to another charter school in the area. The Principal will notify in writing all vendors, funding sources and charitable partners that the school is in the process closing and the closure date, inform them when vendor property should be retrieved from the school, and cancel any services. The school will maintain insurance on all assets, seek a final audit, submit its annual report, closeout state and federal grants, and file any necessary Internal Revenue Service documents.



Charter Schools Institute

The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	10201	BERNE KNOX	10,653	10,814	10,814	13,371
3	10306	BETHLEHEM	10,050	12,653	12,653	12,513
4	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500	COHOES	10,516	11,070	11,070	11,791
6	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615	MENANDS	16,576	16,582	16,582	15,870
9	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802	GUILDERLAND	10,011	10,712	10,712	11,356
13	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200	WATERVLIET	8,850	9,070	9,070	9,404
15	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601	ANDOVER	10,738	11,107	11,107	12,353
17	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801	BELFAST	8,535	10,153	10,153	11,619
19	21102	CANASERAGA	10,752	11,354	11,354	12,329
20	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001	FILLMORE	7,539	8,668	8,668	9,156
22	22101	WHITESVILLE	9,180	10,241	10,241	10,904
23	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401	SCIO	10,157	12,133	12,133	11,968
25	22601	WELLSVILLE	9,976	11,455	11,455	11,681
26	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200	BINGHAMTON	8,896	9,820	9,820	10,244
29	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301	DEPOSIT	11,710	14,020	14,020	14,304
34	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601	VESTAL	10,513	11,413	11,413	12,166
38	31701	WINDSOR	9,118	9,813	9,813	10,115
39	40204	WEST VALLEY	12,044	13,408	13,408	13,623
40	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901	ELLCOTTVILLE	10,443	10,206	10,206	11,491
42	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401	HINSDALE	10,311	10,640	10,640	9,952
44	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400	OLEAN	9,145	9,933	9,933	10,976
46	42801	GOWANDA	9,677	10,020	10,020	11,326
47	42901	PORTVILLE	9,153	9,726	9,726	10,058
48	43001	RANDOLPH	8,957	9,806	9,806	10,720
49	43200	SALAMANCA	9,448	11,211	11,211	11,582
50	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

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101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

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151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

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201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESEO	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

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251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

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301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

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351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

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401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBSTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

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451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

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501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTICELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALLKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

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651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

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1	10100	ALBANY	11,149	11,712	11,712	14,072
2	570101	ADDISON	10,537	10,215	10,215	11,263
3	410401	ADIRONDACK	9,936	10,915	10,915	11,668
4	80101	AFTON	10,510	11,717	11,717	13,800
5	142101	AKRON	9,157	9,760	9,760	10,134
6	450101	ALBION	8,014	8,887	8,887	10,580
7	140101	ALDEN	9,267	9,737	9,737	9,862
8	180202	ALEXANDER	9,501	10,005	10,005	11,325
9	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303	AMAGANSETT	59,305	45,754	45,754	57,648
14	140201	AMHERST	10,520	10,138	10,138	10,721
15	580106	AMITYVILLE	14,006	16,765	16,765	17,777
16	270100	AMSTERDAM	8,584	8,887	8,887	9,443
17	120102	ANDES	14,329	15,445	15,445	21,107
18	20601	ANDOVER	10,738	11,107	11,107	12,353
19	660405	ARDSLEY	15,063	17,638	17,638	20,471
20	640101	ARGYLE	8,772	10,694	10,694	11,402
21	571901	ARKPORT	8,402	8,587	8,587	9,666
22	131601	ARLINGTON	9,976	10,651	10,651	11,469
23	670201	ATTICA	9,266	9,393	9,393	9,552
24	50100	AUBURN	8,945	9,959	9,959	10,495
25	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302	AVERILL PARK	8,683	9,363	9,363	10,036
27	570201	AVOCA	9,594	11,471	11,471	13,201
28	240101	AVON	9,000	10,726	10,726	10,465
29	580101	BABYLON	15,378	17,161	17,161	16,928
30	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210	BALDWIN	14,024	15,336	15,336	15,658
32	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301	BARKER	12,412	13,293	13,293	12,895
35	180300	BATAVIA	11,169	12,503	12,503	12,293
36	570302	BATH	8,726	9,370	9,370	9,780
37	580501	BAY SHORE	13,930	15,048	15,048	15,355
38	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200	BEACON	9,227	9,650	9,650	11,093
40	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102	BEDFORD	18,038	19,852	19,852	20,556
42	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801	BELFAST	8,535	10,153	10,153	11,619
44	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207	BELLMORE	15,949	17,562	17,562	19,638
46	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001	BEMUS POINT	9,766	10,726	10,726	11,810
48	490101	BERLIN	10,974	12,019	12,019	12,890
49	10201	BERNE KNOX	10,653	10,814	10,814	13,371
50	10306	BETHLEHEM	10,050	12,653	12,653	12,513

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51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

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101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

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151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

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251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

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351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

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451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSEN	11,110	13,154	13,154	14,790
506	580901	REMSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALLKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIET	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHIRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743



Charter Schools Institute

The State University of New York

New Application Budget(s) & Cash Flow(s) Template *for SUNY Authorized Charter Schools*

Middle Village Prep. CS

Contact Name: Michael Michel
Contact Email:
Contact Phone:

	Examples
Pre-Opening Period	January 1, 2013 to June 30, 2013
Operational Year ONE	July 1, 2013 to June 30, 2014

Middle Village Prep. CS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2013 to June 30, 2013

Total Revenue	200,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	189,442	
Net Income	10,558	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
		START-UP PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Developmnt.)

Other

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations

Fundraising

Erate Reimbursement

Earnings on Investments

Interest Income

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE **200000**

3 year, 500,000 CSP Grant - 200,000 in year 1, 150 per year in years 2-3

Middle Village Prep. CS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2013 to June 30, 2013

Total Revenue	200,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	189,442	
Net Income	10,558	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

**START-UP
PERIOD**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	41,667	Principal full time for 6 months
Instructional Management	1.00	13,333	Director of Curriculum and Instruction full time for 2 months
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	1.00	9,167	Director of Operations full time for 2 months
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	3.00	64,167	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

3.00	64,167

PAYROLL TAXES AND BENEFITS

Payroll Taxes	9,625	15% of payroll
Fringe / Employee Benefits	7,700	12% of payroll
Retirement / Pension	3,850	6% of payroll
TOTAL PAYROLL TAXES AND BENEFITS	21,175	

TOTAL PERSONNEL SERVICE COSTS

3.00	85,342

CONTRACTED SERVICES

Accounting / Audit	-	
Legal	10,000	Incorporation paperwork, final lease arrangements other startup-related legal services
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	2,000	Outside payroll firm (Including set up costs for new accounts/employees)
Special Ed Services	-	
Titlment Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	12,000	

SCHOOL OPERATIONS

Board Expenses	25,000	Initial Board Development Training
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	10,000	Office supplies, paper, pens for startup team
Equipment / Furniture	-	
Telephone	600	Telephone and internet service for 6 months
Technology	4,000	Computers, printers for startup team
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	7,500	Online job postings, newspaper ads
Student Recruitment / Marketing	25,000	Mailings, flyers, lottery supplies, website design
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	72,100	

FACILITY OPERATION & MAINTENANCE

Insurance	15,000	Directors and Officers Insurance for startup team and Board
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	5,000	Desks, chairs for startup team
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	20,000	

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-

TOTAL EXPENSES	189,442

NET INCOME	10,558

Middle Village Prep. CS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2013 to June 30, 2013

Total Revenue	200,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	189,442	
Net Income	10,558	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
	START-UP PERIOD	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
TOTAL ENROLLMENT	-	
REVENUE PER PUPIL	-	
EXPENSES PER PUPIL	-	

Total Revenue	200,000	-	-	-	-	200,000
Total Expenses	51,767	22,750	29,750	19,083	35,546	189,442
Net Income	148,233	(22,750)	(29,750)	(19,083)	(35,546)	10,558
Cash Flow Adjustments	-	-	-	-	-	-
Beginning Cash Balance	-	148,233	125,483	95,733	76,650	41,104
Net Income	148,233	125,483	95,733	76,650	41,104	10,558

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)							
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
School District 6 (Enter Name)							
School District 7 (Enter Name)							
School District 8 (Enter Name)							
School District 9 (Enter Name)							
School District 10 (Enter Name)							
School District 11 (Enter Name)							
School District 12 (Enter Name)							
School District 13 (Enter Name)							
School District 14 (Enter Name)							
School District 15 (Enter Name)							
School District - ALL OTHER							
TOTAL Per Pupil Revenue (Average Districts Per Pupil Fund ng)							
Special Education Revenue							
Grants							
Stimulus							
DYCD (Department of Youth and Community Developmnt.)							
Other							
Other							
TOTAL REVENUE FROM STATE SOURCES							
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs							
Title I							
Title Fund ng - Other							
School Food Service (Free Lunch)							
Grants							
Charter School Program (CSP) Planning & Implementation	200 000						200 000
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES	200 000						200 000
LOCAL and OTHER REVENUE							
Contributions and Donations							
Fundraising							
Erate Reimbursement							
Earnings on Investments							
Interest Income							
Food Serv ce (Income from meals)							
Text Book							
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES							
TOTAL REVENUE	200 000						200 000

Middle Village Prep. CS
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2013 to June 30, 2013

Total Revenue	200,000	-	-	-	-	-	200,000
Total Expenses	51,767	22,750	29,750	19,083	35,546	30,546	189,442
Net Income	148,233	(22,750)	(29,750)	(19,083)	(35,546)	(30,546)	10,558
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	148,233	125,483	95,733	76,650	41,104	-
Net Income	148,233	125,483	95,733	76,650	41,104	10,558	10,558
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1 00	8 333	8 333	8 333	8 333	8 333	41 667
Instructional Management	1 00	-	-	-	6 667	6 667	13 333
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1 00	-	-	-	4 583	4 583	9 167
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3 00	-	8 333	8 333	19 583	19 583	6 167
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	-	8 333	8 333	19 583	19 583	64 167
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	1 250	1 250	1 250	2 937	2 937	9 625
Fringe / Employee Benefits	-	1 000	1 000	1 000	2 350	2 350	7 700
Retirement / Pension	-	500	500	500	1 175	1 175	3 850
TOTAL PAYROLL TAXES AND BENEFITS	-	2 750	2 750	2 750	6 462	6 462	21 175
TOTAL PERSONNEL SERVICE COSTS	3.00	-	11 083	11 083	26 046	26 046	85 342
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	-	-	-
Legal	2 500	-	2 500	-	2 500	2 500	10 000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	167	167	167	500	500	500	2 000
Special Ed Services	-	-	-	-	-	-	-
Talentment Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	2 667	167	2 667	500	3 000	3 000	12 000
SCHOOL OPERATIONS							
Board Expenses	15 000	-	5 000	-	5 000	-	25 000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	3 000	1 400	1 400	1 400	1 400	1 400	10 000
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	100	100	100	100	100	100	600
Technology	2 000	-	-	2 000	-	-	4 000
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	1 500	2 500	2 000	1 500	-	-	7 500
Student Recruitment / Marketing	7 500	7 500	7 500	2 500	-	-	25 000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	29 100	11 500	16 000	7 500	6 500	1 500	72 100
FACILITY OPERATION & MAINTENANCE							
Insurance	15 000	-	-	-	-	-	15 000
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	5 000	-	-	-	-	-	5 000
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	20 000	-	-	-	-	-	20 000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	51 767	22 750	29 750	19 083	35 546	30 546	189 442
NET INCOME	148 233	(22 750)	(29 750)	(19 083)	(35 546)	(30 546)	10 558
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	148,233	(22,750)	(29,750)	(19,083)	(35,546)	(30,546)	10,558
Beginning Cash Balance	-	148,233	125,483	95,733	76,650	41,104	-
ENDING CASH BALANCE	148,233	125,483	95,733	76,650	41,104	10,558	10,558

[illegible]

Middle Village Prep. CS
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2013 to June 30, 2014

DESCRIPTION OF ASSUMPTIONS

Total Revenue	974,458	224,324	-	6,000	818,718	2,023,500
Total Expenses	908,773	215,633	-	3,200	877,279	2,004,885
Net Income	65,685	8,691	-	2,800	(58,561)	18,615
Actual Student Enrollment	120	-				120
Total Paid Student Enrollment	120	-				120

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate						
School District 1 (Enter Name)	13,527	730,458	162,324	-	-	730,458	1,623,240
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	730,458	162,324	-	-	730,458	1,623,240
Special Education Revenue		-	60,000	-	-	-	60,000
Grants		-	-	-	-	-	-
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		730,458	222,324	-	-	730,458	1,683,240

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	-	-	-	-	-	-
Title I	90,000	-	-	-	-	-	90,000
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	61,560	-	61,560
Grants		-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	150,000	-	-	-	-	-	150,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	240,000	-	-	-	61,560	-	301,560

LOCAL and OTHER REVENUE

Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	6,000	-	-	6,000
Erate Reimbursement	-	-	-	-	9,600	-	9,600
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	17,100	-	17,100
Text Book	4,000	2,000	-	-	-	-	6,000
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	4,000	2,000	-	6,000	26,700	-	38,700

TOTAL REVENUE	974,458	224,324	-	6,000	818,718	2,023,500

Middle Village Prep. CS
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2013 to June 30, 2014

DESCRIPTION OF ASSUMPTIONS

Total Revenue	974,458	224,324	-	6,000	818,718	2,023,500
Total Expenses	908,773	215,633	-	3,200	877,279	2,004,885
Net Income	65,685	8,691	-	2,800	(58,561)	18,615
Actual Student Enrollment	120	-				120
Total Paid Student Enrollment	120	-				120

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions					
Executive Management	1.00	37,500	12,500	-	2,500	47,500
Instructional Management	1.00	53,500	26,500	-	-	80,000
Deans, Directors & Coordinators	-	-	47,667	-	-	47,667
CEO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	5,500	5,500
Administrative Staff	1.00	-	-	-	2,800	2,800
TOTAL ADMINISTRATIVE STAFF	4.00	91,000	86,667	-	2,500	130,500

Assume that Principal spends approximately half-time on non-instructional (operations and fundraising) and half-time supporting instruction
 DCI spends one-third time supporting special education instruction

Director of Operations
 Office Assistant

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	5.00	238,333	-	-	-	238,333
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	13,978	-	-	-	13,978
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	2.50	119,168	-	-	-	119,168
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	26,250	15,000	-	-	41,250
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	8.50	397,729	15,000	-	-	412,729

Guidance counselor to spend approximately 1/3 of time supporting special education program

NON INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	3.00	20,000	-	-	-	20,000
TOTAL NON-INSTRUCTIONAL	3.00	20,000	-	-	-	20,000

After School Staff

SUBTOTAL PERSONNEL SERVICE COSTS

	15.50	508,729	101,667	-	2,500	130,500

PAYROLL TAXES AND BENEFITS

Payroll Taxes		50,873	10,167	-	2,500	13,050
Fringe / Employee Benefits		61,047	12,200	-	3,000	15,660
Retirement / Pension		30,524	6,100	-	1,500	7,830
TOTAL PAYROLL TAXES AND BENEFITS		142,444	28,467	-	7,000	36,540

10% of payroll
 12% of payroll
 6% of payroll

TOTAL PERSONNEL SERVICE COSTS

	15.50	651,173	130,133	-	3,200	167,040

CONTRACTED SERVICES

Accounting / Audit		-	-	-	5,500	5,500
Legal		-	-	-	20,000	20,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	91,200	91,200
Payroll Services		-	-	-	10,000	10,000
Special Ed Services		50,000	-	-	-	50,000
Titelment Services (i.e. Title I)		90,000	-	-	-	90,000
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		90,000	50,000	-	176,200	316,200

SCHOOL OPERATIONS

Board Expenses		-	-	-	9,500	9,500
Classroom / Teaching Supplies & Materials		21,600	-	-	-	21,600
Special Ed Supplies & Materials		-	5,000	-	-	5,000
Textbooks / Workbooks		30,000	6,000	-	-	36,000
Supplies & Materials other		10,000	2,000	-	-	12,000
Equipment / Furniture		25,000	2,500	-	8,500	36,000
Telephone		-	-	-	6,000	6,000
Technology		33,000	5,000	-	10,000	48,000
Student Testing & Assessment		18,000	-	-	-	18,000
Field Trips		6,000	-	-	-	6,000
Transportation (student)		6,000	-	-	-	6,000
Student Services - other		8,000	10,000	-	-	18,000
Office Expense		-	-	-	15,000	15,000
Staff Development		10,000	5,000	-	5,000	20,000
Staff Recruitment		-	-	-	5,000	5,000
Student Recruitment / Marketing		-	-	-	10,000	10,000
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		167,600	35,500	-	69,000	272,100

FACILITY OPERATION & MAINTENANCE

Insurance		-	-	-	15,000	15,000
Janitorial		-	-	-	48,000	48,000
Building and Land Rent / Lease		-	-	-	240,000	240,000
Repairs & Maintenance		-	-	-	-	-
Equipment / Furniture		-	-	-	-	-
Security		-	-	-	71,424	71,424
Utilities		-	-	-	72,000	72,000
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	446,424	446,424

DEPRECIATION & AMORTIZATION

		-	-	-	-	-

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

		-	-	-	18,615	18,615

TOTAL EXPENSES

		908,773	215,633	-	3,200	877,279

NET INCOME

		65,685	8,691	-	2,800	(58,561)

DESCRIPTION OF ASSUMPTIONS

Total Revenue	974,458	224,324	-	6,000	818,718	2,023,590
Total Expenses	908,773	215,633	-	3,200	877,279	2,004,885
Net Income	65,685	8,691	-	2,800	(58,561)	18,615
Actual Student Enrollment	120	-				120
Total Paid Student Enrollment	120	-				120

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School D strict 1 (Enter Name)	120	-	-			120
School D strict 2 (Enter Name)	-	-	-			-
School D strict 3 (Enter Name)	-	-	-			-
School D strict 4 (Enter Name)	-	-	-			-
School D strict 5 (Enter Name)	-	-	-			-
School D strict 6 (Enter Name)	-	-	-			-
School D strict 7 (Enter Name)	-	-	-			-
School D strict 8 (Enter Name)	-	-	-			-
School D strict 9 (Enter Name)	-	-	-			-
School D strict 10 (Enter Name)	-	-	-			-
School D strict 11 (Enter Name)	-	-	-			-
School D strict 12 (Enter Name)	-	-	-			-
School D strict 13 (Enter Name)	-	-	-			-
School D strict 14 (Enter Name)	-	-	-			-
School D strict 15 (Enter Name)	-	-	-			-
School D strict - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	120	-	-			120

REVENUE PER PUPIL	8,120	-	-		16,863
EXPENSES PER PUPIL	7,573	-	-		16,707

Middle Village Prep. CS
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	430,540	-	289,406	7,866	289,406	13,866	319,406	7,866	319,406	7,866	320,406	17,466	2,023,500	
Total Expenses	68,089	247,035	165,265	159,765	162,765	165,765	186,765	164,765	167,765	163,765	163,765	170,765	1,986,270	
Net Income	362,451	(247,035)	124,141	(151,899)	126,641	(151,899)	132,641	(156,899)	151,641	(155,899)	156,641	(153,299)	37,230	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	10,558	373,009	125,974	250,115	98,216	224,858	72,959	205,600	48,702	200,343	44,445	201,086	10,558	
Net Income	373,009	125,974	250,115	98,216	224,858	72,959	205,600	48,702	200,343	44,445	201,086	47,788	47,788	
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
REVENUE														
* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	CY Per Pupil Rate													
School Distr ct 1 (Enter Name)	13,527	270,540	-	270,540	-	270,540	-	270,540	-	270,540	-	270,540	-	1,623,240
School Distr ct 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Dstricts Per Pupil Funding)	13,527	270,540	-	270,540	-	270,540	-	270,540	-	270,540	-	270,540	-	1,623,240
Special Education Revenue		10,000	-	10,000	-	10,000	-	10,000	-	10,000	-	10,000	-	60,000
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES														
		280,540	-	280,540	-	280,540	-	280,540	-	280,540	-	280,540	-	1,683,240
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	30,000	-	30,000	-	30,000	-	90,000	-
Title Fund ng - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	6,156	61,560	-
Grants														
Charter School Program (CSP) Planning & Implementation		150,000	-	-	-	-	-	-	-	-	-	-	150,000	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES														
		150,000	-	6,156	6,156	6,156	36,156	6,156	36,156	6,156	36,156	6,156	301,560	-
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	1,000	-	1,000	-	1,000	-	1,000	-	2,000	-	6,000	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	9,600	9,600	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Serv ce (Income from meals)		-	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	1,710	17,100	-
Text Book		-	-	-	-	6,000	-	-	-	-	-	-	6,000	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES														
		-	2,710	1,710	2,710	7,710	2,710	1,710	2,710	1,710	3,710	11,310	38,700	-
TOTAL REVENUE														
		430,540	-	289,406	7,866	289,406	13,866	319,406	7,866	319,406	7,866	320,406	17,466	2,023,500

[illegible]

Middle Village Prep. CS							DESCRIPTION OF ASSUMPTIONS		
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD									
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.									
Total Revenue				2,023,500	3,918,400	5,645,300	5,683,300	5,693,300	
Total Expenses				2,004,885	3,833,747	5,550,787	5,615,149	5,683,911	
Net Income (Before Cash Flow Adjustments)				18,615	84,653	94,513	68,151	9,389	
Actual Student Enrollment				120	240	360	360	360	
Total Paid Student Enrollment				120	240	360	360	360	
				Year 1	Year 2	Year 3	Year 4	Year 5	
				2014	2015	2016	2017	2018	
				*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
REVENUE				Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES				0.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue		CY	Per Pupil Rate						
New York City CSD 24			13,527	1 623 240	3 246 480	4 869 720	4 869 720	4 869 720	Flat per pupil funding at 2011-12 levels
School District 2 (Enter Name)			-	-	-	-	-	-	
School District 3 (Enter Name)			-	-	-	-	-	-	
School District 4 (Enter Name)			-	-	-	-	-	-	
School District 5 (Enter Name)			-	-	-	-	-	-	
School District 6 (Enter Name)			-	-	-	-	-	-	
School District 7 (Enter Name)			-	-	-	-	-	-	
School District 8 (Enter Name)			-	-	-	-	-	-	
School District 9 (Enter Name)			-	-	-	-	-	-	
School District 10 (Enter Name)			-	-	-	-	-	-	
School District 11 (Enter Name)			-	-	-	-	-	-	
School District 12 (Enter Name)			-	-	-	-	-	-	
School District 13 (Enter Name)			-	-	-	-	-	-	
School District 14 (Enter Name)			-	-	-	-	-	-	
School District 15 (Enter Name)			-	-	-	-	-	-	
School District - ALL OTHER			-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)			13,527	1,623,240	3,246,480	4,869,720	4,869,720	4,869,720	
Special Education Revenue				60,000	120,000	180,000	180,000	180,000	Assume 10% IEP students with service levels greater than 20%, average of 5000 per IEP student (mix of 20-60 and 60+ funding levels)
Grants									
Stimulus				-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)				-	-	-	-	-	
Other				-	-	-	-	-	
Other				-	25,000	35,000	50,000	60,000	
TOTAL REVENUE FROM STATE SOURCES				1 683 240	3 391 480	5 084 720	5 099 720	5 109 720	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs				-	-	-	-	-	Assume none
Title I				90,000	180,000	270,000	270,000	270,000	Assume \$1 000 per FRPL student per year 75% FRPL
Title Funding - Other				-	-	-	-	-	Assume none
School Food Service (Free Lunch)				61,560	123,120	184,680	184,680	184,680	Assume 60% Free lunch + 15% reduced, reimbursed at \$4 (free)/\$2 (reduced) per day
Grants									
Charter School Program (CSP) Planning & Implementation				150,000	150,000	-	-	-	\$500,000 CSP Grant, paid out 200,000 in pre-opening and 150/year for first two years
Other				-	-	-	-	-	
Other				-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES				301 560	453 120	454 680	454 680	454 680	
LOCAL and OTHER REVENUE									
Contributions and Donations				-	-	-	-	-	
Fundraising				6 000	18 000	27 000	50 000	50 000	
Erate Reimbursement				9 600	9 600	9 600	9 600	9 600	
Earnings on Investments				-	-	-	-	-	
Interest Income				-	-	-	-	-	
Food Service (Income from meals)				17 100	34 200	51 300	51 300	51 300	25% of students neither free/reduced, 75% collection rate of \$4 per day
Text Book				6 000	12 000	18 000	18 000	18 000	
OTHER				-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				38 700	73 800	105 900	128 900	128 900	
TOTAL REVENUE				2, 023,500	3, 918,400	5, 645,300	5, 683,300	5, 693,300	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions							
Executive Management		1.00		100,000	105,000	110,000	115,000	120,000	Principal
Instructional Management		1.00		80,000	85,000	90,000	95,000	100,000	Director of Curriculum and Instruction
Deans, Directors & Coordinators		1.00		47,667	115,000	119,000	123,000	129,000	1 Academic Support Coordinator in Years 1-5; 1 Dean of Students in Years 2-5. In Year 1, Academic Support Coordinator will receive salary for 11 months (start in August)
CFO / Director of Finance				-	-	-	-	-	
Operation / Business Manager		1.00		55 000	60 000	105 000	112 000	119 000	1 Director of Operations in Years 1-5 1 Office Manager Years 3-5
Administrative Staff		1.00		28 000	58 000	62 000	66 000	70 000	1 Office Assistant in Year 1; 2 Office Assistants in Years 2-5
TOTAL ADMINISTRATIVE STAFF		5.00		310,667	423,000	486,000	511,000	538,000	
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular		5.00		238,333	535,000	820,000	855,000	890,000	5 Teachers in Year 1; 10 Teachers in Year 2; 15 Teachers in Year 3. Annual raises will average 5%. In Year 1, teachers will receive salary for 11 months (start in August)
Teachers - SPED					52 000	107 000	112 000	116 000	1 Special Education in Year 1; 2 Special Education Teachers in Years 2-5
Substitute Teachers				13 978	27 956	41 934	41 934	41 934	52,000,000 -192=X60=16249.80AVG OF 10 DAYS PER TEACHER
Teaching Assistants				-	-				
Specialty Teachers		2.50		119,167	189,500	275,500	287,000	299,500	ESL, Latin and Arts, 52,000 per/55,000/57,000/59,000/62,000; first year start in August: 2.5 in year 1 (ESL+ Latin + Part-time Art), 3.5 in year 2 (1.5 ESL + Latin + Art) , 5 in year 3 (2 ESL + 2Latin + Art)

Middle Village Prep. CS								DESCRIPTION OF ASSUMPTIONS	
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD									
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this									
Tab Should Be For the First Five Years of Actual Operations.									
Total Revenue				2,023,500	3,918,400	5,645,300	5,683,300	5,693,300	
Total Expenses				2,004,885	3,833,747	5,550,787	5,615,149	5,683,911	
Net Income (Before Cash Flow Adjustments)				18,615	84,653	94,513	68,151	9,389	
Actual Student Enrollment				120	240	360	360	360	
Total Paid Student Enrollment				120	240	360	360	360	
				Year 1	Year 2	Year 3	Year 4	Year 5	
				2014	2015	2016	2017	2018	
Aides				-	22 000	46 000	50 000	54 000	1 Aide in Year 2 2 Aides in Years 2-5 @ 22 000/24 000 26 000
Therapists & Counselors		1.00		41,250	69,500	96,000	100,000	103,000	1 Guidance Counselor in Year 1, 1.5 Guidance Counselors in Year 2, and 2 Guidance Counselors in Years 3-5. In Year 1, the Guidance Counselor will receive salary for 11 months (start in August)
Other					34,399	66,118	93,053	98,799	Schoolwide Performance Bonus Pool paid if school meets annual goals)
TOTAL NSTRUCTIONAL		8.50		412,728	930,355	1,452,552	1,538,987	1,603,233	
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse				-	-	-	-	-	
Librarian		-		-	-	-	-	-	
Custodian		-		-	-	-	-	-	
Security		-		-	-	-	-	-	
Other		3.00		20,000	40,000	60,000	60,000	60,000	After School Staff
TOTAL NON-INSTRUCTIONAL		3.00		20,000	40,000	60,000	60,000	60,000	
SUBTOTAL PERSONNEL SERVICE COSTS		16.50		743,395	1,393,355	1,998,552	2,109,987	2,201,233	
PAYROLL TAXES AND BENEFITS									
Payroll Taxes				74 340	139 336	199 855	210 999	220 123	10% of payroll
Fringe / Employee Benefits				89 207	167 203	239 826	253 198	264 148	12% of payroll
Retirement / Pension				44 604	83 601	119 913	126 599	132 074	6% of payroll
TOTAL PAYROLL TAXES AND BENEFITS				208,151	390,139	559,595	590,796	616,345	
TOTAL PERSONNEL SERVICE COSTS		16.50		951,546	1,783,494	2,558,147	2,700,783	2,817,578	
CONTRACTED SERVICES									
Accounting / Audit				55 000	55 000	55 000	55 000	55 000	Audit firm - 15k per year, Accounting Outsourcing = 40k per year
Legal				20 000	20 000	20 000	20 000	20 000	20000 in legal per year
Management Company Fee				-	-	-	-	-	
Nurse Services									
Food Service / School Lunch				91 200	182 400	273 600	273 600	273 600	\$4 per student, per day, assume 20% not reimbysred or collected
Payroll Services				10 000	12 000	15 000	15 000	15 000	
Special Ed Services				50 000	100 000	150 000	150 000	150 000	50000 per grade level per year
Titlement Services (i.e. Title I)				90 000	180 000	270 000	270 000	270 000	Same as Title I Revenue Line
Other Purchased / Professional / Consulting				-	-	-	-	-	
TOTAL CONTRACTED SERVICES				316,200	549,400	783,600	783,600	783,600	
SCHOOL OPERATIONS									
Board Expenses				9,500	15,000	15,000	15,000	15,000	Board development training, outside reviewers, High Bar Software
Classroom / Teaching Supplies & Materials				21,600	43,200	64,800	64,800	64,800	\$180 per student per year
Special Ed Supplies & Materials				5,000	10,000	15,000	15,000	15,000	5,000 per grade
Textbooks / Workbooks				36,000	72,000	108,000	108,000	108,000	\$300 per student per year
Supplies & Materials other				12,000	24,000	36,000	36,000	36,000	\$100 per student per year
Equipment / Furniture				36,000	72,000	108,000	72,000	72,000	\$300 per student per year FOR 3YRS THEN \$200 FOR 2YRS
Telephone				6,000	6,000	6,000	6,000	6,000	\$500/month
Technology				48,000	96,000	144,000	117,360	117,360	\$400 per student per year FOR 3YRS THEN \$325 FOR 2 YRS
Student Testing & Assessment				18,000	36,000	54,000	54,000	54,000	\$150 per student per year
Field Trips				6,000	12,000	18,000	18,000	18,000	\$50 per student per year
Transportation (student)				6 000	12 000	18 000	18 000	18 000	\$50 per student per year
Student Services - other				18 000	36 000	54 000	54 000	54 000	\$150 per student per year
Office Expense				15 000	15 000	15 000	15 000	15 000	Steady year over year
Staff Development				20 000	40 000	60 000	60 000	60 000	20,000 per grade per year (outside coaches, professional development materials)
Staff Recruitment				5 000	5 000	5 000	5 000	5 000	5,000 per year (job boards, career fairs)
Student Recruitment / Marketing				10 000	10 000	10 000	10 000	10 000	10,000 per year (flyers, direct mailing, street teams)
School Meals / Lunch				-	-	-	-	-	
Travel (Staff)				-	-	-	-	-	
Fundraising				-	10 000	25 000	25 000	25 000	Consultant Grant Writer
Other				-	-	-	-	-	
TOTAL SCHOOL OPERATIONS				272,100	514,200	755,800	693,160	693,160	
FACILITY OPERATION & MAINTENANCE									
Insurance				15,000	20,000	25,000	25,000	25,000	Based on comparably sized schools' premiums
Janitorial				48,000	96,000	144,000	144,000	144,000	4 per square foot
Building and Land Rent / Lease				240,000	480,000	720,000	720,000	720,000	20 per square foot, 12k charged sq ft per grade level
Repairs & Maintenance				-	12,000	18,000	18,000	18,000	repairs/replacement .50 per sq ft
Equipment / Furniture				-	-	-	-	-	
Security				71,424	144,000	217,728	219,456	221,184	\$31 per hour, 12 hours per day, 1 guard per grade level (\$.0.25 increase per year)
Utilities				72 000	150 000	234 000	243 000	252 000	\$6 per square foot (includes snow removal) (\$.0.25 per sq foot increase per year)
TOTAL FACILITY OPERATION & MAINTENANCE				446,424	902,000	1,358,728	1,369,456	1,380,184	
DEPRECIATION & AMORTIZATION				-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY				18 615	84 653	94 513	68 150	9 389	50% of net income(before cash flow adjustments)
TOTAL EXPENSES				2, 004,885	3, 833,747	5, 550,787	5, 615,149	5, 683,911	
NET INCOME				18, 615	84, 653	94, 513	68, 151	9, 389	
ENROLLMENT - *School Districts Are Linked To Above Entries*									
New York City CSD 24				120	240	360	360	360	
School District 2 (Enter Name)				-	-	-	-	-	
School District 3 (Enter Name)				-	-	-	-	-	
School District 4 (Enter Name)				-	-	-	-	-	
School District 5 (Enter Name)				-	-	-	-	-	
School District 6 (Enter Name)				-	-	-	-	-	
School District 7 (Enter Name)				-	-	-	-	-	
School District 8 (Enter Name)				-	-	-	-	-	
School District 9 (Enter Name)				-	-	-	-	-	
School District 10 (Enter Name)				-	-	-	-	-	
School District 11 (Enter Name)				-	-	-	-	-	

Middle Village Prep. CS										DESCRIPTION OF ASSUMPTIONS	
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD											
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.											
Total Revenue					2,023,500	3,918,400	5,645,300	5,683,300	5,693,300		
Total Expenses					2,004,885	3,833,747	5,550,787	5,615,149	5,683,911		
Net Income (Before Cash Flow Adjustments)					18,615	84,653	94,513	68,151	9,389		
Actual Student Enrollment					120	240	360	360	360		
Total Paid Student Enrollment					120	240	360	360	360		
					Year 1	Year 2	Year 3	Year 4	Year 5		
					2014	2015	2016	2017	2018		
	School District 12 (Enter Name)				-	-	-	-	-		
	School District 13 (Enter Name)				-	-	-	-	-		
	School District 14 (Enter Name)				-	-	-	-	-		
	School District 15 (Enter Name)				-	-	-	-	-		
	School District - ALL OTHER				-	-	-	-	-		
TOTAL ENROLLMENT					120	240	360	360	360		
REVENUE PER PUPIL					16,863	16,327	15,681	15,787	15,815		
EXPENSES PER PUPIL					16,707	15,974	15,419	15,598	15,789		
CASH FLOW ADJUSTMENTS											
OPERATING ACTIVITIES											
	Example - Add Back Depreciation				-	-	-	-	-		
	Other				-	-	-	-	-		
	Total Operating Activities				-	-	-	-	-		
INVESTMENT ACTIVITIES											
	Example - Subtract Property and Equipment Expenditures				-	-	-	-	-		
	Other				-	-	-	-	-		
	Total Investment Activities				-	-	-	-	-		
FINANCING ACTIVITIES											
	Example - Add Expected Proceeds from a Loan or Line of Credit				-	-	-	-	-		
	Other				-	-	-	-	-		
	Total Financing Activities				-	-	-	-	-		
Total Cash Flow Adjustments					-	-	-	-	-		
NET INCOME					18,615	84,653	94,513	68,151	9,389		
Beginning Cash Balance					-	18 615	103 268	197 781	265 931		
ENDING CASH BALANCE					18,615	103,268	197,781	265,931	275,320		

Response 24 (g) – Letters of Commitment

Not applicable. No outside funding is assumed in the proposed budget.

Response 24 (h) – Non-SUNY Financial Forms

Not applicable.

Application In Support of the Establishment of Middle Village Preparatory Charter School

Task	Start Date	Completion Date
Hold first board meeting and ratify bylaws	10/1/2012	10/1/2012
Execute Principal search	10/1/2012	1/15/2012
Write the Student Application for Admission and submit for review to CSI	12/1/2012	12/31/2012
Select and approve school facility	12/15/2012	3/16/2013
Create student recruitment plan and materials, contract with Vanguard for direct mailing services	1/1/2013	2/1/2013
Distribute job descriptions and recruit for teachers, DCI, DOO and support staff	1/15/2013	3/15/2013
Principal begins work	2/1/2013	2/1/2013
Execute curriculum implementation plan	2/1/2013	8/1/2013
Conduct phone and in-person interviews for teachers, DCI, DOO and support staff	2/1/2013	5/15/2013
Recruit students from across CSD 24	2/1/2013	4/16/2013
Distribute the code of ethics from charter application to school trustees, officers and employees	2/1/2013	3/2/2013
Develop the school's fiscal policies and procedures and AS/SB draft Initial Statement	2/14/2013	3/16/2013
Obtain federal tax exempt status	3/2/2013	5/1/2013
Establish a payroll system	3/2/2013	5/1/2013
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k	3/16/2013	4/30/2013
Finalize lease negotiations and execute building lease	3/17/2013	5/2/2013
Write, print and distribute the student handbook, including disciplinary policies, school calendar and schedule, uniform policies and other key information	4/16/2013	7/2/2013
Create a facility completion schedule and submit it to the Institute by May 15th	4/16/2013	5/16/2013

Application In Support of the Establishment of Middle Village Preparatory Charter School

Task	Start Date	Completion Date
Establish a billing system for school districts	4/16/2013	6/2/2013
Finalize salary negotiations and offer letters	4/17/2013	6/1/2013
Conduct the lottery	4/17/2013	4/17/2013
Notify parents and guardians of the results of the lottery	4/18/2013	4/28/2013
Complete the application and admission summary and submit it to the Institute by May 1	4/18/2013	5/1/2013
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report	4/30/2013	6/14/2013
Provide written notice to Institute that the Principal has been named within 5 days of the hire date.	5/1/2013	5/1/2013
Obtain a Certificate of Occupancy and any other required permits, and submit them to the Institute	5/1/2013	7/1/2013
Obtain Certificates of Insurance	5/1/2013	7/1/2013
Create annual cash flow projection and submit by June 30th; submit revised budget if necessary by August 1	5/1/2013	6/30/2013
Director of Curriculum and Instruction (DCI) begins work	5/1/2013	5/1/2013
Secure all students IEPs and academic records	5/15/2013	8/1/2013
Contract with Related Service Providers	5/15/2013	6/1/2013
Request student records from students' former districts	5/15/2013	7/1/2013
Prepare school calendar and distribute to families	6/1/2013	7/1/2013
Finalize charter school's financial management contract and submit a copy of the to the Institute for review	6/1/2013	6/1/2013

Application In Support of the Establishment of Middle Village Preparatory Charter School

Task	Start Date	Completion Date
Complete Year 1 Curriculum Scope and Sequences	5/1/2013	6/15/2013
Identify Year 1 External Curriculum and Assessments	5/1/2013	6/15/2013
Complete Year 1 Unit-Level Curriculum Planning	5/1/2013	6/15/2013
Plan pre-service training for teachers	6/15/2013	8/1/2013
Purchase classroom furniture, instructional supplies, textbooks, technology	6/15/2013	8/1/2013
Obtain nursing services from NYC DOE	6/15/2013	8/1/2013
All fingerprints and background checks for staff completed	7/1/2013	8/15/2013
Prepare class schedules and distribute to teachers	7/1/2013	8/1/2013
Finalize school food contracts	7/1/2013	7/1/2013
Finalize transportation arrangements with NYC DOE Office of Pupil Transportation and arrange for any supplemental transportation vendors	7/1/2013	8/1/2013
Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	7/1/2013	7/15/2013
Create life safety procedures and train teachers accordingly	7/1/2013	8/15/2013
Create a draft SAVE plan and submit it to SED and Institute	7/1/2013	8/15/2013
Write a plan and procedures to control access to the building	7/1/2013	8/15/2013
Coordinate with landlord to arrange security services for first day of school	7/1/2013	8/15/2013
Verify immunization status of all incoming students	7/15/2013	8/15/2013

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Task	Start Date	Completion Date
Set up separate locked storage for students' academic and health records	7/15/2013	8/1/2013
Write the school's FERPA policy and give annual notice to families regarding the school's FERPA policy	7/15/2013	8/1/2013
Create building signage for exits, traffic flow	7/15/2013	8/15/2013
Submit unaudited statements of income and expense to the Institute by August 15th	7/15/2013	8/15/2013
Purchase defibrillators and train staff	8/1/2013	9/1/2013
Set up student files with proper FERPA protections and procedures	8/1/2013	9/1/2013
Purchase required food/beverage storage equipment, in accordance with school food vendor requirements	8/1/2013	8/1/2013
Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls	8/1/2013	8/1/2013
Develop a medications administration plan	8/1/2013	8/15/2013
Develop health services plan	8/1/2013	8/15/2013
Complete first 6 weeks' lesson planning (overlapping with pre-service for teachers)	8/1/2013	8/23/2013
Hold student orientation	8/11/2013	8/16/2013
Teachers report to work	8/19/2013	8/19/2013
First day of school	9/3/2013	9/3/2013

Responsible Party
Board of Trustees
Board of Trustees
Board of Trustees
Board of Trustees
Board of Trustees
Board of Trustees
Board of Trustees
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Board of Trustees (2 members recused, per Response 18(a-c) - Facilities
Principal
Principal

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Responsible Party
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal

Responsible Party
DCI/Principal
DCI/Principal
DCI
DCI/Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal

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Responsible Party
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal
Principal/DCI/Teachers
Principal
Principal
Principal

Response 26 (a) – Supplemental Narrative

Not applicable.

Response 26(b) – Supplemental Support Documents

Not applicable.