

# Application: Manhattan Charter School

Annual Reports

## Summary

**ID:** 0000000041

**Status:** Annual Report Submission

## Entry 1 School Info and Cover Page

**Completed** - Jul 31 2020

### [Instructions](#)

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2020**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### **a. SCHOOL NAME**

(Select name from the drop down menu)

MANHATTAN CHARTER SCHOOL 310100860873

**a1. Popular School Name**

(No response)

**b. CHARTER AUTHORIZER (As of June 30th, 2020)**

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD # 1 - MANHATTAN

**d. DATE OF INITIAL CHARTER**

7/2004

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2005

**h. SCHOOL WEB ADDRESS (URL)**

<https://www.manhattancharterschool.org/>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)**

290

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)**

248

**k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)**

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5

**l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

## School Site 1 (Primary)

### m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	100 Attorney Street, New York, NY 10002	212-533-2743	NYC CSD 1	K-5	No

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Genie DePolo	212-533-2743		
Operational Leader	Gianina Kesselman	212-533-2743		
Compliance Contact	Genie DePolo	212-533-2743		
Complaint Contact	Genie DePolo	212-533-2743		
DASA Coordinator	Genie DePolo	212-533-2743		
Phone Contact for After Hours Emergencies	Genie DePolo	212-533-2743		

**m1b. Is site 1 in public (co-located) space or in private space?**

Co-located Space

**m1c. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	No		No	N/A	Yes

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.**

**Site 1 Certificate of Occupancy (COO)**

**Site 1 Fire Inspection Report**

**CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR**

**n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).**

No

**PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.**

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

**ATTESTATION**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Gianina Kesselman
Position	HR and Finance Manager
Phone/Extension	212-533-2743
Email	

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

**Responses Selected:**

Yes

**Signature, Head of Charter School**



**Signature, President of the Board of Trustees**



**Date**

Jul 31 2020

**Thank you.**



## **Entry 2 NYS School Report Card**

**Completed** - Jul 31 2020

### **Instructions**

#### **SUNY-authorized charter schools only**

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

## **Entry 2 NYS School Report Card Link**



## NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

[https://data.nysed.gov/essa.php?instid=800000057944&year=2019&createreport=1&allchecked=1&OverallStatus=1&section\\_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&48SCI=1&nyseslat=1&naep=1&staffqual=1&feddata=1](https://data.nysed.gov/essa.php?instid=800000057944&year=2019&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&48SCI=1&nyseslat=1&naep=1&staffqual=1&feddata=1)

## Entry 3 Accountability Plan Progress Reports

Completed - Sep 15 2020

### Instructions

### **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

### **2019-20-Accountability-Plan-Progress-Report-MCS**

Filename: 2019-20-Accountability-Plan-Progress-R\_zCRMSkB.pdf Size: 242.6 kB

## Entry 7 Disclosure of Financial Interest Form

Completed - Jul 31 2020

### Instructions - Multiple Uploads Permitted

### **Required of ALL Charter Schools by August 3**

Each member of the charter school's Board of Trustees who served on a charter school education

corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)**
- **SUNY- Authorized Charter Schools: [Trustee Financial Disclosure Form](#)**

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

### **[Disclosure - Olson](#)**

**Filename:** Disclosure\_-\_Olson.pdf **Size:** 251.7 kB

### **[Disclosure - McManus](#)**

**Filename:** Disclosure\_-\_McManus.pdf **Size:** 202.4 kB

### **[Disclosure - Schwarz](#)**

**Filename:** Disclosure\_-\_Schwarz.pdf **Size:** 1.2 MB

### **[Disclosure - Javier](#)**

**Filename:** Disclosure\_-\_Javier.pdf **Size:** 1.3 MB

### **[Disclosure - Conklin](#)**

**Filename:** Disclosure\_-\_Conklin.pdf **Size:** 620.4 kB

### **[Disclosure - Edil](#)**

**Filename:** Disclosure\_-\_Edil.pdf **Size:** 331.3 kB

## **Entry 8 BOT Membership Table**

**Completed** - Jul 31 2020

## **Instructions**

### **Required of All charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the

Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

### MANHATTAN CHARTER SCHOOL 310100860873

#### 1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Caitlin Conklin	Chair	Oversees all committees	Yes	2	07/01/2020	06/30/2022	8
2	Begaiym (Becca) Edil	Treasurer	Finance	Yes	1	12/01/2018	11/30/2020	7
	Andria Olson							

3		Trustee/Member	Finance	Yes	1	11/01/2018	10/31/2020	8
4	Annabel Javier	Trustee/Member	Nominating	Yes	1	07/01/2020	06/30/2022	6
5	Megann McManus	Secretary	Nominating	Yes	1	09/01/2018	08/31/2020	6
6	Lauren Schwarz	Trustee/Member	Education	Yes	1	01/01/2019	12/31/2021	9
7								
8								
9								

**1a. Are there more than 9 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	6
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	13

## 3. Number of Board meetings held during 2019-2020

9

## 4. Number of Board meetings scheduled for 2020-2021

11

Thank you.

## Entry 10 Enrollment & Retention

Completed - Jul 31 2020

[Instructions for submitting Enrollment and Retention Efforts](#)

**ALL charter schools must complete this section.** Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress

toward meeting its enrollment and retention targets in 2019-2020.

## Entry 10 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

**MANHATTAN CHARTER SCHOOL 310100860873**

#### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	In 2019-20, 88% of our students were economically disadvantaged, as measured by eligibility for Free and Reduced Price Lunch. To recruit these students, MCS focuses its efforts in small, low-tuition Pre-K programs as well as Head Start Programs located in CSD1. Outreach sessions for students are publicized using flyers, signage at the School, and contact with community organizations. Families are encouraged to visit the school, talk to instructional, executive and other staff, visit classes, and	In 2020-21, MCS will continue to focus its efforts to recruit economically disadvantaged students in small, low-tuition Pre-K programs as well as Head Start Programs located in CSD1. Outreach sessions for students will be publicized using flyers, signage at the School, and contact with community organizations. To the extent possible when social distancing requirements permit gatherings, families will be encouraged to visit the school, talk to instructional, executive and other staff, visit classes, and meet currently enrolled students. The school allocates a significant budget for recruitment, in order to advertise in paper and online

	meet currently enrolled students.	platforms, posters on NY ferries, and pole banners. We do targeted mailings through Vanguard.
English Language Learners/Multilingual Learners	<p>Manhattan Charter School undertakes significant measures to recruit student applicants who are English Language Learners (11% of total student body in 2019-20) including translated promotional materials and translation services for person-to-person interactions, when needed. The school has a 20% lottery set-aside for students who indicate they primarily speak a language other than English on their application in an effort to recruit additional English Language Learners. The paper application is available in English, Mandarin, Spanish, and Tibetan in addition to the Common Charter School application via the NYC Charter Schools Center website, which is available in 10 languages. For any parent that requests assistance in completing the application, the Family Relations and Attendance Coordinator and other multilingual MCS staff will provide help. If translation services are required and multilingual staff are unavailable, we will hire translators during the</p>	<p>In 2020-21, Manhattan Charter School will continue to undertake all measures to recruit ELL students and will provide translation services for all promotional materials and any person-to-person interaction requiring an English translation. The school has a 20% lottery set-aside for students who indicate they primarily speak a language other than English on their application in an effort to recruit additional English Language Learners. The paper application will be made available in English, Mandarin, Spanish, and Tibetan. We will advertise in foreign language newspapers and attend local community events for non-English speaking communities, specifically in Tibetan and Spanish-speaking communities. We also have started to conduct outreach in Bangladeshi and Pakistani communities, which are experiencing a population growth in the district. Parents of students in the school reach out to other parents in their communities.</p> <p>In addition, we will accept the Common Charter School application via the NYC Charter Schools Center website, which is available in 10 languages. For any parent that requests assistance in completing the</p>

	<p>admission period. Our website is available in all languages using Google translation services.</p>	<p>application, the Family Relations and Attendance Coordinator and other multilingual MCS staff will provide help. If translation services are required and multilingual staff are unavailable, we will hire translators during the admission period. Our website is available in all languages using Google translation services.</p>
<p>Students with Disabilities</p>	<p>Each year, Manhattan Charter School holds tours and information sessions to inform the families of prospective students and community members about its program. Information sessions are held at the school itself, at Pre-Ks and nursery schools, and programs offering music instruction to children and additional community locations. These meetings provide us the opportunity to discuss the many services we have available to families including the support of our academic intervention specialists, our Child Associate, Speech, OT and our reading teacher who work directly with any students with disabilities. In 2019-20, our SWD percentage was 25%.</p>	<p>In 2020-21, Manhattan Charter School will hold tours and information sessions to inform the families of prospective students and community members about its program. Pending any changes due to consideration of COVID protocols, information sessions will be held at the school itself, at Pre-Ks and nursery schools, and programs offering music instruction to children and additional community locations. These meetings will provide us the opportunity to discuss the many services we have available to families including the support of our academic intervention specialists, our Child Associate, Speech, OT and our reading teacher who work directly with any students with disabilities.</p>



## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	Our Family coordinators are available at each school to meet with families to support with any home needs, including providing resources for additional financial support as needed. In addition, our annual budget includes funding to support families financially with the after school program.	Our Family coordinators will continue to be available at each school to meet with families to support with any home needs, including providing resources for additional financial support as needed. In addition, our annual budget includes funding to support families financially with the after school program.
English Language Learners/Multilingual Learners	We provide constant translation services as well as one on one support for our ELL students as needed.	We will continue to provide constant translation services as well as one on one support for our ELL students as needed.
Students with Disabilities	Services we have available to families include the support of our academic intervention specialists, our Child Associate, Speech, OT and our reading teacher who work directly with any students with disabilities.	We will continue to make services available to families including the support of our academic intervention specialists, our Child Associate, Speech, OT and our reading teacher who work directly with any students with disabilities.

## Entry 14 School Calendar

**Completed** - Jul 31 2020

[Instructions for submitting School Calendar](#)

### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3<sup>rd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

**Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of**

instructional hours and/or instructional days for each month.

## [MCS and MCS2 STUDENT Calendar 2020-2021](#)

Filename: MCS\_and\_MCS2\_STUDENT\_Calendar\_2020-2021.pdf Size: 158.1 kB

### Entry 16 COVID 19 Related Information

Completed - Jul 31 2020

#### Instructions

##### Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

### Entry 16 COVID 19 Related Information

School Name: **Manhattan Charter School**

## TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	248	164	200

**Table 2: 2019-2020 Assessments and Grade Participation**

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participating Students
N/A	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota															0
I															



## **Manhattan Charter School**

# **2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Genie DePolo

100 Attorney Street  
New York, NY 10002

212-533-2743

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Gianina Kesselman, HR and Finance Manager, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Caitlin Conklin	Chair, Oversees all committees
Begaiym Edil	Treasurer, Finance Committee
Annabel Javier	Member, Nominating Committee
Megann McManus	Secretary, Nominating Committee
Andria Olson	Member, Finance Committee
Lauren Schwarz	Member, Education Committee

**Genie DePolo has served as the school leader since July 2007.**

## SCHOOL OVERVIEW

Manhattan Charter School (MCS) is a small, K-5 charter school in Manhattan’s Lower East Side providing a trajectory-changing education using the small-school model. MCS opened in August 2005 and currently serves students in grades K-5.

The majority of MCS students are minority, live in the neighborhood, and qualify for free lunches. In 2019-20, 88% of students qualified for free and reduced priced lunches and 25% were identified as special education. Student demographics are representative of District 1 and NYS public school students as a whole.

MCS’s unique educational program has a dual focus: a rigorous, standards-based educational program and an arts-rich curriculum with music class for every child, every day. The school’s educational program is unlike any other on the Lower East Side and includes a particular focus on music. Our passion for music education is demonstrated by its commitment to daily music instruction for every student, beginning in Kindergarten. The school’s commitment to offering a balanced liberal arts education to every child extends beyond music. All students also take art, French, and movement. All of these programs are offered at no cost to families.

MCS’s move to remote learning in March 2020 entailed utilizing Google Classroom and Zoom as our primary tools to deliver instruction and to communicate with students and their families. Teachers facilitated all communication with students via Google Classroom; including morning messages, closing messages, work assignments, links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, read alouds, interactive learning activities, classroom collaboration and conversation and office hours for parents and other caretakers.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	46	48	47	45	44	32								262
2016-17	45	53	50	49	42	36								275
2017-18	44	42	50	49	35	36								256
2018-19	36	45	40	45	42	33								241
2019-20	42	40	47	40	44	39								252

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

#### Goal 1: English Language Arts

Students' academic performance in ELA meets or exceeds local, state, and national standards.

#### BACKGROUND

The English Language Arts (ELA) curriculum and instruction at MCS are fully aligned to the New York State Next Generation Learning Standards.

Daily literacy instruction encompasses reading, writing, speaking, listening, spelling, grammar, vocabulary, phonics, phonological awareness, and word study. During the course of this charter term, MCS shifted our ELA and literacy instruction program to fully implement Expeditionary Learning (EL) and WritingCity/Write Steps across grades K-5 and Wilson Foundations for grades K-2. In 2016-17, a new Early Childhood Specialist was hired to support students in grades K-2. We also added a Reading Teacher to support our struggling readers in all grades. A Reading Specialist was brought on for the 2017-18 school year, joining the existing, SETSS provider and Literacy Coach in working with teachers and providing supplemental instruction.

The daily literacy period includes time for shared and performance reading, interactive read alouds and literature discussions, independent reading, and guided reading. In the primary grades, a blend of phonetic, visual, and kinesthetic techniques is used to teach spelling and decoding. Students in K-5 are taught specific reading skills and metacognitive strategies that enable them to construct meaning from both literary and non-fiction texts in all content areas. Students also develop rich language experiences through daily reading, writing, speaking, viewing and listening. Embedded into the reading and writing program are uniquely structured activities that foster the expression of personal ideas and memoirs, creative illustrated works, and expanded research and reflection beyond curriculum expectations. All students build writing portfolios that exemplify all steps of the writing process for review and support. Students participate in writing interviews and conferences weekly, and are encouraged to use rubrics to guide, self-correct and edit their writing daily. Authors who have been lauded with national and global recognition serve as mentors to our writers and readers. Mentor texts are used daily as source of discussion and inspiration, and teachers coach students to emulate the works they love.

MCS's transition to remote learning in March 2020 included moving all ELA programming online. Teachers facilitated all communication with students via Google Classroom, including work



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

assignments and links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, read alouds, interactive learning activities, and classroom collaboration.

### METHOD

MCS assessments for ELA include Star 360 computer-based adaptive assessment (grades K-5), Fountas & Pinnell Benchmark Assessment System (grades K-5), Stanford 10 (new students, grades K-3), and Achieve 3000 (grades 2-5). Each assessment is typically administered three times in the year- at the beginning of the year (Fall), mid-year (Winter), and at the end of the year (Spring). However, due to the transition to remote learning in March 2020, MCS was not able to administer its end of year assessments.

### RESULTS AND EVALUATION

The table below highlights the comparison of percentile ranks of students in grades 1-5 on the mid-year Star 360 ELA assessment between students who were enrolled at least two years (n=170) to all students tested (n=206). The percentile rank is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS uses Star 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in reading.

<b>Manhattan Charter School Percentile Rank STAR 360 ELA - Winter 2019-20</b>				
	Percentile Ranks	Total Test Takers	Percentile Rank: 2nd Year of Enrollment	Total Test Takers
K	-	-	-	-
1	56	43	57	28
2	44	46	44	36
3	51	39	55	32
4	43	41	42	38
5	35	37	35	36
Overall	46	206	46	170

The table below highlights the difference of Star 360 ELA assessment percentile ranks of students in grades 1-5 from the beginning of 2019-20 school year to the mid-year assessment.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

<b>Manhattan Charter School Percentile Rank STAR 360 ELA – Fall and Winter 2019-20</b>		
	Fall 2019-20 Percentile Rank	Winter 2019-20 Percentile Rank
1	43	56
2	29	44
3	49	51
4	37	43
5	33	35

Students in Grades 1 and 2 showed substantial gains from the Fall STAR 360 exam to the Winter exam, gaining 13 percentile points for 1st Grade and 15 percentile points for 2<sup>nd</sup> Grade. All grades showed some level of improvement.

The table below highlights the comparison of the percent proficient of students in grades 2-5 on the Achieve 3000 assessment between students who were enrolled at least two years (n=144) to all students tested (n=160). MCS uses Achieve 3000 to assess Lexile levels.

<b>Manhattan Charter School 1 - Achieve 3000 Percentage Proficient</b>				
	Percent Proficient	Total Test Takers	Percent Proficient: 2nd Year of Enrollment	Total Test Takers
2	24%	46	24%	38
3	44%	39	50%	32
4	22%	41	23%	40
5	15%	34	15%	34
Overall	26%	160	27%	144

Students in at least their second year of enrollment at MCS performed better or slightly better in Grades 3 and 4. In Grade 5, all students have been enrolled for at least 2 years.

The table below highlights the percentage of students who has moved reading levels from beginning to mid-year Fountas and Pinnell Reading Levels. MCS uses Fountas and Pinnell as a progress monitoring assessment to identify priority skills, including accuracy, fluency, and comprehension, and to determine guidance for independent and guided reading.

<b>Manhattan Charter School 1 – Fountas and Pinnell Reading Levels</b>				
	Decreased 1 or more level	No Change	Increased 1 Level	Increased 2 or more Levels
K	-	8%	8%	83%
1	-	-	8%	93%
2	9%	19%	28%	44%
3	-	11%	43%	46%
4	5%	24%	49%	22%
5	4%	35%	54%	8%

A majority of students in each grade increased their reading level by at least 1 level. In grade 1, all students increased their reading levels.

**ADDITIONAL EVIDENCE**

The table below highlights the percentile ranks for students in grades 1-5 on the beginning of the year Star 360 ELA assessment for the 2018-19 school year as compared to the 2019-20 school year.

<b>Manhattan Charter School Percentile Rank STAR 360 ELA – Fall 2018-19 and Fall 2019-20</b>		
	Fall 2018-19 Percentile Rank	Fall 2019-20 Percentile Rank
1	39	43
2	59	29
3	48	49
4	38	37
5	47	33

**SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL**

Although MCS administered midyear progress-monitoring assessments, we were not able to administer any predictive assessments in the 2019-20 school year. Therefore, MCS is unable to measure achievement of its English Language Arts goal in the 2019-20 school year.

**ACTION PLAN**

To ensure that all MCS students are making substantial gains in ELA, MCS will continue to take specific steps to improve the academic performance for the 2020-21 school year, including

continuing a partnership with Expeditionary Learning sponsored by the Robin Hood Foundation to provide extensive professional development on ELA instruction to teachers. We will also continue to use the Engage NY curriculum for ELA across all grades.

In addition, the school will continue to employ a Literacy Coach to raise the quality of ELA instruction across all grades. Supporting the work of the Literacy Coach, teachers will continue to receive dedicated Professional Development during scheduled half-days (on average twice a month).

The Reading Specialist will continue to provide targeted, supplemental instruction for all struggling learning in 2020-21. All students who fell below the NYSED cut-point for AIS recommendation will receive small group tutoring and interventions. Students in Special Education will also receive additional time in small-group instruction in comparison to what they received in the previous year.

The school utilized new performance assessment tools in 2019-20, including Star 360 Reading, a reading inventory assessment program that will be administered up to three times per year, Fountas & Pinnell Benchmark Assessment System, Stanford 10, and Achieve3000, and will continue to use them in 2020-21. The school will continue to implement Pathblazer ELA for the AIS program.

At this time, MCS will not make any changes to the ELA curriculum due to remote learning, because the EL and Writing City curriculum providers have modified the curriculum to account for online learning. Our focus in 2020-21 will be ensuring that the remote learning is standardized across classrooms.

## GOAL 2: MATHEMATICS

### ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

### Goal 2: Mathematics

Students' academic performance in math meets or exceeds local, state, and national standards.

### BACKGROUND

The Mathematics curriculum and instruction at MCS are fully aligned to the New York State Next Generation Learning Standards. In Mathematics, daily instruction will include students reading, writing and discussing, critical thinking and problem solving. Instruction is based on Next

Generation Math standards and addressed using the JUMP Math curriculum across all grades, augmented by EngageNY Mathematics.

Problem solving is emphasized in Mathematics, as MCS students explore, guess, evaluate and re-evaluate solutions, gaining confidence in their ability to tackle complex mathematical problems. Working in both heterogeneous and homogeneous groups, students experience rigorous teaching and scaffolding of mathematical thinking processes. MCS students learn that they are capable of having mathematical ideas, applying what they know to new situations, and thinking and reasoning about unfamiliar problems. Cooperative learning groups and guided math groups provide differentiated instruction for advanced mathematical conversation and reinforce foundational concepts for students. Students also make conjectures and discuss the validity of those conjectures.

MCS’s transition to remote learning in March 2020 included moving all math programming online. Teachers facilitated all communication with students via Google Classroom, including work assignments and links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, interactive learning activities, and classroom collaboration.

**METHOD**

MCS assessments for Math include Star 360 computer-based adaptive assessment (grades K-5) and Stanford 10 (new students, grades K-3). Each assessment is typically administered three times in the year- at the beginning of the year (Fall), mid-year (Winter), and at the end of the year (Spring). However, due to the transition to remote learning in March 2020, MCS was not able to administer its end of year assessments.

**RESULTS AND EVALUATION**

The table below highlights the comparison of percentile ranks of students in grades 1-5 on the Star 360 math assessment between students who were enrolled at least two years (n=170) to all students tested (n=206). The percentile rank is a norm-referenced score that provides a measure of a student’s reading ability compared to other students in the same grade nationally. The percentile rank score indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. MCS uses Star 360 as a progress monitoring assessment to identify priority skills and strategies for instruction and to identify students in need of intervention services in math.

<b>Manhattan Charter School - Math Percentile Rank STAR 360 - Winter 2019-20</b>				
	<b>Percentile Ranks</b>	<b>Total Test Takers</b>	<b>Percentile Rank: 2nd Year of Enrollment</b>	<b>Total Test Takers</b>
<b>K</b>	-	-	-	-

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

1	61	41	65	26
2	41	47	43	37
3	59	38	62	31
4	51	40	51	37
5	48	37	48	37
Overall	52	203	54	168

Students in at least their second year of enrollment at MCS performed better or slightly better in Grades 1, 2, and 3. In Grade 5, all students have been enrolled for at least 2 years.

The table below highlights the difference of Star 360 math assessment percentile ranks of students in grades 1-5 from the beginning of 2019-20 school year to the mid-year assessment. All grades had higher average math percentiles in Winter compared to Fall 2019-20.

<b>Manhattan Charter School Percentile Rank STAR 360 Math – Fall and Winter 2019-20</b>		
	Fall 2019-20 Percentile Rank	Winter 2019-20 Percentile Rank
1	46	61
2	39	41
3	56	59
4	50	51
5	43	48

### ADDITIONAL EVIDENCE

The table below highlights the percentile ranks for students in grades 1-5 on the beginning of the year Star 360 math assessment for the 2018-19 school year as compared to the 2019-20 school year.

<b>Manhattan Charter School Percentile Rank STAR 360 Math – Fall 2018-19 and Fall 2019-20</b>		
	Fall 2018-19 Percentile Rank	Fall 2019-20 Percentile Rank
1	55	46
2	53	39

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

3	57	56
4	50	50
5	63	43

### SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Although MCS administered midyear progress-monitoring assessments, we were not able to administer any predictive assessments in the 2019-20 school year. Therefore, MCS is unable to measure achievement of its Mathematics goal in the 2019-20 school year.

### ACTION PLAN

In 2020-21, MCS is continuing the use of JUMP Mathematics and EngageNY across K – 5<sup>th</sup> grades. A math consultant will continue to coach teachers in developing strategies to work with all students.

The school will utilize additional assessment tools for 2020-21 that will complement performance assessments already in place, including Star 360 Math, a math assessment program that will be administered up to three times per year, and Stanford 10. The school will also implement Pathblazers math for the AIS program.

At this time, MCS will not make any changes to the math curriculum due to remote learning, because the Amplify JUMP Math curriculum provider has modified the curriculum to account for online learning. Our focus in 2020-21 will be ensuring that the remote learning is standardized across classrooms.

## GOAL 3: SCIENCE

### ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

### Goal 3: Science

Students' academic performance in science meets or exceeds local, state, and national standards.

### BACKGROUND

MCS Science instruction emphasizes scientific inquiry and student investigation of scientific concepts. During the charter term, as part of our ELA curriculum realignment and full adoption of Expeditionary Learning, Science instruction has been incorporated into Expeditionary Learning literacy units. In 2018-19, MCS began using Amplify Science for the Science curriculum, which is aligned to the Next Generation Science Standards.

Students use the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring, and predicting. Through hands-on investigations, collaborative learning, student discourse, inquiry, integration of disciplines and content areas, and multisensory methods, MCS students explore key scientific concepts and principles in the physical and life sciences. MCS is committed to establishing a foundation of scientific literacy for every student, advancing ideas that prepare them for a life in an increasingly complex scientific and technological world. This scientific literacy is fostered via Expeditionary Learning with the introduction and scaffolding of instructional efficiency, and with the creation of a science classroom where students actively construct ideas through inquiries, investigations, and analyses.

MCS students are given feedback on their performance in Science through curricular unit tests, student interviews, and portfolio assessments. MCS students, prepared with the knowledge and thinking capacities to excel in Science in the 21st century, are motivated to exceed societal expectations for the next generation of citizens.

MCS's transition to remote learning in March 2020 included moving all science programming online. Teachers facilitated all communication with students via Google Classroom, including work assignments and links to resources and as a platform for questions and answers. Teachers used Zoom to facilitate lessons, interactive learning activities, and classroom collaboration.

### METHOD

MCS did not administer any formal assessments in Science in the 2019-20 school year. As stated above, teachers use embedded curricular unit tests to gauge student progress.

### RESULTS AND EVALUATION

Since MCS did not administer any formal assessments in Science in the 2019-20 school year, we have no data from the 2019-20 school year to present.

### ADDITIONAL EVIDENCE

Since MCS did not administer any formal assessments in Science in the 2019-20 school year, we have no data to compare with previous years.



## SUMMARY OF THE ELEMENTARY SCIENCE GOAL

MCS is unable to measure achievement of its Science goal in the 2019-20 school year.

## ACTION PLAN

MCS has maintained a high level of proficiency in Science in recent years, and updated its Science program in 2018-19 school year by adopting the Amplify Science curriculum, in order to improve its resources for teachers and to ensure alignment with the Next Generation Science Standards. MCS continues to engage a Science consultant to support 3<sup>rd</sup> and 4<sup>th</sup> Grade classroom teachers with the implementation of the science curriculum.

At this time, MCS will not make any changes to the Science curriculum due to remote learning, because the Amplify JUMP Science curriculum provider has modified the curriculum to account for online learning. Our focus in 2020-21 will be ensuring that the remote learning is standardized across classrooms.

## GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

### Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

## RESULTS AND EVALUATION

MCS was found to be in Good Standing as per the New York State Education Department. The school has consistently maintained this status over the past three years.

## ADDITIONAL EVIDENCE

Over the past three years, the school has remained in good standing as determined by the New York State Education Department.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing



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**DISCLOSURE OF FINANCIAL INTEREST  
 BY A NOT-FOR-PROFIT CHARTER SCHOOL  
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Manhattan Charter Schools
2. Trustee's name (print): Andria Olson
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
 \_\_\_\_\_
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the education corporation? \_\_\_Yes. XNo. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
 \_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>None</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>None</i>				

*Andria Olson*  
**Signature**

**7/1/2020**  
**Date**



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**YEAR:** \_\_\_\_\_  
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**DISCLOSURE OF FINANCIAL INTEREST  
 BY A NOT-FOR-PROFIT CHARTER SCHOOL  
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Manhattan Charter Schools I and II
2. Trustee's name (print): Megann McManus
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
 \_\_\_\_\_
4. Home address: \_\_\_\_\_
5. Business Address: \_\_\_\_\_
6. Daytime phone: \_\_\_\_\_
7. E-mail: \_\_\_\_\_
8. Is Trustee an employee of the education corporation? \_\_\_Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
 \_\_\_\_\_
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE	NONE	NONE	NONE
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	NONE
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



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

7/13/2020

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



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**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Manhattan Charter School
- Trustee's name (print): Lauren Schwarz
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Education Committee
- Home address: \_\_\_\_\_
- Business Address: \_\_\_\_\_
- Daytime phone: \_\_\_\_\_
- E-mail: Laurenschwarz@gmail.com
- Is Trustee an employee of the education corporation?  Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee

proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

*Lauren Schwary*  
**Signature**

June 29, 2020  
**Date**





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**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Manhattan Charter School
- Trustee's name (print): Annabel Javier
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): \_\_\_\_\_  
\_\_\_\_\_
- Business Address: \_\_\_\_\_
- Daytime phone: \_\_\_\_\_
- E-mail: \_\_\_\_\_
- Is Trustee an employee of the education corporation? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
none	none	none	none
Please write "None" if applicable. Do not leave this space blank.			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
none	none	none	none	none
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Annabel Javier  
Signature

7/14/2020  
Date



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**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Manhattan Charter Schools
- Trustee's name (print): Caitlin Conklin
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Chair
- Business Address: \_\_\_\_\_
- Daytime phone: \_\_\_\_\_
- E-mail: \_\_\_\_\_
- Is Trustee an employee of the education corporation? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><u>None</u></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><i>None</i></p> <p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

*7/13/2020*

*[Signature]*

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**Signature** **Date**

Form Revised November 16, 2015



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**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Manhattan Charter Schools
- Trustee’s name (print): Begaiym Edil
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer
- Home address:
- Business Address: 1
- Daytime phone:
- E-mail:
- Is Trustee an employee of the education corporation? \_\_\_\_ Yes. × No. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write “None.”* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
		<i>None</i>	

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
		<i>None</i>		

Begaiym Edil



July 7 2020

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**Signature**

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**Date**



# MCS and MCS2 Calendar 2020-2021

## STUDENT CALENDAR

## SCHOOL CALENDAR

Date	Description
September 7	Labor Day –School Closed
September 10	First Day of School for all students
September 28	Yom Kippur – School is <b>OPEN</b>
October 12	Columbus Day – School is <b>OPEN</b>
October 28	Student Half Day – Parent Teacher Conferences - virtual only
November 3	Election Day – School is <b>OPEN</b>
November 11	Veteran’s Day – School is <b>OPEN</b>
November 26-27	Thanksgiving Break – School Closed
December TBD	<b>MCS</b> K – 2 <sup>nd</sup> Grade Winter Concert
December TBD	<b>MCS2</b> K – 5 Winter Concert
December TBD	<b>MCS</b> 3 <sup>rd</sup> – 5 <sup>th</sup> Grade Winter Concert
December 24 – January 1, 2020	Winter Recess – No School
January 18	Martin Luther King, Jr. Day – No School
January 27	Student Half Day – Parent Teacher Conferences - virtual only
February 10	Student Half Day – <b>Only if we are returned to brick &amp; mortar</b>
February 15, 16	Midwinter Recess – No School
February 24	Student Half Day – <b>Only if we are returned to brick &amp; mortar</b>
March 10	Student Half Day – <b>Only if we are returned to brick &amp; mortar</b>
March 24	Student Half Day – <b>Only if we are returned to brick &amp; mortar</b>
April 1, 2, 5	Spring Recess – No School
April 20, 21, 22	NYS ELA Exam (Gr. 3-5)

April 28	Student Half Day – Parent Teacher Conferences – likely virtual
May 4, 5, 6	NYS Math Exam (Gr. 3-5)
May TBD	<b>MCS 2</b> (K-5) Spring Concert
May TBD	<b>MCS</b> – K - 2 Spring Concert
May TBD	<b>MCS</b> – 3 – 5 Spring Concert
May 12	Student Half Day – <b>Only if we are returned to brick &amp; mortar</b>
May 26	Student Half Day – <b>Only if we are returned to brick &amp; mortar</b>
May 31	Memorial Day – No School
June 11	Last day of school for all students

7.20.20