



# Entry 1 School Information

Created: 07/21/2016

Last updated: 08/01/2016

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 authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

## Page 1

### a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

NEW YORK CITY MONTESSORI CS (REGENTS) 320700861005

### b. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

Regents-Authorized Charter School

### c. DISTRICT / CSD OF LOCATION

NYC CSD 7

### d1. SCHOOL INFORMATION

|  | PRIMARY ADDRESS                  | PHONE NUMBER | FAX NUMBER   | EMAIL ADDRESS  |
|--|----------------------------------|--------------|--------------|--|
|  | 423 East 138 Street, Bronx 10454 | 347-226-9094 | 347-226-9097 | <a href="mailto:information@nycmcs.org">information@nycmcs.org</a> |

### d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

|              |                    |
|--------------|--------------------|
| Contact Name | Abeku Hayes        |
| Title        | Executive Director |

Emergency Phone Number (###-###-####)



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

[www.nycmcs.org](http://www.nycmcs.org)

**f. DATE OF INITIAL CHARTER**

12/2010

**g. DATE FIRST OPENED FOR INSTRUCTION**

09/2011

**h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

MISSION STATEMENT

The New York City Montessori Charter School will empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers needed in the 21st Century.

**h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Brief description)

Variable 1

Differentiated instruction  
This key design element is implemented in all classes. In addition to assigning differentiated followup tasks after whole group instruction, teachers work with small groups or individual children to provide lessons at different skill levels. This occurs during the scheduled "independent work time" when students are working independently under the supervision of one of their teacher supervises. To facilitate appropriate use of this independent work time, each child has a work plan. This plan is



|            |  |
|------------|--|
|            | <p>prepared with the teacher and includes assignments geared to the student's particular needs, levels of progress, and/or learning styles. It also gives students an opportunity to devote different amounts of time to different tasks, according to their needs.</p>  |
| Variable 2 | <p>Continuous ongoing assessment<br/>This design element is implemented in several ways. On a daily basis, teachers use checklists to record specific acquisitions, for example, in phonics, sight words, number bonds and the like. They are also used to record errors and omissions. Montessori tasks with materials are sequenced in order of complexity and difficulty and are self correcting, so the completion of a task also serves to monitor progress. Some math lessons require exit tickets. Teachers also make observations daily and may write anecdotal records. All these forms of ongoing assessment serve to make immediate decisions according to each child's emergent needs, and for daily and weekly planning. More formal assessments are made periodically, for example, running records, tests and performance tasks. They are used to make decisions on grouping, longer term planning and promotion.</p> |
| Variable 3 | <p>Specially designed materials<br/>All our classrooms are equipped with the set of manipulative materials designed by Maria Montessori and her followers to give physical representation to abstract concepts and procedures, such as place value, math operations or grammatical constructions. Both Piagetian and more recent research indicate that manipulating such materials allows students to build accurate mental representations of concepts and procedures. The variety of Montessori materials made available in the classroom also allows for different learning styles and needs. Our students use them every day. We have modified some of the ways in which these materials are used, so that they correspond more to the reasoning and open-ended problem solving emphasized in the CCLS based curricula we have adopted.</p>   |
| Variable 4 | <p>Mixed age groups<br/>Mixed age grouping has several advantages. It maximizes teaching and learning time, as students do not spend time every year getting to know new teachers, classrooms, or peer groups. It helps maintain the established class culture and procedures since returning students act as models for incoming students. Since students of different ages are not expected to perform equally, competition is reduced and children of lesser ability</p>  |

|             |   |
|-------------|---|
|             | pass unnoticed, which is particularly beneficial for at risk children. Multiage grouping also offers opportunities for peer tutoring, peer modeling, and peer reinforcing, all of which we have seen to have helped out students develop feelings of respect, cooperation, empathy, and a sense of community.   |
| Variable 5  | Time and practice to achieve mastery<br>The amount of repetition and the time needed for processing information and mastering skills vary according to the child, the skill, and the topic. To give students the opportunity for longer times on task, daily schedules in the NYCMCS include a long block of time for students to work independently on their Work Plan assignments.  |
| Variable 6  | Individual Work Plans, Independence and the freedom and ability to make choices<br>As indicated above, the NYCMCS uses Individual Work Plans for students to make decisions on how to use their independent work time and be held accountable for their actions.  |
| Variable 7  | Prepared Environment<br>This important element in the Montessori approach is implemented fully in the NYCMCS. Every day, teachers check the organization of the materials on their shelves in order to ensure that all students will be able to locate the materials they will need to carry out their differentiated assignments independently. The furniture and classrooms are in muted colors and walls are uncluttered, in order to avoid distracting students' attention from their work. |
| Variable 8  | (No response)   |
| Variable 9  | (No response)   |
| Variable 10 | (No response)   |

## **i. TOTAL ENROLLMENT ON JUNE 30, 2016**

298

## **j. GRADES SERVED IN SCHOOL YEAR 2015-16**

Check all that apply

|               |                  |
|---------------|------------------|
| Grades Served | K, 1, 2, 3, 4, 5 |
|---------------|------------------|

**K1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

|    |
|----|
| No |
|----|

Page 2

**I1. FACILITIES**

Does the school maintain or operate multiple sites?

|                    |
|--------------------|
| No, just one site. |
|--------------------|

**I2. SCHOOL SITES**

Please list the sites where the school will operate for the upcoming school year.

|                               | Physical Address                 | Phone Number | District/CSD | Grades Served at Site | School at Full Capacity at Site | Facilities Agreement |
|-------------------------------|----------------------------------|--------------|--------------|-----------------------|---------------------------------|----------------------|
| Site 1 (same as primary site) | 423 East 138 Street, Bronx 10454 | 347-226-9094 | CSD 7        | K-5                   | Yes                             | Rent/Lease           |
| Site 2                        |                                  |              |              |                       |                                 |                      |
| Site 3                        |                                  |              |              |                       |                                 |                      |

**I2a. Please provide the contact information for Site 1.**

|                    | Name          | Work Phone | Alternate Phone | Email Address |
|--------------------|---------------|------------|-----------------|---------------|
| School Leader      | Abeku Hayes   |            |                 |               |
| Operational Leader | Wanda Andujar |            |                 |               |
| Compliance Contact | Wanda Andujar |            |                 |               |
| Complaint Contact  | Abeku Hayes   |            |                 |               |

**m1. Is the school or are the school sites co-located?**

No

Page 3

**n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).**

Yes

**n2. Summary of Charter Revisions**

|   | Category (Select Best Description) | Specific Revision (150 word limit)   | Date Approved by BOT (if applicable) | Date Approved by Authorizer (if applicable) |
|---|------------------------------------|--|--------------------------------------|---|
| 1 | Change in organizational structure | The new organization structure created an Executive Director and Principal to oversee the school. In addition, the structure moved from a Director of Instruction model to a Director of ELA and a Director of Math model. | 6/18/15                              | 8/30/15                                     |
| 2 |                                    |  |                                      |   |
| 3 |                                    |  |                                      |   |
| 4 |                                    |  |                                      |   |
| 5 |                                    |  |                                      |   |

**o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.**

Wanda Andujar, Director of Operations

p. Our signatures 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 stylist on your mobile device to sign your name).

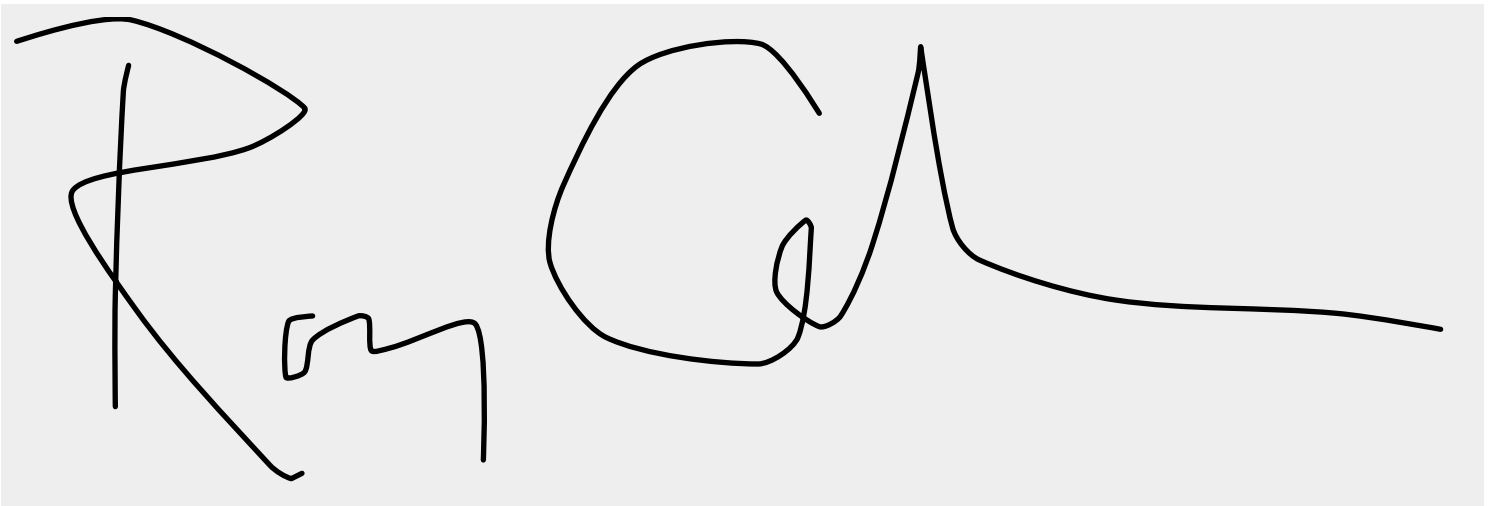
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Akele/Long". It starts with a large, looped 'A', followed by 'kele', a forward slash, and 'Long'. The signature ends with a long, horizontal, slightly wavy line.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "R. G.". It starts with a large, looped 'R', followed by a period, a space, and a large, looped 'G'. The signature ends with a long, horizontal, slightly wavy line.

Date

2016/08/01

**Thank you.**



# Entry 2 Link

Last updated: 07/22/2016

## Page 1

### 1. 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/reportcard.php?instid=800000070182&year=2015&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&naep=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>



# Entry 3 Progress

Created: 07/27/2016

Last updated: 08/01/2016

## Page 1

### PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2016. If the goals are based on student performance data that the school will not have access to before August 1, 2016 (e.g., the NYS Assessment results), explain this in the "2015-2016 Progress Toward Attainment of Goal" column. The information can be updated when available. Please complete and submit no later than November 1, 2016.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

#### 2015-16 Progress Toward Attainment of Academic Goals

|                 | Academic Student Performance Goal  | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Partially Met, or Not Met | If Not Met, Describe Efforts School Will Take |
|-----------------|--|---|---------------------------------------|---|
| Academic Goal 1 | Each year, (beginning in 2013-2014), the school will earn a score sufficient to place it at or above the 75th percentile of all schools on the "Performance" section of the citywide Progress Report for students in 3-5th grades. | NYS 3rd-8th grade ELA and Math examination results.         | Data is not yet available.            |   |
| Academic Goal 2 |  |   |                                       |   |
| Academic Goal 3 |  |   |                                       |   |
| Academic Goal 4 |  |   |                                       |   |
| Academic Goal 5 |  |   |                                       |   |



|                 |  |  |  |  |
|-----------------|--|--|--|--|
| Academic Goal 6 |  |  |  |  |
| Academic Goal 7 |  |  |  |  |
| Academic Goal 8 |  |  |  |  |

## 2. Do have more academic goals to add?

No

## 3. Do have more academic goals to add?

No

## Page 2

## 4. ORGANIZATIONAL GOALS

### 2015-16 Progress Toward Attainment of Organizational Goals

|            | Organizational Goal   | Measure Used to Evaluate Progress  | Goal - Met, Partially Met, or Not Met | If Not Met, Describe Efforts School Will Take |
|------------|---|--|---------------------------------------|---|
| Org Goal 1 | Each year the school will have a daily student attendance rate of at least 95 percent.  | Data reported on ATS.  | This goal was met.                    |   |
| Org Goal 2 | Each year the school will comply with all applicable laws, rules, regulations and contract terms and have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are | Board Policies and Minutes of Meetings, Personnel Manual, Family Manual. | This goal was met.                    |   |

|            |  |  |                        |   |
|------------|--|--|------------------------|---|
|            | met.   |  |                        |   |
| Org Goal 3 | Each year, student enrollment will be within 10% of full enrollment as defined in the school's contract. | Measured by student enrollment data recorded in the school's Student Information Database. | This goal was not met. | The school is hiring a Director of Outreach to assist with recruitment.   |
| Org Goal 4 | Each year teacher retention of high performing staff will be high.                                       | Measured by accepted re-hire letters.  | This goal was met.     |   |
| Org Goal 5 | Each class will have at least one teacher who is Montessori certified or in training.                    |  | This goal was not met. | This summer 10 staff members began or finished their Montessori training thus positioning us to meet this metric for the coming year. In addition we have retained all of our Montessori trained teachers and hired three new Montessori trained staff members. |

## 5. Do you have more organizational goals to add?

No

## 6. FINANCIAL GOALS

### 2015-16 Progress Toward Attainment of Financial Goals

|                  | Financial Goals   | Measure Used to Evaluate Progress | Goal - Met, Partially Met, or Not Met | If Not Met, Describe Efforts School Will Take |
|------------------|---|-----------------------------------|---------------------------------------|---|
| Financial Goal 1 | Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent | Independent Financial Audit       | This goal was met.                    |   |

|                  |  |   |                    |  |
|------------------|--|---|--------------------|--|
|                  | financial audit that will result in an unqualified opinion and no major findings.        | Findings.   |                    |  |
| Financial Goal 2 | Each year, the school will operate on a balanced budget and maintain a stable cash flow. | Monthly financial statements are prepared by our business office and reviewed by the Principal and Treasurer of the Board. They are distributed to the Board of Trustees at the monthly meetings. Results of the test audit were shared with the Board, as will the audited financial statements when they are completed. | This goal was met. |  |
| Financial Goal 3 |  |   |                    |  |
| Financial Goal 4 |  |   |                    |  |
| Financial Goal 5 |  |   |                    |  |



# Entry 4 Expenditures per Child

Created: 07/25/2016

Last updated: 07/27/2016

## Page 1

### Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

|   |         |
|---|---------|
| Line 1: Total Expenditures              | 5556188 |
| Line 2: Year End FTE student enrollment | 278     |
| Line 3: Divide Line 1 by Line 2         | 19986   |

#### 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that

must be included in this calculation is defined as follows:

**Administrative Expenditures:** Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

**Notes:**

***The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:***

***<http://www.p12.nysed.gov/psc/AuditGuide.html>.***

**Employee benefit costs or expenditures should not be reported in the above calculations.**

|  |        |
|--|--------|
| Line 1: Relevant Personnel Services Cost (Row)               | 188378 |
| Line 2: Management and General Cost (Column)                 | 245454 |
| Line 3: Sum of Line 1 and Line 2                             | 433832 |
| Line 5: Divide Line 3 by the Year End FTE student enrollment | 1561   |

***Thank you.***



**Financial A**

**School Name:**

**Date:**

**Latest Audit Period (through June 30):**



## Audit Supplemental Data Request Form

*for Regents-Authorized Charter Schools*

**NYC Montessori Charter School**

June 30, 2016

2015

# FILL IN GRAY CELLS

## NYC Montessori Charter School

### STATEMENTS OF FINANCIAL POSITION

FOR THE YEARS ENDED JUNE 30,

|   | 2016           | 2015           |
|---|----------------|----------------|
| <b>ASSETS</b>                                 |                |                |
| <b>CURRENT ASSETS</b>                         |                |                |
| Cash and cash equivalents                     | \$111,795      | \$496,356      |
| Grants and contracts receivable               | 161,341        | 131,390        |
| Accounts receivables                          | 5,171          | 4,134          |
| Inventory                                     | -              | -              |
| Prepaid Expenses                              | 133,081        | 4,763          |
| Contributions and other receivables           | -              | 4,284          |
| Other   | <u>223,651</u> | <u>223,651</u> |
| <b>TOTAL CURRENT ASSETS</b>                   | \$635,039      | \$864,578      |
| <b>OTHER ASSETS</b>                           |                |                |
| Investments                                   | \$-            | \$-            |
| Property, Plant and Equipment, Net            | 286,963        | 345,322        |
| Restricted Cash                               | <u>75,000</u>  | <u>75,000</u>  |
| <b>OTHER ASSETS</b>                           | \$361,963      | \$420,322      |
| <b>TOTAL ASSETS</b>                           | \$997,002      | \$1,284,900    |
| <b>LIABILITIES AND NET ASSETS</b>             |                |                |
| <b>CURRENT LIABILITIES</b>                    |                |                |
| Accounts payable and accrued expenses         | \$51,652       | \$85,189       |
| Accrued payroll and benefits                  | 305,635        | 259,977        |
| Refundable Advances                           | -              | -              |
| Deferred Revenue                              | 27,754         | 30,378         |
| Current maturities of long-term debt          | -              | -              |
| Short Term Debt - Bonds, Notes Payable        | -              | 44,460         |
| Other   | <u>816,501</u> | <u>873,574</u> |
| <b>TOTAL CURRENT LIABILITIES</b>              | \$1,201,542    | \$1,293,578    |
| <b>LONG-TERM DEBT, net current maturities</b> | \$-            | \$-            |
| <b>TOTAL LIABILITIES</b>                      | \$1,201,542    | \$1,293,578    |
| <b>NET ASSETS</b>                             |                |                |
| Unrestricted                                  | \$(204,540)    | \$(8,678)      |
| Temporarily restricted                        | -              | -              |
| <b>TOTAL NET ASSETS</b>                       | \$(204,540)    | \$(8,678)      |
| <b>TOTAL LIABILITIES AND NET ASSETS</b>       | \$997,002      | \$1,284,900    |
| <i>Check</i>                                  | -              | -              |



**FILL IN GRAY CELLS**

**NYC Montessori Charter School**

**STATEMENTS OF ACTIVITIES**

FOR THE YEARS ENDED JUNE 30,

|   | 2016               |                        |                    | 2015               |
|---|--------------------|------------------------|--------------------|--------------------|
|   | Unrestricted       | Temporarily Restricted | Total              | Total              |
| <b>REVENUE, GAINS AND OTHER SUPPORT</b>           |                    |                        |                    |                    |
| State & Local Operating Revenue                   | \$5,097,686        | \$-                    | \$5,097,686        | \$4,927,980        |
| Federal - Title and IDEA                          | 246,470            | -                      | 246,470            | 239,443            |
| Federal - Other                                   | 9,169              | -                      | 9,169              | 4,675              |
| State and City Grants                             | -                  | -                      | -                  | 6,945              |
| Contributions and private grants                  | -                  | -                      | -                  | -                  |
| After school revenue                              | -                  | -                      | -                  | -                  |
| Other   | -                  | -                      | -                  | 51,102             |
| Food Service/Child Nutrition Program              | -                  | -                      | -                  | -                  |
| <b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>     | <b>\$5,353,325</b> | <b>\$-</b>             | <b>\$5,353,325</b> | <b>\$5,230,145</b> |
| <b>EXPENSES</b>                                   |                    |                        |                    |                    |
| Program Services                                  |                    |                        |                    |                    |
| Regular Education                                 | \$3,769,324        | \$-                    | \$3,769,324        | \$2,741,999        |
| Special Education                                 | 899,795            | -                      | 899,795            | 1,287,487          |
| Other Programs                                    | 441,179            | -                      | 441,179            | 522,223            |
| Total Program Services                            | \$5,110,298        | \$-                    | \$5,110,298        | \$4,551,709        |
| Supporting Services                               |                    |                        |                    |                    |
| Management and general                            | \$445,890          | \$-                    | \$445,890          | \$647,377          |
| Fundraising                                       | -                  | -                      | -                  | -                  |
| <b>TOTAL OPERATING EXPENSES</b>                   | <b>\$5,556,188</b> | <b>\$-</b>             | <b>\$5,556,188</b> | <b>\$5,199,086</b> |
| <b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b> | <b>\$(202,863)</b> | <b>\$-</b>             | <b>\$(202,863)</b> | <b>\$31,059</b>    |
| Contributions                                     |                    |                        |                    |                    |
| Foundations                                       | 0                  | \$-                    | \$-                | 0                  |
| Individuals                                       | 0                  | -                      | -                  | 0                  |
| Corporations                                      | 0                  | -                      | -                  | 0                  |
| Fundraising                                       | 0                  | -                      | -                  | 0                  |
| Interest income                                   | 0                  | -                      | -                  | 0                  |
| Miscellaneous income                              | 7002               | -                      | 7,002              | 8631               |
| Net assets released from restriction              | 0                  | -                      | -                  | 0                  |
| <b>TOTAL SUPPORT AND OTHER REVENUE</b>            | <b>\$7,002</b>     | <b>\$-</b>             | <b>\$7,002</b>     | <b>\$8,631</b>     |
| <b>CHANGE IN NET ASSETS</b>                       | <b>\$(195,861)</b> | <b>\$-</b>             | <b>\$(195,861)</b> | <b>\$39,690</b>    |
| NET ASSETS BEGINNING OF YEAR                      | \$(8,679)          | \$-                    | \$(8,679)          | \$(48,369)         |
| PRIOR YEAR/PERIOD ADJUSTMENTS                     | -                  | -                      | -                  | -                  |
| <b>NET ASSETS - END OF YEAR</b>                   | <b>\$(204,540)</b> | <b>\$-</b>             | <b>\$(204,540)</b> | <b>\$(8,679)</b>   |

# New York State Education Department

## Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

### 2015-16 Budget & Cash Flow Template

#### General Instructions and Notes for New Application Budgets and Cash Flows Templates

|   |  |
|---|--|
| 1 | Complete ALL SIX columns in <b>BLUE</b>  |
| 2 | Enter information into the <b>GRAY</b> cells   |
| 3 | Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item  |
| 4 | Funding by School District information for all NYS School district is located on the State Aid website at <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.           |
| 5 | The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative. |

## New York City Montessori Charter School

## PROJECTED BUDGET FOR 2016-2017

July 1, 2016 to June 30, 2017

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

## Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

|                               | REGULAR<br>EDUCATION | SPECIAL<br>EDUCATION | OTHER     | FUNDRAISING | MANAGEMENT &<br>GENERAL | TOTAL     |
|-------------------------------|----------------------|----------------------|-----------|-------------|-------------------------|-----------|
| Total Revenue                 | 4,265,316            | 666,956              | 521,378   | -           | 451,675                 | 5,905,327 |
| Total Expenses                | 3,796,604            | 961,784              | 629,828   | -           | 451,659                 | 5,829,855 |
| Net Income                    | 468,714              | (284,808)            | (108,450) | -           | 16                      | 75,472    |
| Actual Student Enrollment     | 346                  | 53                   |           |             |                         | 346       |
| Total Paid Student Enrollment |                      |                      |           |             |                         | -         |

CSI:

This line should show how many students a school intends to be paid for.

For Example:

If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students

CSI: Enter in the Per Pupil Rate (PPR) for the Current Year (CY).

For Example:

If this application is being submitted in 2009-10 for a school opening in 2011-12, enter in the 2009-10 PPR for that district in the cells below. If a higher PPR is assumed indicate that % increase in the ASSUMPTION column.

Refer to the State Aid website for the tuition rates.

https://stateaid.nysed.gov/charter/

## SUPPORT SERVICES

## FUNDRAISING

MANAGEMENT &  
GENERAL

## TOTAL

| REVENUE                          |             |         |         |  |         |           |
|----------------------------------|-------------|---------|---------|--|---------|-----------|
| REVENUES FROM STATE SOURCES      |             |         |         |  |         |           |
| Per Pupil Revenue                |             |         |         |  |         |           |
| District of Location             |             |         |         |  |         |           |
| School District 2 (PreK)         | \$14,027.00 |         |         |  | 412,394 | 4,123,938 |
| School District 3 (Enter Name)   | \$10,000.00 |         |         |  | -       | 520,000   |
| School District 4 (Enter Name)   |             |         |         |  | -       | -         |
| School District 5 (Enter Name)   |             |         |         |  | -       | -         |
| Special Education Revenue        |             |         |         |  | -       | -         |
| Grants                           |             |         |         |  | -       | -         |
| Stimulus                         |             |         |         |  | -       | -         |
| Other                            |             |         |         |  | -       | -         |
| Other State Revenue              | 346,065     |         |         |  | 38,452  | 384,517   |
| TOTAL REVENUE FROM STATE SOURCES | 4,057,659   | 588,784 | 520,000 |  | 450,846 | 5,617,239 |

|  |         |        |  |  |  |         |
|--|---------|--------|--|--|--|---------|
| REVENUE FROM FEDERAL FUNDING                           |         |        |  |  |  |         |
| IDEA Special Needs                                     |         | 40,000 |  |  |  | 40,000  |
| Title I  | 173,865 | 31,450 |  |  |  | 205,315 |
| Title Funding - Other                                  | 5,616   | 1,016  |  |  |  | 6,632   |
| School Food Service (Free Lunch)                       |         |        |  |  |  | -       |
| Grants   |         |        |  |  |  | -       |
| Charter School Program (CSP) Planning & Implementation |         |        |  |  |  | -       |
| Other  |         |        |  |  |  | -       |
| Other Federal Revenue                                  |         |        |  |  |  | -       |
| TOTAL REVENUE FROM FEDERAL SOURCES                     | 179,481 | 72,466 |  |  |  | 251,947 |

|   |           |         |         |  |         |           |
|---|-----------|---------|---------|--|---------|-----------|
| LOCAL and OTHER REVENUE                                 |           |         |         |  |         |           |
| Contributions and Donations, Fundraising                |           |         |         |  |         | -         |
| Erate Reimbursement                                     | 8,247     | 2,086   | 1,378   |  | 813     | 12,524    |
| Interest Income, Earnings on Investments                |           |         |         |  |         | -         |
| NYC-DYCD (Department of Youth and Community Developmt.) |           |         |         |  |         | -         |
| Food Service (Income from meals)                        |           |         |         |  |         | -         |
| Text Book   | 19,788    | 3,579   |         |  |         | 23,367    |
| Other Local Revenue                                     | 193       | 41      |         |  | 16      | 250       |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES              | 28,228    | 5,706   | 1,378   |  | 629     | 36,141    |
| TOTAL REVENUE   | 4,265,316 | 666,956 | 521,378 |  | 451,675 | 5,905,327 |

|                                      |        |           |         |         |         |           |
|--------------------------------------|--------|-----------|---------|---------|---------|-----------|
| EXPENSES                             |        |           |         |         |         |           |
| ADMINISTRATIVE STAFF PERSONNEL COSTS |        |           |         |         |         |           |
| Executive Management                 |        | 21,750    | 7,250   |         | 14,500  | 145,000   |
| Instructional Management             |        | 101,550   | 14,650  |         |         | 293,000   |
| Deans, Directors & Coordinators      | 57,600 | 10,800    | 3,600   |         |         | 72,000    |
| CFO / Director of Finance            |        |           |         |         |         | -         |
| Operation / Business Manager         |        |           |         |         | 144,000 | 144,000   |
| Administrative Staff                 |        |           |         |         | 36,153  | 36,153    |
| TOTAL ADMINISTRATIVE STAFF           |        | 134,100   | 25,500  |         | 194,653 | 690,153   |
| INSTRUCTIONAL PERSONNEL COSTS        |        |           |         |         |         |           |
| Teachers - Regular                   |        | 757,192   |         |         |         | 946,722   |
| Teachers - SPED                      |        |           | 189,530 |         |         | 294,549   |
| Substitute Teachers                  |        | 294,549   |         |         |         | 294,549   |
| Teaching Assistants                  |        |           |         |         |         | -         |
| Specialty Teachers                   |        |           |         |         |         | -         |
| Aides                                |        |           |         |         |         | -         |
| Therapists & Counselors              |        |           |         |         |         | -         |
| Other - Incentives                   |        |           |         |         |         | -         |
| TOTAL INSTRUCTIONAL                  |        | 344,468   | 307,461 |         | 3,000   | 2,189,678 |
| NON-INSTRUCTIONAL PERSONNEL COSTS    |        |           |         |         |         |           |
| Nurse                                |        |           |         |         |         | -         |
| Librarian                            |        |           |         |         |         | -         |
| Custodian                            |        |           |         |         |         | -         |
| Security - Non Instructional         |        |           |         |         |         | -         |
| Other - Non Instructional            |        |           |         |         |         | -         |
| TOTAL NON-INSTRUCTIONAL              |        | 137,450   | 28,049  | 1,755   |         | 164,254   |
| SUBTOTAL PERSONNEL SERVICE COSTS     | 55     | 2,008,099 | 593,617 | 334,716 | 197,653 | 3,044,085 |

|   |           |         |         |  |         |           |
|---|-----------|---------|---------|--|---------|-----------|
| PAYROLL TAXES AND BENEFITS                  |           |         |         |  |         |           |
| Payroll Taxes                               | 163,375   | 41,330  | 27,279  |  | 16,109  | 248,093   |
| Fringe / Employee Benefits                  | 227,190   | 57,474  | 37,935  |  | 22,401  | 345,000   |
| Retirement / Pension                        |           |         |         |  |         | -         |
| Unemployment                                | 390,565   | 98,004  | 65,214  |  | 38,510  | 593,093   |
| Other                                       |           |         |         |  |         | -         |
| TOTAL PAYROLL TAXES AND BENEFITS            | 2,398,664 | 602,421 | 399,930 |  | 236,163 | 3,637,178 |
| TOTAL PERSONNEL SERVICE COSTS               |           |         |         |  |         |           |
| CONTRACTED SERVICES                         |           |         |         |  |         |           |
| Accounting / Audit                          |           |         |         |  | 69,850  | 69,850    |
| Legal                                       | 13,170    | 3,332   | 2,199   |  | 1,299   | 20,000    |
| Management Company Fee                      |           |         |         |  |         | -         |
| Nurse Services                              |           |         |         |  |         | -         |
| Food Service / School Lunch                 |           |         |         |  |         | -         |
| Payroll Services                            | 46,097    | 11,661  | 7,697   |  | 4,545   | 70,000    |
| Special Ed Services                         |           |         |         |  |         | -         |
| Titment Services (i.e. Title I)             |           |         |         |  |         | -         |
| Other Purchased / Professional / Consulting | 95,401    | 23,728  | 13,876  |  | 8,195   | 141,200   |
| TOTAL CONTRACTED SERVICES                   | 154,668   | 38,721  | 23,772  |  | 83,689  | 301,850   |

|   |         |         |         |  |         |           |
|---|---------|---------|---------|--|---------|-----------|
| SCHOOL OPERATIONS                           |         |         |         |  |         |           |
| Board Expenses                              |         |         |         |  | 2,500   | 2,500.00  |
| Classroom / Teaching Supplies & Materials   | 39,247  | 8,421   | 6,012   |  |         | 53,680    |
| Special Ed Supplies & Materials             |         | 2,080   |         |  |         | 2,080     |
| Textbooks / Workbooks                       | 19,155  | 4,212   |         |  |         | 23,367    |
| Supplies & Materials other                  | 11,107  | 2,390   | 1,503   |  |         | 15,000    |
| Equipment / Furniture                       |         |         |         |  | 1,742   | 1,742     |
| Telephone                                   | 5,843   | 1,478   | 976     |  | 576     | 8,873     |
| Technology                                  | 17,463  | 4,182   | 3,192   |  | 1,148   | 25,985    |
| Student Testing & Assessment                | 6,558   | 1,442   |         |  |         | 8,000     |
| Field Trips                                 | 5,905   | 1,254   | 1,266   |  |         | 8,425     |
| Transportation (student)                    |         |         |         |  |         | -         |
| Student Services - other                    | 1,946   | 492     | 325     |  | 162     | 2,955     |
| Office Expense                              | 1,340   | 339     | 224     |  | 20,132  | 22,035    |
| Staff Development                           | 57,502  | 12,415  | 12,096  |  | 487     | 82,500    |
| Staff Recruitment                           | 1,646   | 416     | 275     |  | 162     | 2,499     |
| Student Recruitment / Marketing             | 329     | 83      | 55      |  | 32      | 499       |
| School Meals / Lunch                        | 14,017  | 2,978   | 3,006   |  |         | 20,001    |
| Travel (Staff)                              | 251     | 63      | 42      |  | 25      | 381       |
| Fundraising                                 |         |         |         |  |         | -         |
| Other - School Operations                   | 22,399  | 5,666   | 3,740   |  | 2,209   | 34,014    |
| TOTAL SCHOOL OPERATIONS                     | 34,788  | 47,891  | 32,712  |  | 29,205  | 314,516   |
| FACILITY OPERATION & MAINTENANCE            |         |         |         |  |         |           |
| Insurance                                   | 18,307  | 4,631   | 3,057   |  | 1,805   | 27,800    |
| Janitorial                                  |         |         |         |  |         | -         |
| Building and Land Rent / Lease              | 25,418  | 216,400 | 142,833 |  | 84,344  | 1,298,995 |
| Repairs & Maintenance                       | 17,846  | 4,515   | 2,980   |  | 1,760   | 27,101    |
| Equipment / Furniture                       |         |         |         |  |         | -         |
| Security                                    |         |         |         |  |         | -         |
| Utilities                                   | 63,276  | 16,007  | 10,565  |  | 6,239   | 96,087    |
| TOTAL FACILITY OPERATION & MAINTENANCE      | 954,847 | 241,553 | 159,435 |  | 94,148  | 1,449,983 |
| DEPRECIATION & AMORTIZATION                 | 83,712  | 21,178  | 13,979  |  | 8,254   | 127,128   |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY |         |         |         |  |         | -         |
| TOTAL EXPENSES                              |         |         | 629,828 |  | 451,659 | 5,829,855 |

List exact titles and staff FTE's ( Full time equivalent)

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|  |               |               |  |           |   |    |        |
|--|---------------|---------------|--|-----------|---|----|--------|
| <b>NET INCOME</b>  |               |               |  | (108,450) | - | 16 | 75,472 |
| <b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b> |               |               |  |           |   |    |        |
| District of Location   |               |               |  |           |   |    |        |
| School District 2 (PreK)   | 52            |               |  |           |   |    |        |
| School District 3 (Enter Name)                                     |               |               |  |           |   |    |        |
| School District 4 (Enter Name)                                     |               |               |  |           |   |    |        |
| School District 5 (Enter Name)                                     |               |               |  |           |   |    |        |
| <b>TOTAL ENROLLMENT</b>  | <b>346</b>    | <b>53</b>     |  |           |   |    |        |
| <b>REVENUE PER PUPIL</b>   | <b>12,328</b> | <b>12,584</b> |  |           |   |    |        |
| <b>EXPENSES PER PUPIL</b>  | <b>10,973</b> | <b>17,958</b> |  |           |   |    |        |

NEW YORK CITY MONTESSORI  
CHARTER SCHOOL  
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

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FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56<sup>TH</sup> STREET

NEW YORK, NEW YORK 10019

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TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF  
NEW YORK CITY MONTESSORI CHARTER SCHOOL

***Report on the Financial Statements***

We have audited the accompanying financial statements of New York City Montessori Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

***Auditors' Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## ***Report on Summarized Comparative Information***

We have previously audited the School's 2015 financial statements, and our report dated October 15, 2015, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

## ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated September 28, 2016, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
September 28, 2016



NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENTS OF FINANCIAL POSITION  
JUNE 30, 2016  
(with comparative information for June 30, 2015)

|  | <u>2016</u>                | <u>2015</u>                |
|--|----------------------------|----------------------------|
| <b>ASSETS</b>  |                            |                            |
| Current assets:  |                            |                            |
| Cash and cash equivalents  | \$ 111,795                 | \$ 496,356                 |
| Grants and contracts receivable  | 242,072                    | 131,390                    |
| Prepaid expenses and other current assets  | <u>134,180</u>             | <u>13,181</u>              |
| Total current assets   | <u>488,047</u>             | <u>640,927</u>             |
| Other assets:  |                            |                            |
| Property and equipment, net of accumulated depreciation<br>and amortization of \$365,769 and \$261,481, respectively | 286,963                    | 345,321                    |
| Security deposits  | 223,651                    | 223,651                    |
| Restricted cash  | <u>75,000</u>              | <u>75,000</u>              |
| Total other assets   | <u>585,614</u>             | <u>643,972</u>             |
| <b>TOTAL ASSETS</b>  | <u><u>\$ 1,073,661</u></u> | <u><u>\$ 1,284,899</u></u> |
| <br><b>LIABILITIES AND UNRESTRICTED NET ASSETS</b>   |                            |                            |
| Current liabilities:   |                            |                            |
| Accounts payable and accrued expenses  | \$ 52,502                  | \$ 85,189                  |
| Accrued payroll and payroll taxes  | 305,296                    | 259,977                    |
| Refundable advances  | 27,754                     | 30,378                     |
| Line of credit   | <u>-</u>                   | <u>44,460</u>              |
| Total current liabilities  | <u>385,552</u>             | <u>420,004</u>             |
| Deferred rent  | <u>816,501</u>             | <u>873,574</u>             |
| Total liabilities  | 1,202,053                  | 1,293,578                  |
| Unrestricted net assets  | <u>(128,392)</u>           | <u>(8,679)</u>             |
| <b>TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS</b>   | <u><u>\$ 1,073,661</u></u> | <u><u>\$ 1,284,899</u></u> |

The accompanying notes are an integral part of the financial statements.

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENTS OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2016  
(with summarized comparative financial information for the year ended June 30, 2015)

|  | <u>2016</u>         | <u>2015</u>       |
|--|---------------------|-------------------|
| Revenue and support:                         |                     |                   |
| State and local per pupil operating revenue: |                     |                   |
| General and special education                | \$ 4,513,487        | \$ 4,272,045      |
| Universal pre-kindergarten                   | 409,992             | 520,000           |
| Facilities                                   | 228,207             | 135,935           |
| Federal grants                               | 254,341             | 244,118           |
| State and city grants                        | 26,731              | 6,945             |
| Donated services                             | -                   | 51,102            |
| Other income                                 | 7,002               | 8,631             |
| Total revenue and support                    | <u>5,439,760</u>    | <u>5,238,776</u>  |
| Expenses:                                    |                     |                   |
| Program services                             |                     |                   |
| Regular education                            | 3,231,260           | 2,741,999         |
| Special education                            | 1,219,768           | 1,287,487         |
| Other education                              | 605,674             | 522,223           |
| Total program services                       | <u>5,056,702</u>    | <u>4,551,709</u>  |
| Supporting services                          |                     |                   |
| Management and general                       | 502,771             | 647,377           |
| Total expenses                               | <u>5,559,473</u>    | <u>5,199,086</u>  |
| Changes in unrestricted net assets           | (119,713)           | 39,690            |
| Unrestricted net assets - beginning of year  | <u>(8,679)</u>      | <u>(48,369)</u>   |
| Unrestricted net assets - end of year        | <u>\$ (128,392)</u> | <u>\$ (8,679)</u> |

The accompanying notes are an integral part of the financial statements.

NEW YORK CITY MONTESSORI CHARTER SCHOOL

(A Not-For-Profit Corporation)

STATEMENTS OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2016

(with summarized comparative financial information for the year ended June 30, 2015)

|  |                     | 2016                 |                      |                    |              |                           |              |              |
|--|---------------------|----------------------|----------------------|--------------------|--------------|---------------------------|--------------|--------------|
|  |                     | Program Services     |                      |                    |              |                           |              |              |
|  | No. of<br>Positions | Regular<br>Education | Special<br>Education | Other<br>Education | Total        | Management<br>and General | Total        | 2015         |
| Personnel services costs:                        |                     |                      |                      |                    |              |                           |              |              |
| Administrative staff personnel                   | 4                   | \$ 75,258            | \$ 34,208            | \$ 27,367          | \$ 136,833   | \$ 215,614                | \$ 352,447   | \$ 375,082   |
| Instructional personnel                          | 52                  | 1,620,348            | 613,873              | 293,495            | 2,527,716    | 1,000                     | 2,528,716    | 2,176,498    |
| Non-instructional personnel                      | 1                   | -                    | -                    | -                  | -            | 2,007                     | 2,007        | 1,974        |
| Total salaries and staff                         | 57                  | 1,695,606            | 648,081              | 320,862            | 2,664,549    | 218,621                   | 2,883,170    | 2,553,554    |
| Fringe benefits and payroll taxes                |                     | 265,174              | 101,353              | 50,179             | 416,706      | 34,188                    | 450,894      | 437,697      |
| Legal services                                   |                     | 3,662                | 1,177                | -                  | 4,839        | 397                       | 5,236        | 94,939       |
| Accounting/audit services                        |                     | -                    | -                    | -                  | -            | 22,250                    | 22,250       | 21,750       |
| Other purchased/professional/consulting services |                     | 200,107              | 72,967               | 36,871             | 309,945      | 82,076                    | 392,021      | 273,674      |
| Building and land rent/lease                     |                     | 768,020              | 293,546              | 145,333            | 1,206,899    | 99,024                    | 1,305,923    | 1,305,923    |
| Repairs and maintenance                          |                     | 13,690               | 5,233                | 2,591              | 21,514       | 1,765                     | 23,279       | 30,871       |
| Insurance  |                     | 14,878               | 5,687                | 2,815              | 23,380       | 1,918                     | 25,298       | 24,168       |
| Utilities  |                     | 55,459               | 21,197               | 10,495             | 87,151       | 7,150                     | 94,301       | 107,557      |
| Supplies/materials                               |                     | 58,229               | 16,194               | 8,870              | 83,293       | -                         | 83,293       | 102,613      |
| Staff development                                |                     | 40,489               | 11,338               | 6,490              | 58,317       | 2,722                     | 61,039       | 38,078       |
| Marketing/recruitment                            |                     | 2,082                | 796                  | 394                | 3,272        | 268                       | 3,540        | 8,422        |
| Technology                                       |                     | 18,578               | 7,101                | 3,516              | 29,195       | 2,395                     | 31,590       | 30,069       |
| Food services                                    |                     | 11,548               | 3,233                | 1,851              | 16,632       | -                         | 16,632       | 15,267       |
| Student services                                 |                     | 1,133                | 433                  | 214                | 1,780        | 146                       | 1,926        | 4,845        |
| Office expense                                   |                     | 21,273               | 7,990                | 3,587              | 32,850       | 21,943                    | 54,793       | 39,148       |
| Depreciation and amortization                    |                     | 61,332               | 23,442               | 11,606             | 96,380       | 7,908                     | 104,288      | 110,511      |
| Total expenses                                   |                     | \$ 3,231,260         | \$ 1,219,768         | \$ 605,674         | \$ 5,056,702 | \$ 502,771                | \$ 5,559,473 | \$ 5,199,086 |

The accompanying notes are an integral part of the financial statements.

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENTS OF CASH FLOWS  
FOR THE YEAR ENDED JUNE 30, 2016  
(with summarized comparative financial information for the year ended June 30, 2015)

|  | 2016         | 2015       |
|--|--------------|------------|
| CASH FLOWS FROM OPERATING ACTIVITIES:  |              |            |
| Changes in unrestricted net assets   | \$ (119,713) | \$ 39,690  |
| Adjustments to reconcile changes in unrestricted net assets<br>to net cash (used in) provided by operating activities: |              |            |
| Depreciation and amortization  | 104,288      | 110,511    |
| Changes in assets and liabilities:   |              |            |
| (Increase) in grants and contracts receivable  | (110,682)    | (19,762)   |
| (Increase) Decrease in prepaid expenses and other current assets   | (120,999)    | 120,207    |
| (Increase) in security deposits  | -            | (50,000)   |
| (Decrease) Increase in accounts payable and accrued expenses   | (32,687)     | 40         |
| Increase in accrued payroll and payroll taxes  | 45,319       | 84,812     |
| (Decrease) Increase in refundable advances   | (2,624)      | 12,708     |
| (Decrease) Increase in deferred rent   | (57,073)     | 159,756    |
| NET CASH (USED IN) PROVIDED BY OPERATING ACTIVITIES  | (294,171)    | 457,962    |
| CASH FLOWS FROM INVESTING ACTIVITY:  |              |            |
| Purchases of property and equipment  | (45,930)     | (103,127)  |
| CASH FLOWS FROM FINANCING ACTIVITIES:  |              |            |
| Proceeds from borrowings on line of credit   | -            | 50,000     |
| Payments made on line of credit  | (44,460)     | (30,180)   |
| NET CASH (USED IN) PROVIDED BY FINANCING ACTIVITIES  | (44,460)     | 19,820     |
| NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS   | (384,561)    | 374,655    |
| CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR  | 496,356      | 121,701    |
| CASH AND CASH EQUIVALENTS - END OF YEAR  | \$ 111,795   | \$ 496,356 |
| SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:  |              |            |
| Cash paid during the year for interest   | \$ 2,819     | \$ 1,555   |

The accompanying notes are an integral part of the financial statements.

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

New York City Montessori Charter School (the “School”) is a New York State, not-for-profit educational corporation that was incorporated to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 14, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School renewed its charter for an additional three-year term expiring on June 30, 2019. The School is an elementary school in the South Bronx neighborhood of New York that will empower its children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and learn in their pursuit of higher education as they prepare for careers needed in the 21<sup>st</sup> century. Classes commenced in the Bronx, New York, in September, 2011, and the School provided education to approximately 278 students in grades kindergarten through fifth in the 2015-2016 academic year.

Beginning in September 2014, the School was awarded a contract with the New York City Department of Education to operate a Universal Pre-Kindergarten program. The initial contract commenced July 1, 2014 and expires on June 30, 2017. The initial contract is renewable for two additional years at the option of the New York City Department of Education. The School provided education to approximately 48 students in the 2015-2016 academic year.

Food and Transportation Services

The New York City Department of Education provides free lunches and transportation directly to a majority of the School’s students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2016 and, 2015.

The School’s accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES  
(Continued)

Tax Status (Continued)

IRS forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2012, and prior.

Basis of Presentation

The School's financial statements have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America. The financial statement presentation follows the requirements of the Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2016 and 2015.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES  
(Continued)

Revenue and Support (Continued)

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

The School considers all highly liquid financial instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. At June 30, 2016, cash balances exceeded insured levels by approximately \$57,000. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Deferred Rent

The School records its rent in accordance with FASB ASC No. 840-20, whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected as deferred rent in the accompanying statements of financial position.

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES  
(Continued)

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract, in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

|                         |                              |
|-------------------------|------------------------------|
| Computers and equipment | 3 and 4 years                |
| Furniture and fixtures  | 5 years                      |
| Website development     | 3 years                      |
| Software                | 3 years                      |
| Leasehold improvements  | Useful life or related lease |

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Refundable Advances

The School records certain government grants and contracts as refundable advances until the related services are performed, at which time it is recognized as revenue.

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the statements of functional expenses. Accordingly, such information should be read in conjunction with the School's 2015 financial statements from which the summarized information was derived.

Reclassifications

Certain 2015 accounts have been reclassified to conform to the 2016 financial statement presentation. The reclassifications have no effect on 2015 total assets, liabilities, net assets and changes in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year.



NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

|   | <u>2016</u>       | <u>2015</u>       |
|---|-------------------|-------------------|
| Computers and equipment                         | \$ 162,035        | \$ 133,987        |
| Furniture and fixtures                          | 252,271           | 234,389           |
| Website development                             | 1,200             | 1,200             |
| Software  | 2,126             | 2,126             |
| Leasehold improvements                          | <u>235,100</u>    | <u>235,100</u>    |
|   | 652,732           | 606,802           |
| Less: Accumulated depreciation and amortization | <u>(365,769)</u>  | <u>(261,481)</u>  |
|   | <u>\$ 286,963</u> | <u>\$ 345,321</u> |

Depreciation and amortization expense was \$104,288 and \$110,511 for the years ended June 30, 2016 and 2015, respectively.

NOTE 4 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 5 - DONATED SERVICES

Donated services are recognized as contributions in accordance with FASB ASC No. 958-605-25, if the services (a) create or enhance non-financial assets or (b) require specialized skills by people with those skills, and would otherwise be purchased by the School, and (c) are measurable.

One entity provided legal services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and was recorded at fair value of \$-0- and \$51,102 for the years ended June 30, 2016 and 2015, respectively.

NOTE 6 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 7 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 8 - LINE OF CREDIT

On March 2, 2012, the School entered into a \$150,000 line of credit agreement with The Contact Fund, LLC that expired on March 1, 2015. During the 2014-2015 academic year the agreement was extended to March 1, 2016. Of the \$150,000 line of credit, \$50,000 was used exclusively for the security deposit on the School's lease with respect to 423-435 East 138th Street, Bronx, NY 10454 and the remaining \$100,000 was used exclusively for the periodic working capital needs of the School.

The line of credit bore interest at various rates ranging from Prime Rate plus 175 basis points to Prime Rate plus 325 basis points as adjusted on a quarterly basis. In addition to the interest on the loan amounts drawn, the School agreed to pay interest at the rate of .50% annually on any amounts of any revolving credit that had not been drawn in accordance with the agreement. Interest was payable for both drawn and undrawn balances on a quarterly basis. The School was permitted to prepay the principal balance in part or in full at any time without premium or penalty. All unpaid interest and principal was due on March 1, 2016, the expiration date of the line of credit agreement. The School opted not to extend the line of credit agreement upon expiration, and the remaining balance was paid down during the year ended June 30, 2016.

At June 30, 2016 and 2015, net borrowings under the line of credit were \$-0- and \$44,460, respectively. Interest expense was \$2,819 and \$1,555, for the years ended June 30, 2016 and 2015, respectively.

NOTE 9 - COMMITMENTS

In March 2012, the School entered into a 10 year non-cancelable operating lease for permanent office and classroom space beginning July 1, 2012 and ending on June 30, 2022. In September 2013 and June 2014 the School entered into a first and second lease amendment, respectively, to lease additional space in their existing building to accommodate an increase in student enrollment and the addition of Pre-Kindergarten program.

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2016  
(with comparative financial information for June 30, 2015)

NOTE 9 - COMMITMENTS (Continued)

Beginning July 1, 2017 the minimum lease payments shall increase based on the excess of the Consumer Price Index ("CPI") as issued by the Bureau of Labor Statistics of the United States Department of Labor for moderate income families over the Base Price Index that exists as of the month in which the commencement date occurs. In no event can the increase for each year be less than 2.25% from the prior year's net rental. The future minimum lease payments include an increase of 2.25% beginning July 1, 2017.

The future minimum lease payments are as follows:

|                           |                     |
|---------------------------|---------------------|
| Year ending June 30, 2017 | \$ 1,362,996        |
| 2018                      | 1,393,663           |
| 2019                      | 1,425,021           |
| 2020                      | 1,457,084           |
| 2021                      | 1,489,868           |
| Thereafter                | <u>1,523,390</u>    |
|                           | <u>\$ 8,652,022</u> |

Rent expense was \$1,305,923 for the years ended June 30, 2016 and 2015.

NOTE 10 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through September 28, 2016, the date that the accompanying financial statements were available to be issued. The School has no material subsequent events requiring disclosure.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56<sup>TH</sup> STREET

NEW YORK, NEW YORK 10019

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TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF  
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
*GOVERNMENT AUDITING STANDARDS*

TO THE BOARD OF TRUSTEES OF  
NEW YORK CITY MONTESSORI CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New York City Montessori Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 28, 2016.

***Internal Control Over Financial Reporting***

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

TO THE BOARD OF TRUSTEES OF  
NEW YORK CITY MONTESSORI CHARTER SCHOOL

***Compliance and Other Matters***

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

***Purpose of this Report***

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
September 28, 2016

NEW YORK CITY MONTESSORI CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2016

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56<sup>TH</sup> STREET  
NEW YORK, NEW YORK 10019

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TEL: (212) 957-3600

FAX: (212) 957-3696

September 28, 2016

Board of Trustees and Management  
New York City Montessori Charter School  
423 East 138<sup>th</sup> Street  
Bronx, NY 10454

In planning and performing our audit of the financial statements of New York City Montessori Charter School (the "School") (a not-for-profit corporation), as of and for the year ended June 30, 2016, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

Exhibit I accompanying this letter summarizes corrective action taken by the School on prior year observations.

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties

We appreciate your cooperation and the assistance we received during the course of our audit.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
September 28, 2016

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
MANAGEMENT LETTER  
JUNE 30, 2016

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EXHIBIT I – CORRECTIVE ACTION TAKEN ON PRIOR YEAR OBSERVATIONS

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| A. Test of Debit Card Transactions | 1 |
| B. Insurance Coverage              | 1 |



NEW YORK CITY MONTESSORI CHARTER SCHOOL  
MANAGEMENT LETTER  
JUNE 30, 2016

EXHIBIT I – CORRECTIVE ACTION TAKEN ON PRIOR YEAR OBSERVATIONS

A. TEST OF DEBIT CARD TRANSACTIONS

Observation

We reviewed four monthly statements of the corporate debit card issued to the Principal and Founder and noted there were three monthly statements where charges totaling \$3,395 were not supported by backup documentation or receipts.

Recommendation

The School should support all debit card charges with adequately supported receipts and invoices in accordance with the School's formal policies and procedures manual.

Corrective Action Taken

Management implemented the recommendation.

B. INSURANCE COVERAGE

Observation

We noted insurance coverage under employee dishonesty is limited to \$350,000. At June 30, 2015, the School maintained a cash balance of approximately \$500,000. We believe the School is under insured in regards to the above coverage.

Recommendation

We recommend an increase of employee dishonesty coverage to an amount that covers maximum cash held by the school at any one time during the year. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Corrective Action Taken

Management implemented the recommendation.

NEW YORK CITY MONTESSORI CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2016

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56<sup>TH</sup> STREET  
NEW YORK, NEW YORK 10019

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TEL: (212) 957-3600

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September 28, 2016

Board of Trustees and Management  
New York City Montessori Charter School  
423 East 138<sup>th</sup> Street  
Bronx, NY 10454

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We appreciate your cooperation and the assistance we received during the course of our audit.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
September 28, 2016

NEW YORK CITY MONTESSORI CHARTER SCHOOL  
MANAGEMENT LETTER  
JUNE 30, 2016

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EXHIBIT I – CORRECTIVE ACTION TAKEN ON PRIOR YEAR OBSERVATIONS

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| A. Test of Debit Card Transactions | 1 |
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NEW YORK CITY MONTESSORI CHARTER SCHOOL  
MANAGEMENT LETTER  
JUNE 30, 2016

EXHIBIT I – CORRECTIVE ACTION TAKEN ON PRIOR YEAR OBSERVATIONS

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Recommendation

We recommend an increase of employee dishonesty coverage to an amount that covers maximum cash held by the school at any one time during the year. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Corrective Action Taken

Management implemented the recommendation.

|   |
|---|
| <p align="center"><b>Disclosure of Financial Interest by a Current or Proposed Charter School<br/>Education Corporation Trustee</b></p> |
|---|

Trustee Name:

Rory Cohen

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New York City Montessori Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Chair

2. Is the trustee an employee of any school operated by the Education Corporation?  
☐ Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
☐ Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, 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) | Name of person holding interest or engaging in transaction and relationship to yourself |
|---------|--|--|---|
|         |  |  |   |

|  |      |      |      |
|--|------|------|------|
| <i>Please write "None" if applicable. Do not leave this space blank.</i> |      |      |      |
| None   | None | None | None |

5. 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 school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

| Organization conducting business with the school(s)                      | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps Taken to Avoid Conflict of Interest |
|--|------------------------------|---|---|---|
| <i>Please write "None" if applicable. Do not leave this space blank.</i> |                              |   |   |   |
| None   | None                         | None  | None  | None                                      |

Mark B. Hays  
Signature

8-1-16  
Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_



|   |
|---|
| <b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b> |
|---|

Trustee Name:

Neil Pariser

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New York City Montessori Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?  
☐ Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

☐ Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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| 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) | Name of person holding interest or engaging in transaction and relationship to yourself |
|---------|--|--|---|
|         |  |  |   |



|   |      |      |      |
|---|------|------|------|
| Please write "None" if applicable. Do not leave this space blank. |      |      |      |
| None  | none | None | None |

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

| Organization conducting business with the school(s)               | Nature of business conducted | Approximate value of the business conducted | Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest | Steps Taken to Avoid Conflict of Interest |
|---|------------------------------|---|---|---|
| Please write "None" if applicable. Do not leave this space blank. |                              |   |   |   |
| None  | none                         | none  | None  | None                                      |

Signature Heidi B. Hayes Date 8-1-16

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Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone:                     

Home Address:

|   |
|---|
| <p align="center"><b>Disclosure of Financial Interest by a Current or Proposed Charter School<br/>Education Corporation Trustee</b></p> |
|---|

Trustee Name:

John Mullane

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New York City Montessori Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?  
☐ Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
☐ Yes ☒ No

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| <i>Please write "None" if applicable. Do not leave this space blank.</i> |             |             |             |
| <i>none</i>  | <i>none</i> | <i>none</i> | <i>none</i> |

5. 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 school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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|--|------------------------------|---|---|---|
| <i>Please write "None" if applicable. Do not leave this space blank.</i> |                              |   |   |   |
| <i>None</i>  | <i>None</i>                  | <i>none</i>                                 | <i>none</i>   | <i>none</i>                               |

*Heber B. Hays*  
Signature

*8-1-16*  
Date

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Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 



|   |
|---|
| <p align="center"><b>Disclosure of Financial Interest by a Current or Proposed Charter School<br/>Education Corporation Trustee</b></p> |
|---|

Trustee Name:

Margaret B. Grossman

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New York City Montessori Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?  
☐ Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

☐ Yes ☒ No

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|---|------|------|------|
| Please write "None" if applicable. Do not leave this space blank. |      |      |      |
| none  | none | none | none |

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|---|------------------------------|---|---|---|
| Please write "None" if applicable. Do not leave this space blank. |                              |   |   |   |
| none  | none                         | none  | none  | none                                      |


8-1-16  
 Signature Date

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Home Address: \_\_\_\_\_

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|---|
| <p align="center"><b>Disclosure of Financial Interest by a Current or Proposed Charter School<br/>Education Corporation Trustee</b></p> |
|---|

Trustee Name:

Denise Clay

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New York City Montessori Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?  
☐ Yes ☒ No

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|--|------|------|------|
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8-1-16  
 Signature Date

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Home Address: \_\_\_\_\_

|   |
|---|
| <p align="center"><b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b></p> |
|---|

Trustee Name:

                    *Jacqueline DiSanto*                    

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

                    *New York City Montessori Charter School*                    

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

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       \_\_\_ Yes \_\_\_ ☒ No

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| None  | None                         | None  | None  | None                                      |

Signature Alfred B. Gray Date 8-1-16

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Business Telephone: 

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Home Address: \_\_\_\_\_

|   |
|---|
| <p align="center"><b>Disclosure of Financial Interest by a Current or Proposed Charter School<br/>Education Corporation Trustee</b></p> |
|---|

Trustee Name:

Ayca Ergeneman

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

New York City Montessori Charter School

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|   |      |      |      |
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Signature \_\_\_\_\_ Date \_\_\_\_\_

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E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_



# Entry 9 BOT Table

Created: 07/22/2016

Last updated: 08/01/2016

## Page 1

### 1. Current Board Member Information

|   | Trustee Name        | Email Address | Position on the Board | Committee Affiliations                 | Voting Member? (Y/N) | Area of Expertise, and/or Additional Role at School (parent, staff member, etc.) | Number of Terms Served and Length of Each (Include election date and term expiration) |
|---|---------------------|---------------|-----------------------|--|----------------------|--|---|
| 1 | Rory Cohen          | [REDACTED]    | Chair/Board President | Finance Committee                      | Yes                  | Law & Finance  | 3 year term expires 2019  |
| 2 | John Mullane        | [REDACTED]    | Treasurer             | Finance & Building & Grounds Committee | Yes                  | Business & Finance   | 2 year term expires 2018  |
| 3 | Margaret Grossman   | [REDACTED]    | Secretary             | Building & Grounds Committee           | Yes                  | Law & Human Resources  | 3 year term expires 2019  |
| 4 | Denise Clay         | [REDACTED]    | Trustee/Member        | Education Committee                    | Yes                  | Education  | 2 year term expires 2018  |
| 5 | Jacequeline DiSanto | [REDACTED]    | Trustee/Member        | Education Committee                    | Yes                  | Education  | 3 year terms expires 2019   |
| 6 | Ayca Ergeneman      | [REDACTED]    | Trustee/Member        | Development Committee                  | Yes                  | Philanthropy   | 2 year term expires 2018  |
| 7 |                     |               |                       |  |                      |  |   |
| 8 |                     |               |                       |  |                      |  |   |
| 9 |                     |               |                       |  |                      |  |   |



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| 19 |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |

**2. Total Number of Members on June 30, 2015**

6

**3. Total Number of Members Joining the Board 2015-16 School Year**

1

**4. Total Number of Members Departing the Board during the 2015-16 School Year**

2

**5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes**

15

**6. Number of Board Meetings Conducted in the 2015-16 School Year**

10

## 7. Number of Board Meetings Scheduled for the 2016-17 School Year

12

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**Thank you.**

## Education Committee Recommendations

New York City Montessori Charter School (NYCMCS) Board of Trustees  
423 East 138<sup>th</sup> Street, Bronx, New York 10454

July 31, 2015

### General Information

The Education Committee discussed the strengths and weaknesses of three candidates for the position of Principal. They were Shalen Bishop, Abeku Hayes, and Ife Leonard. The committee also discussed the importance of assuring that the candidate selected be given the opportunity to receive training in the Montessori approach. The committee agreed that an expectation of employment of the candidate is to include collaboration with Gina Sardi to infuse both Montessori principles and the New York State Common Core Standards in the school's curriculum.

### Education Committee Recommendations

- **Offer Mr. Abeku Hayes the position of Assistant Principal** until the State Education Department (SED) notifies the Board of Trustees of its decision regarding change in the organizational structure. If the organizational structure is approved, Mr. Hayes will be promoted to Educational Principal within one week of receipt of the decision. This offer is to be made with the proviso that Mr. Hayes is to serve on probation for 90 days. During that time, Mr. Hayes, in collaboration with Gina Sardi, must take significant steps to learning and implementing the Montessori approach at the school. At the end of the 90-day period, Mr. Hayes and Ms. Sardi will be evaluated on the progress of Montessori at the school. In addition, Mr. Hayes will be evaluated regarding his performance in the areas of instructional leadership, school culture, and staff development as listed in the Assistant Principal job description, which is essentially the same job description as the Educational Principal position except reporting relationships. In the Assistant Principal position, Mr. Hayes will report to Ms. Sardi and to the Board of Trustees. As Educational Principal (if SED approves), he will report to the Board of Trustees only and collaborate with Ms. Sardi. **Note:** Ms. Sardi will be evaluated at the end of 90 days also regarding her performance as Principal and ultimately as Executive Director (if SED approves the revised structure) in the areas of instructional leadership with Pre-K, school management and development, and school culture as listed in the Executive Director job description.
- **Salary:** Offer Mr. Hayes a lower salary (to be determined by the Board of Trustees) during the probationary period, and after the 90-day evaluation, increase the salary (to be determined by the Board of Trustees) if significant progress has been made at the school, contingent upon the school's budget availability.

## **New York City Montessori Charter School Board of Trustees**

**September 30<sup>th</sup>, 2015 4:300 p.m.**

The meeting convened at the school building at 423 East 138<sup>th</sup> Street in the Bronx at 4:30pm. Mr. Cohen, Ms. Grossman, Mr. Mullane, Ms. Clay, Ms. Ergeneman were in attendance. Also in attendance were Executive Director Sardi, Principal Hayes, Robin Urquhart, Doreen Baptiste, Robin Lily-Reed, Monica Benjamin, Denise Fairman, Kevin Crespi and Kelley Brown representing the family association.

The meeting was called to order and the Minutes of the prior meeting were approved. Mr. Cohen invited public comment and none were offered.

The board then turned to a report of the buildings and grounds committee. The board discussed building security including restricting elevator access and the need to install security cameras. While it was agreed that the school would be responsible for the installation of security cameras, it was also agreed that the school would reach out to the building's landlord to discuss elevator restrictions prior to assuming responsibility for that item.

Next the education committee reported on its September 22<sup>nd</sup> meeting. Ms. Clay described the committee's discussion of the upcoming visit by the State Education Department in connection with the charter renewal process. In addition, the committee went over the school's collaboration with Hostos including the intern program.

Next Mr. Crespi, on behalf of Finance Committee Chair John Mullane, presented the financial report. Mr. Crespi reported that the results of the school's most recent audit were clean with the exception of an immaterial matter involving a missing receipt for a debit card purchase in an immaterial amount. The board asked follow-up questions regarding the small exception and were satisfied that the issue was immaterial.

Following the financial report, Mr. Hayes gave the principal's report. First Mr. Hayes addressed the school's test results, which he reported were weak but on par with the district's results. Mr. Hayes then turned to what the school was planning to do to address the test performance and in general to improve and bolster the school's performance and functioning. Mr. Hayes introduced the leadership team and discussed the ways in which the team is implementing new systems and establishing priorities. These include curriculum alignment between Montessori and Common Core State Standards, student and teacher evaluation, such as weekly teacher observation and coaching as well as the implementation of student assessment with the assistance of EduSoft software. Mr. Hayes also described the implementation of school-



Finally, the board discussed instructional priorities for the school year as set forth in the written principal's report circulated to the board in the board packet.

After the principal's report, the board discussed fund raising and grant writing and Ms. Ergeneman agreed to work with Mr. Hayes and others to put together a template for grant writing.

Next the board discussed test preparation. Mr. Hayes described how the school would be implementing a strategy where students are encouraged to see tests as puzzles to which a strategy can be applied rather than a "drill and kill" approach. Ms. Clay asked how often students read books and receive reading comprehension evaluation and Mr. Hayes responded that this would be implemented in the balanced literacy approach and that in addition, students would be doing 20 minutes per day of independent reading.

The board then turned to the topic of compliance with SPED reporting and reimbursements. Mr. Hayes described the school's approach to reporting going forward. Ms. Grossman suggested that a board member should participate in the first round of reporting and spot check to ensure a proper process. The education committee agreed that it would come to the school on December 2<sup>nd</sup> to oversee the SPED reporting process with Mr. Hayes.

There being no further business before the board, the meeting was adjourned and the board went into executive session to discuss personnel matters.

Margaret B. Grossman

  
Secretary

**New York City Montessori Charter School (NYCMCS)**

**Board of Trustees Meeting**

423 E. 138th St, Bronx, NY 10454

September 30, 2015

4:30 p.m.

**AGENDA**

- I. Call to Order/Roll Call (1 minute)
- II. Public Comments (2 minutes per person)
- III. Approval of Previous Meetings Minutes and Agenda (2 minutes)
- IV. Committee Reports (15 minutes)
  - A. Building and Grounds
  - B. Education
  - C. Finance
- V. State of the School (30 minutes)
  - Updates on Instruction, Discipline, Special Education
  - Updates on Finance, Enrollment, and Staffing
- VI. Enhancements to Educational Platform and Organizational Structure (15 minutes)
  - Charter Renewal: Public Hearing
- VII. Candidates for Board of Trustees
- VIII. Adjournment

# Education Committee Strategic Planning Minutes

New York City Montessori Charter School (NYCMCS) Board of Trustees  
423 East 138<sup>th</sup> Street, Bronx, New York 10454

September 22, 2015

## Committee Purpose:

The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

**Meeting with Mr. Abeku Hayes and Ms. Gina Sardi**—Mr. Hayes, Ms. Sardi, and Dr. Clay met to discuss the topics that follow. An outcome summary of each topic is provided.

- I. **Plans for State Education Department Visit in November, 2015**—The visit is scheduled for November 12-13, 2015. The interview of members of the Board of Trustees will be requested for that Thursday. Preparation for the visit includes six weeks of Professional Development for teachers on half days on Thursdays, implementation of a Teacher Evaluation System, implementation of a coaching model, posting of door signs throughout the school, culture and discipline documentation, etc. More information regarding the visit will be provided by Mr. Hayes at the Board meeting.
- II. **Collaboration with Hostos Community College**
  - **Intern Program**—It was agreed that Hostos students from the EDU 101-Foundations of Education course could conduct 15 observation hours in the school. It was recommended that the Hostos students from the EDU 104-Language Arts for Young Children course could conduct tutoring via the Reading Partners Program in the SoBRO After-school Program if Reading Partners does not place the students in other schools.
  - **Hostos Community College Early Childhood Education Family Learning Day**—Mr. Hayes offered a contingent of Montessori teachers could make Montessori presentations for Hostos' Family Learning Day preferably on a Saturday. If Hostos students are required to make presentations in NYCMCS classrooms, Mr. Hayes will provide two dates during the first two weeks of December for consideration by Hostos' Early Childhood Education Program. Dr. Clay is to provide additional information regarding the purpose of the Family Learning Day to Mr. Hayes.

**Meeting with Mr. Abeku Hayes**—Mr. Hayes and Dr. Clay met to discuss an initial strategy for support of the school via the Education Committee. An outcome summary of each topic is provided on the next page.



I. **Status Review of Educational Principal's Goal Planning Document**—The school-wide goals are the following:

- Excellence in Teaching
- Amazing School Culture
- Reading = Learning
- **Curricula**—For English Language Arts (ELA), the Readers and Writers Workshop Curriculum is being employed with modification to mix with the Montessori approach. The Math curriculum is 100% Common Core State Standards (CCSS) aligned. The Social Studies curriculum is aligned to CCSS while the Science curriculum in use is Engage New York. Specific metrics for student learning in Reading and Math will be provided in the Principal's Report. To assist the school (and the Board of Trustees), Mr. Hayes will provide benchmark data of student achievement in October and December. This will help inform any modification of instructional strategies, educational resources, etc.
- **Professional Development Plan for Teachers**—Each Thursday for ½ day, teachers engage in Professional Development. The Principal has been heavily involved in planning and executing these activities.
- **Weekly Submission of Lesson Plans (Montessori & CCSS)**—Teachers are required to submit weekly content lesson plans that are reviewed. They also have been given Unit Plan templates to guide their teaching direction.
- **Teacher Observations/Coaching**—The Principal and Instructional Leadership Team observe teachers each week and provide coaching for each. A Teacher Evaluation System Rubric has been implemented regarding teacher performance. Two formal evaluations will be conducted each year.

II. **Board of Trustees Reporting**—Mr. Hayes will provide the Board with data on a Dashboard as has been provided in the past to assist the Trustees with monitoring the academic progress of NYCMCS students, the overall culture in the school, and other areas that the Principal will be adding to the Dashboard.

III. **Education Committee Schedule**—The proposed schedule is recommended for adoption.

| <b>Board Meeting Dates</b><br><i>Wednesdays, 4:30 p.m.</i> | <b>Education Committee Meeting Dates</b><br><i>Wednesdays, 3:00 p.m.</i> |
|--|--|
| September 30, 2015   |  |
| October 21, 2015   | October 7, 2015  |
| November 18, 2015  | November 4, 2015   |
| December 16, 2015  | December 2, 2015   |
| January 20, 2016   | January 6, 2016  |
| February 24, 2016  | February 3, 2016   |
| March 16, 2016   | March 2, 2016  |
| April 20, 2016   | April 6, 2016  |
| May 18, 2016   | May 4, 2016  |
| June 15, 2016  | June 1, 2016   |

# NYCMCS Finance & Operations Report

## 1. 2014-15 Fiscal Year End Close (handout)

### Key Findings:

Significant revenue shortfalls due to:

- Starting year with -\$144k budget
- Eventual -\$350k Per-Pupil revenue shortfall:
  - Discharged students & 280 SED Cap

Over budget or no budget items - increased costs:

- \$10k for EdRenew in 2014-15 / \$11.6k to date in 2015-16
- \$31.1k overage legal costs
- \$41k overage for CSBM – bulk of costs from July-Dec prior to hire

2014-15 Budget Savings:

- Medical plan -\$104k due to lower than expected enrollment
  - Likely due to mediocre, high cost medical plan option

Staff Cost Savings:

#### Admin

- \$58K savings for ½ year of Bookkeeper & less experienced option
- \$18K savings-not replacing Director of Operations
- \$26K savings- not replacing Office Assistant
- \$8K savings- eliminating Custodian and hiring service
- \$5K savings- mid- year short term custodial contract reduction

#### Sped

- \$70k savings – did not replace SPED instructor

#### Additional Revenue:

- \$136k Rent Relief
- \$74.9k Title 1 Grant
- \$8k Tech Grant
- \$5.9k from Sobro for security reimbursement
- \$2k rental fees from outside organizations

## 2. Financial Milestones:

- Received full \$550k payment for Pre-K
  - Pre-K now switching from manual invoice submission to online
    - Expected to speed up payment process
- Rent Relief in 2015-16 (jumps to \$270k) is being paid in bi-monthly increments on same schedule as Per-Pupil Funding
  - Will not have to wait until end of year
- Paid off half of Contact Fund \$60k of \$100k loan in 2014-15
  - Paid balance of loan in August 2015

### **3. Current AP Report (Handout)**

- Currently running cash flow positive at \$242K after general overhead commitments
  - Will need to maintain enrollment and SPED projections to continue positive direction

### **Building & Operations Report**

#### **1) Building:**

- a) Pre-K classroom conversions – Created 3 new classrooms
  - i) Staff Room converted into Pre-K classroom
  - ii) Library converted into Pre-K classroom
  - iii) Music Room converted into Pre-K classroom
  - iv) Family Association room converted into Staff Room
- b) Moved 10 of 14 classrooms – class reconfigurations
- c) Middle School elevator security issues
  - i) Working with Oren to resolve
- d) Security cameras budget approval

#### **2) After-School**

- a) Awaiting enrollment increase approval from 75 to 150
- b) New Director chosen

#### **3) ADP Total Source Conversion**

- a) Enrolled all returning employees
- b) Enrolling all new employees
- c) Payroll conversion complete
- d) 401K setup. Configuring plan options



**NYC Montessori Charter School**  
**Budget vs. Actuals: FY 14-15 - FY15 P&L**  
 July 2014 - June 2015

|  | Total           |                 |                |             |  |
|--|-----------------|-----------------|----------------|-------------|--|
|  | Actual          | Budget          | over Budget    | % of Budget | Notes +/- \$10,000                           |
| Income                                   |                 |                 |                |             |  |
| 4100 State Grants                        |                 |                 | 0.00           |             |  |
| 4101 Per Pupil Allocations               | 3,562,553.12    | 3,857,560.00    | -295,006.88    | 92.35%      | lower enrollment                             |
| 4101a Pre-K - Per Pupil Allocations      | 520,000.00      | 520,000.00      | 0.00           | 100.00%     |  |
| Total 4101 Per Pupil Allocations         | \$ 4,082,553.12 | \$ 4,377,560.00 | -\$ 295,006.88 | 93.26%      |  |
| 4102 Per Pupil Allocations for SPED      | 709,491.70      | 765,422.00      | -55,930.30     | 92.69%      | lower enrollment                             |
| 4103 NYSTL                               |                 | 16,310.00       | -16,310.00     | 0.00%       | awaiting FAMIS entry                         |
| 4104 NYSSL                               |                 | 4,194.00        | -4,194.00      | 0.00%       |  |
| 4105 NYSLIB                              |                 | 1,750.00        | -1,750.00      | 0.00%       |  |
| 4108 Rent Relief                         | 135,934.90      |                 | 135,934.90     |             | new funding stream                           |
| 4109 State Tech Voucher                  | 6,945.00        |                 | 6,945.00       |             |  |
| Total 4100 State Grants                  | \$ 4,934,924.72 | \$ 5,165,236.00 | -\$ 230,311.28 | 95.54%      |  |
| 4200 Federal Grants                      |                 |                 | 0.00           |             |  |
| 4201 IDEA for Sp. Ed.                    | 27,500.00       | 38,000.00       | -10,500.00     | 72.37%      | Lower allocation                             |
| 4202 E-Rate for Tech/Comm                | 4,675.10        | 4,051.00        | 624.10         | 115.41%     |  |
| 4203 Title I                             | 205,646.00      | 130,671.00      | 74,975.00      | 157.38%     | higher allocation                            |
| 4204 Title IIA                           | 6,297.00        | 4,656.00        | 1,641.00       | 135.24%     |  |
| Total 4200 Federal Grants                | \$ 244,118.10   | \$ 177,378.00   | \$ 66,740.10   | 137.63%     |  |
| 4300 Contributions                       |                 |                 | 0.00           |             |  |
| 4302 Unrestricted Contributions          |                 | 50,000.00       | -50,000.00     | 0.00%       | no fundraising                               |
| Total 4300 Contributions                 | \$ 0.00         | \$ 50,000.00    | -\$ 50,000.00  | 0.00%       |  |
| 4400 Miscellaneous Income                |                 |                 | 0.00           |             |  |
| 4403 Misc. Income                        | 8,630.60        | 25.00           | 8,605.60       | 34522.40%   |  |
| 4406 Sublease Income                     | 0.00            |                 | 0.00           |             |  |
| Total 4400 Miscellaneous Income          | \$ 8,630.60     | \$ 25.00        | \$ 8,605.60    | 34522.40%   |  |
| Total Income                             | \$ 5,187,673.42 | \$ 5,392,639.00 | -\$ 204,965.58 | 96.20%      |  |
| Gross Profit                             | \$ 5,187,673.42 | \$ 5,392,639.00 | -\$ 204,965.58 | 96.20%      |  |
| Expenses                                 |                 |                 |                |             |  |
| 5000 Compensation                        |                 |                 | 0.00           |             |  |
| 5100 Administrative                      |                 |                 | 0.00           |             | did not replace DOO & Office Asst in 2014/15 |
| Total 5100 Administrative                | \$ 377,057.63   | \$ 428,024.00   | -\$ 50,966.37  | 88.09%      | Hired less experienced Bookkeeper            |
| Total 5200 Instructional Staff           | \$ 1,570,460.93 | \$ 1,577,323.00 | -\$ 6,862.07   | 99.56%      |  |
| 5300 Special Education                   |                 |                 | 0.00           |             |  |
| 5303 Special Education/ELL Teacher       | 466,686.92      | 542,000.00      | -75,313.08     | 86.10%      | Sped teacher resigned and did not replace    |
| 5304 Montessori Coordinator              | 73,999.92       | 74,000.00       | -0.08          | 100.00%     |  |
| 5305 Social Worker                       | 56,500.08       | 60,000.00       | -3,499.92      | 94.17%      |  |
| Total 5300 Special Education             | \$ 597,186.92   | \$ 676,000.00   | -\$ 78,813.08  | 88.34%      |  |
| 5400 Incentive                           |                 |                 | 0.00           |             |  |
| 5403 School Stipend                      | 8,850.00        |                 | 8,850.00       |             |  |
| Total 5400 Incentive                     | \$ 8,850.00     | \$ 0.00         | \$ 8,850.00    |             |  |
| Total 5000 Compensation                  | \$ 2,553,555.48 | \$ 2,681,347.00 | -\$ 127,791.52 | 95.23%      |  |
| 5500 Benefits                            |                 |                 | 0.00           |             |  |
| 5502 Social Security - EmployER Expense  | 155,897.39      | 166,244.00      | -10,346.61     | 93.78%      | lower compensation                           |
| 5503 Social Security - EmployEE Clearing | 0.00            | 0.00            | 0.00           |             |  |
| 5504 Medicare - EmployEE Clearing        | 0.00            | 0.00            | 0.00           |             |  |
| 5505 Medicare - EmployER Expense         | 36,460.25       | 38,880.00       | -2,419.75      | 93.78%      |  |
| 5506 Federal Income Tax - Clearing       | 0.00            | 0.00            | 0.00           |             |  |
| 5507 State Income Tax Clearing           | 0.00            | 0.00            | 0.00           |             |  |
| 5508 NYC Income Tax - Clearing           | 0.00            | 0.00            | 0.00           |             |  |
| 5509 Metro NY-City Tax                   | 982.73          |                 | 982.73         |             |  |
| 5510 NY State Unemployment Insurance     | 37,217.09       | 26,813.00       | 10,404.09      | 138.80%     | higher state costs                           |
| 5511 Worker's Compensation Expense       | 17,112.29       | 26,813.00       | -9,700.71      | 63.82%      |  |
| 5512 NY Disability                       | -503.22         | 100.00          | -603.22        | -503.22%    |  |
| 5513 Medical Insurance                   | 172,072.33      | 276,406.00      | -104,333.67    | 62.25%      | low enrollment                               |
| 5515 STD, LTD, Life Ins                  | 15,659.72       | 19,109.00       | -3,449.28      | 81.95%      |  |
| 5516 Vision Insurance                    | 1,736.76        | 1,490.00        | 246.76         | 116.56%     |  |
| 5520 Retirement 401(K)/403(B) Fees       |                 | 5,000.00        | -5,000.00      | 0.00%       |  |

|   |               |               |                |  |
|---|---------------|---------------|----------------|--|
| 5521 TransitChek Fees - Clearing                    | 1,061.75      |               | 1,061.75       |  |
| 5522 Wage Garnishment - Clearing                    | 0.00          |               | 0.00           |  |
| Total 5500 Benefits                                 | \$ 437,697.09 | \$ 560,855.00 | -\$ 123,157.91 | 78.04%   |
| 6100 Administrative Expenses                        |               |               | 0.00           |  |
| 6101 Office Supplies - General                      | 18,525.03     | 8,715.00      | 9,810.03       | 212.56%  |
| 6102 Office Furniture (Non Asset)                   | 6,618.46      | 1,690.00      | 4,928.46       | 391.62%  |
| 6106 Postage and Delivery                           | 2,630.76      | 1,976.00      | 654.76         | 133.14%  |
| 6107 Dues & Subscriptions                           | 4,392.93      | 6,176.00      | -1,783.07      | 71.13%   |
| 6108 Team Building/Staff Lunch & App                | 2,689.26      | 6,450.00      | -3,760.74      | 41.69%   |
| 6109 Staff Travel                                   | 553.26        | 370.00        | 183.26         | 149.53%  |
| 6110 Insurance - General                            | 24,167.96     | 19,210.00     | 4,957.96       | 125.81%  |
| 6111 School Events                                  | 4,845.04      | 2,869.00      | 1,976.04       | 168.88%  |
| Total 6100 Administrative Expenses                  | \$ 64,422.70  | \$ 47,456.00  | \$ 16,966.70   | 135.75%  |
| 6200 Professional Services                          |               |               | 0.00           |  |
| 6202 Audit Fees                                     | 21,750.00     | 25,462.00     | -3,712.00      | 85.42%   |
| 6203 Payroll Services                               | 4,538.21      | 8,282.00      | -3,743.79      | 54.80%   |
| 6204 Legal Services - Paid                          | 43,836.83     | 12,731.00     | 31,105.83      | 344.33% additional legal needs                           |
| 6207 Financial Management Services                  | 61,870.00     | 20,000.00     | 41,870.00      | 309.35% bulk of spend allocated Jul-Dec prior to BK hire |
| 6208 Custodian Services                             | 122,979.24    | 102,000.00    | 20,979.24      | 120.57% replaced staff position                          |
| 6210 Substitute Teacher Services                    | 29,244.50     | 15,450.00     | 13,794.50      | 189.28% more subs needed for vacancies and PTO           |
| 6218 NYCSI Services                                 | 7,510.12      | 4,000.00      | 3,510.12       | 187.75%  |
| 6222 Security Services                              | 47,532.18     | 44,342.00     | 3,190.18       | 107.19%  |
| Total 6200 Professional Services                    | \$ 339,261.08 | \$ 232,267.00 | \$ 106,994.08  | 146.07%  |
| 6300 Professional Development                       |               |               | 0.00           |  |
| 6310 Staff Development                              |               |               | 0.00           |  |
| 6313 Instructional Staff PD                         | 6,721.52      | 8,000.00      | -1,278.48      | 84.02%   |
| 6314 Travel   |               | 3,411.00      | -3,411.00      | 0.00%  |
| 6315 Non-Instructional Staff PD                     | 1,879.27      | 2,781.00      | -901.73        | 67.58%   |
| 6316 Montessori Consultation                        | 10,770.18     | 2,998.00      | 7,772.18       | 359.25%  |
| 6317 Non Montessori Consultation                    | 10,532.00     | 2,225.00      | 8,307.00       | 473.35% EdReNew costs - to be recoded.                   |
| 6318 ELL/SPED PD                                    | 4,250.00      | 3,000.00      | 1,250.00       | 141.67%  |
| 6319 SIS/TECH PD                                    |               | 3,090.00      | -3,090.00      | 0.00%  |
| 6320 Summer Institute Stipends                      |               | 8,000.00      | -8,000.00      | 0.00%  |
| 6320b Summer Training                               | 3,925.30      | 30,000.00     | -26,074.70     | 13.08% no summer training in 2014                        |
| Total 6310 Staff Development                        | \$ 38,078.27  | \$ 63,505.00  | -\$ 25,426.73  | 59.96%   |
| 6321 Board Expenses                                 | 1,871.32      | 2,000.00      | -128.68        | 93.57%   |
| Total 6300 Professional Development                 | \$ 39,949.59  | \$ 65,505.00  | -\$ 25,555.41  | 60.99%   |
| 6400 Marketing and Staff/Student Rec                |               |               | 0.00           |  |
| 6402 Staff Recruiting                               | 7,642.24      | 2,000.00      | 5,642.24       | 382.11%  |
| 6403 Student Recruiting                             | 780.00        | 3,000.00      | -2,220.00      | 26.00%   |
| 6405 Advertising                                    |               | 1,000.00      | -1,000.00      | 0.00%  |
| Total 6400 Marketing and Staff/Student Rec          | \$ 8,422.24   | \$ 6,000.00   | \$ 2,422.24    | 140.37%  |
| 6500 Fundraising Expenses                           |               |               | 0.00           |  |
| 6502 Events   |               | 5,267.00      | -5,267.00      | 0.00%  |
| Total 6500 Fundraising Expenses                     | \$ 0.00       | \$ 5,267.00   | -\$ 5,267.00   | 0.00%  |
| 7100 Curriculum & Classroom Expenses                |               |               | 0.00           |  |
| 7101 Classroom Supplies & Materials - Montessori    | 25,138.87     | 41,436.00     | -16,297.13     | 60.67% fewer supplies ordered                            |
| 7102 Classroom Supplies & Materials - General       | 47,048.82     | 42,133.00     | 4,915.82       | 111.67%  |
| 7104 Curriculum Textbooks & Other Curricula         | 14,430.93     | 29,080.00     | -14,649.07     | 49.62% fewer supplies ordered                            |
| 7107 Educational Materials - Special Education      |               | 10,000.00     | -10,000.00     | 0.00% fewer supplies ordered                             |
| 7108 NYSTL Expense                                  |               | 16,310.00     | -16,310.00     | 0.00% awaiting FAMIS entry                               |
| 7109 NYSSL Expense                                  |               | 4,194.00      | -4,194.00      | 0.00%  |
| 7110 NYSLIB Expense                                 |               | 1,750.00      | -1,750.00      | 0.00%  |
| 7111 Library Books                                  | 1,334.25      | 14,399.00     | -13,064.75     | 9.27% fewer supplies ordered                             |
| 7112 Standardized Test Materials/Assessment Expense | 6,379.66      | 5,000.00      | 1,379.66       | 127.59%  |
| 7113 Art/Music/Science Supplies - Science           | 4,453.21      | 6,831.00      | -2,377.79      | 65.19%   |
| 7115 Sport Equipment                                | 37.66         | 2,982.00      | -2,944.34      | 1.26%  |
| 7116 Student Field Trips                            | 3,788.95      | 7,086.00      | -3,297.05      | 53.47%   |
| 7117 Food Service/School Meals                      | 15,266.55     | 3,090.00      | 12,176.55      | 494.06%  |
| Total 7100 Curriculum & Classroom Expenses          | \$ 117,878.90 | \$ 184,291.00 | -\$ 66,412.10  | 63.96%   |
| 8100 Facility                                       |               |               | 0.00           |  |
| 8101 Rent   | 1,146,166.70  | 1,142,917.00  | 3,249.70       | 100.28%  |
| 8101a Deferred Rent                                 | 159,756.00    | 311,236.00    | -151,480.00    | 51.33% updated deferred rent schedule                    |

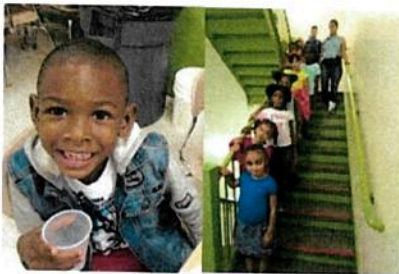


|  |                        |                        |                       |                |
|--|------------------------|------------------------|-----------------------|----------------|
| 8102 Utilities                                 | 107,556.50             | 129,600.00             | -22,043.50            | 82.99%         |
| 8104 Repairs and Maintenance                   | 30,413.11              | 27,868.00              | 2,545.11              | 109.13%        |
| 8105 Miscellaneous Repairs                     | 457.91                 | 5,250.00               | -4,792.09             | 8.72%          |
| Total 8100 Facility                            | <b>\$ 1,444,350.22</b> | <b>\$ 1,616,871.00</b> | <b>-\$ 172,520.78</b> | <b>89.33%</b>  |
| 8200 Technology/Communication Expense          |                        |                        | 0.00                  |                |
| 8201 Phone and Internet                        | 3,672.33               | 1,030.00               | 2,642.33              | 356.54%        |
| 8202 Mobile Phone Expense                      | 5,860.37               | 3,471.00               | 2,389.37              | 168.84%        |
| 8204 Network Maintenance/Tech Support Services | 9,367.96               | 15,758.00              | -6,390.04             | 59.45%         |
| 8205 Database Development Services (SIS)       | 7,810.00               | 5,150.00               | 2,660.00              | 151.65%        |
| 8206 Website Consultants/Expenses              | 825.00                 |                        | 825.00                |                |
| 8207 Technology Supplies                       | 2,534.00               | 3,525.00               | -991.00               | 71.89%         |
| Total 8200 Technology/Communication Expense    | <b>\$ 30,069.66</b>    | <b>\$ 28,934.00</b>    | <b>\$ 1,135.66</b>    | <b>103.93%</b> |
| 8800 Miscellaneous Expenses                    |                        |                        | 0.00                  |                |
| 8801 Bank Service Charges                      | 138.00                 | 92.00                  | 46.00                 | 150.00%        |
| 8802 Cash Flow Loan Interest/Fees              | 1,735.29               | 5,215.00               | -3,479.71             | 33.27%         |
| 8804 Expense Suspense Account                  | 0.00                   |                        | 0.00                  |                |
| 8807 Sales Tax to be refunded                  | 170.90                 |                        | 170.90                |                |
| Total 8800 Miscellaneous Expenses              | <b>\$ 2,044.19</b>     | <b>\$ 5,307.00</b>     | <b>-\$ 3,262.81</b>   | <b>38.52%</b>  |
| 8900 Depreciation Expenses                     | 110,511.00             | 103,965.00             | 6,546.00              | 106.30%        |
| Total Expenses                                 | <b>\$ 5,148,162.15</b> | <b>\$ 5,538,065.00</b> | <b>-\$ 389,902.85</b> | <b>92.96%</b>  |
| Net Operating Income                           | <b>\$ 39,511.27</b>    | <b>-\$ 145,426.00</b>  | <b>\$ 184,937.27</b>  | <b>-27.17%</b> |
| Net Income                                     | <b>\$ 39,511.27</b>    | <b>-\$ 145,426.00</b>  | <b>\$ 184,937.27</b>  | <b>-27.17%</b> |

new york city  
**montessori**  
charter school



# PRINCIPAL'S REPORT



It is with great joy and optimism that I am able to craft this report. We have been burning the candle at both ends as a team and family but I am happy to now have the opportunity to report on the amazing work happening here at NYCMCS.

Our overarching focus for this year is truly ensuring that we are doing our very best to ensure that our students matriculate prepared with the skills they need to successful academically and as members of the global community. In addition, we are deliberately ensuring that we enhance the quality of our educational programming by prioritizing our student's needs while also providing the development needed for our teachers and support staff. It is with these particular choices in mind that we have been shaping our decision making and systems in all departments.

Below I have broken our work up into the following categories: Preparation for Renewal, Data Gathering and Reporting, Instruction, Staff Development and Accountability, School Culture, and Special Education. The purpose for this format is to show the correlation between the goal above and the creation of a healthy, caring, and rigorous school environment.

## Preparation for Renewal

1. Renewal Application
  - a. We submitted the Charter School Renewal Application to SED on August 20, 2015. We have since received confirmation that the application was received and that we will now need to prepare for a public hearing as well as a site visit. We are optimistic about this prospect and are currently preparing for the visit and hearing.

## Data Gathering and Reporting

1. Dashboard Update
  - a. An additional enhancement being made to the educational program is the introduction of metrics that will help to guide the school and keep us on track to our goals. A draft of these goals as well as the data to be reported has been collected for the board and is included with this report for the September meeting. We are offering the following as the overarching goals for the year:
    - i. Academic Achievement
      1. We will improve the performance of each student in all subject areas.
        - a. Current/Pending Measures:
          - i. % of students scoring 3 or 4 on the state test.
          - ii. % decrease of students from bottom scoring quartile.
          - iii. % of students deemed "on grade level" in reading using F&P.
          - iv. performance on predictive benchmark assessments.
      - ii. Closing the Achievement Gap
        1. We will greatly decrease the achievement gap between our students and their affluent peers consistently over the course of their time with NYCMCS through close management of the structures established to support our students.
          - a. Current/Pending Measures:
            - i. Attendance for Sped and GenEd students.
            - ii. Total of identified Students with Disabilities.
            - iii. Suspension of Sped and GenEd students; including the delineation between suspensions resulting from breeches of conduct and violence.
      - iii. Efficiency
        1. We will maintain a fiscally sound and accountable school through the adherence to all governing policies, more efficient systems, and overall maintenance of our operational components.
          - a. Current/Pending Measures:
            - i. Educational Program Staff Structure
            - ii. Positions Staffed/Vacant
            - iii. Staff Attrition
            - iv. Student Enrollment
            - v. Student Attrition

## Instruction

1. Curriculum Alignment
  - a. One of our goals for this year is to ensure the alignment of our Montessori materials, curriculum and practice with best practices implemented by schools who are navigating the CCLS implementation successfully. This is a very challenging process that is different in each subject area. Below I have outlined the moves being made to construct and implement the changes necessary to see success in several curricular areas.
    - i. Math

1. Our mathematics director has created a CCLS based pacing guide that will help teachers know what content should be taught at what time in the year to ensure student success with standardized testing. In addition to this process we are also working to ensure that our Montessori math materials presentations are maintained in our daily administration of math lessons. Montessori materials will be used for inquiry based, student led learning that will be checked against the acquisition of CCLS driven content. All learning will be clarified by instructors and tracked through the use of formative and summative assessments.

**ii. Literacy**

1. Keeping with the best practices used by many Montessori schools we will continue to utilize the Readers and Writer's Workshop curriculums as our guide to literacy. Teachers will also integrate word work into their classroom instruction through the use of aligned Montessori materials presentations. In addition to the work around vocabulary basic phonemic awareness and other key components of a balanced literacy program are being introduced based on teacher knowledge and time for training. Furthermore, we will be beginning guided reading in the late fall in each classroom as well as "focus groups" will be additional sessions of guided reading and intervention provided by our reading specialists for our most struggling students.

**iii. Science**

1. In science we are working to ensure that we are not only teaching a rigorous science curriculum aligned to CCLS, but we are also working to ensure that we are teaching interdisciplinary units that add even more exposure to the concepts, content, and information that colors what our students are learning in preparation for end of year testing and life as learners.

**iv. Assessment**

1. We are working hard to ensure that we are utilizing varied and rigorous CCLS aligned assessments. When it comes to assessment we will be using the following classroom based assessments:
  - a. Exit Tickets
  - b. Conferring
  - c. Peer Evaluation and Reporting
2. When it comes to Schoolwide assessments we have decided to use a benchmark testing approach as a predictive for how students will do on the final assessment. We will administer three benchmark tests a year as a predictive for state test performance as well as for assistance with aligning curriculum.

**v. Social Emotional Learning**

1. The social emotional component of our program is also getting a shot in the arm. We are instituting the Second Step curriculum as a part of our push as a school to create stable, respectful, and reasonable citizens. Students receive a social emotional learning lesson one to five times a week and are then expected to exhibit that behavior in practice through the use of supporting activities daily.

**Staff Development and Accountability**

1. Observation and Coaching
  - a. There has been a shift and each and every staff member is receiving coaching this year. These coaching assignments last for six weeks at a time and included a weekly observation, weekly coaching session, and clear expectations for teacher next steps.
  - b. Our first observation and coaching cycle is just beginning and our teachers are being prepared for their first formal observations of the year set to take place in January.



- c. The department chairs have begun an exciting series of coaching sessions around leadership and general teacher effectiveness. All grade team leads are working with me directly and I am already excited about the growth I am seeing.
- d. The entire leadership team is currently meeting with the principal weekly for one hour meeting/coaching sessions. During these meetings expectations are shared for individual and group work as well as best practices for each role.
- 2. Teacher Evaluation System
  - a. A draft has been created of a teacher evaluation system. This system includes classifications, an effectiveness rubric and a formal observation component. When the draft is finalized it will be disseminated to the board for approval.
- 3. Reporting Structure
  - a. All staff are clear that they report directly to Principal Hayes while the operations staff is clear that they report to both the Principal and Executive Director.
- 4. Adult Culture Shifts
  - a. The transition to having a new principal this year has been smooth. Teachers are clear about the difference between changes and accountability. Many of the "changes" that have upset teachers haven't been changes but simply a stating of the unwavering expectation to hold to professional obligations. Some of the more obvious clarifications that have had to be made are:
    - i. School Hours- many teachers were leaving at 4pm (the same time as the students) this is not appropriate since our buses have not departed and our students are still in the building. The hours have always been 7:30-4:30 and teachers are now clear that they cannot leave before that time.
    - ii. Dress Code- an expectation around dress code has been shared and enforced to cut down on the occurrence of inappropriate attire. Teachers have very quickly accepted and complied with these expectations.
    - iii. Timeliness- There has been a decrease in staff tardiness. There are systems being put in place to ensure that there is even less lateness. Teachers are very open to the enforcement of this policy but are also working to arrange their lives to accommodate the new expectations around work hours.

## School Culture

- 1. Discipline
  - a. The discipline policy and response protocol have been revised for this year. Monica Benjamin is serving as our Director of School Culture and is doing a wonderful job of ensuring that all of our discipline systems are in place and operational. She has created and is beginning to implement the following changes:
    - i. The creation of a database that tracks all class removals and consequences.
    - ii. The creation of a discipline flow chart.
    - iii. The creation of a phone tree protocol for student pick ups and drop offs when maladaptive behavior occurs.
    - iv. A cycle for responses to maladaptive behaviors that have to be removed from the classroom.
    - v. A tiered hearing process to respond to repeated behavior incidents.

## Special Education

- 1. Cooperation with the CSE
  - a. The Director of Student Support Doreen Baptiste has been working tirelessly with the CSE to ensure that each of our students are receiving the services they need while also making sure all records show that we are in compliance where special education is concerned.
  - b. We are working to secure a weekly visit from the CSE to perform evaluations, IEP meetings, and family information meetings to ensure that our parents and students are more informed than ever and are able to advocate for themselves and be active participants in their education.
- 2. Enhanced Student Information Tracking

- a. We are also working to improve our information housing and gathering. Doreen is working to create a master database that tracks all of the information about all of our students with special needs. This tracker will be instrumental in our ability to track, support, and advocate for our students.

### **Speed Bumps- What's getting in the way?**

#### **1. Teacher Development**

- a. As a staff the NYCMCS team and family is lacking when it comes to experience in high performing school environments. To that end we are faced with a huge lack of knowledge when it comes to curriculum development, instructional best practices, and effective teaching.
  - i. *The Need:*
    - 1. More support in teacher development. Teachers need to be moved further faster. This can be accomplished by added coaching support.
  - ii. *Next Steps:*
    - 1. We have already added the support of all school leaders. This will help greatly in ensuring that the instructional team can address more teacher development needs at once. Continued support around coaching teachers will go a long way toward ensuring great gains for our school.

#### **2. Lack of Teacher Comfort with Meeting the Academic and Social Skills Gaps in our Student Community**

- a. It is difficult to go as far and as fast as we need to if we do not acknowledge the needs of our students. These needs gaps lead to difficult behaviors and actions that are difficult to predict and manage.
  - i. *The Need:*
    - 1. We need a comprehensive staff approach to building relationships with students.
  - ii. *Next Steps:*
    - 1. We will be working in professional learning groups during Trimester 2 using the book "Lost at School" as a foundational text.



# BOARD DASHBOARD

New York City Montessori Charter School

September 2015

## Oversight Goals:

### 1. Academic Achievement

- I. We will improve the performance of each student in all subject areas.
  1. Current/Pending Measures:
    - ⇒ % of students scoring 3 or 4 on the state test.
    - ⇒ % decrease of students from bottom scoring quartile.
    - ⇒ % of students deemed "on grade level" in reading using F&P.
    - ⇒ performance on predictive benchmark assessments.

### 2. Closing the Achievement Gap

- I. We will greatly decrease the achievement gap between our students and their affluent peers consistently over the course of their time with NYCMCS through close management of the structures established to support our students.
  1. Current/Pending Measures:
    - ⇒ Attendance for Sped and GenEd students.
    - ⇒ Total of identified Students with Disabilities.
    - ⇒ Suspension of Sped and GenEd students; including the delineation between suspensions resulting from breeches of conduct and violence.

### 3. Efficiency

- I. We will maintain a fiscally sound and accountable school through the adherence to all governing policies, more efficient systems, and overall maintenance of our operational components.
  1. Current/Pending Measures:
    - ⇒ Educational Program Staff Structure
    - ⇒ Positions Staffed/Vacant
    - ⇒ Staff Attrition
    - ⇒ Student Enrollment
    - ⇒ Student Attrition

## Board Members

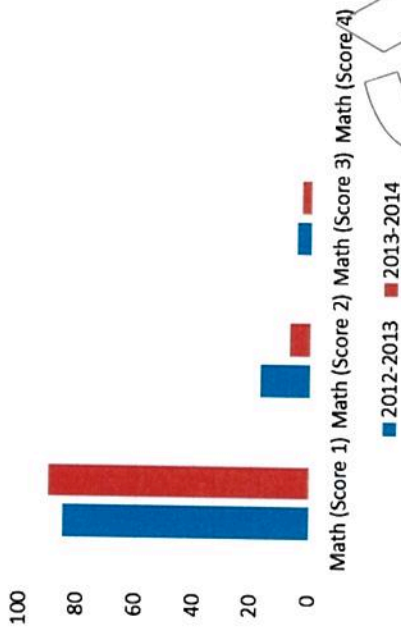
### 2015-2016

- Denise Clay
- Rory Cohen
- Ayca Ergeneman
- Margaret Grossman
- John Mullane
- Neil Pariser

## Goal 1: Academic Achievement

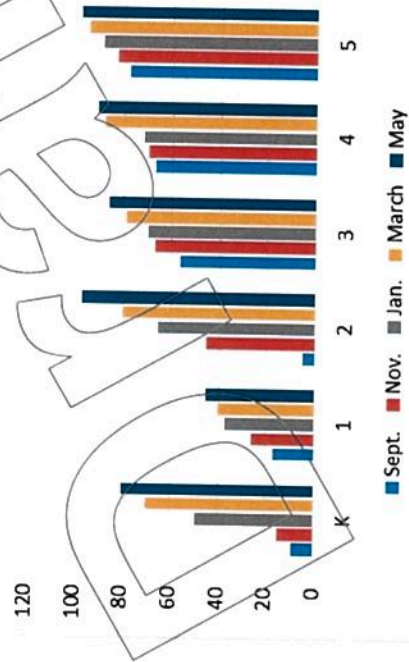
### % of students scoring 3 or 4 on the state test

State Testing Results (DRAFT)



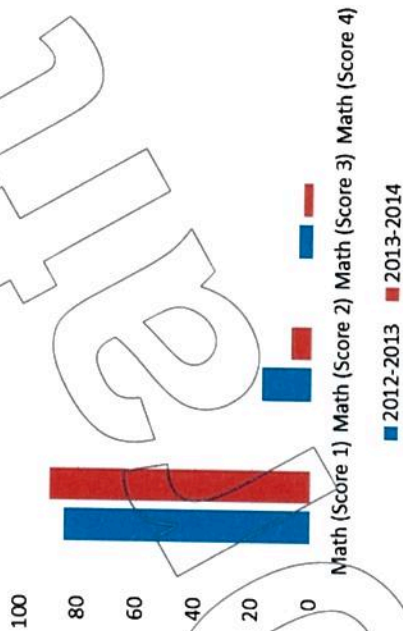
### % of students deemed "on grade level" in reading

F&P Reading Growth (DRAFT)



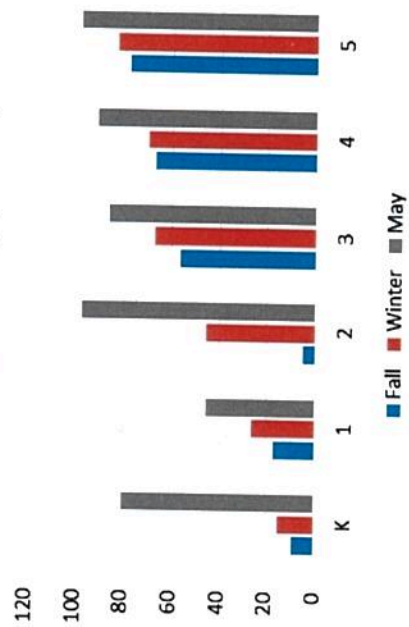
### % decrease of students from bottom quartile

State Testing Results (DRAFT)



### Benchmark Testing Results

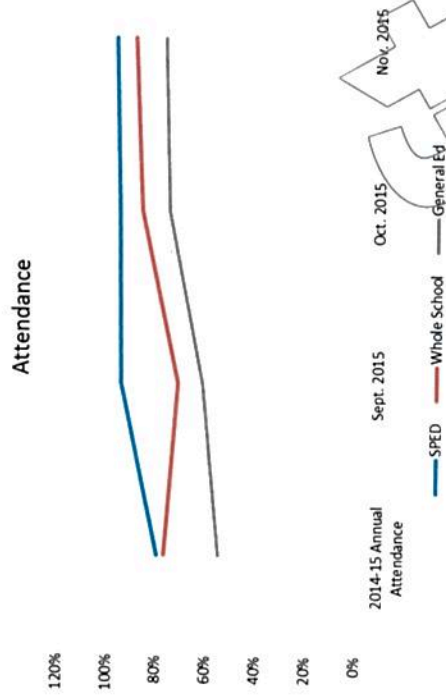
Benchmark Testing (DRAFT)





## Goal 2: Closing the Achievement Gap

### Attendance



### Students with Disabilities

| Metric         | Goal | Current | Previous | Change |
|----------------|------|---------|----------|--------|
| ADA            | 93%  | 47.11   | 56.      | -8.89  |
| Tier II        | 25   | 42      | 56       | 14     |
| Total Caseload |      | 17      | 15       | 2      |

### Suspension Data

| Goal                | Current                          | Previous | Change |
|---------------------|----------------------------------|----------|--------|
| OSS Total           | ≥20                              |          |        |
| OSS SPED            | 10% less than total              |          |        |
| OSS due to Conduct  | 20% ≤ 14-15 SY                   |          |        |
| OSS due to Violence | < 14-15 and decreasing over time |          |        |

## School Demographics

### Enrollment Breakdown

|                                     | Target. 2015-2016 | SEPTEMBER. 2014 | JUNE.2015 | SEPTEMBER. 2015 | UNDER ENROLLED |
|-------------------------------------|-------------------|-----------------|-----------|-----------------|----------------|
| Total Student Count                 | 346               | 298             | 317       | 334             | 12             |
| K-5                                 | 294               | 252             | 266       | 287             | 7              |
| PRE-K Students                      | 52                | 46              | 51        | 47              | 3              |
| - K Students                        | 54                | 54              | 53        | 49              | 3              |
| - 1 <sup>st</sup> Grade Students    | 50                | 50              | 54        | 52              | 3              |
| 2 <sup>nd</sup> Grade Students      | 50                | 51              | 55        | 47              | 4              |
| 3rd grade students                  | 48                | 47              | 55        | 48              | 5              |
| 4th grade students                  | 48                | 50              | 49        | 48              |                |
| 5th grade students                  | 48                |                 |           | 43              |                |
| 12:1:1 - K/1                        | 12                | 9               | 9         | 9               | 3              |
| 12:1:1 - gr 2/3                     |                   | 12              | 12        | 14              |                |
| Average Class Size                  | 26                | 23              | 23        | 23              |                |
| Student -Teacher Ratio              | 13:1              | 12:1            | 12:1      | 12:1            |                |
| Student Attrition                   |                   | 13              | 21        | 13              | 14%            |
| Free and Reduced Lunch              | 85%               |                 | 91%       | 90%             |                |
| % ELL – English Language Learners   | 10%               |                 | 19%       | 19%             |                |
| % Boys                              | 50%               | 53              | 53%       | 50%             |                |
| % Students from South Bronx         | 100%              | 98              | 98%       | 98%             |                |
| % IEP - (Individual Education Plan) | 15%               | 58=18%          | 60=23%    | 64=23%          |                |
| Student Retention                   |                   | 2               | 8         | 10%             |                |

### STUDENT ATTRITION

| Reason:         | OCT-JUNE.14-15 | july-sept | Level | oct-june.14-15 | summer | september |
|-----------------|----------------|-----------|-------|----------------|--------|-----------|
| Moved           |                |           | Pre-k | 6              | 16     | 4         |
| Distance (BUS)  |                |           | K     |                | 3      | 1         |
| Spec school     |                |           | 2nd   | 3              |        | 3         |
| homeschool      |                |           | 3rd   | 2              | 1      | 1         |
| diff philosophy |                |           | 4TH   | 2              | 1      | 3         |
| Unknown         |                |           | 5TH   |                |        | 1         |
|                 |                |           |       | 13             | 21     | 13        |
| TOTAL           |                |           |       |                |        | 47        |

## School Demographics

### Enrollment Breakdown

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|-------------------------------------|-------------------|-----------------|-----------|-----------------|----------------|
| Total Student Count                 | 346               | 298             | 317       | 334             | 12             |
| K-5                                 | 294               | 252             | 266       | 287             | 7              |
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### STUDENT ATTRITION

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| Distance (BUS)  |                |           | K     |                | 3      | 1         |
| Spec school     |                |           | 2nd   | 3              |        | 3         |
| homeschool      |                |           | 3rd   | 2              | 1      | 1         |
| diff philosophy |                |           | 4TH   | 2              | 1      | 3         |
| Unknown         |                |           | 5TH   |                |        | 1         |
|                 |                |           |       | 13             | 21     | 13        |
| TOTAL           |                |           |       |                | 47     |           |



| STAFF                       |          | 2013-14           |                 | 2014-15           |                 |
|-----------------------------|----------|-------------------|-----------------|-------------------|-----------------|
| CLASS                       | POSITION | NUMBER OF CLASSES | NUMBER OF STAFF | NUMBER OF CLASSES | NUMBER OF STAFF |
| PRE-K/K                     |          | 2 K               | 4               | 4                 | 8               |
| LOWER ELEMENTARY (GR 1,2,3) |          | 6                 | 12              | 6                 | 12              |
| UPPER ELEMENTARY (GR 4)     |          |                   |                 | 2                 | 4               |
|                             |          |                   |                 |                   |                 |
| 12:1:1 (K-1)                |          | 1                 | 2               | 1                 | 2               |
| 12:1:1 (GR 2,3)             |          |                   |                 | 1                 | 2               |
| School Aides                |          |                   |                 |                   | 3               |
| SPECIALISTS                 |          |                   |                 |                   |                 |
| GYM                         |          |                   | 1               |                   | 1.5             |
| ART                         |          |                   | 1               |                   | 1               |
| MUSIC                       |          |                   | 0.5             |                   | 1.5             |
|                             |          |                   |                 |                   |                 |
| SPECIAL EDUCATION           |          |                   |                 |                   |                 |
| Sped Coordinator            |          |                   | 1               |                   | 1               |
| Sped Teacher                |          |                   |                 |                   | 1               |
| Coordinator of Rti          |          |                   |                 |                   | 1               |
| School Counselor            |          |                   |                 |                   | 1               |
| Literacy Specialist         |          |                   | 1               |                   | 1               |
| Speech Lang. Pathologist    |          |                   | 1               |                   | 1               |
| ELL Teacher *               |          |                   |                 |                   | 1               |
| ADMINISTRATIVE STAFF        |          |                   |                 |                   |                 |
| Principal                   |          |                   | 1               |                   | 1               |
| Director of Instruction     |          |                   | 1               |                   | 1               |
| Director of Ops             |          |                   | 1               |                   | 1               |
| Admin. Asssistant           |          |                   | 1               |                   | 1               |
| Office assistant            |          |                   | 0.75            |                   |                 |
| COO                         |          |                   |                 |                   | 1               |
| Bookkeeper                  |          |                   |                 |                   | 1               |
|                             |          |                   |                 |                   |                 |
|                             |          |                   | 28.25           |                   | 48              |

| 2015-16                      |                   |                 |           |                        |
|------------------------------|-------------------|-----------------|-----------|------------------------|
| CLASS POSITION               | NUMBER OF CLASSES | NUMBER OF STAFF | NEW STAFF | new staff hired        |
| PreK                         | 3                 | 6               | 2         | 1 LEAD<br>ASSOC        |
| K-1                          | 4                 | 8               | 5         | 3 LEAD<br>2 ASSOC      |
| GR 2-3                       | 4                 | 8               | 2         | 1 ASSOC<br>1co-teacher |
| GR 4-5                       | 4                 | 8               | 6         | 2 LEAD<br>4ASSOC       |
| 12:1:1 (K-1)                 | 1                 | 2               |           |                        |
| 12:1:1 GR 2,3                | 1                 | 2               |           |                        |
| School Aides                 |                   | 2.5             | 0.5       |                        |
| SPECIALISTS                  |                   |                 |           |                        |
| GYM                          |                   | 1.5             | 0.5       | 1/2 gym                |
| ART (1/2 pk)                 |                   | 1.5             | 1.5       | 1/2 art                |
| MUSIC                        |                   | 1               |           | no pk music            |
| HEALTH                       |                   | 0.5             | 0.5       | 1/2 health             |
|                              |                   |                 |           |                        |
| Durector of Student Services |                   | 1               |           |                        |
| Sped Teacher                 |                   | 2               | 2         |                        |
| School Counselor             |                   | 1               |           |                        |
| Literacy intervention        |                   | 1               |           |                        |
| ELL Teacher                  |                   | 1               |           |                        |
|                              |                   |                 |           |                        |
|                              |                   |                 |           |                        |
|                              |                   |                 |           |                        |
| Dir of Literacy              |                   | 1               |           |                        |
| Dir of Math                  |                   | 1               | 1         |                        |
| Executive Director           |                   | 1               |           |                        |
| Instructional Principal      |                   | 1               | 1         |                        |
| Operations Manager           |                   | 1               |           |                        |
| COO                          |                   | 1               |           |                        |
| Bookkeeper                   |                   | 1               |           |                        |
| Director School culture      |                   | 1               | 1         |                        |
|                              |                   | 55              | 22        |                        |

| Staffing Data                     |       |            |           |            |
|-----------------------------------|-------|------------|-----------|------------|
|                                   |       | Sept. 2014 | June.2015 | sept. 2015 |
| Number of classrooms              |       | 12         | 12        | 17         |
|                                   | 12:01 | 2          | 2         | 2          |
| Teacher Count classroom           |       | 28         | 28        | 34         |
| Teacher count - specialists       |       | 3.5        | 3.5       | 4.5        |
| School Aides                      |       |            | 2         | 2          |
| Admin.                            |       | 4          | 3         | 6          |
| Support staff                     |       | 2          | 2         | 2          |
| Special Education Staff           |       | 7          | 6         | 6          |
|                                   |       |            |           |            |
|                                   |       |            |           |            |
| Staff Count                       |       | 47         | 48        | 54.5       |
| Staff Attrition                   |       |            | 10.5      |            |
|                                   |       |            | 22%       | 2          |
| All Staff Vacancies (#) - 2015-16 |       | 2          | 0         | 3          |
| Full-time Staff Attendance (%)    |       | N/A        |           |            |
|                                   |       |            |           |            |
|                                   |       |            |           |            |

| STAFF ATTRITION |              |                                       |  |  |
|-----------------|--------------|---------------------------------------|--|--|
|                 | POSITION     | REASON                                |  |  |
| SPED            | SPED coord   | unhappy                               |  |  |
|                 | Speech ther. | Doctoral Program. Position eliminated |  |  |
|                 | Sped teacher | dismissed                             |  |  |
| TEACHERS        | prek Lead    | moving - heading a daycare center     |  |  |
|                 | PREk/K lead  | private school - toddler position     |  |  |
|                 | Lower EI     | private school                        |  |  |
|                 | Upper EI     | not invited back                      |  |  |
|                 | Upper EI     | Public school job                     |  |  |
|                 | Upper EI     | moving to California - family reasons |  |  |
| Associates      | PreK - K     | 2 not invited back                    |  |  |
| Specialists     | Art          | Change of career (art therapist)      |  |  |
|                 | Prek/K music | distance                              |  |  |
| Admin           | Dir of Ops   | other charter school - higher pay     |  |  |
| TOTAL           | 12.5         |                                       |  |  |





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

CHARTER SCHOOL OFFICE  
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234  
Tel. 518-474-1762; Fax 518-474-3209; [charterschools@nysed.gov](mailto:charterschools@nysed.gov)

**To:** Carmen Fariña. Chancellor. New York City Department of Education

**From:** NYS Education Department Charter School Office (on behalf of the NYS Board of Regents)

**Re:** Notice of Receipt of Pending Action on a Charter School Renewal

**Date:** September 18. 2015

This notice is to inform you that on August 20. 2015. the New York State Board of Regents received a proposed renewal application from the New York City Montessori Charter School. The renewal application for this school is being reviewed for possible action at an upcoming Board of Regents meeting.

Please note that pursuant to Education Law section 2857(1) and 8 NYCRR 119.4 (available at <http://www.p12.nysed.gov/psc/law.html>). the school district of location is required to hold a public hearing to solicit comments from the community in connection with the foregoing application. These hearings. which are required to be held within the community that is potentially impacted by the charter school. must be held within 30 days of your receipt of this letter.

**Please provide the following required documentation:**

- A copy of the public hearing notice must be provided to the Charter School Office at the time of dissemination.
- Written confirmation that this hearing was held must be sent to the Charter School Office no later than the next business day following the hearing.
- Copies of any and all written records or comments generated from this hearing must be sent to the Charter School Office within 15 business days after the hearing.

**All documentation listed above should be submitted electronically to [charterschools@nysed.gov](mailto:charterschools@nysed.gov) (the subject line of the email should include the NAME OF CHARTER SCHOOL *Public Hearing*).**

In addition. the Board of Regents welcomes your comments on the proposed charter school. including those related to the programmatic and fiscal impact of the proposed charter school on other public and non-public schools in the area.

Comments should be submitted to [charterschools@nysed.gov](mailto:charterschools@nysed.gov) or the physical address in the letterhead of this memo. The subject line of the email should read: School District Response to Charter School Renewal Application.

|                                       |   |
|---------------------------------------|---|
| Type of Regents Item                  | <b><i>First Renewal Application</i></b>               |
| Name of Charter School                | <b><i>New York City Montessori Charter School</i></b> |
| Management Company                    | <b><i>NA</i></b>                                      |
| Partner(s)                            | <b><i>NA</i></b>                                      |
| District                              | <b><i>New York City Geographic District # 7</i></b>   |
| Grades Served 2015-2016               | <b><i>K-5</i></b>                                     |
| Maximum Approved Enrollment 2015-2016 | <b><i>294</i></b>                                     |

The proposed grade levels and number of students for this charter school are as follows:

| Charter Term | Grade Levels      | Number of Students |
|--------------|-------------------|--------------------|
| 2016-2017    | <b><i>K-5</i></b> | <b><i>294</i></b>  |
| 2017-2018    | <b><i>K-5</i></b> | <b><i>294</i></b>  |
| 2018-2019    | <b><i>K-5</i></b> | <b><i>294</i></b>  |
| 2019-2020    | <b><i>K-5</i></b> | <b><i>294</i></b>  |
| 2020-2021    | <b><i>K-5</i></b> | <b><i>294</i></b>  |

If you have any questions, please contact the New York State Education Department, Charter School Office at (518) 474-1762. Thank you.





# New York State Education Department

## ***Charter Renewal Site Visit Protocol (Performance Framework Version) 2013-2014***

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## **Purpose and Overview of the Charter Renewal Site Visit**

The primary purpose of the charter renewal site visit to charter schools authorized by the Board of Regents is to conduct a detailed evaluation of the school's performance relative to the performance benchmarks contained in the Charter School Performance Framework authorized by the Board of Regents.

The charter renewal site visit report, along with other sources of evidence, informs the charter renewal decision, which is based on the school's performance over the term of the charter in three areas:

1. The school's academic success and ability to operate in an educationally sound manner;
2. The school's organizational viability and its ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and adherence to the applicable laws and regulations.

The charter renewal process begins with the school's submission of an Application for Charter Renewal to the State Education Department (SED) Charter School Office (CSO). After the CSO has reviewed the Application for Charter Renewal and determined that it is complete, the CSO will arrange for a team of evaluators to conduct a charter renewal site visit. Charter renewal site visits are generally completed in two days by a team comprised of three to five evaluators. During the site visit, team members will interview school stakeholders, observe classroom instruction, review documents, and evaluate other aspects of the school's operations. This Protocol describes the process used to conduct the charter renewal site visit.

The charter renewal site visit is not intended to provide technical assistance or other advice. Rather, the purpose of the visit is to gather and document evidence of the school's performance. Throughout the charter renewal site visit, the team will collect evidence regarding the school's performance relative to five Charter School Performance Framework benchmarks (discussed in the next section), identify trends that emerge from the evidence, and develop findings that are summarized in the charter renewal site visit report.

The priorities that will be considered by the CSO and the Board of Regents during the renewal process are set forth in the Renewal Policy authorized by the Board of Regents and renewal regulation Section 119.7 of the Regulations of the Commissioner. The charter renewal decision will be informed by the charter renewal site visit report and the school's Application for Charter Renewal and supplemented by additional information collected by the CSO throughout the term of the school's charter, including but not limited to: annual reports, independent financial audits, state testing data, data analyses, site visit reports, and additional information that the school provides during the charter renewal process. The SED then makes a recommendation regarding charter renewal to the Board of Regents. The Board of Regents votes either to grant or to deny the school's request for charter renewal and has the discretion to set forth the terms and conditions of the school's charter renewal period.

## **Charter Renewal Site Visit Benchmarks**

The Charter School Performance Framework benchmarks are listed in the table below. The charter renewal site visit will focus on the school's performance with regard to Benchmarks 2, 3, 6, 7, and 8; these benchmarks are shaded in the table. The CSO will analyze the school's performance with respect to Benchmarks 1, 4, 5, 9, and 10 on the basis of evidence collected by the CSO during the school's charter term.



| Performance Benchmark         |   |
|-------------------------------|---|
| Educational Success           | <b>Benchmark 1: Student Performance:</b> The school has met or come close to meeting student achievement goals for academic growth, proficiency, and college and career readiness on state standards and achievement goals outlined in the school's charter.  |
|                               | <b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement. |
|                               | <b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.   |
| Organizational Soundness      | <b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.   |
|                               | <b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.  |
|                               | <b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.   |
|                               | <b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.  |
| Faithfulness to Charter & Law | <b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.   |
|                               | <b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.   |
|                               | <b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.  |



The Charter School Performance Framework provides a set of indicators associated with each benchmark. In evaluating the school's performance relative to Benchmarks 2, 3, 6, 7, and 8, the site visit team will consider whether the indicators associated with each benchmark are generally present. The Charter School Performance Framework is available at the following link:

<http://www.p12.nysed.gov/psc/documents/CSPerformanceFramework022113.pdf>.

### **Planning and Scheduling the Charter Renewal Site Visit**

Planning and scheduling are key to a productive charter renewal site visit that minimizes impacts on the school and student learning during the visit. The CSO will make initial contact with the school leader, who may serve as the liaison for the charter renewal site visit or may delegate this role to another school staff member.

#### **Providing Documents for the Charter Renewal Site Visit**

Documentation will be reviewed by the site visit team prior to and during the visit. The CSO will provide the site visit team with relevant documents regarding the school's performance and operations during the charter term, such as charter information, the Application for Charter Renewal, and site visit reports from previous years. The school must provide the team with documents according to the following guidelines.

##### **1. Documents provided by the school BEFORE the charter renewal site visit**

At least 30 days before the site visit, the school must send the following documents to the CSO, in electronic form (Microsoft Word or pdf format) if possible. The CSO will then provide these documents to the team:

- a. **Map** of the school, showing a basic floor plan, classroom numbers and teacher names, and offices
- b. **Teacher roster** detailing each teacher's teaching area and certification
- c. **Current organization chart** showing all staff positions and the school's reporting structure
- d. **Teacher schedules** showing each teacher's subject area, grade, and location during the site visit
- e. **Board materials**, including a list of current Board members and the Board meeting agendas and minutes for the period since the beginning of the current school year

##### **2. Documents provided by the school DURING the charter renewal site visit**

The school must provide access to the following documents—either electronically or in hard copy—for the team's review during the site visit:

- a. **Board materials**, including all approved board policies; Board self-evaluation documents; and agendas, minutes, and Board packets for Board meetings for the duration of the current charter term
- b. **Curricular documents** described in the Application for Charter Renewal, including alignment documents, lesson plans, student work, and internal assessment documents
- c. **Professional development plans and schedules** for the previous year and the current year of the charter term
- d. **Blank educator and administrator evaluation forms**
- e. **Student/family handbook**
- f. **Staff handbook and personnel policies**

The team may request other school documents during or after site visit.

### Preparing the Charter Renewal Site Visit Schedule

The team's individual and focus group interviews as well as the classroom observations will be scheduled in advance of the visit. However, the site visit schedule will be sufficiently flexible to enable the team to move around the school, interview staff members that are not listed in the schedule, observe classrooms or other activities that are not on the schedule, conduct additional interviews in order to follow up on issues warranting further inquiry, and review documents other than those provided in advance. The schedule will enable the team to observe all aspects of the school's program, including mission-related activities. A sample charter renewal site visit schedule is shown below.

**Sample Charter Renewal Site Visit Schedule**

| Time                    | Activity   | Location        |
|-------------------------|--|-----------------|
| <b>Day One</b>          |  |                 |
| 7:30 - 8:00 a.m.        | Team meeting   | Conference room |
| 8:00 - 9:00 a.m.        | Team meeting with school leader and initial review of on-site school documents | School building |
| 9:00 - 10:00 a.m.       | School leader focus group  | Library         |
| 10:00 - 11:30 a.m.      | Classroom observations*  | School-wide     |
| 11:30 a.m. - 12:30 p.m. | Teacher focus group  | Library         |
| 12:30 - 1:30 p.m.       | Team time (including lunch)  | Conference room |
| 1:30 - 3:30 p.m.        | Classroom observations*  | School-wide     |
| 3:30 - 4:30 p.m.        | Parent/guardian focus group  | Library         |
| 4:30 - 6:00 p.m.        | Team debrief and follow-up   | Conference room |
| <b>Day Two</b>          |  |                 |
| 7:30 - 8:00 a.m.        | Team meeting   | Conference room |
| 8:00 - 9:30 a.m.        | Classroom observations*  | School-wide     |
| 9:30 - 10:30 a.m.       | Board of Trustees focus group  | Library         |
| 10:30 - 11:30 a.m.      | Student focus group  | Library         |
| 11:30 a.m. - 12:30 p.m. | Team time (including lunch)  | Conference room |
| 12:30 - 2:00 p.m.       | Classroom observations*  | Library         |
| 2:00 - 5:00 p.m.        | Team debrief and follow-up   | Conference room |

\*Although the charter renewal site visit schedule includes specific classroom observation periods, the team may conduct classroom observations at any time during the site visit.



The major activities to be incorporated into the charter renewal site visit schedule are summarized below, along with the renewal site visit report preparation process.

**A. Introductory meeting with school leader**

- The team lead introduces the team members to the school leader and reviews the purpose of the charter renewal site visit.
- The team lead asks the school leader to describe the instructional and classroom management practices that the team will see during the classroom observations, and to identify, in particular, *three* main instructional practices that will be observable in the classrooms. This information will be used during classroom observations.
- The team asks the school leader to describe the school's approach to differentiated instruction. This information will be used during classroom observations.
- The school leader briefly orients the team to the building(s).

**B. Focus group interviews**

- The school informs all members of a focus group population of the opportunity to participate in the interviews and does not hand-pick individuals (except for students) for focus groups.
- Whenever possible, all Board of Trustees members and school leaders participate in their respective focus group interviews.
- To the extent possible, the teacher focus group includes teachers representing each grade and core academic subject.
- The student focus group includes students representing grade 3 and higher.
- The parent and family focus group consists of volunteer members of the parent and family community.
- At least two team members attend each focus group interview. Team members pose questions, prepared in advance, that reflect the Charter School Performance Framework benchmarks that are the focus of the site visit and issues identified in the team's review of documents pertaining to the school's performance and operations.
- Each focus group interview is closed to anyone other than team members and the participant group.

**C. Classroom observations**

- Before the site visit, the school leader informs school staff that the team will be entering and taking notes in classrooms during the site visit. All school classrooms in the school should be made available for observation throughout the two-day site visit.
- On each day of the site visit, the school leader informs the team of any teacher absences and classes taught by short-term substitute teachers. The team will not conduct observations of short-term substitute teachers but may observe classes taught by long-term substitute teachers.
- The team ensures that the classrooms selected for observation include a representative sample from each grade level and core academic subject.
- The team conducts approximately 30 classroom observations, each of which spans a minimum time period of approximately 20 minutes.
- Team members take cues from the teachers and students as to where to sit and, if appropriate, whether to talk with students. Team members will not interrupt the lesson or disrupt classroom activities.
- Team members use the Site Visit Classroom Observation Evidence Worksheet to record their ratings and observations regarding each classroom.
- Team members also observe and record their observations regarding large group activities and transition periods during the site visit.

**D. Team time**

- Team members use the scheduled team time to review documents on site, gather additional evidence and data, and conduct follow-up conversations with the school leader and staff.
- At the end of each day, the team convenes a debrief session to discuss the available evidence and the preliminary findings suggested by that evidence.

**E. Charter renewal site visit report preparation**

- The team lead drafts a charter renewal site visit report that includes the team's findings and the evidence to support those findings. The report will not include a recommendation regarding charter renewal.
- The team reviews and reaches consensus on any revisions to the draft report.
- Within approximately 30 days of the site visit, the team lead sends the draft report to the school leader and the Board chair for factual corrections only. The school provides factual corrections, if any, to the CSO within ten days of receiving the draft report.
- After the CSO has made appropriate factual corrections to the draft, the CSO sends the final report to the school.



### School Leader Responsibilities

The school leader has several important responsibilities before, during, and after the charter renewal site visit. These responsibilities are summarized below.

|  |
|--|
| <b>A. Before the Site Visit</b>  |
| <ul style="list-style-type: none"><li>• Review this Protocol and speak with school staff to orient them to the purpose of the site visit, to explain what to expect during the site visit, and to coordinate their involvement, if applicable.</li><li>• Inform the Board of Trustees, teachers, students, and parents and guardians of the opportunity to participate in a focus group during the site visit.</li><li>• Identify a secure place (e.g., a small conference room, vacant classroom, or lounge) that can serve as a team meeting room for the duration of the site visit. The space will be used for team discussions, document review, and interviews with members of the school community, if necessary. The team meeting room should be private and have adequate power outlets and/or power cords for team member laptops. If the school has a wireless network, it would be helpful to provide network access information to the team.</li><li>• Provide the CSO with the documents listed in this Protocol under "Planning and Scheduling the Charter Renewal Site Visit."</li><li>• Prepare for the focus group interviews.</li></ul> |
| <b>B. During the Site Visit</b>  |
| <ul style="list-style-type: none"><li>• Meet with the team on the morning of the first day to orient the team members to the school, to confirm the schedule sent to the school leader prior to the visit, and to discuss the instructional and classroom management strategies that the team can expect to see during the classroom observations.</li><li>• Coordinate the focus group interviews.</li><li>• Provide the team with the documents, or access to the documents, listed in this Protocol under "Planning and Scheduling the Charter Renewal Site Visit."</li><li>• Be available to the team during the site visit to answer questions, provide additional documents, or facilitate the schedule.</li></ul>   |
| <b>C. After the Site Visit</b>   |
| <ul style="list-style-type: none"><li>• Review the draft report and identify any factual corrections after consultation with other school stakeholders. Send factual corrections to the CSO.</li><li>• If desired, send a written response to the final report.</li></ul>  |

### **Code of Conduct for Charter Renewal Site Visit Team Members**

The charter renewal site visit team's conduct can significantly affect the team's ability to obtain and report evidence regarding the school's performance as well as the perceptions of the school community about the objectivity of the charter renewal process and report. This Code of Conduct provides guidance for team members in fulfilling their assigned responsibilities.

1. Ensure that you have reviewed all necessary materials, including this Protocol and the documents and information provided in advance of the charter renewal site visit by the CSO and the school.
2. Understand your obligation to conduct the site visit without personal or professional bias and act accordingly.
3. Ensure that all of your communications with the school are professional and courteous.
4. Avoid unnecessary disruptions to school and classroom routines while performing your assigned tasks such as classroom observations.
5. Honor scheduled appointments and inform the school leader of significant changes to the agreed-upon schedule.
6. Where appropriate, ensure the confidentiality of school information such as student names, health records, and personnel information.
7. Phrase interview questions without explicit or implied biases.
8. Do not offer personal or professional opinions or recommendations, even if solicited by interviewees.
9. Reject requests from those interviewed to speak "off the record"; all conversations and other evidence gathered during the site visit are considered "on the record."
10. Do not provide reassurance or warnings regarding charter renewal to school personnel; if appropriate, remind school personnel that the charter renewal report is only one of many sources of evidence used by the CSO in developing a charter renewal recommendation.
11. Do not evaluate the performance of individuals, either orally or in the charter renewal report.
12. Treat the draft report findings and related evidence as confidential until the report is finalized and accepted by the CSO.
13. Refrain from communications with outside individuals or groups, including the media, regarding the status of the report or opinions regarding renewal of the school's charter or individuals working at the school.

## **Performance Framework Benchmarks and Indicators Applicable to Classroom Observations**

**Benchmark 2: Teaching and Learning:** School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

8. Teachers use instructional practices and strategies to meet established student goals and promote high levels of student engagement and inquiry.

9. Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve individual goals.

10. The school creates a safe environment that is tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.

**Benchmark 3: Culture, Climate, and Family Engagement:** The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

1. The school has a clear approach to behavioral management, including a written discipline policy.



| Performance Framework  |                                  | 0 – No or limited evidence  | 1 – Partial Evidence   | 2 – Consistent Evidence   |
|--|----------------------------------|---|--|---|
| Observation Category   |                                  |   |  |   |
| 6. Pacing, transitions and instructional activities are maximized for student learning | Benchmark 2, Indicators 8, 9, 10 | <ul style="list-style-type: none"> <li>Overall lesson is inappropriately paced</li> <li>Students may sit idle with no clear understanding of what to do</li> <li>Relationships between activities and learning goals are unclear</li> <li>Significant time is spent on behavior management, transitions, and other details that are not related to learning goals</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher spends inappropriate amount of time on a given activity in the lesson</li> <li>Some students are left without clear understanding of what to do</li> <li>Most activities relate to and support learning goals</li> <li>Some time is spent on behavior management, transitions, and other details that are not directly related to learning goals</li> </ul> | <ul style="list-style-type: none"> <li>Lesson is appropriately paced and scaffolded</li> <li>Students have a clear understanding of what to do and work productively</li> <li>Activities directly relate to and support learning goals</li> <li>Minimal time is spent on transitions and other details that are not directly related to learning goals</li> </ul>                                 |
| 7. Students participate and are engaged in learning.                                   | Benchmark 2, Indicators 8, 9, 10 | <ul style="list-style-type: none"> <li>Teacher provides no opportunities for students to participate or engage in the lesson</li> <li>Students do not do what is expected by the teacher</li> <li>Students do not take responsibility for their work without teacher direction</li> <li>Student behavior appears to indicate disinterest in the lesson (posture, eye contact, persistence, level of participation)</li> </ul> | <ul style="list-style-type: none"> <li>Teacher provides some opportunities for student engagement• Some students do what is expected by the teacher</li> <li>Some students take responsibility for their work without teacher direction</li> <li>Student behavior appears to indicate some interest in the lesson (posture, eye contact, persistence, level of participation)</li> </ul>                   | <ul style="list-style-type: none"> <li>Teacher provides several opportunities for student engagement</li> <li>Most students do what is expected by the teacher</li> <li>Most students take responsibility for their work without teacher direction</li> <li>Students behavior appears to indicate engagement in the lesson (posture, eye contact, persistence, level of participation)</li> </ul> |

| Performance Framework   |  | 0 – No or limited evidence   | 1 – Partial Evidence  | 2 – Consistent Evidence  |
|---|--|--|---|--|
| Observation Category  |  |  |   |  |
| 4. Provides rigorous tasks* that require higher order thinking** to ensure student success.   | Benchmark 2, Indicators 8, 9                               | <ul style="list-style-type: none"> <li>Students learn facts and approach tasks in rote ways, with little connection to ideas and issues beyond the classroom</li> <li>Few students are observed thinking through the work because tasks lack rigor or are overly scaffolded</li> <li>Students answer questions with limited or single word answers and are not asked to share their reasoning</li> </ul> | <ul style="list-style-type: none"> <li>Students may approach tasks and responses with some original thought or connection to ideas and issues beyond the classroom</li> <li>Some students are observed thinking through the work, while tasks are not rigorous enough or are too scaffolded for others</li> <li>Students' responses may include some higher-level thinking, but majority of answers are lower-level; some students share their reasoning</li> </ul> | <ul style="list-style-type: none"> <li>Students extend their learning by formulating hypothesis, analyzing data, solving problems, and creating solutions for real world situations to deepen their understanding of the content/learning objective(s)</li> <li>Most students are engaged in rigorous tasks requiring them to demonstrate creativity and critical thinking</li> <li>Students construct viable arguments and questions to critique others' reasoning by responding to one another, analyzing similarities and differences, and justifying conclusions; most students share their problem-solving process</li> </ul> |
| <p><b>*Rigorous tasks</b> require considerable cognitive effort and may involve some level of struggle for students as they transfer their prior understanding to new situations. These tasks demand that students monitor their cognitive processes as they engage in the task. Rigorous tasks support robust student learning of a lesson's content objective(s).</p> <p><b>**Higher order thinking:</b> Students acquire and evaluate knowledge, analyze and evaluate evidence, synthesize multiple pieces/sources of information and reason effectively before making judgments or decisions.</p> |  |  |   |  |
| <b>Classroom Environment</b>  |  |  |   |  |
| 5. Classroom climate is characterized by high, clear expectations for student behavior and routines.  | Benchmark 3, Indicator 1, Benchmark 2, Indicators 8, 9, 10 | <ul style="list-style-type: none"> <li>Rules are unclear or not followed/enforced</li> <li>Lack of routines and procedures</li> <li>Respectful interactions teacher[s] ↔ student[s] ↔ student[s] are not observed</li> </ul>   | <ul style="list-style-type: none"> <li>Classroom rules and routines are established</li> <li>Some positive and respectful interactions observed</li> </ul>  | <ul style="list-style-type: none"> <li>Classroom rules and routines are established and internalized by students</li> <li>Majority of interactions observed are positive and respectful</li> </ul>   |



| Performance Framework   |                              | Observation Category   |  | 0 – No or limited evidence   | 1 – Partial Evidence | 2 – Consistent Evidence |
|---|------------------------------|--|--|--|----------------------|-------------------------|
| Instructional Practice  |                              |  |  |  |                      |                         |
| 1. Three main instructional practices identified by the school leader are observed.   | Benchmark 2, Indicator 8     | <ul style="list-style-type: none"> <li>Instructional practices identified by school leader are rarely observed in classroom instruction</li> </ul>   | <ul style="list-style-type: none"> <li>Some of the instructional practices identified by the school leader are observed in some of the classroom instruction</li> </ul>  | <ul style="list-style-type: none"> <li>The instructional practices identified by the school leader are evident in nearly every classroom observed</li> </ul>   |                      |                         |
| 2. Differentiation, as defined by the school leader, is observed.   | Benchmark 2, Indicators 8,9  | <ul style="list-style-type: none"> <li>The school leader's description of differentiation is not observed</li> </ul>   | <ul style="list-style-type: none"> <li>A few aspects of the school leader's description of differentiation are observed</li> </ul>   | <ul style="list-style-type: none"> <li>Differentiated instruction is evident and matches the description provided by the school leader</li> </ul>  |                      |                         |
| 3. Teacher checks for understanding/gives feedback.   | Benchmark 2, Indicators 8, 9 | <ul style="list-style-type: none"> <li>Checks for completion of tasks but not on student progress toward mastery of objective(s)</li> <li>Lesson progresses without a means of gauging student understanding</li> <li>Does not adjust instruction or supports based on results of checks for understanding; student responses reveal misconceptions that are not corrected/addressed</li> <li>Questions hold few students accountable for formulating responses; predominately calls on volunteers and, at times, teacher answers own questions</li> </ul> | <ul style="list-style-type: none"> <li>Monitors progress toward the objective(s) but the checks for understanding are infrequent, not varied, and/or do not assess some students (for example thumbs up/down, ticket to leave, etc.)</li> <li>Occasionally adjusts instruction or supports based on results of checks for understanding; inconsistently addresses students' misconceptions</li> <li>Questions hold some students accountable to formulate responses</li> </ul> | <ul style="list-style-type: none"> <li>Monitors all students' progress toward the objective(s) throughout the lesson using varied, frequent checks for understanding</li> <li>Frequently adjusts instruction or supports in real time based on results of checks for understanding; students' misconceptions are corrected or addressed</li> <li>Questions require all students to express what they know or are able to do</li> <li>Students receive immediate and explicit feedback to guide their learning</li> </ul> |                      |                         |
| *Differentiation may be based on individual students' academic needs, language proficiencies, physical/social/emotional needs, interests, and/or culture. |                              |  |  |  |                      |                         |

| <b>Instructional Practice</b>  | <b>NA</b> | <b>0</b> | <b>1</b> | <b>2</b> |
|--|-----------|----------|----------|----------|
| <b>Performance Framework Benchmark 2: Teaching and Learning, Indicators 8 and 9</b>        |           |          |          |          |
| 3. Teacher checks for understanding/gives feedback. <i>Benchmark 2, Indicators 8 and 9</i> |           |          |          |          |

Comments/Evidence:

|   |  |  |  |  |
|---|--|--|--|--|
| 4. Provides rigorous tasks that require higher order thinking to ensure student success. <i>Benchmark 2, Indicators 8 and 9</i> |  |  |  |  |
|---|--|--|--|--|

Comments/Evidence:

| <b>Classroom Environment</b>  | <b>NA</b> | <b>0</b> | <b>1</b> | <b>2</b> |
|---|-----------|----------|----------|----------|
| <b>Performance Framework Benchmark 2: Teaching and Learning, Indicators 8, 9 and 10</b>   |           |          |          |          |
| <b>Performance Framework Benchmark 3: Culture, Climate and Family Engagement, Indicator 1</b>   |           |          |          |          |
| 5. Classroom climate is characterized by high, clear expectations for student behaviors and routines. Describe any observable whole-school strategies. <i>Benchmark 2, Indicators 8, 9 and 10, Benchmark 3, Indicator 1</i> |           |          |          |          |

Comments/Evidence:

|  |  |  |  |  |
|--|--|--|--|--|
| 6. Pacing, transitions and instructional activities are maximized for student learning. <i>Benchmark 2, Indicators 8, 9 and 10</i> |  |  |  |  |
|--|--|--|--|--|

Comments/Evidence:

|   |  |  |  |  |
|---|--|--|--|--|
| 7. Students participate and are engaged in learning. <i>Benchmark 2, Indicators 8, 9 and 10</i> |  |  |  |  |
|---|--|--|--|--|

Comments/Evidence:



## Appendix B: Classroom Observation Tools

### NYSED Charter School Office - Site Visit Classroom Observation Evidence Worksheet

PLEASE ATTACH ANY WORKSHEETS, LESSON PLANS, OR OTHER MATERIALS USED BY THE TEACHER

Observer's Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade \_\_\_\_\_ Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_ Time in Class: \_\_\_\_\_ to \_\_\_\_\_  
 # of Students: \_\_\_\_\_ # of Adults and Roles \_\_\_\_\_

Part of Class

☐ Beginning

☐ Middle

NA – Not Applicable  
 Consistent Evidence

0 – No evidence

1 – Partial evidence

2 – Clear and

*Please fill in the sections one and two for use during the observation based on information provided by the school leader. Performance Benchmarks noted apply only to schools chartered in 2012 or later.*

#### Instructional Practice

Performance Framework Benchmark 2: Teaching and Learning, Indicators 8 and 9

NA 0 1 2

1. Three main instructional practices identified by the school leader are observed.  
*Please list practices below based on conversation with school leader.*  
 Benchmark 2, Indicators 8 and 9

A.

B.

C.

Comments/Evidence:

2. Differentiation, as defined by the school leader, is observed.

*Please define below based on conversation with school leader. Benchmark 2, Indicators 8 and 9*

Comments/Evidence:

|   |
|---|
| <b>Students</b>   |
| <ul style="list-style-type: none"> <li>• School mission</li> <li>• Reason for enrollment in the school</li> <li>• Academic expectations</li> <li>• Behavioral expectations</li> <li>• Available academic and social supports</li> <li>• Feedback regarding academic performance</li> <li>• School safety</li> <li>• Family communication and engagement</li> </ul>  |
| <b>Parents/Guardians</b>  |
| <ul style="list-style-type: none"> <li>• School mission</li> <li>• Reason for student enrollment in the school</li> <li>• Academic expectations</li> <li>• Behavioral expectations</li> <li>• Available academic and social supports</li> <li>• Feedback regarding student academic performance</li> <li>• School safety</li> <li>• Family communication and engagement</li> </ul>  |
| <b>Board of Trustees</b>  |
| <ul style="list-style-type: none"> <li>• Board composition (structure and recruitment)</li> <li>• Implementation of the school's mission and key design elements</li> <li>• Board oversight of the school's academic program</li> <li>• Board oversight of the school's fiscal operations</li> <li>• Board evaluation of school leader</li> <li>• Board monitoring and evaluation of contract with educational service provider or charter management organization (if applicable)</li> <li>• Board self-evaluation</li> <li>• Strategic planning</li> <li>• School safety</li> <li>• Board communication with the school community</li> <li>• Potential charter revisions or upcoming changes</li> </ul> |

## Appendix A: Sample Focus Group Interview Topics

The following are examples of topics that are likely to be the subject of questions posed by team members in focus group interviews. The team may also have questions on other topics, based upon the documents provided by the school and the evidence gathered by the team during the site visit.

### School Leaders

- Administrative roles, responsibilities, and reporting relationships
- Implementation of the school's mission and key design elements
- Schoolwide instructional and school management strategies
- Curriculum development, alignment, and planning
- Assessment program and use of data
- Educator and administrator evaluation
- Professional development
- Support for students' social and emotional health
- School safety
- Family communication and engagement

### Teachers

- Implementation of the school's mission and key design elements
- Schoolwide instructional and school management strategies
- Supports, accommodations, and modifications for students with diverse learning needs
- Curriculum development, alignment, and planning
- Assessment program and use of data
- Teacher evaluation
- Professional development
- Support for students' social and emotional health
- School safety
- Family communication and engagement

**New York City Montessori Charter School (NYCMCS)**

**Board of Trustees Meeting**

423 E. 138th St, Bronx, NY 10454

October 21, 2015

4:30 p.m.

**AGENDA**

- I. Call to Order/Roll Call (1 minute)
- II. Public Comments (2 minutes per person)
- III. Approval of Previous Meetings Minutes (2 minutes)
- IV. Audit Review and Presentation (15 minutes)
- V. Committee Reports (15 minutes)
  - Building and Grounds
  - Education
  - Finance
- VI. Preparation for Renewal (20 minutes)
  - Principal's Update
  - Work Sessions and Dates to Remember- Gina
- VII. Candidates for Board of Trustees (5 minutes)
- VIII. Move to Executive Session
- IX. Adjournment

## **New York City Montessori Charter School Board of Trustees**

**October 21<sup>st</sup>, 2015 4:30 p.m.**

The meeting convened at the school building at 423 East 138<sup>th</sup> Street in the Bronx at 4:30pm. Mr. Cohen, Ms. Grossman, Ms. Clay, and Ms. Ergeneman were in attendance. Also in attendance were Executive Director Sardi, Principal Hayes, Robin Urquhart, Doreen Baptiste, Robin Lily-Reed, Monica Benjamin, Denise Fairman, Kevin Crespi and Kelley Brown representing the family association.

The meeting was called to order and the Minutes of the prior meeting were approved. Mr. Cohen invited public comment. Ms. Latoya Speller came forward to give the board comment. Ms. Speller's daughter is a 4<sup>th</sup> grade student in the school and has been with the school since the beginning. Ms. Speller informed the board that at the school's recent curriculum night, the parents in her daughter's class did not receive the curriculum demonstration that they expected. Mr. Cohen responded that the board shares Ms. Speller's concerns and informed Ms. Speller that the goal in bringing Principal Hayes on board is to implement a more regimented educational program, including curriculum. Mr. Hayes further indicated that Ms. Speller's daughter's teacher had resigned and as a result, Ms. Speller's daughter's class was in transition. Ms. Grossman next addressed Ms. Speller to ask if she could specify a particular request that she had and Ms. Speller responded that she would like to seek the curriculum for her daughter's class. Mr. Hayes responded that each teacher crafts his or her classroom's curriculum based on pacing guides so until Ms. Speller's daughter's class has a permanent teacher, Mr. Hayes and Ms. Baptiste are teaching the class. That said, Mr. Hayes promised that until a new teacher was hired to teach Ms. Speller's daughter's class, the parents of that class would be provided with the pacing guides used for the class.

Following the public comment period, Ms. Grossman requested that Mr. Hayes "work backwards" to describe the school's educational goals and milestones in light of recent teacher attrition. Mr. Hayes responded that by January, all teachers would have centers in place that combine Montessori and the Common Core State Standards and that by the end of the year, all students would have self-guided work plans. The board then discussed the Montessori training process and the path to achieving greater numbers of Montessori trained teachers.

The board then turned to the audit review, conducted by Gus Saliba. Mr. Saliba informed the board that the audit identified no significant weaknesses or material controls. Mr. Saliba went on to inform the board that the audit would recommend implementation of an improved system

**New York City Montessori Charter School Board of Trustees – EXECUTIVE SESSION**

**October 21<sup>st</sup>, 2015 6:00 p.m.**

Following completion of its regularly scheduled 4:30pm meeting, the board went into executive session. The board discussed personnel matters including the resignation of certain teachers and transition of other staff members.

There being no further business before the board's executive session, the board meeting adjourned.

A handwritten signature in black ink, consisting of a stylized 'D' followed by a series of loops and a long horizontal stroke.



for gathering expense backup documentation and the board discussed this recommendation and all agreed that it would be adopted.

The board turned next to the buildings and grounds committee which had no items to report at the board level this month.

Next the education committee gave its monthly report to the board. And the financial committee also reported to the board.

Finally, Ms. Clay introduced Dr. Jacqueline DiSanto as a candidate for election to the board. The board had previously been provided with Dr. DiSanto's *curriculum vitae* and was familiar with her candidacy and qualifications. Dr. DiSanto discussed her background and her interest in joining the board and the board in turn asked questions of Dr. DiSanto. A motion was introduced that the New York City Montessori Charter School's Board of Trustees, having initiated a thorough background check via a fingerprint scan as required and having discovered no state or federal criminal history, voted to select Dr. DiSanto as a final candidate to its Board of Trustees, with a term expiring in 2017, pending approval by the State Education Department. The Board unanimously adopted such motion and acknowledged that Dr. DiSanto's joining the Board of Trustees will be conditioned upon receipt of approval from the State Education Department.

There being no further business before the board, the meeting was adjourned and the board went into executive session to discuss personnel matters.

Margaret B. Grossman

A handwritten signature in black ink, appearing to be 'M. Grossman', written over a horizontal line.

Secretary

A handwritten signature in black ink, appearing to be 'M. Grossman', written below the title 'Secretary'.

## **New York City Montessori Charter School Board of Trustees**

**October 21<sup>st</sup>, 2015 4:30 p.m.**

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Following the public comment period, Ms. Grossman requested that Mr. Hayes "work backwards" to describe the school's educational goals and milestones in light of recent teacher attrition. Mr. Hayes responded that by January, all teachers would have centers in place that combine Montessori and the Common Core State Standards and that by the end of the year, all students would have self-guided work plans. The board then discussed the Montessori training process and the path to achieving greater numbers of Montessori trained teachers.

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There being no further business before the board, the meeting was adjourned and the board went into executive session to discuss personnel matters.

Margaret B. Grossman

A handwritten signature in dark ink, appearing to be 'M Grossman', written over a horizontal line.

Secretary



new york city  
**montessori**  
charter school



# PRINCIPAL'S REPORT

October 2015

Welcome to the wonderful month of October! NYCMCS is moving right along and making the changes necessary to ensure student success over the course of the year. While this process has proven to be just as challenging as we all expected, there have been many amazing developments.

Most notably, Montessori instruction is alive and well at NYCMCS. From work with the Montessori materials, to the use of work plans and student led community meetings we are working diligently to preserve the very things that make us unique in the charter school landscape.

Our students have taken various trips since our last board meeting and have started to build true memories and content specific knowledge that will be with them for the rest of their lives. From math lessons taught in the Union Square Farmer's Market to the vegetable pizza and soup prepared and cooked in their classrooms, true evidence of authentic, student guided, and engaging instruction are visible daily.

This month also saw our first Community Meeting of the year. Focused by an Anti-Bullying theme our 4/5 students from Aurora Borealis led a co-constructed Community Meeting where they led the various classrooms through the types of bullying and the way we as a community stand up for those being bullied. Not only were scripts read, and scenes acted out, but there was a full out song and dance as well as a school wide chanting of the mantra "NOT IN OUR SCHOOL!"

As we look forward to the renewal visit from NYSED, we are filled with anticipation and excitement about the opportunity to showcase what our teachers and students have been doing over the charter term. To that end this month's Principal's report will focus predominately on the efforts being taken to prepare for this visit as well as the strides being made in the domains of Instruction, Operations, Special Education, School Culture, and Staff Development and Accountability.



## **Preparation for Renewal**

### **1. Public Hearing**

- a. Our public hearing is currently being scheduled. The finalized date has yet to be provided but the hope is that as many board members as possible will attend this date. Gina is acting as the point person on this and will be able to provide more information in the coming days or weeks.

### **2. NYSED Pre Visit Document Submission**

- a. Our documents are due to SED by October 27, 2015. We are well positioned to have these documents submitted well before this due date. Once we have received a finalized schedule from SED about schedules we will be sure to share them with all necessary stakeholders.

## **Instruction**

### **1. Teaching and Learning**

- a. Currently teachers are focused on three specific things as it pertains to the work they are currently doing with students. Lesson Planning, Questioning, and Objective to Outcome Mastery have been our main focus.

### **2. Assessment**

- a. When it comes to Schoolwide assessments we have decided to use a benchmark testing approach as a predictive for how students will do on the final assessment. We will administer three benchmark tests a year as a predictive for state test performance as well as for assistance with aligning curriculum.
- b. We are still working with our benchmark systems provider to get everything set up so that we can start our assessment process for the year. We will be working with Edusoft as our provider.

## **Staff Development and Accountability**

### **1. Additional Professional Development and Work Time**

- a. We have made a huge shift to a new schoolwide schedule in an effort to create more predictability in the flow of the day for kids, increased professional development time in the body of the school day, and increased teacher collaboration.
- b. The new schedule:
  - i. Gives every teacher on a grade level a common prep.
  - ii. For our testing grades 2/3 and 4/5 we have not only made their preps common but we have blocked them together thus providing teachers with nearly two hours of planning time together.

### **2. Leadership Guidance at the Grade Level**

- a. Leaders will not only coach teachers but will also be responsible for “owning” a particular grade band.
- b. Leaders will ensure that these teachers are learning what they collectively need, are having effective and efficient meetings and co-planning sessions, and support them throughout the course of the year with their development as instructors.
  - i. Pre-K= Robin Urquhart
  - ii. K/1= Abeku Hayes
  - iii. 2/3= Denise Fairman
  - iv. 4/5= Abeku Hayes

## **School Culture**



## **1. Culture Calendar of FUN**

- a. Monica Benjamin is constructing a Culture Calendar of FUN that will be used to organize culturally enriching and enjoyable activities school wide. Examples of some of these events may be things like Superhero t-shirt day for anti-bullying and Math Fashion Day (geometric prints).

## **2. Hearing Process**

- a. We have begun the hearing process for behavior and this has led to our first Principal's Hearing of the year. These meetings are predominately as a result of continued maladaptive behavior by a student in our school that needs more than the basic interventions that are implemented.

## **Special Education**

### **1. Cooperation with the CSE**

- a. We have taken a very aggressive approach to reviewing all of our students Individual Education Plans (IEP) and ensuring that we are placing everyone in the placement that is required based on the most current IEP.
- b. The CSE has been very supportive and has even sent a representative to the school to sit with Doreen and work on these placements with us.

### **2. Enhanced Student Information Tracking**

- a. We are also working to improve our information housing and gathering. Doreen is working to create a master database that tracks all of the information about all of our students with special needs. This tracker will be instrumental in our ability to track, support, and advocate for our students.

## **Speed Bumps- What's getting in the way?**

### **1. Special Education- What kids need vs. What the current IEP says**

- a. As a school NYCMCS has a very strong sense of who are students are as well as what they need to be successful. This year has been jam packed with incident after incident of identifying issues that went unaddressed under the supervision of our last Director of Special Education. To that end we have discovered that various things need to be addressed to ensure that our students are getting exactly what they need.
  - i. *The Need:*
    - 1. We need to have lots of re-evaluations so that we can ensure that we have IEP that match the services we have the capacity to offer.
  - ii. *Next Steps:*
    - 1. Doreen is working closely with parents and the CSE to hold all re-evaluations as soon as possible.
    - 2. We are working to set up work times for returning staff to meet with new staff to pass on information about students so that we can identify any gaps in our response to student's needs.

### **2. Staff Attrition**

- a. From the beginning of the year we have run into lots of staffing issues. We started the year without every position staffed. Since the beginning of the year we have had five staff members resign from their positions. In addition to these resignations we have found that two employees were inappropriately staffed in positions for which they were not appropriately certified.
  - i. *The Need:*
    - 1. We need to find teachers for 4/5 and Special Education as soon as possible.
  - ii. *Next Steps:*

1. We have been interviewing every day and looking for the right person and not just any person.
2. Until staff is hired Abeku, Denise, and Doreen will be teaching 4/5 and fulfilling their regular tasks.
3. We are working to visit local teacher graduate programs, career fairs, and charter center based events to recruit new staff.

**New York City Montessori Charter School (NYCMCS)**

**Board of Trustees Meeting**

423 E. 138th St, Bronx, NY 10454

November 23, 2015

9:30 a.m.

**AGENDA**

- I. Call to Order/Roll Call (1 minute)
- II. Public Comments (2 minutes per person)
- III. Approval of Previous Meetings Minutes (2 minutes)
- IV. Committee Reports (15 minutes)
  - Building and Grounds
  - Education
  - Finance
- V. Principal's Update (20 minutes)
  - Renewal Visit
  - Staff Evaluation
  - SPED Compliance
  - Instructional Priorities for the Year
    1. Lesson Planning and Preparation
    2. Objective to Outcome Alignment
    3. Questioning
  - ii. Added Materials
    1. Reader's and Writer's Workshop Development
    2. READY Math and IXL
    3. Beat the Test Maker
- VI. Move to Executive Session
- VII. Adjournment

## **New York City Montessori Charter School Board of Trustees**

**November 23<sup>rd</sup>, 2015 9:30 a.m.**

The meeting convened at the school building at 423 East 138<sup>th</sup> Street in the Bronx at 9:30am. Ms. Grossman, Ms. Clay, Ms. Ergeneman and Mr. Mullane were in attendance. Also in attendance were Executive Director Sardi, and Principal Hayes. .

The meeting was called to order and the Minutes of the prior meeting were approved. No members of the public were present so there were no public comments.

Next the board turned to committee reports. The buildings and grounds committee did not have a formal report but Mr. Hayes updated the board that Executive Director Sardi's office would be converted into a library and space dedicated to special education. Mr. Hayes also reported that the school's elevator had been secured and key locks installed.

Next the education committee reported. While the committee did not have a formal report, Ms. Clay reported that the committee was focusing on the renewal visit by the State Education Department and would report back further information regarding the visit at the next meeting.

Following the education committee, Mr. Mullane gave the report of the finance committee. Mr. Mullane discussed the topics raised by the New York SED authorizers relating to the school's use of purchase orders. The board discussed implementing a new system to address the issue. Mr. Mullane noted that other than the issue just discussed by the board, the New York SED found the school's finances and internal controls to be in good order. Finally, Mr. Mullane recommended that the school implement a policy whereby any expenditure of \$100 or more would include an explanatory note indicating what line item of the budget it comes out of. The board agreed with Mr. Mullane's recommendation.

Next Mr. Hayes gave the principal update. Mr. Hayes reported that the renewal visit had been completed. Mr. Hayes informed the board that overall, the New York SED authorizers had given the school positive feedback. Mr. Hayes reported that while the authorizers expressed reservations regarding the school's finances and performance, the authorizers observed alignment between the school's narrative about its future direction and what the teachers were actually doing and saying in the classroom and beyond during the visit. Mr. Hayes next turned to the topic of staff evaluation. Mr. Hayes stepped through the process for staff evaluation including observations and provision of feedback in December and formal midyear reviews in January.

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Finally, the board discussed instructional priorities for the school year as set forth in the written principal's report circulated to the board in the board packet.

After the principal's report, the board discussed fund raising and grant writing and Ms. Ergeneman agreed to work with Mr. Hayes and others to put together a template for grant writing.

Next the board discussed test preparation. Mr. Hayes described how the school would be implementing a strategy where students are encouraged to see tests as puzzles to which a strategy can be applied rather than a "drill and kill" approach. Ms. Clay asked how often students read books and receive reading comprehension evaluation and Mr. Hayes responded that this would be implemented in the balanced literacy approach and that in addition, students would be doing 20 minutes per day of independent reading.

The board then turned to the topic of compliance with SPED reporting and reimbursements. Mr. Hayes described the school's approach to reporting going forward. Ms. Grossman suggested that a board member should participate in the first round of reporting and spot check to ensure a proper process. The education committee agreed that it would come to the school on December 2<sup>nd</sup> to oversee the SPED reporting process with Mr. Hayes.

There being no further business before the board, the meeting was adjourned and the board went into executive session to discuss personnel matters.

Margaret B. Grossman

  
Secretary

new york city  
**montessori**  
charter school



# PRINCIPAL'S REPORT

November 2015

Welcome to the bountiful month of November! It is hard to believe that this much time has passed. It seems like only yesterday that teachers joined us and we were beginning this amazing journey toward renewal. In the span of three months we have accomplished a lot and worked really hard to get to the place that we are now. The team and family of NYCMCS is breathing a sigh of relief following a very in depth charter renewal visit.

It is with great humility that I am able to say that our teachers and staff did a wonderful job of showcasing not only the product for the last four years but the great work we are moving toward as a school community. Our instructional objectives and focuses were alive and well in each of our classrooms and our teachers taught with great purpose and focus. There were clear lesson plans, exquisite student work, and great higher order thinking questions being asked in every classroom. The changes we have made were not only noticeable but remarked on by our reviewers. Our shifts in discipline, SPED coordination, and staff oversight were all noticed and commended. I could not be more fortunate as a leader to work with such an amazing staff of learners with hearts for the children.

While all of this positive feedback is wonderful I am sobered by the reality that we still have so much to do in order to ensure that our students are prepared for middle school and beyond. To that end I have outlined in this month's report the following items: Staff Evaluation Process, SPED Compliance Plan, Instructional Priorities for the year.

- Staff Evaluation
- SPED Compliance
- Instructional Priorities for the Year
  - i. Reader's and Writer's Workshop
  - ii. READY Math and IXL
  - iii. Beat the Test Maker

## **Staff Evaluation Process**

1. The staff evaluation Process has three cycles:
  - a. Formal Observations (2 per year Winter and Spring for Instructional Staff Only)
  - b. Mid-Year Review (January- Beginning of Planning for SY 16-17 for all staff)
  - c. End of Year Review (May- Confirmation of staff invited for SY 16-17 for all staff)
2. Formal Observation 1 will begin December 1<sup>st</sup> and will be complete by Winter Break.

## **SPED Compliance Plan**

1. All corrections to SPED billing will be rectified for our next billing date (Dec. 4).
2. The process looks like this:
  - a. Principal Hayes and Director of Student Support (Doreen Baptiste) will review the caseload of students receiving SPED Services.
  - b. Principal Hayes will audit 10% of the students on the list at random and check for documentation of services being provided.
  - c. Director of Student Support will sit with Director of Operations (Wanda Andujar) and a representative from CSBM to begin inputting student names into the portal.
  - d. Before submitting the Director of Operations/Director of Student Support/CSBM Rep will allow Principal Hayes to review the list in the portal and compare it to the list he approved.
  - e. Upon approval by the Principal, billing will be submitted.

## **Instructional Priorities for the Year**

Our instructional focuses for the year will remain the same and will include; lesson planning and preparation, objective to outcome alignment, and questioning. In addition to these focuses we will also be adding the following initiatives to ensure improved student performance both academically and on the state test.

### **1. Reader's and Writer's Workshop Development**

- a. The cornerstone of any successful literacy program is the presence of informed teaching. To date our teachers do not have a firm grasp of what Reader's and Writer's workshop is, let alone how to successfully instruct students using this methodology.
- b. We will be working with Isoke Nia from All Write Literacy Consultants to help teachers develop a clearer grasp of what it means to teach literacy to the whole child while existing in a test taking culture.
- c. Professional development sessions will be provided by Principal Hayes and Mrs. Nia at both the individual and group level.

### **2. READY Math and IXL**

- a. We have purchased the READY Math consumable textbook and the accompanying resources and will be using these as one of our key resources for developing our mathematics curriculum. It has become clear to us as a team that not only do we need the best practices used in other schools but that we also need a curriculum that truly combines our Montessori trajectory with the common core.
- b. Currently, classes are using a trial version of IXL an online math practice resource. Our hope is to be able to utilize this program in the same way that we have been using RAZ Kids for reading in an attempt to ensure that our students have access to math practice at home beyond their homework.

### **3. Beat the Test Maker**

- a. Over the coming weeks we will be launching an initiative called "Beat the Test Maker." This approach will be used to help demystify the world of testing for our students and families as well as ease test anxiety that may exist for many of our students. We will approach test taking though an inclusive approach in all classrooms. Meaning we will not resort to a "drill and memorize" approach but rather a constant spiraling of test taking skills, content, and environment thus ensuring that our students are ready for the physical, mental and academic demands of the test.

### **4. Benchmark Testing**



- a. Our first set of Benchmarks will take place December 7-11<sup>th</sup>. This will be our first piece of comparable data. While it will happen only weeks after the baseline we will begin to piece together a data story that will guide us toward what our students still need to learn.

### **Speed Bumps- What's getting in the way?**

#### **1. Special Education- What kids need vs. What the current IEP says (Still a work in progress)**

- a. As a school NYCMCS has a very strong sense of who are students are as well as what they need to be successful. This year has been jam packed with incident after incident of identifying issues that went unaddressed under the supervision of our last Director of Special Education. To that end we have discovered that various things need to be addressed to ensure that our students are getting exactly what they need.
  - i. *The Need:*
    - 1. We need to have lots of re-evaluations so that we can ensure that we have IEP that match the services we have the capacity to offer.
  - ii. *Next Steps:*
    - 1. Doreen is working closely with parents and the CSE to hold all re-evaluations as soon as possible.
    - 2. We are working to set up work times for returning staff to meet with new staff to pass on information about students so that we can identify any gaps in our response to student's needs.

#### **2. Staff Attrition (Still a work in progress)**

- a. From the beginning of the year we have run into lots of staffing issues. We started the year without every position staffed. Since the beginning of the year we have had five staff members resign from their positions. In addition to these resignations we have found that two employees were inappropriately staffed in positions for which they were not appropriately certified.
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new york city  
**montessori**  
charter school



# PRINCIPAL'S REPORT

November 2015

Welcome to the bountiful month of November! It is hard to believe that this much time has passed. It seems like only yesterday that teachers joined us and we were beginning this amazing journey toward renewal. In the span of three months we have accomplished a lot and worked really hard to get to the place that we are now. The team and family of NYCMCS is breathing a sigh of relief following a very in depth charter renewal visit.

It is with great humility that I am able to say that our teachers and staff did a wonderful job of showcasing not only the product for the last four years but the great work we are moving toward as a school community. Our instructional objectives and focuses were alive and well in each of our classrooms and our teachers taught with great purpose and focus. There were clear lesson plans, exquisite student work, and great higher order thinking questions being asked in every classroom. The changes we have made were not only noticeable but remarked on by our reviewers. Our shifts in discipline, SPED coordination, and staff oversight were all noticed and commended. I could not be more fortunate as a leader to work with such an amazing staff of learners with hearts for the children.

While all of this positive feedback is wonderful I am sobered by the reality that we still have so much to do in order to ensure that our students are prepared for middle school and beyond. To that end I have outlined in this month's report the following items: Staff Evaluation Process, SPED Compliance Plan, Instructional Priorities for the year.

- Staff Evaluation
- SPED Compliance
- Instructional Priorities for the Year
  - i. Reader's and Writer's Workshop
  - ii. READY Math and IXL
  - iii. Beat the Test Maker

## **Staff Evaluation Process**

1. The staff evaluation Process has three cycles:
  - a. Formal Observations (2 per year Winter and Spring for Instructional Staff Only)
  - b. Mid-Year Review (January- Beginning of Planning for SY 16-17 for all staff)
  - c. End of Year Review (May- Confirmation of staff invited for SY 16-17 for all staff)
2. Formal Observation 1 will begin December 1<sup>st</sup> and will be complete by Winter Break.



## **SPED Compliance Plan**

1. All corrections to SPED billing will be rectified for our next billing date (Dec. 4).
2. The process looks like this:
  - a. Principal Hayes and Director of Student Support (Doreen Baptiste) will review the caseload of students receiving SPED Services.
  - b. Principal Hayes will audit 10% of the students on the list at random and check for documentation of services being provided.
  - c. Director of Student Support will sit with Director of Operations (Wanda Andujar) and a representative from CSBM to begin inputting student names into the portal.
  - d. Before submitting the Director of Operations/Director of Student Support/CSBM Rep will allow Principal Hayes to review the list in the portal and compare it to the list he approved.
  - e. Upon approval by the Principal, billing will be submitted.

## **Instructional Priorities for the Year**

Our instructional focuses for the year will remain the same and will include; lesson planning and preparation, objective to outcome alignment, and questioning. In addition to these focuses we will also be adding the following initiatives to ensure improved student performance both academically and on the state test.

### **1. Reader's and Writer's Workshop Development**

- a. The cornerstone of any successful literacy program is the presence of informed teaching. To date our teachers do not have a firm grasp of what Reader's and Writer's workshop is, let alone how to successfully instruct students using this methodology.
- b. We will be working with Isoke Nia from All Write Literacy Consultants to help teachers develop a clearer grasp of what it means to teach literacy to the whole child while existing in a test taking culture.
- c. Professional development sessions will be provided by Principal Hayes and Mrs. Nia at both the individual and group level.

### **2. READY Math and IXL**

- a. We have purchased the READY Math consumable textbook and the accompanying resources and will be using these as one of our key resources for developing our mathematics curriculum. It has become clear to us as a team that not only do we need the best practices used in other schools but that we also need a curriculum that truly combines our Montessori trajectory with the common core.
- b. Currently, classes are using a trial version of IXL an online math practice resource. Our hope is to be able to utilize this program in the same way that we have been using RAZ Kids for reading in an attempt to ensure that our students have access to math practice at home beyond their homework.

### **3. Beat the Test Maker**

- a. Over the coming weeks we will be launching an initiative called "Beat the Test Maker." This approach will be used to help demystify the world of testing for our students and families as well as ease test anxiety that may exist for many of our students. We will approach test taking though an inclusive approach in all classrooms. Meaning we will not resort to a "drill and memorize" approach but rather a constant spiraling of test taking skills, content, and environment thus ensuring that our students are ready for the physical, mental and academic demands of the test.

### **4. Benchmark Testing**

- a. Our first set of Benchmarks will take place December 7-11<sup>th</sup>. This will be our first piece of comparable data. While it will happen only weeks after the baseline we will begin to piece together a data story that will guide us toward what our students still need to learn.

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# BOARD DASHBOARD



New York City Montessori Charter School

November 2015

## Oversight Goals:

### 1. Academic Achievement

1. We will improve the performance of each student in all subject areas.
  1. Current/Pending Measures:
    - ⇒ % of students scoring 3 or 4 on the state test.
    - ⇒ % decrease of students from bottom scoring quartile.
    - ⇒ % of students deemed "on grade level" in reading using F&P.
    - ⇒ performance on predictive benchmark assessments.

### 2. Closing the Achievement Gap

1. We will greatly decrease the achievement gap between our students and their affluent peers consistently over the course of their time with NYC MCS through close management of the structures established to support our students.
  1. Current/Pending Measures:
    - ⇒ Attendance for Sped and GenEd students.
    - ⇒ Total of identified Students with Disabilities.
    - ⇒ Suspension of Sped and GenEd students; including the delineation between suspensions resulting from breeches of conduct and violence.

### 3. Efficiency

1. We will maintain a fiscally sound and accountable school through the adherence to all governing policies, more efficient systems, and overall maintenance of our operational components.
  1. Current/Pending Measures:
    - ⇒ Educational Program Staff Structure
    - ⇒ Positions Staffed/Vacant
    - ⇒ Staff Attrition
    - ⇒ Student Enrollment
    - ⇒ Student Attrition

## Board Members

2015-2016

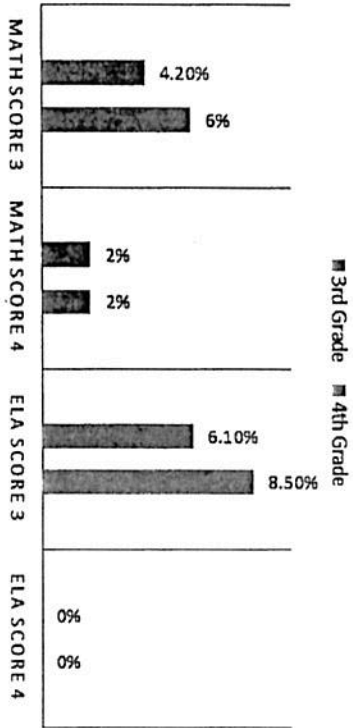
- Denise Clay
- Rory Cohen
- Ayca Ergeneman
- Margaret Grossman
- John Muliane

Goal 1: Academic Achievement

% of students scoring 3 or 4 on the state test

% decrease of students from bottom quartile

STATE TEST RESULTS 2014-15 SY

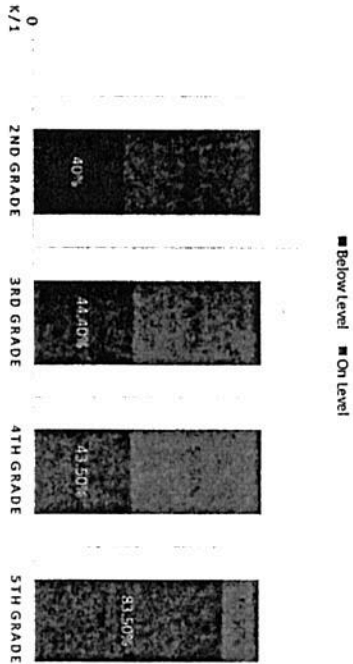


No Data to Graph  
0% Decrease

% of students deemed "on grade level" in reading

Benchmark Testing Results

F&P GRADE LEVEL EQUIVILANCY  
% STUDENT ON LEVEL



## Goal 2: Closing the Achievement Gap

### Attendance

### Students with Disabilities

| Metric         | Goal | Current | Previous | Change |
|----------------|------|---------|----------|--------|
| ADA            | 93%  | 95.6    |          |        |
| Total Caseload |      | 44      |          |        |

### Longitudinal Data Unavailable

### Suspension Data (Since Day 1)

|                     | Goal                | Current | Previous | Change |
|---------------------|---------------------|---------|----------|--------|
| OSS Total           | >20 per Trimester   | 15      | 4        | +11    |
| OSS SPED            | 10% $\geq$ Total    | 10      | 2        | +8     |
| OSS due to Conduct  | 20% $\leq$ 14-15 SY | 1       | 2        | +1     |
| OSS due to Violence | < 14-15             | 14      | 2        | +12    |

Violence is defined as behavior that puts others in physical danger (i.e. pushing, throwing, hitting, etc.)



## Goal 3: Efficiency

### Positions Staffed/ Vacant

| Position              | Staffed | Va-<br>cant |
|-----------------------|---------|-------------|
| Prek                  | 6       | 0           |
| K-1                   | 8       | 0           |
| GR 2-3                | 8       | 0           |
| GR 4-5                | 5       | 3           |
| 12:1:1 (K-1)          | 2       | 0           |
| 12:1:1 (2-3)          | 2       | 0           |
| School Aides          | 2       | 0.5         |
| Gym                   | 1.5     | 0           |
| Art                   | 1.5     | 0           |
| Music                 | 1       | 0           |
| Dir. Student Services | 1       | 0           |
| Sped Teacher          | 1       | 1           |
| School Counselor      | 1       | 0           |
| Reading Specialist    | 1       | 0           |
| ELL Teacher           | 1       | 0           |
| Dir. of Literacy      | 1       | 0           |
| Dir. of Math          | 1       | 0           |
| Dir. School Culture   | 1       | 0           |
| Exec. Director        | 1       | 0           |
| Principal             | 1       | 0           |
| Ops. Manager          | 1       | 0           |
| COO                   | 1       | 0           |
| Bookkeeper            | 1       | 0           |
| Total                 | 50      | 4.5         |

### Staff Attrition

| Position                    | June 2015 | Sept. 2015 | Oct. 2015 | Nov. 2015 |
|-----------------------------|-----------|------------|-----------|-----------|
| Teacher Count –Lead/Assoc.  | 14        | 19         | 19        | 18        |
| Teacher Count - Specialists | 3.5       | 4.5        | 4.5       | 4.5       |
| School Aides                | 2         | 2          | 2         | 2         |
| Administration              | 3         | 6          | 6         | 6         |
| Support Staff               | 2         | 2          | 2         | 2         |
| SPED Staff                  | 6         | 6          | 6         | 6         |
| Staff Count                 | 48        | 54.5       | 49.5      | 50        |
| Total Staff Attrition       | 10.5      | 2          | 5         |           |
|                             | 22%       | 3.7%       | 9.17%     |           |
| # of Vacancies 2015-2016    | 0         | 3          | 6.5 (1?)  | 4.5       |

### Student Attrition

| School Year 14-15   | June-Sept. 2015     |
|---------------------|---------------------|
| 6 Pre K             | 20 PreK             |
| 0                   | 4(K)                |
| 3(2 <sup>nd</sup> ) | 3(2 <sup>nd</sup> ) |
| 2(3 <sup>rd</sup> ) | 2(3 <sup>rd</sup> ) |
| 2(4 <sup>th</sup> ) | 4(4 <sup>th</sup> ) |
|                     | 1 (5th)             |
| Total               | 13                  |
| Overall             | 47                  |

### Goal 3: Efficiency

#### Student Enrollment/ Attrition

|                       | Goal 2015-2016 | June 2015 | Sept. 2015 | Below Goal |
|-----------------------|----------------|-----------|------------|------------|
| Total                 | 346            | 317       | 334        | 12         |
| Enrolled              |                |           |            |            |
| Enrolled Pre-K/ K-5   | 52/294         | 51/266    | 47/287     | 3/7        |
| Kinder                | 54             | 53        | 49         | 3          |
| 1 <sup>st</sup> Grade | 50             | 54        | 52         | 3          |
| 2 <sup>nd</sup> Grade | 50             | 55        | 47         | 4          |
| 3 <sup>rd</sup> Grade | 48             | 55        | 48         | 5          |
| 4 <sup>th</sup> Grade | 48             | 49        | 48         |            |
| 5 <sup>th</sup> Grade | 48             |           | 43         |            |
| 12:1:1- K/1           | 12             | 9         | 9          | 3          |
| 12:1:1-2/3            | 12             | 12        | 14         | N/A        |
| Average Class Size    | 26             | 23        | 23         | N/A        |
| Free/Red. Lunch       | 85%            | 91%       | 90%        | N/A        |
| % ELL                 | 10%            |           | 19%        | 19%        |
| % IEP                 | 15%            | 18%       | 23%        | 23%        |
| Student Attrition     | ≤5%            | 21        | 13         | 5%         |

#### Teacher Effectiveness

|        | Lead Teachers | Associate Teachers | Specialists | Support | Total |
|--------|---------------|--------------------|-------------|---------|-------|
| Green  | 7             | 9                  | 0           | 1       | 17    |
| Yellow | 7             | 4                  | 3           | 0       | 14    |
| Red    | 4             | 2                  | 1           | 1       | 8     |

**Note:** Teacher Effectiveness ratings for the sake of this dashboard were not calculated using the Teacher Effectiveness Rubric. When the rubric is introduced there could be a significant shift in performance numbers.

**New York City Montessori Charter School (NYCMCS)**

**Board of Trustees Meeting**

423 E. 138th St, Bronx, NY 10454

December 15, 2015

4:30 p.m.

**AGENDA**

- I. Call to Order/Roll Call (1 minute)
- II. Public Comments (2 minutes per person)
- III. Approval of Previous Meetings Minutes (2 minutes)
- IV. Committee Reports (15 minutes)
  - Building and Grounds
  - Education
  - Finance
- V. Principal's Update (10 minutes)
  - Communication with Parents
    - Teacher Transitions
    - Curriculum Meetings
    - Grading
  - Initiatives
    - Fundraising
  - Planning
    - Teacher Training
- VI. Move to Executive Session
- VII. Adjournment

# Education Committee Meeting

## New York City Montessori Charter School (NYCMCS) Board of Trustees

423 East 138<sup>th</sup> Street, Bronx, New York 10454

December 2, 2015

### MINUTES

**Committee Purpose:** The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. (*NYCMCS Board of Trustees' Bylaws, 2015*).

**Attendees:** Denise Clay, Ayca Ergeneman, and Abeku Hayes

- I. Call to Order—The meeting was called to order at 3:30 p.m.
- II. Monitoring Process—Special Education Billing

Principal Hayes explained the Committee would be looking at the V-Portal of the New York City Department of Education. Administrators at the school responsible for monitoring and updating information in the portal include:

1. Wanda Andujar, Billing for General Education
2. Doreen Baptiste, Billing for Special Education Services

Under the last category, Ms. Baptiste must pay close attention to the start date for services and the services stop date. If a student leaves prior to the end of the year, the earlier date of departure must be changed in the system. If services change during the year for a student, the services provided by the school in the system must be changed.

NYCMCS Services 12:1 Program—It was noted that students who need more services (i.e., 8:1-2 or 6:1-4) must attend another school as NYCMCS does not offer these services. Problems occur when parents don't want to send their children to those other schools that can provide the needed services because the children unbalance the school community because of the level of care and intervention they require.

The Committee followed the process of monitoring the Special Education Billing, which is done on a monthly basis at the school. Principal Hayes will be monitoring operational staff's work regarding this billing prior to submission of data to the V-Portal. The process to be conducted is as follows:

1. The Principal (Mr. Hayes) will review (at random) from the V-Portal list the data of at least 10 students.



2. The Director of Student Services (Ms. Baptiste) will prepare the billing data spreadsheet along with the Director of Operations (Ms. Andujar).
3. The Principal and Director of Student Services will review, a second time, the V-Portal, student files, and SEISS system that houses IEP's to compare the data on the lists with the student files.
4. After this verification of accuracy of the data is complete, the data will be forwarded to CSBM and they will upload it to the V-Portal system.
5. On a Quarterly basis, the Education Committee will conduct the same process to assure that the Special Education Billing process is being conducted properly.

- III. Approval of Minutes (October 14, 2015)—The Minutes were approved as presented.
- IV. Discussion—Collaboration with Hostos Community College (Intern Program)—Principal Hayes agreed to accept 17 Interns from Hostos to be placed in each of the classes at NYCMCS. Each Intern will participate in a one-day training session with the Principal prior to service. Intern hours will start the second week of February, 2016. After students register at Hostos, Principal will be provided with a list of student names, preferred age for which each student will want to work, the days and hours students are available to work at the school, their phone number, and student e-mail addresses.
- V. Analysis of NYCMCS Education Dashboard—At the January, 2016 Board meeting, the Education Committee and Board of Trustees will be able to analyze the data to determine progress. The goals and measures are indicated below.

| # | Goal  | Current/Pending Measures   |
|---|---|--|
| 1 | <b>Academic Achievement</b><br><br><i>Purpose: To improve the performance of each student in all subject areas</i>  | <ul style="list-style-type: none"> <li>• # of students scoring 3 or 4 on the state test</li> <li>• # in decrease of students from bottom scoring quartile</li> <li>• % of students deemed "on grade level" in reading using F&amp;P</li> <li>• Performance on predictive benchmark assessments</li> <li>• Teacher Effectiveness</li> </ul>             |
| 2 | <b>Closing the Achievement Gap</b><br><br><i>Purpose: To greatly decrease the achievement gap between NYCMCS students and their affluent peers consistently over the course of their time with NYCMCS through close management of the structures established to support NYCMCS students</i> | <ul style="list-style-type: none"> <li>• Attendance for Special Education and General Education students</li> <li>• Total of identified students with disabilities</li> <li>• Suspension of Special Education and General Education students; including the delineation between suspensions resulting from breeches of conduct and violence</li> </ul> |
| 3 | <b>Efficiency</b><br><br><i>Purpose: To maintain a fiscally sound and accountable school through the adherence to all governing policies, more efficient systems, and overall maintenance of the operational components</i>   | <ul style="list-style-type: none"> <li>• Educational Program Staff Structure</li> <li>• Positions Staffed/Vacant</li> <li>• Staff Attrition</li> <li>• Student Enrollment</li> <li>• Student Attrition</li> </ul>  |

- VI. Adjournment—The meeting adjourned at 4:50 p.m.



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# Education Committee Meeting

New York City Montessori Charter School (NYCMCS) Board of Trustees  
423 East 138<sup>th</sup> Street, Bronx, New York 10454

December 2, 2015

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- VI. Adjournment—The meeting adjourned at 4:50 p.m.

## **Education Committee Meeting**

**New York City Montessori Charter School (NYCMCS) Board of Trustees**  
*423 East 138<sup>th</sup> Street, Bronx, New York 10454*

*January 20, 2016*

### **AGENDA**

**Committee Purpose:** The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

- I. Call to Order
- II. Approval of Minutes (December 2, 2015) – Presented at 12/2015 Board of Trustees Meeting
- III. Monitoring Process—Special Education Billing Update
- IV. Review/Analysis of NYCMCS Education Dashboard
- V. Update—Collaboration with Hostos Community College (Intern Program)
- VI. NYSED Survey - AIMHighNY
- VII. Adjournment



## Education Committee Meeting

**New York City Montessori Charter School (NYCMCS) Board of Trustees**  
*423 East 138<sup>th</sup> Street, Bronx, New York 10454*

*January 20, 2016*

### MINUTES

**Committee Purpose:** The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

**Attendees:** *Denise Clay, Ayca Ergeneman, and Abeku Hayes*      **Guest:** *Jacqueline DiSanto*

- I. Call to Order—The meeting was called to order at 3:00 p.m.
- II. Approval of Minutes (December 2, 2015) – Presented at 12/2015 Board of Trustees Meeting—By common consent, the Minutes were approved as submitted.
- III. Monitoring Process—Special Education Billing Update—Principal Hayes indicated the following facts:
  - Currently, the school has incurred a deficit.
  - We do not pay any funds back from a reserve.
  - We indicate to the DOE the amount that is in deficit. The deficit amount is then deducted monthly from future funds of the school. It is like a payment plan. Only the school runs a deficit until the amount is paid to the State of New York.
  - No child will lose services.
  - Plan—To take ICT as a primary model. Of the children identified needing additional support or failing, there are 35 children. A smaller amount of children will result in a balance of the budget.
- IV. Review/Analysis of NYCMCS Education Dashboard—The committee reviewed the oversight goals, which are academic achievement, closing the achievement gap, and efficiency.

Takeaways are as follows:



The majority of responses, about 71 percent, were supportive of the standards, and 29 percent of responses were in disagreement. Most disagreement was focused in the early grades for both ELA and math.

NYSED has published a projected timeline for consideration of the results:

| Timeframe              | Task   |
|------------------------|--|
| January-February 2016  | Department and educator workgroups analyze AIM High NY results.  |
| March-July 2016        | Stakeholder engagement, including with educators, parents, community-based organizations, business leaders, and higher education.  |
| August 2016            | Additional revisions made by the Department and educators workgroups.  |
| September-October 2016 | Further stakeholder engagement.  |
| November 2016          | Compilation of new draft standards by the Department.  |
| December 2016          | Draft standards brought to the Board of Regents for Consideration and adoption.  |
| January 2017 & Beyond  | Work with stakeholders to thoughtfully revise curricular resources and assessments. Work with school districts and BOCES to provide curricular guidance and support to schools. Provide schools time to align curriculum and support professional development for education and parents. |

VII. Adjournment—The meeting adjourned at 4:20 p.m.

**New York City Montessori Charter School (NYCMCS)**

**Board of Trustees Meeting**

423 E. 138th St, Bronx, NY 10454

January 20, 2016

4:30 p.m.

**AGENDA**

- I. Call to Order/Roll Call (1 minute)
- II. Public Comments (2 minutes per person)
- III. Approval of Previous Meetings Minutes (2 minutes)
- IV. Committee Reports (15 minutes)
  - Building and Grounds
  - Education
  - Finance
    - i. CSBM to Present
      1. Deficit
      2. SPED billing follow up
- V. Principal's Update (10 minutes)
  - Student Achievement
    - i. Benchmark Scores
    - ii. F&P Scores
  - Curriculum and Instruction
    - i. Beat the Test Maker
  - Professional Development and Training
    - i. Montessori Training
    - ii. Literacy Training
    - iii. Montessori Conference
- VI. Move to Executive Session
- VII. Adjournment



# PRINCIPAL'S REPORT

Happy New Year! It is so exciting to finally be reaching this part of the school year. The NYCMCS team and family is back and already working hard to finish this year strongly. We have to date been able to submit our charter renewal application, host a successful site visit, complete a baseline and benchmark assessment cycle, collect two cycles of F&P data and navigate a myriad of transitions and changes. Needless to say we are looking back in amazement at what we have been able to accomplish in such a short period of time.

As we move into the second half of the year we are more focused than ever on making sure we meet every challenge that is presented. This month I will be highlighting our work as it pertains to Student Achievement, Test Prep, and Professional Development and Training opportunities.

January 2016

## Student Achievement

As mentioned above we have now completed the administration of the baseline and benchmark 1. We are happy with the results that we see and feel like the scores tell the story that we expected.

1. Benchmark Scores
  - a. Consistently we saw improvement in % of correctly answered questions as well as the performance band that students appeared in. In this deck you can see the comparison of all of our scores. The biggest take away was that rigor for our higher grades in each class needs to be increased.
2. F&P Scores
  - a. See attachment.

## Curriculum and Instruction

1. Test Prep
  - a. Beat the Test Maker- Our testing initiative for students will create a common goal/obstacle for students to succeed against. Our students will work to "beat the test maker" who is attempting to fool them with tricky questions.
  - b. The initial PD has been delivered and we will be working to create a countdown banner for testing as well as posters and other items to help create a clear view of our core belief about

testing, "Tests do not show how smart you are, tests show that you know how to find the right answer."

## **Professional Development and Training**

### **1. Montessori Training**

- a. NYCMCS will be working with CMTE to provide a training program for our teachers that will occur in house. Teachers will receive training that is specifically geared toward supporting the implementation of whole school Montessori based practices.
- b. A select group of teachers will be trained (with certification) in an effort to ensure that every room has one trained teacher with a certification.

### **2. Literacy Training**

- a. **As discussed with SED Ioke Nia has been directing wildly successful literacy PD for the last month around the implementation of Genre Study as a modality for a successful Reading and Writing Workshop.**

### **3. Montessori Conference**

- a. **Staff will be attending the Montessori National Conference in Chicago, Illinois this March. We are looking forward to a great time of learning and personal growth.**



# BOARD DASHBOARD



New York City Montessori Charter School

January 2016

## Oversight Goals:

### 1. Academic Achievement

1. We will improve the performance of each student in all subject areas.
  1. Current/Pending Measures:
    - ⇒ % of students scoring 3 or 4 on the state test.
    - ⇒ % decrease of students from bottom scoring quartile.
    - ⇒ % of students deemed "on grade level" in reading using F&P.
    - ⇒ performance on predictive benchmark assessments.

### 2. Closing the Achievement Gap

1. We will greatly decrease the achievement gap between our students and their affluent peers consistently over the course of their time with NYC MCS through close management of the structures established to support our students.
  1. Current/Pending Measures:
    - ⇒ Attendance for Sped and GenEd students.
    - ⇒ Total of identified Students with Disabilities.
    - ⇒ Suspension of Sped and GenEd students; including the delineation between suspensions resulting from breaches of conduct and violence.

### 3. Efficiency

1. We will maintain a fiscally sound and accountable school through the adherence to all governing policies, more efficient systems, and overall maintenance of our operational components.
  1. Current/Pending Measures:
    - ⇒ Educational Program Staff Structure
    - ⇒ Positions Staffed/Vacant
    - ⇒ Staff Attrition
    - ⇒ Student Enrollment
    - ⇒ Student Attrition

## Board Members

2015-2016

- Denise Clay
- Rory Cohen
- Ayca Engeneman
- Margaret Grossman
- John Mullane

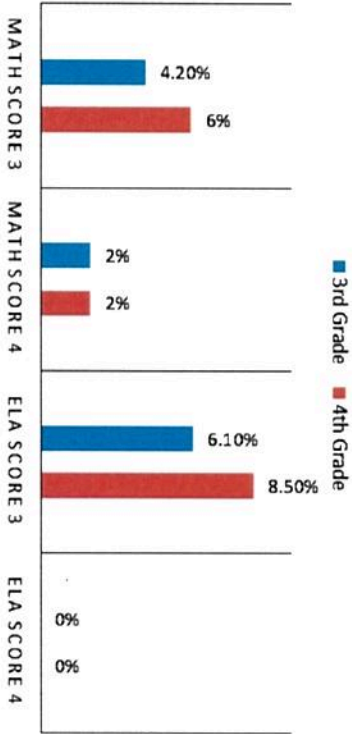


Goal 1: Academic Achievement

% of students scoring 3 or 4 on the state test

% decrease of students from bottom quartile

STATE TEST RESULTS 2014-15 SY



% of students deemed "on grade level" in reading

No Data to Graph  
0% Decrease

Benchmark Testing Results

See attachment

See attachment

Goal 2: Closing the Achievement Gap

Attendance

Students with Disabilities

| Metric         | Goal | Current | Previous | Change |
|----------------|------|---------|----------|--------|
| ADA            | 93%  | 95.6    |          |        |
| Total Caseload |      | 45      |          |        |

Longitudinal Data  
Unavailable

Suspension Data (Since Day 1)

|                     | Goal              | Current | Previous | Change |
|---------------------|-------------------|---------|----------|--------|
| OSS Total           | ≥20 per Trimester | 15      | 4        | +11    |
| OSS SPED            | 10% ≥ Total       | 10      | 2        | +8     |
| OSS due to Conduct  | 20% ≤ 14-15 SY    | 1       | 2        | +1     |
| OSS due to Violence | < 14-15           | 14      | 2        | +12    |

Violence is defined as behavior that puts others in physical danger (i.e. pushing, throwing, hitting, etc.)

## Goal 3: Efficiency

### Positions Staffed/ Vacant

| Position              | Staffed | Va-<br>cant |
|-----------------------|---------|-------------|
| PreK                  | 6       | 0           |
| K-1                   | 8       | 0           |
| GR 2-3                | 8       | 0           |
| GR 4-5                | 5       | 1           |
| 12:1:1 (K-1)          | 2       | 0           |
| 12:1:1 (2-3)          | 2       | 0           |
| School Aides          | 2       | 0           |
| Gym                   | 1.5     | 0           |
| Art                   | 1.5     | 0           |
| Music                 | 1       | 0           |
| Dir. Student Services | 1       | 0           |
| Sped Teacher          | 1       | 0           |
| School Counselor      | 1       | 0           |
| Reading Specialist    | 1       | 0           |
| ELL Teacher           | 1       | 0           |
| Dir. of Literacy      | 1       | 0           |
| Dir. of Math          | 1       | 0           |
| Dir. School Culture   | 1       | 0           |
| Exec. Director        | 1       | 0           |
| Principal             | 1       | 0           |
| Ops. Manager          | 1       | 0           |
| COO                   | 1       | 0           |
| Bookkeeper            | 1       | 0           |
| Total                 | 50      | 1           |

### Staff Attrition

| Position                    | June 2015   | Sept. 2015 | Oct. 2015  | Nov. 2015 |
|-----------------------------|-------------|------------|------------|-----------|
| Teacher Count –Lead/Assoc.  | 14          | 19         | 19         | 18        |
| Teacher Count - Specialists | 3.5         | 4.5        | 4.5        | 4.5       |
| School Aides                | 2           | 2          | 2          | 2         |
| Administration              | 3           | 6          | 6          | 6         |
| Support Staff               | 2           | 2          | 2          | 2         |
| SPED Staff                  | 6           | 6          | 6          | 6         |
| Staff Count                 | 48          | 54.5       | 49.5       | 50        |
| Total Staff Attrition       | 10.5<br>22% | 2<br>3.7%  | 5<br>9.17% |           |
| # of Vacancies 2015-2016    | 0           | 3          | 6.5 (1?)   | 4.5       |

### Student Attrition

| School Year 14-15   | June-Sept. 2015     |
|---------------------|---------------------|
| 6 Pre K             | 20 PreK             |
| 0                   | 4(K)                |
| 3(2 <sup>nd</sup> ) | 3(2 <sup>nd</sup> ) |
| 2(3 <sup>rd</sup> ) | 2(3 <sup>rd</sup> ) |
| 2(4 <sup>th</sup> ) | 4(4 <sup>th</sup> ) |
|                     | 1 (5th)             |
| Total               | 13                  |
| Overall             | 47                  |

## Goal 3: Efficiency

### Student Enrollment/ Attrition

|                       | Goal 2015-2016 | June 2015 | Sept. 2015 | Below Goal |
|-----------------------|----------------|-----------|------------|------------|
| Total Enrolled        | 346            | 317       | 334        | 12         |
| Enrolled Pre-K/ K-5   | 52/294         | 51/266    | 47/287     | 3/7        |
| Kinder                | 54             | 53        | 49         | 3          |
| 1 <sup>st</sup> Grade | 50             | 54        | 52         | 3          |
| 2 <sup>nd</sup> Grade | 50             | 55        | 47         | 4          |
| 3 <sup>rd</sup> Grade | 48             | 55        | 48         | 5          |
| 4 <sup>th</sup> Grade | 48             | 49        | 48         |            |
| 5 <sup>th</sup> Grade | 48             |           | 43         |            |
| 12:1:1- K/1           | 12             | 9         | 9          | 3          |
| 12:1:1-2/3            | 12             | 12        | 14         | N/A        |
| Average Class Size    | 26             | 23        | 23         | N/A        |
| Free/Red. Lunch       | 85%            | 91%       | 90%        | N/A        |
| % ELL                 | 10%            |           | 19%        | 19%        |
| % IEP                 | 15%            | 18%       | 23%        | 23%        |
| Student Attrition     | ≤5%            | 21        | 13         | 5%         |

### Teacher Effectiveness

|        | Lead Teachers | Associate Teachers | Specialists | Support | Total |
|--------|---------------|--------------------|-------------|---------|-------|
| Green  | 7             | 9                  | 0           | 1       | 17    |
| Yellow | 7             | 4                  | 3           | 0       | 14    |
| Red    | 4             | 2                  | 1           | 1       | 8     |

**Note:** Teacher Effectiveness ratings for the sake of this dashboard were not calculated using the Teacher Effectiveness Rubric. When the rubric is introduced there could be a significant shift in performance numbers.



charter school

Budget v Actual Summary

|  | Actual    | Budget    | Variance  | FY 15-16                  |               |                    |
|--|-----------|-----------|-----------|---------------------------|---------------|--------------------|
|  |           |           |           | Projected Actual          | Annual Budget | Projected Variance |
| <b>Revenue</b>                             |           |           |           |                           |               |                    |
| 4100 State Grants                          | 2,570,220 | 2,738,478 | (168,258) | 5,140,536                 | 5,577,739     | (437,203)          |
| 4200 Federal Grants                        | 80,902    | 84,780    | (3,878)   | 247,262                   | 257,530       | (10,268)           |
| 4300 Contributions                         | 5,811     | 26,496    | (20,685)  | 8,811                     | 53,000        | (44,189)           |
| 4400 Misc. Income                          | 1,950     | -         | 1,950     | 105                       | -             | 105                |
| <b>Total Revenue</b>                       | 2,658,884 | 2,849,754 | (190,870) | 5,396,715                 | 5,888,269     | (491,554)          |
| <b>Expense</b>                             |           |           |           |                           |               |                    |
| 5000 Compensation                          | 1,153,919 | 1,237,464 | (83,545)  | 2,820,670                 | 3,091,670     | (271,000)          |
| 5400 Benefits                              | 88,379    | 277,476   | (189,097) | 179,982                   | 554,996       | (375,014)          |
| 6100 Administrative                        | 54,873    | 34,722    | 20,151    | 76,849                    | 69,482        | 7,367              |
| 6200 Professional Services                 | 336,826   | 124,770   | 212,056   | 679,564                   | 275,793       | 403,771            |
| 6300 Professional Development              | 23,708    | 53,736    | (30,028)  | 107,514                   | 107,514       | -                  |
| 6400 Marketing & Staff/Student Recruitment | 1,816     | 1,494     | 322       | 3,006                     | 3,000         | 6                  |
| 7100 Curriculum & Classroom                | 46,596    | 68,282    | (21,686)  | 137,475                   | 133,356       | 4,119              |
| 8100 Facility Expenses                     | 734,024   | 716,040   | 17,984    | 1,425,705                 | 1,432,095     | (6,390)            |
| 8200 Technology & Communication            | 12,545    | 17,334    | (4,789)   | 34,688                    | 34,688        | -                  |
| 8800 Miscellaneous                         | 2,332     | 2,724     | (392)     | 7,703                     | 5,465         | 2,238              |
| 8900 Depreciation                          | -         | -         | -         | 127,128                   | 127,128       | -                  |
| <b>Total Expense</b>                       | 2,455,017 | 2,534,042 | (79,025)  | 5,600,283                 | 5,835,187     | (234,904)          |
| <b>Net Income</b>                          | 203,867   | 315,712   | (111,845) | (203,568)                 | 53,082        | (256,650)          |
| <b>Fixed Assets</b>                        | 46,813    | 85,590    | (38,777)  | 55,512                    | 85,590        | (30,078)           |
| <b>Annual Projected Cash Summary</b>       |           |           |           |                           |               |                    |
|  |           |           |           | <b>Net Income</b>         |               |                    |
|  |           |           |           | (203,568)                 |               |                    |
|  |           |           |           | 53,082                    |               |                    |
|  |           |           |           | (256,650)                 |               |                    |
|  |           |           |           | <b>Add Depreciation</b>   |               |                    |
|  |           |           |           | 127,128                   |               |                    |
|  |           |           |           | 127,128                   |               |                    |
|  |           |           |           | <b>Add Deferred Rent</b>  |               |                    |
|  |           |           |           | (64,005)                  |               |                    |
|  |           |           |           | (64,005)                  |               |                    |
|  |           |           |           | <b>Minus Fixed Assets</b> |               |                    |
|  |           |           |           | (55,512)                  |               |                    |
|  |           |           |           | (85,590)                  |               |                    |
|  |           |           |           | <b>Cash Income</b>        |               |                    |
|  |           |           |           | (195,957)                 |               |                    |
|  |           |           |           | 30,615                    |               |                    |
|  |           |           |           | (226,572)                 |               |                    |

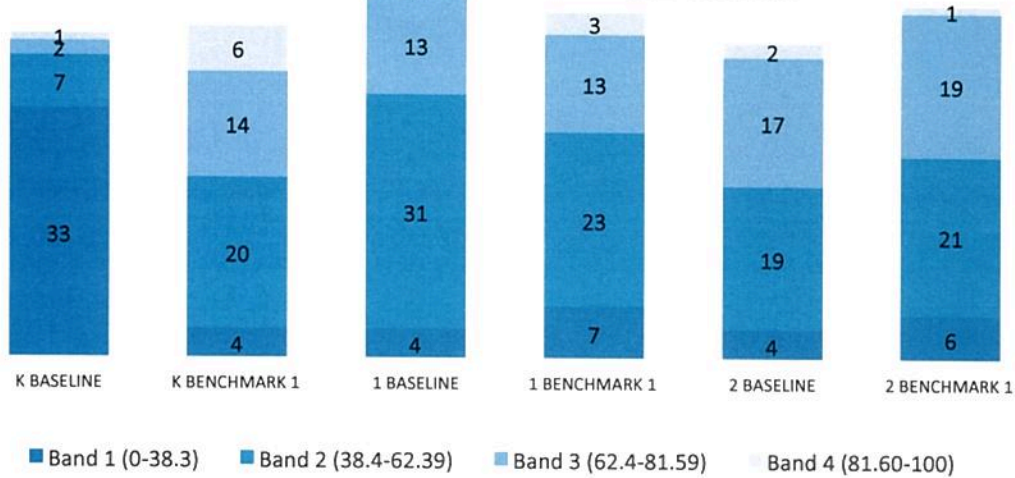
Balance Sheet Summary

|  |                  |
|--|------------------|
| <b>Assets</b>                            |                  |
| 1000 Cash                                | 952,723          |
| 1100 Accounts Receivable                 | 115,484          |
| 1200 Prepaids/Other Current Assets       | 126,264          |
| 1500 Fixed Assets                        | 392,134          |
| 1700 Security Deposits                   | 223,651          |
| <b>Total Assets</b>                      | <u>1,810,256</u> |
| <b>Liabilities</b>                       |                  |
| 2000 Accounts Payable                    | 44,806           |
| 2400 Deferred Revenue/Refundable deposit | 677,606          |
| 2100 Accruals                            | 19,261           |
| 2700 Deferred Rent/Loan Payable          | 873,394          |
| <b>Total Liabilities</b>                 | <u>1,615,067</u> |
| <b>Total Equity*</b>                     | 195,189          |
| <b>Total Equity/Liabilities</b>          | <u>1,810,256</u> |



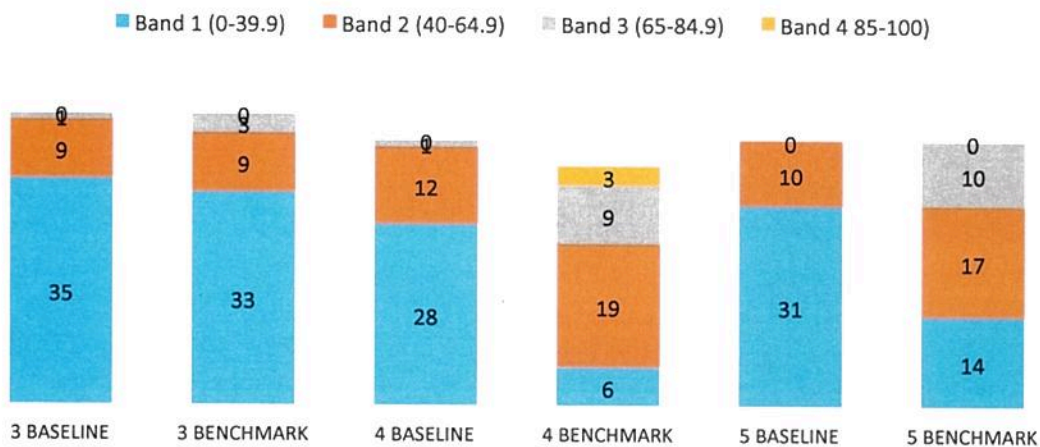
## MATH PERFORMANCE BAND PERFORMANCE K-2

### # OF STUDENTS IN EACH BAND

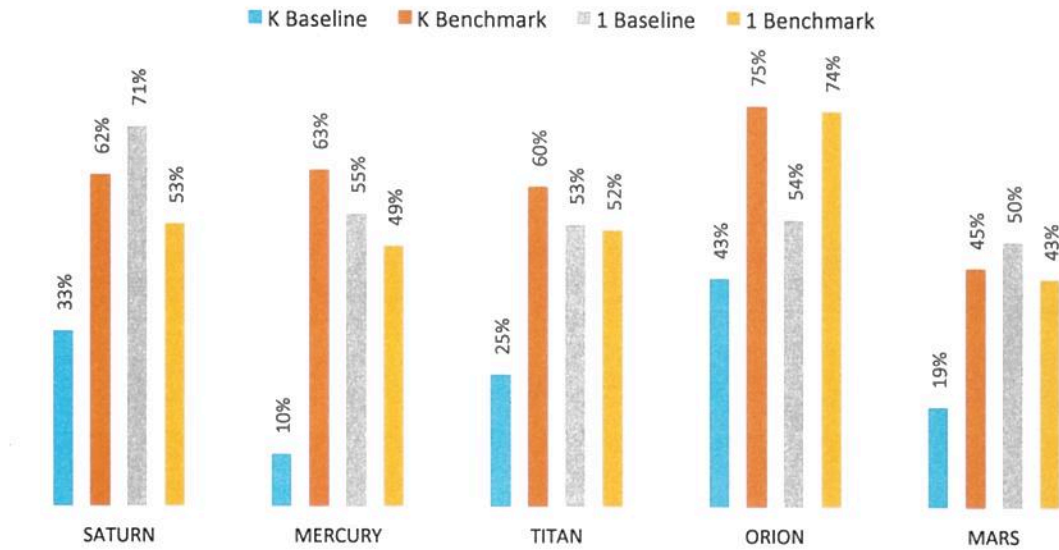


## MATH PERFORMANCE BAND PERFORMANCE 3-5

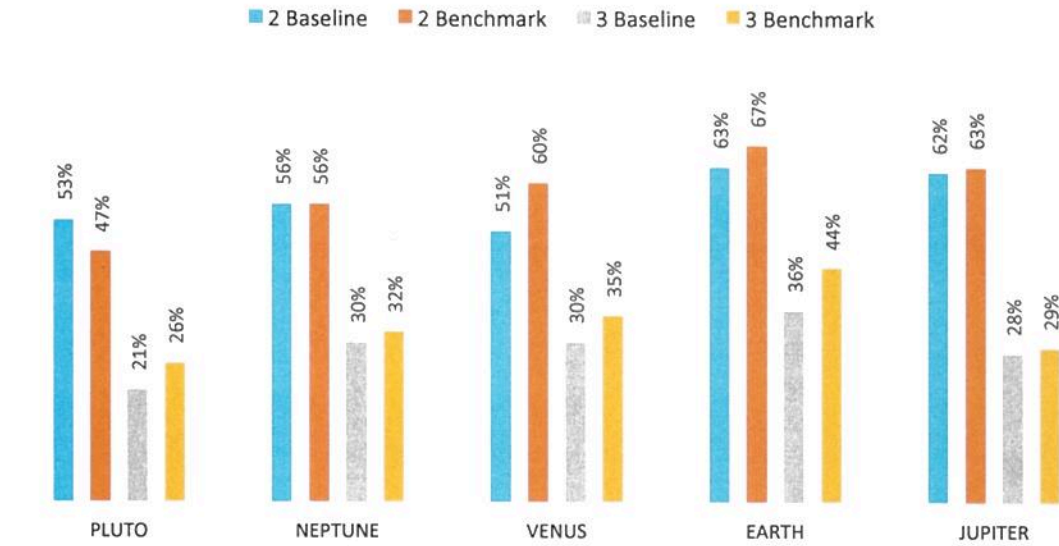
### # OF STUDENTS IN EACH BAND



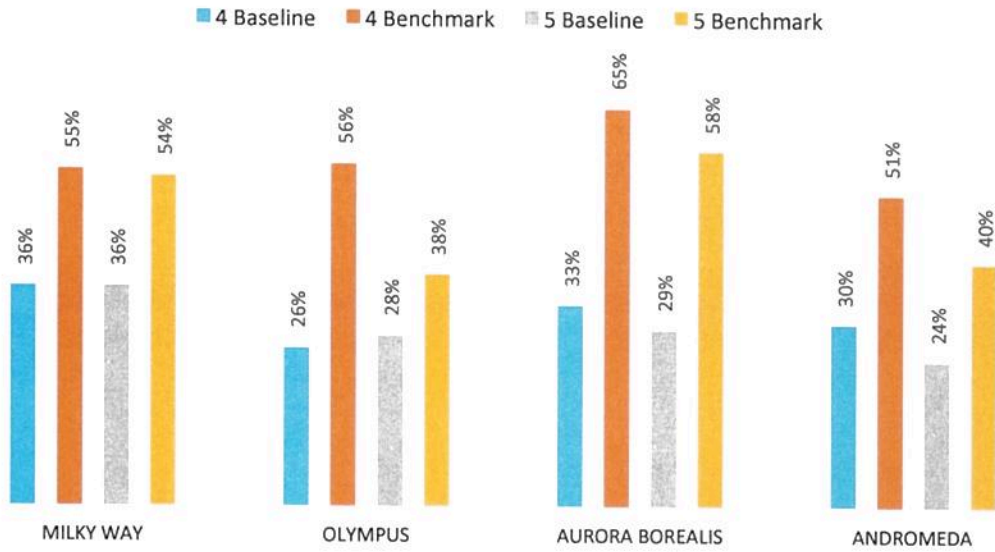
## MATH AVERAGE % CORRECT K-1



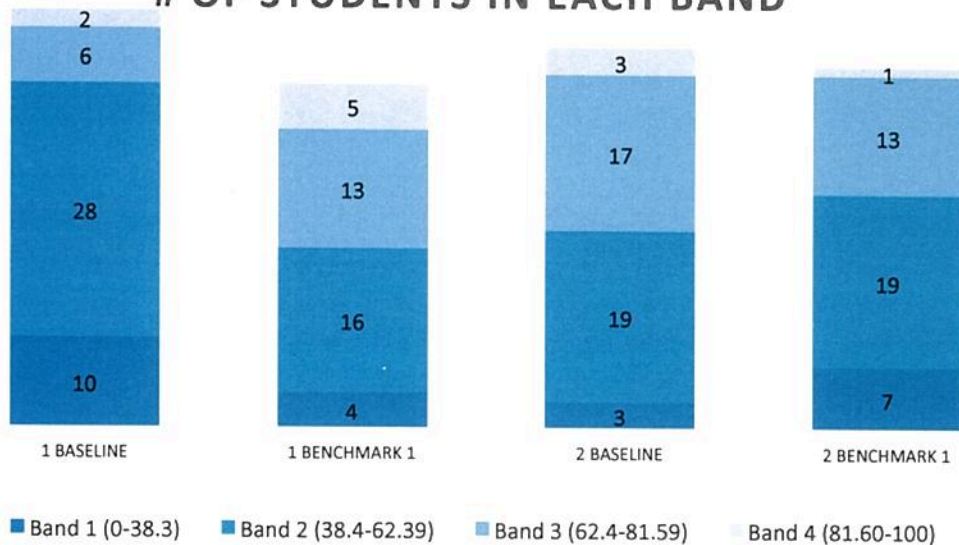
## MATH AVERAGE % CORRECT 2-3



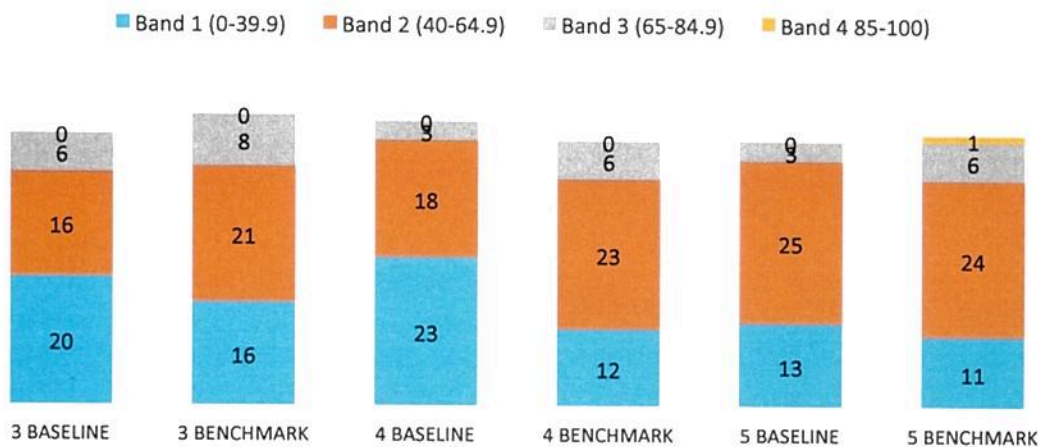
## MATH AVERAGE % CORRECT 4-5



## ELA PERFORMANCE BAND PERFORMANCE 1-2 # OF STUDENTS IN EACH BAND

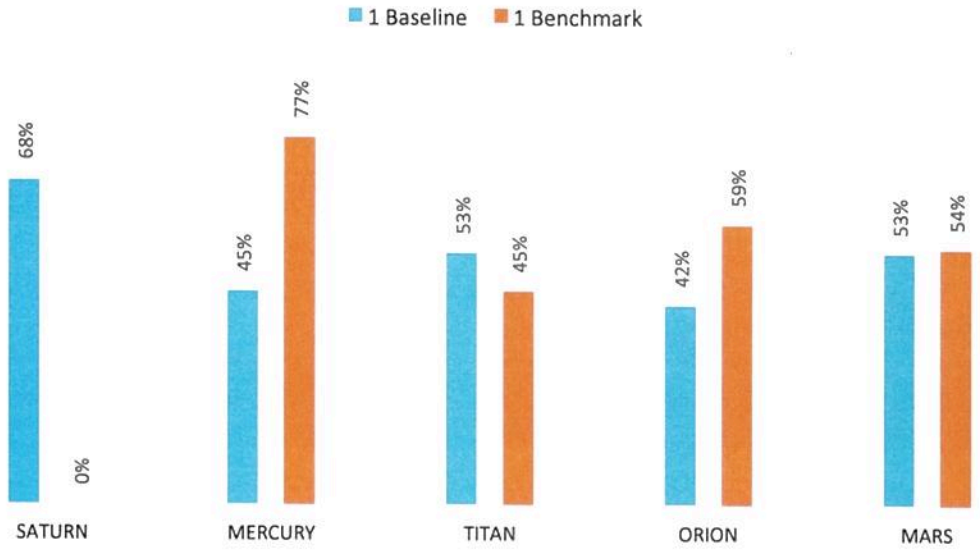


## ELA PERFORMANCE BAND PERFORMANCE 3-5 # OF STUDENTS IN EACH BAND

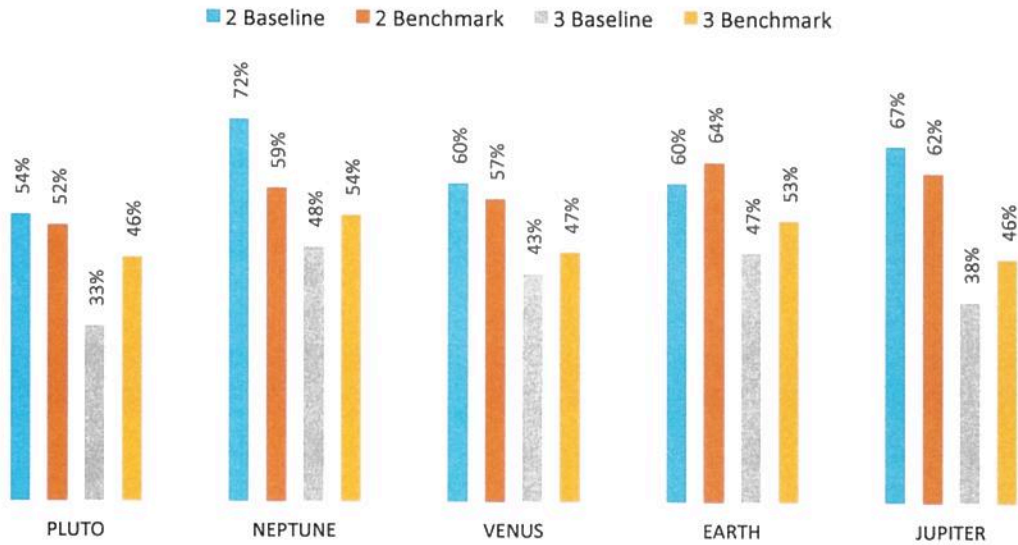




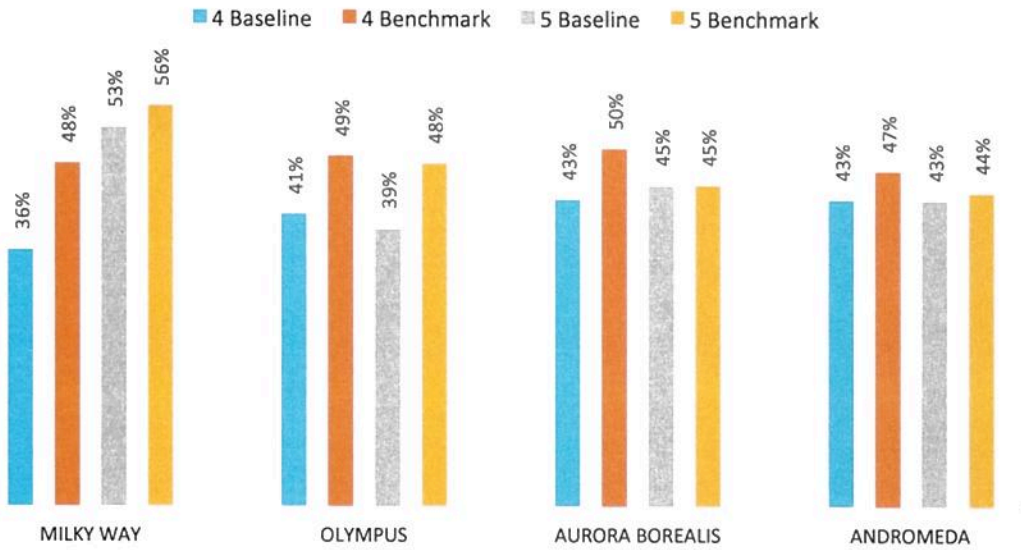
## ELA AVERAGE % CORRECT 1



## ELA AVERAGE % CORRECT 2-3



## ELA AVERAGE % CORRECT 4-5



# MERCURY

## Fountas and Pinell Scores 2015-2016

Independent reading levels

Teachers:

Nicholena Lovett

| Increase in Benchmark |           |            |     |           |          |          |
|-----------------------|-----------|------------|-----|-----------|----------|----------|
| Grade                 | Last name | First name | Sex | September | December | # levels |
| 1                     | Sanchez   | Elijah     | M   | D         | F        | 2        |
| 1                     | Ortega    | Ahmir      | M   | A         | B        | 1        |
| 1                     | Michael   | Moran      | M   | B         | D        | 2        |
| 1                     | Narvaez   | Elizabeth  | F   | B         | E        | 2        |
| 1                     | Kevin     | Ortega     | M   | Pre A     | B        | 2        |
| 1                     | Then      | Bryan      | M   | B         | E        | 2        |
| 1                     | Parra     | Abner      | M   |           | Pre A    | 1        |
| 1                     | Ortiz     | Adrian     | M   |           | Pre A    | 1        |
| 1                     | Gomez     | Anthony    | M   |           | Pre A    | 1        |
| Total 9               |           |            |     |           |          |          |

Average increase in levels: 1.8

### Benchmark bands

|             | Sept | Nov | Sept | Nov |
|-------------|------|-----|------|-----|
| Bands 3 & 4 | 1    | 1   | 11%  | 11% |
| Band 2      | 0    | 3   | 0%   | 33% |

MARS

Fountas and Pinell Scores 2015-2016

Teachers: Anne Scally and Bradford Harlan

Independent reading levels

\*IEP

| Grade | Last name | First name | Sex | September      | NOVEMBER | Increase in # levels | BENCHMARK BAND |  |  |  |  |  |
|-------|-----------|------------|-----|----------------|----------|----------------------|----------------|--|--|--|--|--|
| 1     | Aguirre   | Ashley     | F   | I              | J        | 1                    | 4              |  |  |  |  |  |
| 1     | Burton    | Robert     | M   | D              | F        | 2                    | 3              |  |  |  |  |  |
| 1     | Castillo  | Nuwany     | F   | A              | B        | 1                    | 1              |  |  |  |  |  |
| 1     | Chalen    | Justin     | M   | PRE-A          | A/B      | 2                    | 1              |  |  |  |  |  |
| 1     | Davis     | Skyla      | F   | D              | E        | 1                    | 2              |  |  |  |  |  |
| 1     | Estrada   | Matthew    | M   | selective mute |          |                      |                |  |  |  |  |  |
| 1     | Morelos   | Vanessa    | F   | PRE-A          | A/B      | 2                    | 1              |  |  |  |  |  |
| 1     | Rodriguez | Samantha   | F   | B              | C        | 1                    | 1              |  |  |  |  |  |
| *1    | Severino  | Cyeirha    | F   | B              | C        | 1                    | 1              |  |  |  |  |  |
| *1    | Varela    | Byron      | M   | PRE-A          | B/C      | 3                    | 1              |  |  |  |  |  |
| Total | 13        |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |
| K     |           |            |     |                |          |                      |                |  |  |  |  |  |

Average increase in levels: 1.3

Benchmark bands

|             |     | # |      |     | % |
|-------------|-----|---|------|-----|---|
| Sept        | Nov |   | Sept | Nov |   |
| Bands 3 & 4 | 3   | 2 | 21%  | 15% |   |
| Band 2      | 0   | 1 | 0%   | 8%  |   |



# SATURN

## Fountas and Pinell Scores 2015-2016

Independent reading levels

Teachers: Johnson Suzanne

| Grade | Last name      | First name | Sex | October | December | Increase in # levels | Benchmark Band |
|-------|----------------|------------|-----|---------|----------|----------------------|----------------|
| 1     | Andre          | Matthew    | M   | F       | H        | 2                    | 4              |
| 1     | Contreras      | Aden       |     |         | D        |                      | 2              |
| 1     | Diawara Jr.    | Drissa     | M   | B       | C        | 1                    | 1              |
| 1     | Gonzalez       | Azul       | F   | C       | C        | 0                    | 1              |
| 1     | Gonzalez       | Mauricio   | M   | A       | C        | 2                    | 1              |
| 1     | Lajara         | Destiney   | F   | C       | E        | 2                    | 2              |
| 1     | Marin          | Renoir     | M   | B       | B        | 0                    | 1              |
| 1     | Mejia          | Max        | M   | A       | B        | 1                    | 1              |
| 1     | Quinones       | Lucien     | M   | F       | H        | 2                    | 4              |
| 1     | Vazquez        | Lina       | F   | D       | D        | 0                    | 2              |
| Total | 10             |            |     |         |          |                      |                |
| K     | Almonte-Vargas | Mia        | F   | A       | A        | 0                    |                |
| K     | Bonet          | Amber      | F   | Pre-A   | A        | 1                    |                |
| K     | Escobedo Velez | Venustiano | M   | Pre-A   | A        | 1                    |                |
| k     | Leon           | Nayeli     | F   | Pre-A   | A        | 1                    |                |
| K     | Maldonado      | Crystal    | F   | Pre-A   | A        | 1                    |                |
| K     | Martinez       | Baileyanna | F   | B       | B        | 0                    |                |
| K     | Myers          | Tremaine   | M   | Pre-A   | A        | 1                    |                |
| K     | Onyeaunusi     | Lourdes    | F   | Pre-A   | A        | 1                    |                |
| K     | Solomon        | Mahalee    | F   | Pre-A   | A        | 1                    |                |
| K     | Thomas         | Denasha    | F   | Pre-A   | A        | 1                    |                |
| K     | Velez          | Alina      | F   | Pre-A   | A        | 1                    |                |

Average increase in levels:

1

### Benchmark bands

|             | Sept | Nov | Sept | Nov | % |
|-------------|------|-----|------|-----|---|
| Bands 3 & 4 | 3    | 2   | 30%  | 20% |   |
| Band 2      | 2    | 3   | 20%  | 30% |   |

# ORION

## Fountas and Pinell Scores 2015-2016

Independent reading levels

Teachers:

LEINI

AND

JILLIAN

| Grade | Last name | First name     | Sex | September | December | Increase in |                |
|-------|-----------|----------------|-----|-----------|----------|-------------|----------------|
|       |           |                |     |           |          | # levels    | Benchmark band |
| 1     | Chalen    | Daphne         | F   | D         | F        | 2           | 3              |
| 1     | Conteh    | Abubakary      | M   | D         | G        | 3           | 3              |
| 1     | Figuerroa | Johan          | M   | D         | G        | 3           | 3              |
| 1     | Galarza   | Jayleen        | F   | B         |          |             |                |
| 1     | Gonzalez  | Unique         | M   | B         | C        | 1           | 1              |
| 1     | Guerrero  | Jayden         | M   | A         | B        | 1           | 1              |
| 1     | Kanteh    | Saphiatou      | F   | B         | D        | 2           | 2              |
| 1     | Keita     | Abdulai-Malich | M   | aa        | B        | 2           | 1              |
| 1     | Marku     | Liam           | M   | A         | B        | 1           | 1              |
| 1     | Murray    | Mecah          | F   | A         | D        | 2           | 2              |
| 1     | Santana   | Melia          | F   | aa        | B        | 2           | 1              |
| 1     | Swinger   | Priya          | F   | J         | L        | 2           | 4              |
| 1     | Tirado    | Anthony        | M   | A         | C        | 2           | 1              |
| Total | 13        |                |     |           |          |             |                |
| K     | Romano    | Guadalupe      | F   |           | B        |             | 1              |

Average increase in levels: 1.8

### Benchmark bands

|             | Sept | Nov | Sept | Nov | % |
|-------------|------|-----|------|-----|---|
| Bands 3 & 4 | 4    | 4   | 30%  | 30% |   |
| Band 2      | 0    | 2   | 0%   | 15% |   |

# NEPTUNE

## Fountas and Pinell Scores 2015-2016 Independent reading levels

Teachers Adia Keeler and Jasmin Smith

| Grade | Last name     | First name | Sex | September    | November | Increase in # levels | Benchmark band |
|-------|---------------|------------|-----|--------------|----------|----------------------|----------------|
| 3     | Acosta        | Jayla      | F   | M            | O        | 2                    | 3              |
| 3     | Brito-Vargas  | Melanie    | F   | M            | N        | 1                    | 2              |
| 3     | Cedeno        | Neveah     | F   | N            | O        | 1                    | 3              |
| 3     | Durant        | Amaliah    | F   | O            | P        | 1                    | 4              |
| 3     | Garcia Wences | Bryan      | M   | J            | K        | 1                    | 1              |
| 3     | Kanteh        | Shalematsu | F   | J            | K        | 1                    | 1              |
| 3     | Lozano        | Edgar      | M   | J            | L        | 2                    | 1              |
| 3     | Pellot        | Loriana    | F   | G            | I        | 2                    | 1              |
| 3     | Rivera-Walker | Imani      | F   | Q            | R        | 1                    | 4              |
| 3     | Speller       | Aiden      | M   | K            | L        | 1                    | 1              |
| Total | 10            |            |     |              |          |                      |                |
| 2     | Carela        | Isabela    | F   | H            | J        | 2                    | 2              |
| 2     | Cordero       | Angelina   | F   | M            | N        | 1                    | 4              |
| 2     | Darius        | Jaleel     | M   | G            | I        | 2                    | 2              |
| 2     | Gill-Darden   | Cordell    | M   | O            | P        | 1                    | 4              |
| 2     | Marte         | Lenaysia   | F   | G            | G        | 0                    | 1              |
| 2     | Mohammed      | Ibrahim    | M   | D            | E        | 1                    | 1              |
| 2     | Pena          | Brianna    | F   | J            | K        | 1                    | 1              |
| 2     | Perez         | Jazzabell  | F   | D (late Oct) | E        | 1                    | 1              |
| 2     | Robledo-Cruz  | Keyshmarie | F   | G            | G        | 0                    | 1              |
| 2     | Womack        | Leon       | M   | J            | K        | 1                    | 1              |
| Total | 10            |            |     |              |          |                      |                |

|                            |      |     |      |     |
|----------------------------|------|-----|------|-----|
| Average increase in levels |      |     |      | 1   |
| Benchmark bands            |      |     |      |     |
|                            | Sept | Nov | Sept | Nov |
| Bands 3 & 4                | 3    | 5   | 30%  | 50% |
| Band 2                     | 4    | 2   | 40%  | 20% |

|                            |      |     |      |     |
|----------------------------|------|-----|------|-----|
| Average increase in levels |      |     |      | 1.3 |
| Benchmark bands            |      |     |      |     |
|                            | Sept | Nov | Sept | Nov |
| Bands 3 & 4                | 5    | 5   | 50%  | 50% |
| Band 2                     | 0    | 2   | 0%   | 20% |

# EARTH

## Fountas and Pinell Scores 2015-2016

Teachers:

Cecilia & Gia

Independent reading levels

| Grade | Last name | First name | Sex | September | December | Increase in |      |                                 |  |  |  |
|-------|-----------|------------|-----|-----------|----------|-------------|------|---------------------------------|--|--|--|
|       |           |            |     |           |          | # levels    | Band |                                 |  |  |  |
| 3     | Deis      | Raymond    | M   | K         | L        | 1           | 1    | Average increase in levels: 1.2 |  |  |  |
| 3     | Martinez  | Christal   | F   | K         | L        | 1           | 1    |                                 |  |  |  |
| 3     | Mohammed  | Aisha      | F   | H         | J        | 2           | 1    |                                 |  |  |  |
| 3     | Myers     | Nylah      | F   | N         | O        | 1           | 4    |                                 |  |  |  |
| 3     | Pena      | Radley     | M   | P         | R        | 2           | 4    |                                 |  |  |  |
| 3     | Rodriguez | Sara       | F   | P         | Q        | 1           | 4    |                                 |  |  |  |
| 3     | Urena     | Eveliz     | M   | N         | O        | 1           | 4    |                                 |  |  |  |
| 3     | Taylor    | Brandon    | M   | M         | N        | 1           | 3    |                                 |  |  |  |
| 3     | Veras     | Shadiel    | M   | M         | N        | 1           | 3    |                                 |  |  |  |
| 3     | Waynes    | Brian      | M   | Q         | R        | 1           | 4    |                                 |  |  |  |
| Total | 10        |            |     |           |          |             |      |                                 |  |  |  |
|       |           |            |     |           |          |             |      |                                 |  |  |  |
|       |           |            |     |           |          |             |      |                                 |  |  |  |
| 2     | Bisson    | Jada       | F   | I         | J        | 1           | 2    | Average increase in levels: 1.2 |  |  |  |
| 2     | Calderon  | Michael    | M   | G         | H        | 1           | 1    |                                 |  |  |  |
| 2     | Cambrero  | Jayden     | M   | K         | L        | 1           | 3    |                                 |  |  |  |
| 2     | Capellan  | Lilbelle   | F   | G         | H        | 1           | 1    |                                 |  |  |  |
| 2     | Davis     | Syani      | F   | N         | O        | 1           | 4    |                                 |  |  |  |
| 2     | Guzman    | Sebastian  | M   | F         | H        | 2           | 1    |                                 |  |  |  |
| 2     | Miller    | Jamir      | M   | K         | L        | 1           | 3    |                                 |  |  |  |
| 2     | Ramos     | Melinda    | F   | D         | F        | 2           | 1    |                                 |  |  |  |
| 2     | Reid      | Ethan      | M   | E         | G        | 2           | 1    |                                 |  |  |  |
| 2     | Saadik    | Aamir      | M   | G         | H        | 1           | 1    |                                 |  |  |  |
| 2     | Then      | Bernard    | M   | I         | K        | 1           | 3    |                                 |  |  |  |
| Total | 11        |            |     |           |          |             |      |                                 |  |  |  |

| Benchmark bands |      |     |      |     |  |  |   |
|-----------------|------|-----|------|-----|--|--|---|
|                 | Sept | Nov | Sept | Nov |  |  | % |
| Bands 3 & 4     |      |     |      |     |  |  |   |
| Band 2          |      |     |      |     |  |  |   |

| Benchmark bands |      |     |      |     |  |  |   |
|-----------------|------|-----|------|-----|--|--|---|
|                 | Sept | Nov | Sept | Nov |  |  | % |
| Bands 3 & 4     |      |     |      |     |  |  |   |
| Band 2          |      |     |      |     |  |  |   |



# VENUS

## Fountas and Pinell Scores 2015-2016

Independent reading levels

Teachers:

Pattie & Joslyn

Increase in Benchmark

| Grade | Last name | First name | Sex | September | December | # levels | band |
|-------|-----------|------------|-----|-----------|----------|----------|------|
| 2     | Sanchez   | Marley     | F   | I         | I        | 0        | 2    |
| 2     | Matias    | Yuren      | M   | N         | N        | 0        | 4    |
| 2     | Aguilara  | Andrea     | F   | M         | M        | 0        | 4    |
| 2     | Covington | Destiny    | F   | N         | M        | 1        | 4    |
| 2     | Guzman    | Luis       | M   | G         | H        | 1        | 2    |
| 2     | Lopez     | Evelyn     | F   | J         | K        | 1        | 3    |
| 2     | Jones     | Kalaysia   | F   | G         | H        | 1        | 2    |
| 2     | Isaac     | Garcia     | M   | J         | K        | 1        | 3    |
| 2     | Estefanie | Narvaez    | M   | D         | E        | 1        | 1    |
| Total | 9         |            |     |           |          |          |      |
|       |           |            |     |           |          |          |      |
| 3     | Fermin    | Veronica   | F   | Q         | Q        | 0        | 4    |
| 3     | Gonzales  | Lianna     | F   | L         | M        | 1        | 2    |
| 3     | Boyd      | Skyla      | F   | N         | O        | 1        | 4    |
| 3     | Cruz      | Sherlyn    | F   | O         | Q        | 2        | 4    |
| 3     | Mohammed  | Zainab     | F   | J         | L        | 2        | 2    |
| 3     | Rosado    | Jada       | F   | K         | L        | 1        | 2    |
| 3     | Stephen   | Dylan      | M   | O         | R        | 3        | 4    |
| 3     | Heyward   | Jacob      | M   | P         | Q        | 1        | 4    |
| 3     | Bravo     | Alfonso    | M   | M         | P        | 3        | 4    |
| 3     | Polo      | Jose       | M   | O         | P        | 1        | 4    |
| 3     | Bonet     | Ryan       | M   |           | N        |          | 3    |
| Total | 11        |            |     |           |          |          |      |

Average increase in levels:

0.7

Benchmark bands

|             | # | Sept | Nov | Sept | Nov | % |
|-------------|---|------|-----|------|-----|---|
| Bands 3 & 4 | 6 | 5    | 66% | 55%  | 33% |   |
| Band 2      | 2 | 3    | 22% |      |     |   |

Average increase in levels:

1.3

Benchmark bands

|             | # | Sept | Nov | Sept | Nov | % |
|-------------|---|------|-----|------|-----|---|
| Bands 3 & 4 | 7 | 8    | 63% | 70%  | 27% |   |
| Band 2      | 1 | 3    | 9%  |      |     |   |



# JUPITER

## Fountas and Pinell Scores 2015-2016

Teachers:

Shera Dawn and Carol

\*IEP Below Level

| *IEP  |            | Below Level |     |           |          | Increase in Benchmark |          |      |
|-------|------------|-------------|-----|-----------|----------|-----------------------|----------|------|
| Grade | Last name  | First name  | Sex | September | November | January               | # levels | band |
| 3     | Caldwell   | Zaire       | M   | L         | L        | M                     | 1        | 2    |
| 3     | Ortiz      | Liana       | F   | M         | M        | N                     | 1        | 2    |
| 3     | Glover     | Saniya      | F   | O         | O        | P                     | 1        | 3    |
| 3     | Ramirez    | Anthony     | M   | M         | M        | N                     | 1        | 2    |
| 3     | Rodriguez  | Sebastian   | M   | M         | M        | N                     | 1        | 2    |
| 3     | Williamson | Ky Lee      | F   | N         | N        | O                     | 1        | 3    |
| 3     | Martinez   | Shanty      | F   | N         | N        | O                     | 1        | 3    |
| Total | 7          |             |     |           |          |                       |          |      |
|       |            |             |     |           |          |                       |          |      |
| 2     | Badillo    | Natalie     | F   | H         | H        | I                     | 1        | 2    |
| 2     | Bougoffa   | Elias       | M   | N         | N        |                       | 0        | 4    |
| 2     | Carela     | Russel      | M   | G         | G        | I                     | 2        | 2    |
| 2     | Deleo      | Ciara       | F   | H         | H        | I                     | 1        | 2    |
| 2     | Diallo     | Salif       | M   | L         | L        | N                     | 2        | 4    |
| 2     | Dujarric   | Isabella    | F   | M         | M        | N                     | 1        | 4    |
| 2     | Escamilla  | Alexander   | M   | F         | F        | G                     | 1        | 1    |
| 2     | Hampton    | Dillon      | M   | I         | I        | J                     | 1        | 3    |
| 2     | Hilsenrad  | Gabriella   | F   | M         | M        | N                     | 1        | 4    |
| 2     | Owusu      | Makaylin    | F   | L         | L        | M                     | 1        | 4    |
| 2     | Pena       | Jason       | M   | J         | J        | K                     | 1        | 3    |
| 2     | Sanchez    | Savannah    | F   | L         | L        | M                     | 1        | 4    |
| 2     | Tepeyac    | Jazmin      | F   | E         | E        | F                     | 1        | 1    |
| 2     | Williamson | Janai       | F   | E         | E        |                       |          | 1    |

|                            |     |      |     |     |
|----------------------------|-----|------|-----|-----|
| Average increase in levels |     |      |     | 1   |
| Benchmark bands            |     |      |     |     |
|                            | #   |      | %   |     |
| Sept                       | Nov | Sept | Nov |     |
| 8                          | 8   | 55%  | 55% |     |
| Band 2                     | 3   | 3    | 20% | 20% |

|                            |     |      |     |     |
|----------------------------|-----|------|-----|-----|
| Average increase in levels |     |      |     | 1   |
| Benchmark bands            |     |      |     |     |
|                            | #   |      | %   |     |
| Sept                       | Nov | Sept | Nov |     |
| 6                          | 3   | 88%  | 44% |     |
| Band 2                     | 1   | 4    | 12% | 55% |

# PLUTO

### Fountas and Pinell Scores 2015-2016

### Independent reading levels

**Teachers:**

Patricia Daugett and Montrese Meeks

| Increase in Benchmark |            |            |     |           |          |          |      |                               |  |
|-----------------------|------------|------------|-----|-----------|----------|----------|------|-------------------------------|--|
| Grade                 | Last name  | First name | Sex | September | December | # levels | band |                               |  |
| 2                     | Dujarric   | Aiden      | M   | J         | K        | 1        | 3    | Average increase in levels: 1 |  |
| 2                     | Echevarria | Angel      | M   | G         | H        | 1        | 2    | Benchmark bands               |  |
| 2                     | Harris     | Brain      | M   | J/K       | L/M      | 1        | 3    |                               |  |
| 2                     | Veras      | Adiel      | M   | K         | L        | 1        | 3    |                               |  |
| Total                 | 4          |            |     |           |          |          |      |                               |  |
|                       |            |            |     |           |          |          |      |                               |  |
|                       |            |            |     |           |          |          |      |                               |  |
| 3                     | Burnett    | Amaya      | F   | F/G       | H        | 1        | 1    | Average increase in levels: 1 |  |
| 3                     | Capellan   | Jayden     | M   | F/G       | H        | 1        | 1    | Benchmark bands               |  |
| 3                     | Castillo   | Thomas     | M   | H/I       | J        | 1        | 1    |                               |  |
| 3                     | Diaz       | Kaylee     | F   | mute      |          |          |      |                               |  |
| 3                     | Echevarria | Yediath    | M   | D/E       | F/G      | 1        | 1    |                               |  |
| 3                     | Escalera   | Randy      | M   | H         | J        | 2        | 1    |                               |  |
| 3                     | Macklin    | Jermaine   | M   | G         | I        | 2        | 1    |                               |  |
| Total                 | 4          |            |     |           |          |          |      |                               |  |

# ANDROMEDA

Fountas and Pinell Scores 2015-2016

Independent reading levels

Teachers:

Andromeda

\*IEP BELOW LEVEL

| Grade | Last name   | First name | Sex | September | November | Increase in # levels | Benchmark Band |
|-------|-------------|------------|-----|-----------|----------|----------------------|----------------|
| 4     | Brown       | Sarah      | F   | R         | S        | 1                    | 4              |
| 4     | Bernardez   | Alissa     | F   | O         | O        | 0                    | 2              |
| 4     | Betts       | Xaivion    | M   | N         | O        | 1                    | 2              |
| 4     | Ford        | Gelencia   | F   | Q         | R        | 1                    | 3              |
| 4     | Guadelupe   | Giovanni   | M   | T         | U        | 1                    | 4              |
| 4     | Lopez       | Jadhiel    | M   | P         | Q        | 1                    | 3              |
| 4     | Lugo        | Mariah     | F   | R         | S        | 1                    | 4              |
| 4     | Quinones    | Yamil      | M   | S         | S        | 0                    | 4              |
| *4    | Ramos       | Kaylene    | F   | M         | O        | 2                    | 2              |
| 4     | Wingfield-W | Ya-Sen     | M   | N         | P        | 2                    | 2              |
| Total | 10          |            |     |           |          |                      |                |
| *5    | Aguirre     | Marvin     | M   | O         | Q        | 2                    | 2              |
| *5    | Arzu        | Ellen      | F   | P         | Q        | 1                    | 2              |
| 5     | Diallo      | Hassanatu  | F   | N         | O        | 1                    | 1              |
| 5     | Mariott     | Sanieka    | F   | R         | S        | 1                    | 2              |
| 5     | Mirabel     | Jhysabel   | F   | P         | Q        | 1                    | 2              |
| 5     | Morales     | Daysi      | F   | R         | S        | 1                    | 2              |
| 5     | Ramirez     | Ethan      | M   | P         | Q        | 1                    | 2              |
| Total | 7           |            |     |           |          |                      |                |

Average increase in levels 1

Benchmark bands

|             |      |     |      |     |
|-------------|------|-----|------|-----|
|             |      | #   |      | %   |
|             | Sept | Nov | Sept | Nov |
| Bands 3 & 4 | 4    | 6   | 40%  | 60% |
| Band 2      | 4    | 4   | 40%  | 40% |

Average increase in levels 1.1

Benchmark bands

|             |      | #   |      | %   |
|-------------|------|-----|------|-----|
|             | Sept | Nov | Sept | Nov |
| Bands 3 & 4 | 0    | 0   | 0%   | 0%  |
| Band 2      | 2    | 6   | 28%  | 86% |



# AURORA BOREALIS

Fountas and Pinell Scores 2015-2016

Independent reading levels

Teachers:

Jess Haas

| Grade | Last name  | First name | Sex | September | January | Increase in |                |
|-------|------------|------------|-----|-----------|---------|-------------|----------------|
|       |            |            |     |           |         | # levels    | BENCHMARK BAND |
| 5     | Alvira     | Daniel     | M   | P         | R       | 2           | 2              |
| 5     | Chalen     | Neptali    | M   | P         | Q       | 1           | 1              |
| 5     | Davila     | Cassidy    | F   | O         | P       | 1           | 1              |
| 5     | De Jesus   | Elias      | M   | Q         | R       | 1           | 2              |
| 5     | Escamilla  | Santiago   | M   | M         | O       | 2           | 1              |
| 5     | Harris     | Shaniya    | F   | S         | T       | 1           | 2              |
| 5     | Heyward    | Joshua     | M   | R         | S       | 1           | 2              |
| 5     | Keita      | Fadima     | F   | R         | R       | 0           | 2              |
| 5     | King       | Jayda      | F   | M         | N       | 1           | 1              |
| 5     | Lozano     | Ashley     | F   | O         | R       | 1           | 2              |
| 5     | Ramos      | Justine    | F   | P         | Q       | 1           | 1              |
| 5     | Rosado     | Jonathan   | M   | P         | Q       | 1           | 1              |
| 5     | Seda       | Kayleann   | F   | U         | W       | 2           | 4              |
| Total | 13         |            |     |           |         |             |                |
| 4     | Baptiste   | Jordan     | M   | M         | O       | 2           | 1              |
| 4     | Blaunt     | Elijah     | M   | Q         | R       | 1           | 3              |
| 4     | Darius     | Jadyn      | M   | Q         | R       | 1           | 3              |
| 4     | Depasquale | Louis      | M   | S         | T       | 1           | 4              |
| 4     | Diallo     | Alseny     | M   | N         | O       | 1           | 1              |
| 4     | Martinez   | Mannuel    | M   | U         | W       | 2           | 4              |
| 4     | Pacheco    | Enalyse    | F   | O         | P       | 1           | 2              |
| 4     | Pullar     | Brealavon  | F   | R         | R       | 0           | 3              |
| 4     | Rosa       | AliAni     | F   | O         | P       | 1           | 2              |
| 4     | Villegas   | Keyrelyn   | F   | N         | O       | 1           | 1              |
| 4     | Williams   | Jonathan   | M   | P         | R       | 2           | 3              |
| Total | 11         |            |     |           |         |             |                |

Average increase in 1

Benchmark bands

| # | Sept | Nov | Sept | Nov | % |
|---|------|-----|------|-----|---|
| 1 | 1    | 1   | 7%   | 7%  |   |
| 2 | 3    | 6   | 24%  | 49% |   |

Average increase in 1

Benchmark bands

| # | Sept | Nov | Sept | Nov | % |
|---|------|-----|------|-----|---|
| 1 | 5    | 6   | 46%  | 55% |   |
| 2 | 4    | 2   | 32%  | 20% |   |

# OLYMPUS

## Fountas and Pinell Scores 2015-2016

Teachers:

Geneine & Pat

OLYMPUS

Independent reading levels

\*IEP

Increase in Benchmark

| Grade | Last name | First name | Sex | September | January | # levels | band |
|-------|-----------|------------|-----|-----------|---------|----------|------|
| 5     | Azpettia  | Kevin      |     | K         | L       | 1        | 1    |
| 5     | Collins   | Ryan       | M   | R         | S       | 1        | 2    |
| *5    | Davey     | Troy       | M   | O         | P       | 1        | 1    |
| *5    | Lajara    | Hennessey  | F   | Q         | R       | 1        | 2    |
| 5     | Parrish   | Shanice    | F   | M         | O       | 2        | 1    |
| 5     | Persaud   | Alicia     | F   | S         | T       | 1        | 2    |
| *5    | Santana   | Robert     | M   | N         |         |          |      |
| 5     | Tejada    | Saul       | M   | S         | S       | 0        | 2    |
| 5     | Waggeh    | Mariam     | F   | N         | O       | 1        | 1    |
| TOTAL | 8         |            |     |           |         |          |      |
| 4     | Chalen    | Lindsay    | F   | K         | L       | 1        | 1    |
| 4     | Hardy     | Iyana      | F   | Q         | R       | 1        | 3    |
| 4     | Mirabel   | Jhamee     | F   | P         | Q       | 1        | 2    |
| *4    | Morales   | Diego      | M   | K         |         |          |      |
| *4    | Padilla   | Isaac      | M   | F         | G       | 1        | 1    |
| 4     | Rivera    | Aisha      | F   | P         | P       | 1        | 2    |
| *4    | Villegas  | Reyndy     | M   | I         | I       | 0        | 1    |
| 4     | Williams  | Danige     | M   | M         | M       | 0        | 1    |
| TOTAL | 8         |            |     |           |         |          |      |

Average increase in # levels

Benchmark bands

|             | Sept | Nov | Sept | Nov | % |
|-------------|------|-----|------|-----|---|
| Bands 3 & 4 | 2    | 0   | 20%  | 0%  |   |
| Band 2      | 2    | 4   | 20%  | 50% |   |

Average increase in # levels

Benchmark bands

|             | Sept | Nov | Sept | Nov | % |
|-------------|------|-----|------|-----|---|
| Bands 3 & 4 | 3    | 1   | 37%  | 13% |   |
| Band 2      | 0    | 2   | 0%   | 25% |   |



# MILKY WAY

## Fountas and Pinell Scores 2015-2016

Independent reading levels

Teachers:

Amber & Omar

| Grade | Last name          | First name | Sex | Last Year | September | November | Increase in Benchmark |      |                                  |
|-------|--------------------|------------|-----|-----------|-----------|----------|-----------------------|------|----------------------------------|
|       |                    |            |     |           |           |          | # levels              | band |                                  |
| 4th   | Ash                | Khar'yi    | M   | M         | M         | N        | 1                     | 1    | Average increase in levels: 0.22 |
| 4th   | Byrd               | Taniyah    | F   | P         | P         | P        | 0                     | 2    |                                  |
| 4th   | Dash               | Laquai     | M   | R         | R         | R        | 0                     | 3    |                                  |
| 4th   | Diallo             | Alhassane  | M   | P         | P         | P        | 0                     | 2    |                                  |
| 4th   | Lucero             | Gael       | M   | R         | R         | R        | 0                     | 3    |                                  |
| 4th   | Marku              | Logan      | M   | S         | S         | T        | 1                     | 4    |                                  |
| 4th   | Martinez           | Tairra     | F   | P         | P         | P        | 0                     | 2    |                                  |
| 4th   | Onyeausi           | Vanessa    | F   | M         | N         | N        | 0                     | 1    |                                  |
| 4th   | Reid               | Jared      | M   | M         | M         | M        | 0                     | 1    |                                  |
| 4th   | Rodriguez          | Ranyeli    | F   | P         | P         | Q        | 1                     | 3    |                                  |
| 4th   | Williams-McCracken | Jaden      | M   | R         | R         | R        | 0                     | 3    | Average increase in levels: 0.5  |
| Total | 11                 |            |     |           |           |          |                       |      |                                  |
| 5th   | Bernard            | Brianne    | F   | T         | U         | V        | 1                     | 4    |                                  |
| 5th   | Bravo              | Daisy      | F   | P         | P         | Q        | 1                     | 2    |                                  |
| 5th   | Castro             | Jennitza   | F   | S         | S         | T        | 1                     | 3    |                                  |
| 5th   | Diallo             | Mohammed   | M   | Q         | Q         | Q        | 0                     | 2    |                                  |
| 5th   | Diaz               | Michael    | M   | Q         | Q         | R        | 1                     | 2    |                                  |
| 5th   | Ewers              | Liam       | M   | R         | R         | S        | 1                     | 2    |                                  |
| 5th   | Keita              | Fatima     | F   | R         | R         | R        | 0                     | 2    |                                  |
| 5th   | Mohammed           | Mariam     | F   | O         | O         | O        | 0                     | 1    |                                  |
| 5th   | Naboa              | Nathaniel  | M   | Q         | Q         | R        | 1                     | 2    | Average increase in levels: 0.22 |
| 5th   | Pena               | Laura      | F   | Q         | Q         | Q        | 0                     | 2    |                                  |
| 5th   | Reynoso            | Randy      | M   | S         | T         | T        | 0                     | 3    |                                  |
| 5th   | Waggeh             | Mousa      | M   | Q         | R         | S        | 1                     | 2    |                                  |
| Total | 12                 |            |     |           |           |          |                       |      |                                  |

Average increase in levels: 0.22

### Benchmark bands

| #           | Sept | Nov | Sept | Nov | % |
|-------------|------|-----|------|-----|---|
| Bands 3 & 4 | 8    | 5   | 70%  | 47% |   |
| Band 2      | 1    | 3   | 12%  | 27% |   |

Average increase in levels: 0.5

### Benchmark bands

| #           | Sept | Nov | Sept | Nov | % |
|-------------|------|-----|------|-----|---|
| Bands 3 & 4 | 3    | 3   | 25%  | 25% |   |
| Band 2      | 5    | 8   | 43%  | 66% |   |

# BOARD DASHBOARD

new york city  
**montessori**  
charter school

New York City Montessori Charter School

January 2016

## Academic Achievement

- I. We will improve the performance of each student in all subject areas.
  1. Current/Pending Measures:
    - ⇒ % of students scoring 3 or 4 on the state test.
    - ⇒ % decrease of students from bottom scoring quartile.
    - ⇒ % of students deemed "on grade level" in reading using F&P.
    - ⇒ performance on predictive benchmark assessments.

## Closing the Achievement Gap

- I. We will greatly decrease the achievement gap between our students and their affluent peers consistently over the course of their time with NYCMCS through close management of the structures established to support our students.
  1. Current/Pending Measures:
    - ⇒ Attendance for Sped and GenEd students.
    - ⇒ Total of identified Students with Disabilities.
    - ⇒ Suspension of Sped and GenEd students; including the delineation between suspensions resulting from breeches of conduct and violence.

## Efficiency

- I. We will maintain a fiscally sound and accountable school through the adherence to all governing policies, more efficient systems, and overall maintenance of our operational components.
  1. Current/Pending Measures:
    - ⇒ Educational Program Staff Structure
    - ⇒ Positions Staffed/Vacant
    - ⇒ Staff Attrition
    - ⇒ Student Enrollment
    - ⇒ Student Attrition

## Board Members

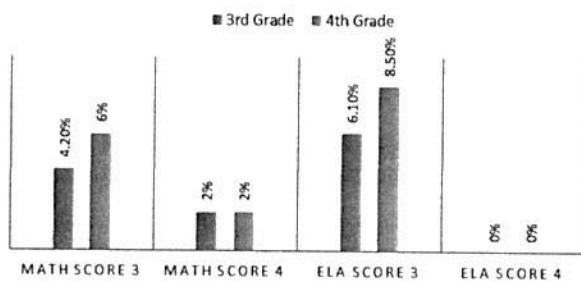
### 2015-2016

- Denise Clay
- Rory Cohen
- Ayca Ergeneman
- Margaret Grossman
- John Mullane

## Goal 1: Academic Achievement

% of students scoring 3 or 4 on the state test

### STATE TEST RESULTS 2014-15 SY



% of students deemed "on grade level" in reading

% decrease of students from bottom quartile

No Data to Graph

0% Decrease

Benchmark Testing Results

See attachment

See attachment

## Goal 2: Closing the Achievement Gap

### Attendance

Longitudinal Data

Unavailable

### Students with Disabilities

| Metric         | Goal | Current | Previous | Change |
|----------------|------|---------|----------|--------|
| ADA            | 93%  | 95.6    |          |        |
| Total Caseload |      | 45      |          |        |

### Suspension Data (Since Day 1)

|                     | Goal                    | Current | Previous | Change |
|---------------------|-------------------------|---------|----------|--------|
| OSS Total           | $\geq 20$ per Trimester | 15      | 4        | +11    |
| OSS SPED            | $10\% \geq$ Total       | 10      | 2        | +8     |
| OSS due to Conduct  | $20\% \leq$ 14-15 SY    | 1       | 2        | +1     |
| OSS due to Violence | < 14-15                 | 14      | 2        | +12    |

Violence is defined as behavior that puts others in physical danger (i.e. pushing, throwing, hitting, etc.)



### Goal 3: Efficiency

#### Positions Staffed/ Vacant

| Position              | Staffed | Va-<br>cant |
|-----------------------|---------|-------------|
| PreK                  | 6       | 0           |
| K-1                   | 8       | 0           |
| GR 2-3                | 8       | 0           |
| GR 4-5                | 5       | 1           |
| 12:1:1 (K-1)          | 2       | 0           |
| 12:1:1 (2-3)          | 2       | 0           |
| School Aides          | 2       | 0           |
| Gym                   | 1.5     | 0           |
| Art                   | 1.5     | 0           |
| Music                 | 1       | 0           |
| Dir. Student Services | 1       | 0           |
| Sped Teacher          | 1       | 0           |
| School Counselor      | 1       | 0           |
| Reading Specialist    | 1       | 0           |
| ELL Teacher           | 1       | 0           |
| Dir. of Literacy      | 1       | 0           |
| Dir. of Math          | 1       | 0           |
| Dir. School Culture   | 1       | 0           |
| Exec. Director        | 1       | 0           |
| Principal             | 1       | 0           |
| Ops. Manager          | 1       | 0           |
| COO                   | 1       | 0           |
| Bookkeeper            | 1       | 0           |
| Total                 | 50      | 1           |

#### Staff Attrition

| Position                    | June 2015 | Sept. 2015 | Oct. 2015 | Nov. 2015 |
|-----------------------------|-----------|------------|-----------|-----------|
| Teacher Count –Lead/Assoc.  | 14        | 19         | 19        | 18        |
| Teacher Count - Specialists | 3.5       | 4.5        | 4.5       | 4.5       |
| School Aides                | 2         | 2          | 2         | 2         |
| Administration              | 3         | 6          | 6         | 6         |
| Support Staff               | 2         | 2          | 2         | 2         |
| SPED Staff                  | 6         | 6          | 6         | 6         |
| Staff Count                 | 48        | 54.5       | 49.5      | 50        |
| Total Staff Attrition       | 10.5      | 2          | 5         |           |
|                             | 22%       | 3.7%       | 9.17%     |           |
| # of Vacancies 2015-2016    | 0         | 3          | 6.5 (1?)  | 4.5       |

#### Student Attrition

| School Year 14-15   | June-Sept. 2015      |
|---------------------|----------------------|
| 6 Pre K             | 20 PreK              |
| 0                   | 4(K)                 |
| 3(2 <sup>nd</sup> ) | 3(2 <sup>nd</sup> )  |
| 2(3 <sup>rd</sup> ) | 2(3 <sup>rd</sup> )  |
| 2(4 <sup>th</sup> ) | 4(4 <sup>th</sup> )  |
|                     | 1 (5 <sup>th</sup> ) |
| <b>Total</b>        | 13                   |
| <b>Overall</b>      | 47                   |

### Goal 3: Efficiency

#### Student Enrollment/ Attrition

|                        | Goal<br>2015-<br>2016 | June<br>2015 | Sept.<br>2015 | Below<br>Goal |
|------------------------|-----------------------|--------------|---------------|---------------|
| Total<br>Enrolled      | 346                   | 317          | 334           | 12            |
| Enrolled<br>Pre-K/ K-5 | 52/294                | 51/266       | 47/2<br>87    | 3/7           |
| Kinder                 | 54                    | 53           | 49            | 3             |
| 1 <sup>st</sup> Grade  | 50                    | 54           | 52            | 3             |
| 2 <sup>nd</sup> Grade  | 50                    | 55           | 47            | 4             |
| 3 <sup>rd</sup> Grade  | 48                    | 55           | 48            | 5             |
| 4 <sup>th</sup> Grade  | 48                    | 49           | 48            |               |
| 5 <sup>th</sup> Grade  | 48                    |              | 43            |               |
| 12:1:1- K/1            | 12                    | 9            | 9             | 3             |
| 12:1:1-2/3             | 12                    | 12           | 14            | N/A           |
| Average<br>Class Size  | 26                    | 23           | 23            | N/A           |
| Free/Red.<br>Lunch     | 85%                   | 91%          | 90%           | N/A           |
| % ELL                  | 10%                   |              | 19%           | 19%           |
| % IEP                  | 15%                   | 18%          | 23%           | 23%           |
| Student<br>Attrition   | ≤5%                   | 21           | 13            | 5%            |

#### Teacher Effectiveness

|        | Lead<br>Teachers | Associate<br>Teachers | Specialists | Support | Total |
|--------|------------------|-----------------------|-------------|---------|-------|
| Green  | 7                | 9                     | 0           | 1       | 17    |
| Yellow | 7                | 4                     | 3           | 0       | 14    |
| Red    | 4                | 2                     | 1           | 1       | 8     |

**Note:** Teacher Effectiveness ratings for the sake of this dashboard were not calculated using the Teacher Effectiveness Rubric. When the rubric is introduced there could be a significant shift in performance numbers.



EDUCATION DEPARTMENT

Knowledge &gt; Skill &gt; Opportunity

## AIMHighNY

In New York State, we are committed to high learning standards and to evaluating our standards on a regular basis with input from stakeholders. The New York State Education Department (NYSED) has undertaken a comprehensive review of the New York State P-12 Common Core Learning Standards in English Language Arts/Literacy and Mathematics. Our review began in October with an online, public survey called AIMHighNY. The survey gave anyone with an interest in our schools the opportunity to comment on our current standards.



The survey was open from October 21 to November 30. During that period, more than 10,500 respondents provided feedback on at least one learning standard; the average respondent provided feedback on 23.

The majority of responses, about 71 percent, were supportive of the standards, and 29 percent of responses were in disagreement. Most disagreement was focused in the early grades for both ELA and math. We will use this feedback in the coming weeks to help us identify where and what changes are needed to make New York's Common Core ELA and Math Learning Standards stronger. [You can learn more about our review process here](#).

Feedback from those who know our current learning standards best—our educators and parents—has been especially valuable. Their voices must continue to be a part of this conversation. In the coming weeks, we will announce additional opportunities for teachers and parents to be involved in our standards review process. Their ideas and suggestions will help make sure New York's learning standards are the right ones for our students.

Together, we will continue to AIMHighNY.

-- Commissioner Elia

## Sign up for News and Notes

Want the latest updates? Sign up to receive our newsletter, News and Notes.



New York State Education Building  
89 Washington Avenue  
Albany, NY 12234

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# Projected Timeline for Consideration

| Timeframe               | Task   |
|-------------------------|--|
| January - February 2016 | Department and educator workgroups analyze AimHighNY results.  |
| March - July 2016       | Stakeholder engagement, including with educators, parents, community-based organizations, business leaders, and higher education.  |
| August 2016             | Additional revisions made by the Department and educators workgroups.  |
| September -October 2016 | Further stakeholder engagement.  |
| November 2016           | <i>Compilation of new draft standards by the Department.</i>   |
| December 2016           | Draft standards brought to the Board of Regents for consideration and adoption.  |
| January 2017 & Beyond   | Work with stakeholders to thoughtfully revise curricular resources and assessments. Work with school districts and BOCES to provide curricular guidance and support to schools. Provide schools time to align curriculum and support professional development for educators and parents. |



**New York City Montessori Charter School (NYCMCS)**  
**Board of Trustees Meeting**

423 E. 138th St, Bronx, NY 10454

February 24, 2016

4:30 p.m.

**AGENDA**

- I. Call to Order/Roll Call (1 minute)
- II. Public Comments (2 minutes per person)
- III. Approval of Previous Meetings Minutes (2 minutes)
- IV. Committee Reports (15 minutes)
  - Building and Grounds
  - Education
  - Finance
- V. Principal's Update (10 minutes)
  - 5<sup>th</sup> Grade Stepping Up
  - Recruitment Efforts
  - Mid Year Reviews
  - Offers for next year
- VI. Move to Executive Session
- VII. Adjournment

## **Education Committee Meeting**

**New York City Montessori Charter School (NYCMCS) Board of Trustees**  
*423 East 138<sup>th</sup> Street, Bronx, New York 10454*

*February 3, 2016*

### **AGENDA**

**Committee Purpose:** The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

- I. Call to Order
- II. Approval of Minutes (January 20, 2016)
- III. Special Education Billing Audit
- IV. Review/Analysis of NYCMCS Education Dashboard
- V. Update—Collaboration with Hostos Community College (Intern Program)
- VI. Principal Evaluation Data
- VII. Adjournment

**New York City Montessori Charter School Board of Trustees**

**February 24, 2016 4:30 p.m.**

The meeting convened at the school building at 423 East 138<sup>th</sup> Street in the Bronx at 4:30pm. Ms. Grossman, Ms. Clay, Ms. Ergeneman and Dr. DeSanto were in attendance. Also in attendance was Principal Hayes. .

The meeting was called to order. No members of the public were present so there were no public comments.

Next the board turned to committee reports. Principal Hayes reported on behalf of the buildings and grounds committee that the school is engaging with the landlord to discuss reconfiguring the school's space in connection with budgeting.

Next the board turned to finance and reviewed the preliminary budgeted versus actual report. The board discussed the report and will review the final version at the next board meeting.

Next the education committee reported. Ms. Clay distributed the minutes of the education committee's most recent meeting and the minutes were discussed. The board also discussed the special education funding audit. Principal Hayes informed the board that the auditors would be providing its findings to the School on March 4<sup>th</sup>. Ms. Grossman asked Principal Hayes about the audit process and Mr. Hayes described the process.

Following committee reports, Principal Hayes gave the Principal's report. Principal Hayes informed the board that the 5<sup>th</sup> Grade's "stepping up" ceremony would be taking place in June and Principal Hayes requested a strong board presence at the ceremony. Next Mr. Hayes described the school's recruiting efforts and the board asked questions regarding the same. Mr. Hayes then turned to teacher evaluations and described the mid-year review process to the board.

There being no further business before the board, the meeting was adjourned and the board went into executive session to discuss personnel and other matters.

Margaret B. Grossman

  
Secretary

## Education Committee Meeting

**New York City Montessori Charter School (NYCMCS) Board of Trustees**  
*423 East 138<sup>th</sup> Street, Bronx, New York 10454*

*February 3, 2016*

### MINUTES

**Committee Purpose:** The Education Committee shall be responsible for evaluating whether the NYCMCS is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Principal to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of recruiting Montessori-trained teachers and training the staff, assistant teachers and Board members. *(NYCMCS Board of Trustees' Bylaws, 2015).*

**Attendees:** Denise Clay, Ayca Ergeneman, and Abeku Hayes

- I. Call to Order—The meeting was called to order at 4:13 p.m.
- II. Approval of Minutes (January 20, 2016 - Presented at the 1/2016 Board of Trustees Meeting)—The Minutes were approved as submitted.
- III. Monitoring Process—Special Education Billing Audit—Principal Hayes reported that the State Education Department would be conducting an audit of the Special Education Billing system at the school. The audit is to start on February 9, 2016. It is expected that auditors will be at the school for one to two weeks.

Mr. Hayes reported that the State Education Department had requested that specific information be made available to the auditors at or right after the opening conference. This information is to be comprised of the list (below).

- Student records, including the following:
  1. List of Special Education students and a copy of their Individual Education Plans (IEPs).
  2. Classroom attendance records with teacher name, grade and subject, and the class roster.
  3. Service provider notes or other documentation that supports the implementation of the student IEP and the related billing for such services.
  4. Copies of all Special Education student invoices and any supporting documentation used to create those invoices.
- Contracts between Montessori and special education providers for services provided.
- Minutes for all Board and Audit Committee meetings for the audit period.



- Chart of Accounts
  - Payroll Records.
  - Employee Listings.
- IV. Review/Analysis of NYCMCS Education Dashboard—A modified Dashboard is to be ready for review for the Board of Trustees at its meeting of February 24, 2016.
- V. Update—Collaboration with Hostos Community College (Intern Program)—Principal Hayes will be hosting an orientation for the Interns, scheduled for Thursday, February 4, 2016, at 1 p.m. The students will then be placed in the classrooms at NYCMCS for field experience. Each Intern will work 120 hours during the semester.
- VI. Principal Evaluation Data—The Chair indicated that the Education Committee had been charged with drafting a mid-year evaluation for Mr. Hayes. Mr. Hayes was requested to submit a self-evaluation indicating his achievements in the following areas:
1. Leadership for Student Learning
  2. School Climate
  3. Leadership in Human Resources
  4. Organizational Management
  5. Communication and Community Relations
  6. Professionalism
  7. Financial Leadership\*

*\*Note: This category was added to the first six categories after some discussion because it was noted that Mr. Hayes had assumed additional responsibilities in this area that were not part of his original job description.*

After Mr. Hayes submits this information, the Education Committee will finalize its draft evaluation for submission to the Board of Trustees to review, make any revisions, and submit a final version to Mr. Hayes.

Ms. Ayca Ergeneman shared copies of State Education Department Principal Evaluation rubrics. Mr. Hayes also provided a rubric used in the Montessori profession. Ms. Ergeneman agreed to draft an evaluation tool that would mix the different rubrics. The Education Committee will review the document at its next meeting in March. A final document will be submitted to the Board of Trustees for approval after the Committee completes its work on the tool. The document would then be used to evaluate the Principal at the end of the year.

- VII. Adjournment—The meeting adjourned at 5:10 p.m.

*Respectfully submitted by Denise Clay, Chair*

NYC Montessori Charter School  
Summary Page  
January 31, 2016

| Budget v Actual Summary                   |           |           |           |                           |                              |                                   | Balance Sheet Summary                    |           |  |
|---|-----------|-----------|-----------|---------------------------|------------------------------|-----------------------------------|--|-----------|--|
|   | Actual    | Budget    | Variance  | FY 15-16<br>Actual        | FY 15-16<br>Annual<br>Budget | FY 15-16<br>Projected<br>Variance |  |           |  |
| <b>Revenue</b>                            |           |           |           |                           |                              |                                   | <b>Assets</b>                            |           |  |
| 100 State Grants                          | 2,909,023 | 3,213,303 | (304,280) | 5,248,378                 | 5,577,739                    | (329,361)                         | 1000 Cash                                | 508,870   |  |
| 100 Federal Grants                        | 100,438   | 105,975   | (5,537)   | 247,262                   | 257,530                      | (10,268)                          | 1100 Accounts Receivable                 | 107,630   |  |
| 100 Contributions                         | 5,811     | 30,912    | (25,101)  | 8,811                     | 53,000                       | (44,189)                          | 1200 Prepaids/Other Current Assets       | 124,176   |  |
| 100 Misc. Income                          | 105       | -         | 105       | 105                       | -                            | 105                               | 1500 Fixed Assets                        | 392,134   |  |
| <b>Total Revenue</b>                      | 3,015,377 | 3,350,190 | (334,813) | 5,504,557                 | 5,888,269                    | (383,712)                         | 1700 Security Deposits                   | 223,651   |  |
| <b>Expense</b>                            |           |           |           |                           |                              |                                   | <b>Total Assets</b>                      | 1,356,462 |  |
| 100 Compensation                          | 1,385,046 | 1,495,102 | (110,056) | 2,818,615                 | 3,091,670                    | (273,055)                         | <b>Liabilities</b>                       |           |  |
| 100 Benefits                              | 106,140   | 323,722   | (217,582) | 199,653                   | 554,996                      | (355,343)                         | 2000 Accounts Payable                    | 26,726    |  |
| 100 Administrative                        | 56,531    | 40,509    | 16,022    | 77,134                    | 69,482                       | 7,652                             | 2400 Deferred Revenue/Refundable deposit | 338,803   |  |
| 100 Professional Services                 | 392,987   | 145,565   | 247,422   | 741,201                   | 275,793                      | 465,408                           | 2100 Accruals                            | 19,261    |  |
| 100 Professional Development              | 33,027    | 62,692    | (29,665)  | 107,514                   | 107,514                      | -                                 | 2700 Deferred Rent/Loan Payable          | 873,394   |  |
| 100 Marketing & Staff/Student Recruitment | 2,565     | 1,743     | 822       | 3,500                     | 3,000                        | 500                               | <b>Total Liabilities</b>                 | 1,258,184 |  |
| 100 Curriculum & Classroom                | 50,505    | 80,741    | (30,236)  | 137,475                   | 133,356                      | 4,119                             | <b>Total Equity*</b>                     | 98,277    |  |
| 100 Facility Expenses                     | 858,507   | 835,380   | 23,127    | 1,424,575                 | 1,432,095                    | (7,520)                           | <b>Total Equity/Liabilities</b>          | 1,356,462 |  |
| 100 Technology & Communication            | 22,164    | 20,223    | 1,941     | 34,688                    | 34,688                       | -                                 |  |           |  |
| 100 Miscellaneous                         | 950       | 3,178     | (2,228)   | 6,321                     | 5,465                        | 856                               |  |           |  |
| <b>Total Expense</b>                      | 2,908,422 | 3,008,855 | (100,433) | 5,677,804                 | 5,835,187                    | (157,383)                         |  |           |  |
| <b>Net Income</b>                         | 106,956   | 341,335   | (234,379) | (173,247)                 | 53,082                       | (226,329)                         |  |           |  |
| <b>Total Assets</b>                       | 46,813    | 85,590    | (38,777)  | 46,813                    | 85,590                       | (38,777)                          |  |           |  |
| <b>Annual Projected Cash Summary</b>      |           |           |           |                           |                              |                                   |  |           |  |
|   |           |           |           | <b>Net Income</b>         |                              |                                   |  |           |  |
|   |           |           |           | (173,247)                 |                              |                                   |  |           |  |
|   |           |           |           | 127,128                   |                              |                                   |  |           |  |
|   |           |           |           | 53,082                    |                              |                                   |  |           |  |
|   |           |           |           | (226,329)                 |                              |                                   |  |           |  |
|   |           |           |           |                           |                              |                                   |  |           |  |
|   |           |           |           | <b>Add Depreciation</b>   |                              |                                   |  |           |  |
|   |           |           |           | (64,005)                  |                              |                                   |  |           |  |
|   |           |           |           | (64,005)                  |                              |                                   |  |           |  |
|   |           |           |           | (85,590)                  |                              |                                   |  |           |  |
|   |           |           |           | 38,777                    |                              |                                   |  |           |  |
|   |           |           |           | <b>Minus Fixed Assets</b> |                              |                                   |  |           |  |
|   |           |           |           | (156,937)                 |                              |                                   |  |           |  |
|   |           |           |           | 30,615                    |                              |                                   |  |           |  |
|   |           |           |           | <b>Cash Income</b>        |                              |                                   |  |           |  |
|   |           |           |           | (187,552)                 |                              |                                   |  |           |  |

| January 31, 2016                                     | Total     | Notes                            |
|--|-----------|----------------------------------|
| <b>ASSETS</b>  |           |                                  |
| Current Assets                                       |           |                                  |
| Bank Accounts  |           |                                  |
| 1000 Cash  |           |                                  |
| 1010 Chase Operating Act - 6538                      | 433,388   | balance confirmed and reconciled |
| 1011 Chase Debit Act - 6520                          | 481       | balance confirmed and reconciled |
| 1012 Chase Savings Act - 3601                        | 75,000    | balance confirmed and reconciled |
| 1013 Chase Ectrow Act - 6504                         | 508,870   | balance confirmed and reconciled |
| Total 1000 Cash                                      | 508,870   |                                  |
| Total Bank Accounts                                  | 508,870   |                                  |
| Accounts Receivable                                  |           |                                  |
| 1100 Accounts Receivable                             | 9,945     |                                  |
| 1101 Grants Receivable                               | 97,885    |                                  |
| 1103 Other Receivables                               |           |                                  |
| Total 1100 Accounts Receivable                       | 107,830   |                                  |
| Total Accounts Receivable                            | 107,830   |                                  |
| Other current assets                                 |           |                                  |
| 1200 Current Assets                                  |           |                                  |
| 1201 Prepaid Expenses                                | 113,583   | Rent                             |
| 1202 Prepaid Insurance                               | 10,438    | General Liability Insurances     |
| 1204 Sales Tax Receivable                            | 156       |                                  |
| Total 1200 Current Assets                            | 124,176   |                                  |
| 1300 Due from South Bronx Overall Economic Dev Corp. | -         |                                  |
| 1400 Undeposited Funds                               | -         |                                  |
| Total Other current assets                           | 124,176   |                                  |
| Total Current Assets                                 | 740,676   |                                  |
| Fixed Assets   |           |                                  |
| 1500 Furniture, Fixtures & Equipment                 |           |                                  |
| 1510 Computers and Hardware (Office)                 | 19,705    |                                  |
| 1511 Computers and Hardware (Pupil)                  | 74,066    |                                  |
| 1512 Furniture (Office)                              | 30,021    |                                  |
| 1513 Furniture (Pupil)                               | 221,373   |                                  |
| 1514 Equipment (Office)                              | 56,862    |                                  |
| 1515 Equipment (Pupil)                               | 13,162    |                                  |
| 1516 Software  | 2,126     |                                  |
| 1518 Leasehold Improvements                          | 226,100   |                                  |
| 1519 Website   | 1,200     |                                  |
| 1520 Architect Expenses                              | 9,000     |                                  |
| 1600 Accumulated Depreciation                        |           |                                  |
| 1610 Accum. Depr. - Comp. & Hardware (Office)        | (118,966) |                                  |
| 1611 Accum. Depr. - Comp. & Hardware (Pupil)         | (24,813)  |                                  |
| 1612 Accum. Depr. - Furniture (Office)               | (14,173)  |                                  |
| 1613 Accum. Depr. - Furniture (Pupil)                | (91,102)  |                                  |
| 1614 Accum. Depr. - Equipment (Office)               | (49,481)  |                                  |
| 1615 Accum. Depr. - Equipment (Pupil)                | (5,054)   |                                  |
| 1616 Accum. Depr. - Software                         | (2,126)   |                                  |
| 1618 Accum. Depr. - Leasehold Improvements           | (53,305)  |                                  |
| 1619 Accum. Amort. - Website                         | (433)     |                                  |
| 1620 Accum. Amort. - Architect Expenses              | (2,000)   |                                  |
| Total 1600 Accumulated Depreciation                  | (261,481) |                                  |
| Total 1500 Furniture, Fixtures & Equipment           | 392,134   |                                  |
| Total Fixed Assets                                   | 392,134   |                                  |
| Other Assets   |           |                                  |
| 1700 Security Deposits                               | 223,651   | Lease and Con Ed. deposits       |
| Total Other Assets                                   | 223,651   |                                  |

|                                 |           |                        |
|---------------------------------|-----------|------------------------|
| TOTAL ASSETS                    | 1,356,462 |                        |
| LIABILITIES AND EQUITY          |           |                        |
| Liabilities                     |           |                        |
| Current Liabilities             |           |                        |
| Accounts Payable                |           |                        |
| 2000 Accounts Payable           | 26,726    |                        |
| Total Accounts Payable          | 26,726    |                        |
| Other Current Liabilities       |           |                        |
| 2100 Accrued Expenses           |           |                        |
| 2200 Accrued Salaries           | 19,291    |                        |
| 2300 Unearned/Deferred Revenue  |           | Feb per pupil payment  |
| 2400 Refundable Advance         | 338,800   |                        |
| Total Other Current Liabilities | 358,064   |                        |
| Total Current Liabilities       | 384,790   |                        |
| Long-Term Liabilities           |           |                        |
| 2600 Deferred Rent              | 873,574   |                        |
| 2700 Loan Payable               | (180)     | Cash Flow Loan payable |
| Total Long-Term Liabilities     | 873,394   |                        |
| Total Liabilities               | 1,258,184 |                        |
| Equity                          |           |                        |
| 3000 Net Assets                 | (8,678)   |                        |
| Net Income                      | 106,956   |                        |
| Total Equity                    | 98,277    |                        |
| TOTAL LIABILITIES AND EQUITY    | 1,356,462 |                        |



| NTC Montessori Charter School                |  | Operating Budget v Actuals |  | FY 15-16 |  | Actuals |  | Budget  |  | Variance |  | %    |  | Projection Method |  | Projections |  | Actuals + Projections |  | Projected Variance (2015-2016) |  | Notes                               |  |
|--|--|----------------------------|--|----------|--|---------|--|---------|--|----------|--|------|--|-------------------|--|-------------|--|-----------------------|--|--------------------------------|--|-------------------------------------|--|
|  |  |                            |  |          |  |         |  |         |  |          |  |      |  |                   |  |             |  |                       |  |                                |  |                                     |  |
| 8205 Database Development Services (SIS)     |  |                            |  | 8,805    |  | 7,541   |  | 4,444   |  | 2,737    |  | 31%  |  | Budget            |  | 724         |  | 8,805                 |  | -                              |  | Projection based on budgeted amount |  |
| 8206 Website Consultant/Expenses             |  |                            |  | 1,945    |  | 1,945   |  | 1,945   |  | 0        |  | 0%   |  | Budget            |  | 1,945       |  | 1,945                 |  | -                              |  | Projection based on budgeted amount |  |
| 8207 Technology Supplies                     |  |                            |  | 3,630    |  | 3,375   |  | 2,700   |  | 681      |  | 31%  |  | Budget            |  | 3,630       |  | 3,630                 |  | -                              |  | Projection based on budgeted amount |  |
| 8208 IT-Indirect                             |  |                            |  | 1,000    |  | 1,000   |  | 1,000   |  | 0        |  | 0%   |  | Budget            |  | 1,000       |  | 1,000                 |  | -                              |  | Projection based on budgeted amount |  |
| Total 8200 Technology/Communication Expenses |  |                            |  | 14,488   |  | 22,144  |  | 10,788  |  | 11,756   |  | 81%  |  | Budget            |  | 13,524      |  | 14,488                |  | -                              |  | Projection based on budgeted amount |  |
| 8800 Miscellaneous Expenses                  |  |                            |  | 94       |  | 316     |  | 48      |  | 315      |  | 336% |  | Zero              |  | 316         |  | 316                   |  | 260                            |  | Projection based on budgeted amount |  |
| 8801 Bank Service Charges                    |  |                            |  | 5,371    |  | 576     |  | 3,179   |  | 2,195    |  | 41%  |  | Budget            |  | 5,371       |  | 5,371                 |  | 5%                             |  | Projection based on budgeted amount |  |
| 8802 Cash Flow Loan Interest/Fees            |  |                            |  | 5,465    |  | 576     |  | 3,179   |  | 2,289    |  | 42%  |  | Zero              |  | 5,465       |  | 5,465                 |  | 5%                             |  | Projection based on budgeted amount |  |
| 8804 Expense Suspense Account                |  |                            |  | 127,218  |  | 950     |  | 3,179   |  | 126,268  |  | 97%  |  | Budget            |  | 127,218     |  | 127,218               |  | 856                            |  | Projection based on budgeted amount |  |
| Total 8800 Miscellaneous Expenses            |  |                            |  | 5,851    |  | 2,500   |  | 1,008   |  | 4,851    |  | 82%  |  | Budget            |  | 5,851       |  | 5,851                 |  | 856                            |  | Projection based on budgeted amount |  |
| 1900 Depreciation Expenses                   |  |                            |  | 53,082   |  | 106,558 |  | 84,135  |  | 22,423   |  | 42%  |  | Budget            |  | 2,002,201   |  | 5,617,804             |  | 3,615,603                      |  | Projection based on budgeted amount |  |
| Total Expenses                               |  |                            |  | 127,218  |  | 127,218 |  | 127,218 |  | 0        |  | 0%   |  | Budget            |  | 127,218     |  | 127,218               |  | 0                              |  | Projection based on budgeted amount |  |
| Net Operating Income                         |  |                            |  | 53,082   |  | 106,558 |  | 84,135  |  | 22,423   |  | 42%  |  | Budget            |  | 2,002,201   |  | 5,617,804             |  | 3,615,603                      |  | Projection based on budgeted amount |  |
| Fixed Assets                                 |  |                            |  |          |  |         |  |         |  |          |  |      |  |                   |  |             |  |                       |  |                                |  |                                     |  |
| 1500 Assets                                  |  |                            |  |          |  |         |  |         |  |          |  |      |  |                   |  |             |  |                       |  |                                |  |                                     |  |
| 1510 Computers and Equipment (Office)        |  |                            |  | 2,500    |  | 1,199   |  | 2,500   |  | 3,699    |  | -48% |  | Zero              |  | 2,500       |  | 2,500                 |  | 0                              |  | Projecting to buy 10 retail laptops |  |
| 1511 Computers and Equipment (Classroom)     |  |                            |  | 30,000   |  | 31,007  |  | 30,000  |  | 1,007    |  | 3%   |  | Zero              |  | 30,000      |  | 31,007                |  | 1,007                          |  | Projecting to buy 10 retail laptops |  |
| 1512 Furniture (Office)                      |  |                            |  | 5,000    |  | 5,000   |  | 5,000   |  | 0        |  | 0%   |  | Zero              |  | 5,000       |  | 5,000                 |  | 0                              |  | Projecting to buy 10 retail laptops |  |
| 1513 Furniture (Classroom)                   |  |                            |  | 45,000   |  | 17,005  |  | 45,000  |  | 27,995   |  | -38% |  | Zero              |  | 45,000      |  | 17,005                |  | 27,995                         |  | Projecting to buy 10 retail laptops |  |
| 1514 Equipment (Office)                      |  |                            |  | 3,090    |  | 3,090   |  | 3,090   |  | 0        |  | 0%   |  | Zero              |  | 3,090       |  | 3,090                 |  | 0                              |  | Projecting to buy 10 retail laptops |  |
| 1515 Equipment (Classroom)                   |  |                            |  |          |  |         |  |         |  |          |  |      |  | Zero              |  |             |  |                       |  |                                |  | Projecting to buy 10 retail laptops |  |
| 1516 School Improvement                      |  |                            |  |          |  |         |  |         |  |          |  |      |  | Zero              |  |             |  |                       |  |                                |  | Projecting to buy 10 retail laptops |  |
| 1517 School Improvement                      |  |                            |  |          |  |         |  |         |  |          |  |      |  | Zero              |  |             |  |                       |  |                                |  | Projecting to buy 10 retail laptops |  |
| 1518 School Improvement                      |  |                            |  |          |  |         |  |         |  |          |  |      |  | Zero              |  |             |  |                       |  |                                |  | Projecting to buy 10 retail laptops |  |
| 1519 School Improvement                      |  |                            |  |          |  |         |  |         |  |          |  |      |  | Zero              |  |             |  |                       |  |                                |  | Projecting to buy 10 retail laptops |  |
| 1520 School Improvement                      |  |                            |  |          |  |         |  |         |  |          |  |      |  | Zero              |  |             |  |                       |  |                                |  | Projecting to buy 10 retail laptops |  |
| 1521 School Improvement                      |  |                            |  |          |  |         |  |         |  |          |  |      |  | Zero              |  |             |  |                       |  |                                |  | Projecting to buy 10 retail laptops |  |
| Total 1500 Assets                            |  |                            |  | 85,590   |  | 46,813  |  | 85,590  |  | 38,777   |  | 45%  |  | Zero              |  | 46,813      |  | 85,590                |  | -38,777                        |  | Projecting to buy 10 retail laptops |  |

NYC Montessori Charter School  
Cash Flow Projection

|                                     |                            | Projections | Feb-16    | Mar-16    | Apr-16    | May-16    |
|-------------------------------------|----------------------------|-------------|-----------|-----------|-----------|-----------|
| Starting Balance                    |                            |             | 433,869   | 691,868   | 282,817   | 647,877   |
| Cash Inflow                         |                            |             | 754,279   | 60,503    | 834,614   | 40,335    |
| Monthly Cash Outflow                |                            |             | (469,554) | (469,554) | (469,554) | (469,554) |
| Accounts Payable                    |                            |             | (26,726)  |           |           |           |
| Prepaid Expenses                    |                            |             |           |           |           |           |
| Grants/Accounts Receivables         |                            |             |           |           |           |           |
| Accrued Expenses                    |                            |             |           |           |           |           |
| Cash Flow Loan                      |                            |             |           |           |           |           |
| Escrow/Capital Payments             |                            |             |           |           |           |           |
| Ending Balance                      |                            | 433,869     | 691,868   | 282,817   | 647,877   | 218,658   |
| Income                              |                            |             |           |           |           |           |
| 4100 State Grants                   |                            |             |           |           |           |           |
| 4101 Per Pupil Allocations          | covered by per pupil       |             |           |           |           |           |
| 4101a Pre-K - Per Pupil Allocations | 2016-17                    | 1,613,693   | 652,277   |           | 652,277   |           |
| 4102 Per Pupil Allocations for SPED | SPED                       | 470,000     |           |           |           |           |
| 4103 NYSTL                          | 21,643                     | 103,225     | 39,169    |           | 39,169    |           |
| 4104 NYSL                           | non cash                   | 19,620      |           |           |           |           |
| 4105 NYSLB                          | non cash                   | 5,045       |           |           |           |           |
| 4108 Rent Relief                    | non cash                   | 2,105       |           |           |           |           |
| Total 4100 State Grants             |                            | 125,667     | 62,834    |           | 62,834    |           |
| 4200 Federal Grants                 |                            | 2,339,355   | 754,279   |           | 754,279   |           |
| 4201 IDEA for Sp. Ed.               |                            |             |           |           |           |           |
| 4202 E-Rate for Tech/Comm           |                            |             |           |           |           |           |
| 4203 Title I                        | post FY reimb.             | 40,000      |           |           | 40,000    |           |
| 4204 Title IIA                      | NYSED                      | 2,833       |           |           |           |           |
| Total 4200 Federal Grants           |                            | 97,680      |           | 58,609    | 39,073    | 39,073    |
| 4300 Contributions                  |                            | 6,311       |           | 1,893     | 1,262     | 1,262     |
| 4302 Unrestricted Contributions     |                            | 146,824     |           | 60,503    | 80,335    | 40,335    |
| 4303 In-KindTECH                    |                            |             |           |           |           |           |
| Total 4300 Contributions            | non cash                   | 3,000       |           |           |           |           |
| 4400 Miscellaneous Income           |                            |             |           |           |           |           |
| 4402 Revenue Suspense Account       | refunds to office expenses |             |           |           |           |           |
| 4403 Misc. Income                   |                            |             |           |           |           |           |
| Total 4400 Miscellaneous Income     |                            |             |           |           |           |           |
| Total Income                        |                            | -           | -         | -         | -         | -         |
| Expenses                            |                            |             |           |           |           |           |
| 5000 Compensation                   |                            | 2,489,179   | 754,279   | 60,503    | 834,614   | 40,335    |
| 5100 Administrative                 |                            |             |           |           |           |           |
| 5101 Principal - EXECUTIVE DIRECTOR | 12 month                   |             |           |           |           |           |
| 5101a Instructional Principal       | 12 month                   | 52,083      | 10,417    | 10,417    | 10,417    | 10,417    |
| 5102 Director of Operations         | 12 month                   | 27,083      | 5,417     | 5,417     | 5,417     | 5,417     |



NYC Montessori Charter School  
Cash Flow Projection

|  | Projections     | Feb-16 | Mar-16 | Apr-16 | May-16 |
|--|-----------------|--------|--------|--------|--------|
| 5522 Wage Garnishment - Clearing                 | -               | -      | -      | -      | -      |
| Total 5500 Benefits                              | 93,513          | 18,703 | 18,703 | 18,703 | 18,703 |
| 6100 Administrative Expenses                     |                 |        |        |        |        |
| 6101 Office Supplies - General                   |                 |        |        |        |        |
| 6102 Office Furniture (Non Asset)                | 5,041           | 1,008  | 1,008  | 1,008  | 1,008  |
| 6106 Postage and Delivery                        | 1,142           | 228    | 228    | 228    | 228    |
| 6107 Dues & Subscriptions                        | 348             | 70     | 70     | 70     | 70     |
| 6108 Team Building/Staff Lunch & App             | -               | -      | -      | -      | -      |
| 6109 Staff Travel                                | 1,437           | 287    | 287    | 287    | 287    |
| 6110 Insurance - General                         | 304             | 61     | 61     | 61     | 61     |
| 6111 School Events                               | 10,443          |        |        |        |        |
|  | prepaid         |        |        |        |        |
| Total 6100 Administrative Expenses               | 1,887           | 377    | 377    | 377    | 377    |
| 6200 Professional Services                       | 20,603          | 2,032  | 2,032  | 2,032  | 2,032  |
| 6202 Audit Fees                                  |                 |        |        |        |        |
| 6203 Payroll Services                            | 25,976          |        |        |        |        |
|  | post FY payment |        |        |        |        |
| 6204 Legal Services - Paid                       | 180,000         | 36,000 | 36,000 | 36,000 | 36,000 |
| 6207 Financial Management Services               | 9,343           | 1,869  | 1,869  | 1,869  | 1,869  |
| 6208 Custodian Services                          | 30,000          | 6,000  | 6,000  | 6,000  | 6,000  |
| 6210 Substitute Teacher Services                 | 52,083          | 10,417 | 10,417 | 10,417 | 10,417 |
| 6212 Non-Instructional Contractual Services      | 18,445          | 3,689  | 3,689  | 3,689  | 3,689  |
| 6213 Temporary Staffing Services                 | -               | -      | -      | -      | -      |
| 6218 NYCSI Services                              |                 |        |        |        |        |
| 6222 Security Services                           | 10,470          | 2,094  | 2,094  | 2,094  | 2,094  |
| Total 6200 Professional Services                 | 21,897          | 4,379  | 4,379  | 4,379  | 4,379  |
| 6300 Professional Development                    | 348,214         | 64,448 | 64,448 | 64,448 | 64,448 |
| 6313 Instructional Staff PD                      |                 |        |        |        |        |
| 6314 Travel                                      | 16,920          | 3,384  | 3,384  | 3,384  | 3,384  |
| 6315 Non-Instructional Staff PD                  | 3,505           | 701    | 701    | 701    | 701    |
| 6316 Montessori Consultation                     | 700             | 140    | 140    | 140    | 140    |
| 6317 Non Montessori Consultation                 | 1,773           | 355    | 355    | 355    | 355    |
| 6318 EL/SPED PD                                  | 6,000           | 1,200  | 1,200  | 1,200  | 1,200  |
| 6319 SIS/TECH PD                                 | 2,425           | 485    | 485    | 485    | 485    |
| 6320b Summer Training                            | 3,500           | 700    | 700    | 700    | 700    |
| 6321 Board Expenses                              | 37,280          | 7,456  | 7,456  | 7,456  | 7,456  |
| Total 6300 Professional Development              | 2,385           | 477    | 477    | 477    | 477    |
| 6400 Marketing and Staff/Student Rec             | 74,487          | 14,897 | 14,897 | 14,897 | 14,897 |
| 6402 Staff Recruiting                            |                 |        |        |        |        |
| 6405 Advertising                                 | 495             | 99     | 99     | 99     | 99     |
| Total 6400 Marketing and Staff/Student Rec       | 440             | 88     | 88     | 88     | 88     |
| 6500 Fundraising Expenses                        | 935             | 187    | 187    | 187    | 187    |
| 6502 Events                                      |                 |        |        |        |        |
| Total 6500 Fundraising Expenses                  | -               | -      | -      | -      | -      |
| 7100 Curriculum & Classroom Expenses             |                 |        |        |        |        |
| 7101 Classroom Supplies & Materials - Montessori | 2,594           | 519    | 519    | 519    | 519    |

NYC Montessori Charter School  
Cash Flow Projection

|   | Projections | Feb-16  | Mar-16  | Apr-16  | May-16  |
|---|-------------|---------|---------|---------|---------|
| 7102 Classroom Supplies & Materials - General       | 8,818       | 1,764   | 1,764   | 1,764   | 1,764   |
| 7104 Curriculum Textbooks & Other Curricula         | 12,221      | 2,444   | 2,444   | 2,444   | 2,444   |
| 7107 Educational Materials - Special Education      | 2,060       | 412     | 412     | 412     | 412     |
| 7108 NYSTL Expense                                  | 19,620      | -       | -       | -       | -       |
| 7109 NYSSL Expense                                  | 5,045       | -       | -       | -       | -       |
| 7110 NYSLIB Expense                                 | 2,105       | -       | -       | -       | -       |
| 7111 Library Books                                  | 3,891       | 778     | 778     | 778     | 778     |
| 7112 Standardized Test Materials/Assessment Expense | 8,000       | 1,600   | 1,600   | 1,600   | 1,600   |
| 7113 Art/Music/Science Supplies - Science           | 1,993       | 399     | 399     | 399     | 399     |
| 7115 Sport Equipment                                | 1,500       | 300     | 300     | 300     | 300     |
| 7116 Student Field Trips                            | 6,269       | 1,254   | 1,254   | 1,254   | 1,254   |
| 7117 Food Service/School Meals                      | 12,855      | 2,571   | 2,571   | 2,571   | 2,571   |
| Total 7100 Curriculum & Classroom Expenses          | 86,970      | 12,040  | 12,040  | 12,040  | 12,040  |
| 8100 Facility                                       |             |         |         |         |         |
| 8101 Rent   | 567,915     | 113,583 | 113,583 | 113,583 | 113,583 |
| 8101a Deferred Rent                                 | (64,005)    | -       | -       | -       | -       |
| 8102 Utilities                                      | 50,000      | 10,000  | 10,000  | 10,000  | 10,000  |
| 8104 Repairs and Maintenance                        | 10,471      | 2,094   | 2,094   | 2,094   | 2,094   |
| 8105 Miscellaneous Repairs                          | 1,686       | 337     | 337     | 337     | 337     |
| 8106 Extermination Contract                         | -           | -       | -       | -       | -       |
| Total 8100 Facility                                 | 556,067     | 126,014 | 126,014 | 126,014 | 126,014 |
| 8200 Technology/Communication Expense               |             |         |         |         |         |
| 8201 Phone and Internet                             | 2,548       | 510     | 510     | 510     | 510     |
| 8202 Mobile Phone Expense                           | 877         | 175     | 175     | 175     | 175     |
| 8204 Network Maintenance/Tech Support Services      | 2,620       | 524     | 524     | 524     | 524     |
| 8205 Database Development Services (SIS)            | 724         | 145     | 145     | 145     | 145     |
| 8206 Website Consultants/Expenses                   | 1,500       | 300     | 300     | 300     | 300     |
| 8207 Technology Supplies                            | 1,251       | 251     | 251     | 251     | 251     |
| 8208 In-Kind Tech                                   | 3,000       | -       | -       | -       | -       |
| Total 8200 Technology/Communication Expenses        | 12,524      | 1,905   | 1,905   | 1,905   | 1,905   |
| 8800 Miscellaneous Expenses                         |             |         |         |         |         |
| 8801 Bank Service Charges                           | -           | -       | -       | -       | -       |
| 8802 Cash Flow Loan Interest/Fees                   | 5,371       | 1,074   | 1,074   | 1,074   | 1,074   |
| 8804 Expense Suspense Account                       | -           | -       | -       | -       | -       |
| Total 8800 Miscellaneous Expenses                   | 5,371       | 1,074   | 1,074   | 1,074   | 1,074   |
| 8900 Depreciation Expenses                          | 127,128     | -       | -       | -       | -       |
| Total Expenses                                      | 2,769,382   | 469,554 | 469,554 | 469,554 | 469,554 |



| Grade                | BUDGET                    | JUL                     | SEP             | NOV          | JAN           | MAR          | MAY          | REC |
|----------------------|---------------------------|-------------------------|-----------------|--------------|---------------|--------------|--------------|-----|
| K                    |                           | 51                      | 52,000          | 74,500       | 50,500        | 51,000       |              |     |
| 1                    |                           | 47                      | 52,000          | 51,075       | 49,175        | 49,375       |              |     |
| 2                    |                           | 48                      | 50,000          | 55,025       | 47,850        | 48,375       |              |     |
| 3                    |                           | 52                      | 49,000          | 52,050       | 45,075        | 50,125       |              |     |
| 4                    |                           | 48                      | 48,000          | 47,100       | 42,200        | 42,550       |              |     |
| 5                    |                           | 48                      | 43,000          | -            | 42,300        | 41,500       |              |     |
| Total GenEd          | -                         | 294                     | 294,000         | 279,750      | 277,100       | 282,925      | -            | -   |
| \$                   | 13,877.00                 | \$                      | 4,079,838.00    | 4,079,838.00 | 3,882,090.75  | 3,845,316.70 | 3,926,150.23 | -   |
|                      |                           |                         | 679,973.00      | 679,973.00   | 630,536.19    | 618,278.17   | 658,694.93   |     |
| K                    |                           | 2                       | 3               | -            | -             | -            |              |     |
| 1                    |                           | -                       | 1               | -            | 3             | 3            |              |     |
| 2                    |                           | -                       | 1               | 2            | 1             | 1            |              |     |
| 3                    |                           | 2                       | 1               | 2            | 2             | 2            |              |     |
| 4                    |                           | 2                       | 1               | 2            | 1             | 2            |              |     |
| 5                    |                           | 2                       | 2               | -            | 2             | 2            |              |     |
| TOTAL (20-59%)       | -                         | 8                       | 9               | 6            | 9             | 10           | -            | -   |
| \$                   | 10,390.00                 | \$                      | 83,120.00       | 93,510.00    | 60,262.00     | 93,510.00    | 98,964.75    | -   |
| K                    |                           | 7                       | 3               | 11           | 1             | 2            |              |     |
| 1                    |                           | 10                      | 14              | 6            | 7             | 7            |              |     |
| 2                    |                           | 6                       | 12              | 7            | 4             | 3            |              |     |
| 3                    |                           | 10                      | 15              | 7            | 8             | 7            |              |     |
| 4                    |                           | 6                       | 8               | 3            | 4             | 4            |              |     |
| 5                    |                           | 4                       | 5               | -            | 2             | 2            |              |     |
| Total (>60%)         | -                         | 43                      | 57              | 34           | 26            | 25           | -            | -   |
| \$                   | 19,049.00                 | \$                      | 819,107.00      | 1,085,793.00 | 646,237.32    | 499,560.03   | 472,891.42   | -   |
|                      |                           |                         | 902,227.00      | 1,179,303.00 | 706,499.32    | 593,070.03   | 571,856.18   | -   |
|                      |                           |                         | 150,371.17      | 205,786.37   | 87,585.45     | 49,775.68    | 39,168.76    | -   |
| 2,775                | 234,521                   | 266,438                 | 252,561         | 130,721      | 234,521       | 233,272.37   | -            | -   |
|                      |                           | 44,406                  | 41,631          | 11,171       | 45,771        | 45,147       |              |     |
| Per Pupil Payment    | Per Pupil Gen Ed Deposits | Per Pupil SPED Deposits | Per Pupil TOTAL | RENT PAYMENT | TOTAL DEPOSIT |              |              |     |
| Payment 1 (July-Aug) | 467,192.33                | 92,934.33               | 560,126.66      | 70,310.17    | 630,436.83    |              |              |     |
| Payment 2 (Sept-Oct) | 467,192.33                | 72,154.33               | 539,346.66      | 70,310.17    | 609,656.83    |              |              |     |

|                        |            |            |              |            |            |  |  |  |  |
|------------------------|------------|------------|--------------|------------|------------|--|--|--|--|
| Payment 3 (Nov-Dec)    | 490,609.77 | 3,287.08   | 493,896.85   | 102,345.00 | 596,241.85 |  |  |  |  |
| Payment 4 (Jan-Feb)    | 618,278.17 | 49,775.68  | 668,053.85   | 9,552.25   | 677,606.10 |  |  |  |  |
| Payment 5 (Mar-Apr)    | 658,694.93 | 39,168.76  | 697,863.69   | 43,862.69  | 741,726.38 |  |  |  |  |
| Payment 6 (May-Jun)    |            |            | -            |            | -          |  |  |  |  |
| Cash Received Jul-Oct  | 934,384.66 | 165,088.66 | 1,099,473.32 | 296,380.28 |            |  |  |  |  |
| Revenue Earned Jul-Oct |            |            |              |            |            |  |  |  |  |
| Deferred/(Receivable)  | 934,384.66 | 165,088.66 |              | 296,380.28 |            |  |  |  |  |

new york city  
montessori  
charter school



# PRINCIPAL'S REPORT

February 2016

As the month of February comes to a close we find ourselves in a great place as a school. The bulk of our work centers around the future and moving forward which is exactly where we want to be. In this month's report I will be outlining how we are working toward, honoring of first class of "graduates," recruiting new staff for next year, evaluating staff performance this year and when we plan to make offers for employment during next school year.

## 5<sup>th</sup> Grade Stepping Up

This year NYCMCS will have its first cohort of "graduates" who matriculate through the entirety of our program. We couldn't be more excited and we welcome all of the various stakeholders who have had a part in our student's success to attend the Stepping Up ceremony. A committee of parents, teachers, and leaders who are deeply invested in making this event successful are currently developing dates, arrangements, and details.

## Recruitment Efforts

As in any school recruitment is always a necessary part of the end of year process. That being said we are working diligently to ensure that we have to add fewer and fewer staff members to our team from year to year. Currently we have a few projected vacancies for next year based around travel time to and from school being an issue for some staff who live more than an hour away and have small children.

To this end we are attending several job fairs and working hard to recruit via various online platforms and the recommendations of staff members. To date we have interviewed more than 20 candidates for next year and will be going to our next job fair as soon as February 27, 2016.

## Mid Year Reviews

All staff members are in the process of finishing their Formal Observations and in the next week that will begin the MY Review process. The MY review is an evaluative/reflective process during which staff members are given the opportunity to reflect on their work from the year in relation to the expectations set in the Teacher Effectiveness Rubric. Managers also provide their feedback based on the same rubric and staff members come together with managers to discuss next steps in response to the information shared.

The outcome of these conversations will be one of the following:

- A staff member sharing their desired workload for the coming year as well as focus areas for them to work on for the rest of the year.
- An improvement plan that clarifies what must be done in order to receive an offer of employment for the following year.

## Offers for Next Year

Offers of employment for the 2016-17 school year will be made in late April-early May.

# BOARD DASHBOARD

New York City Montessori Charter School



January 2016

## Oversight Goals:

### 1. Achieving Achievement

1. We will improve the performance of each student in all subject areas.
  1. Current/Pending Measures:
    - ⇒ % of students scoring 3 or 4 on the state test.
    - ⇒ % decrease of students from bottom scoring quartile.
    - ⇒ % of students deemed "on grade level" in reading using F&P.
    - ⇒ performance on predictive benchmark assessments.

### 2. Closing the Achievement Gap

1. We will greatly decrease the achievement gap between our students and their affluent peers consistently over the course of their time with NYCMCS through close management of the structures established to support our students.
  1. Current/Pending Measures:
    - ⇒ Attendance for Sped and GenEd students.
    - ⇒ Total of identified Students with Disabilities.
    - ⇒ Suspension of Sped and GenEd students; including the delineation between suspensions resulting from breeches of conduct and violence.

### 3. Efficiency

1. We will maintain a fiscally sound and accountable school through the adherence to all governing policies, more efficient systems, and overall maintenance of our operational components.
  1. Current/Pending Measures:
    - ⇒ Educational Program Staff Structure
    - ⇒ Positions Staffed/Vacant
    - ⇒ Staff Attrition
    - ⇒ Student Enrollment
    - ⇒ Student Attrition

## Board Members

2015-2016

- Denise Clay
- Rory Cohen
- Ayca Ergeneman
- Margaret Grossman
- John Mullane
- Jacqueline DiSanto

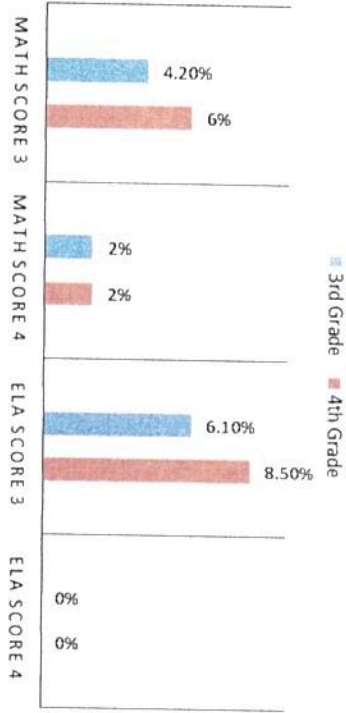


**Goal 1: Academic Achievement**

% of students scoring 3 or 4 on the state test

% decrease of students from bottom quartile

**STATE TEST RESULTS 2014-15 SY**



No Data to Graph

0% Decrease

% of students deemed "on grade level" in reading

Benchmark Testing Results

See attachment

See attachment

**Goal 2: Meeting the Achievement Gap**

**Attendance**

**Students with Disabilities**

| Metric | Goal | Current | Previous | Change |
|--------|------|---------|----------|--------|
| ADA    | 93%  | 95.6    |          |        |

**Longitudinal Data**

|                |    |
|----------------|----|
| Total Caseload | 72 |
|----------------|----|

**Unavailable**

**Suspension Data**

|                     | Goal                    | Current | Previous | Change |
|---------------------|-------------------------|---------|----------|--------|
| OSS Total           | $\geq 20$ per Trimester | 6       | 15       | -9     |
| OSS SPED            | 10% $\geq$ Total        | 2       | 10       | -8     |
| OSS due to Conduct  | 20% $\leq$ 14-15 SY     | 1       | 1        | 0      |
| OSS due to Violence | < 14-15                 | 5       | 14       | -9     |

Violence is defined as behavior that puts others in physical danger (i.e. pushing, throwing, hitting, etc.)

### Goal 3: Efficiency

#### Student Enrollment/ Attrition

|                       | Goal 2015-2016 | June 2015 | Sept. 2015 | Below Goal |
|-----------------------|----------------|-----------|------------|------------|
| Total Enrolled        | 346            | 317       | 334        | 12         |
| Enrolled Pre-K/ K-5   | 52/294         | 51/266    | 47/287     | 3/7        |
| Kinder                | 54             | 53        | 49         | 3          |
| 1 <sup>st</sup> Grade | 50             | 54        | 52         | 3          |
| 2 <sup>nd</sup> Grade | 50             | 55        | 47         | 4          |
| 3 <sup>rd</sup> Grade | 48             | 55        | 48         | 5          |
| 4 <sup>th</sup> Grade | 48             | 49        | 48         |            |
| 5 <sup>th</sup> Grade | 48             |           | 43         |            |
| 12:1:1- K/1           | 12             | 9         | 9          | 3          |
| 12:1:1-2/3            | 12             | 12        | 14         | N/A        |
| Average Class Size    | 26             | 23        | 23         | N/A        |
| Free/Red Lunch        | 85%            | 91%       | 90%        | N/A        |
| % ELL                 | 10%            |           | 19%        | 19%        |
| % IEP                 | 15%            | 18%       | 23%        | 23%        |
| Student Attrition     | ≤5%            | 21        | 13         | 5%         |

#### Teacher Effectiveness

|        | Lead Teachers | Associate Teachers | Specialists | Support | Total |
|--------|---------------|--------------------|-------------|---------|-------|
| Green  | 7             | 9                  | 0           | 1       | 17    |
| Yellow | 7             | 4                  | 3           | 0       | 14    |
| Red    | 4             | 2                  | 1           | 1       | 8     |

**Note:** Teacher Effectiveness ratings for the sake of this dashboard were not calculated using the Teacher Effectiveness Rubric. When the rubric is introduced there could be a significant shift in performance numbers.

### Goal 3: Efficiency

#### Positions Staffed/ Vacant

| Position              | Staffed | Va-<br>cant |
|-----------------------|---------|-------------|
| Prek                  | 6       | 1           |
| K-1                   | 8       | 0           |
| GR 2-3                | 8       | 0           |
| GR 4-5                | 5       | 0           |
| 12:1:1 (K-1)          | 2       | 0           |
| 12:1:1 (2-3)          | 2       | 0           |
| School Aides          | 2       | 0           |
| Gym                   | 1.5     | 0           |
| Art                   | 1.5     | 0           |
| Music                 | 1       | 0           |
| Dir. Student Services | 1       | 0           |
| Sped Teacher          | 1       | 0           |
| School Counselor      | 1       | 0           |
| Reading Specialist    | 1       | 0           |
| ELL Teacher           | 1       | 0           |
| Dir. of Literacy      | 1       | 0           |
| Dir. of Math          | 1       | 0           |
| Dir. School Culture   | 1       | 0           |
| Exec. Director        | 1       | 0           |
| Principal             | 1       | 0           |
| Ops. Manager          | 1       | 0           |
| COO                   | 1       | 0           |
| Bookkeeper            | 1       | 0           |
| Total                 | 50      | 1           |

#### Staff Attrition

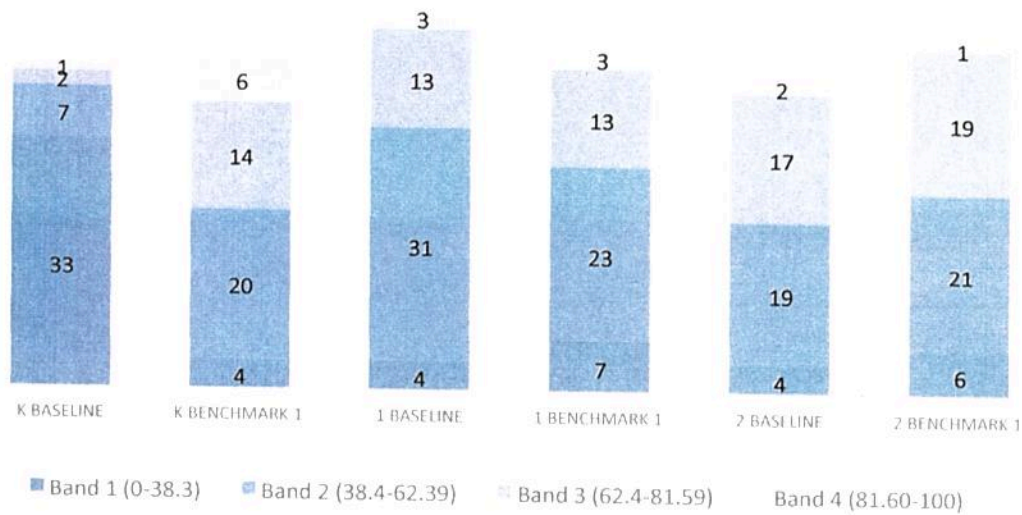
| Position                    | Sept. 2015 | Oct. 2015 | Nov. 2015 | Jan. 2016 |
|-----------------------------|------------|-----------|-----------|-----------|
| Teacher Count -Lead/Assoc.  | 19         | 19        | 18        | 18        |
| Teacher Count - Specialists | 4.5        | 4.5       | 4.5       | 4.5       |
| School Aides                | 2          | 2         | 2         | 2         |
| Administration              | 6          | 6         | 6         | 6         |
| Support Staff               | 2          | 2         | 2         | 2         |
| SPED Staff                  | 6          | 6         | 6         | 6         |
| Staff Count                 | 54.5       | 49.5      | 50        | 50        |
| Total Staff Attrition       | 2          | 5         |           | 1         |
|                             | 3.7%       | 9.17%     |           |           |
| # of Vacancies 2015-2016    | 3          | 6.5 (1?)  | 4.5       | 1         |

#### Student Attrition

| School Year 14-15   | June-Sept. 2015     |
|---------------------|---------------------|
| 6 Pre K             | 20 PreK             |
| 0                   | 4(K)                |
| 3(2 <sup>nd</sup> ) | 3(2 <sup>nd</sup> ) |
| 2(3 <sup>rd</sup> ) | 2(3 <sup>rd</sup> ) |
| 2(4 <sup>th</sup> ) | 4(4 <sup>th</sup> ) |
|                     | 1 (5th)             |
| Total               | 13                  |
| Overall             | 47                  |



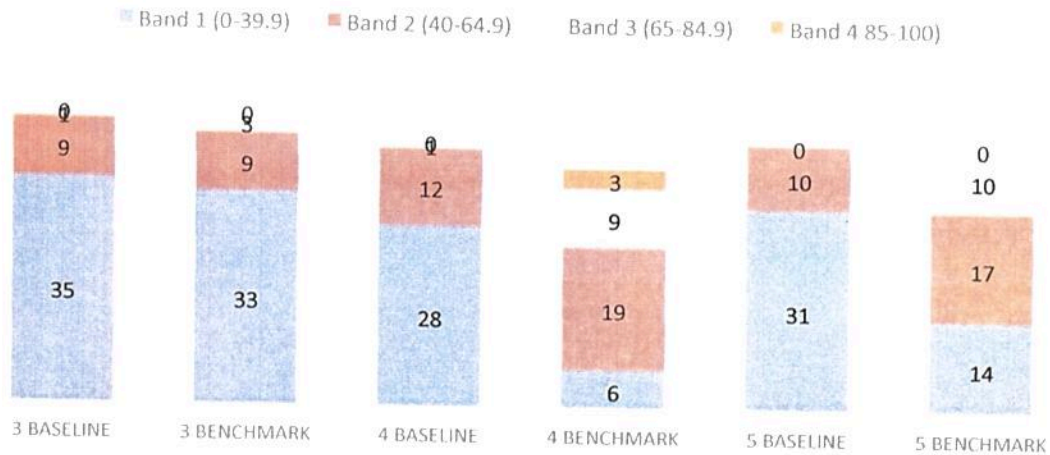
## MATH PERFORMANCE BAND PERFORMANCE K-2 # OF STUDENTS IN EACH BAND



### Qualitative Data Points

About this Chart: This chart is not an apples to apples comparison as there is student attrition and acquisition occurring constantly. There can be a variance of students. The goal here is a decrease in the bottom quartiles with movement to the upper quartiles.

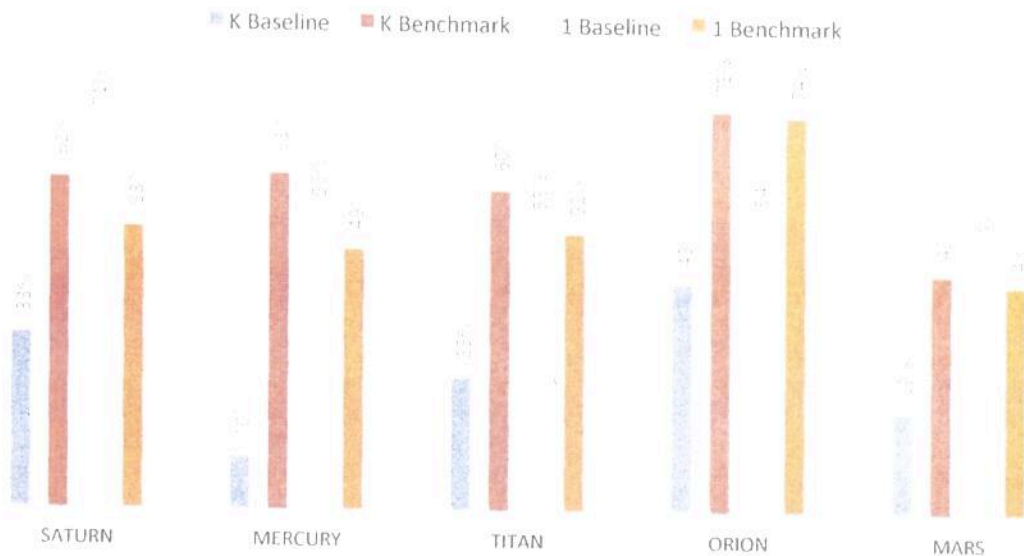
# MATH PERFORMANCE BAND PERFORMANCE 3-5 # OF STUDENTS IN EACH BAND



## Qualitative Data Points

About this Chart: This chart is not an apples to apples comparison as there is student attrition and acquisition occurring constantly. There can be a variance of students. The goal here is a decrease in the bottom quartiles with movement to the upper quartiles.

## MATH AVERAGE % CORRECT K-1



### Qualitative Data Points

About this Chart: This chart is examining student's ability to get the answers right regardless of skill being tested. This reasoning is a useful measure to ensure that testing anxiety and reversion to bad habits is happening less. Below there are breakdowns of the classrooms to help you better understand what led to this data.

Instruction Type (Montessori/ Traditional):

- Saturn: Montessori
- Mercury: Traditional
- Titian: Traditional
- Orion: Traditional
- Mars: Traditional

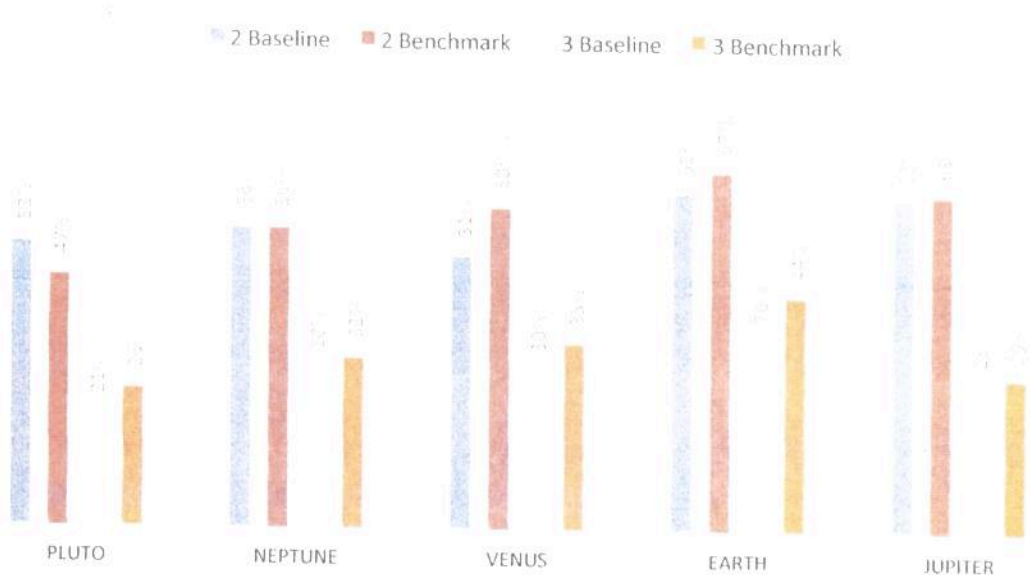
Classroom Management Quality (Poor/ Moderate/ Effective):

- Saturn: Poor
- Mercury: Effective
- Titian: Moderate
- Orion: Effective
- Mars: Effective

Class Type (12:1/ICT/ Gen Ed):

- Saturn: Gen Ed
- Mercury: Inovative Program (13 students)
- Titian: Gen Ed
- Orion: Gen Ed
- Mars: ICT (40% SPED/60% Gen Ed)

## MATH AVERAGE % CORRECT 2-3



### Qualitative Data Points

About this Chart: This chart is examining student's ability to get the answers right regardless of skill being tested. This reasoning is a useful measure to ensure that testing anxiety and reversion to bad habits is happening less. Below there are breakdowns of the classrooms to help you better understand what led to this data.

Instruction Type (Montessori/ Traditional):

- Pluto: Traditional
- Neptune: Montessori
- Venus: Traditional
- Earth: Traditional
- Jupiter: Traditional

Classroom Management Quality (Poor/ Moderate/ Effective):

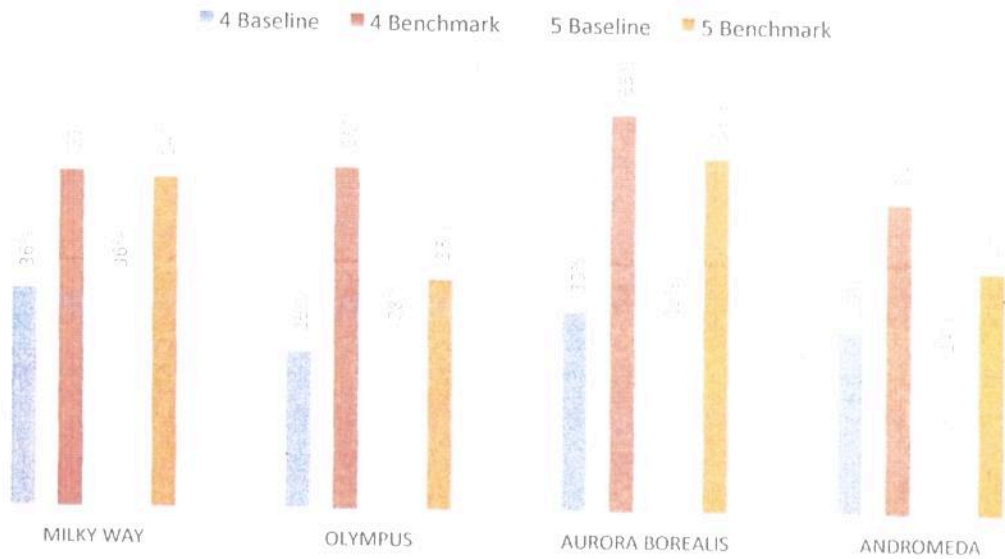
- Pluto: Effective
- Neptune: Effective
- Venus: Effective
- Earth: Effective
- Jupiter: Moderate

Class Type (12:1/ICT/ Gen Ed):

- Pluto: 12:1
- Neptune: Gen Ed
- Venus: Gen Ed
- Earth: Gen Ed
- Jupiter: ICT



## MATH AVERAGE % CORRECT 4-5



### Qualitative Data Points

About this Chart: This chart is examining student's ability to get the answers right regardless of skill being tested. This reasoning is a useful measure to ensure that testing anxiety and reversion to bad habits is happening less. Below there are breakdowns of the classrooms to help you better understand what led to this data.

#### Instruction Type (Montessori/ Traditional):

- Milky Way: Montessori
- Olympus: Traditional (Three teachers since the beginning of the year. Leaders taught this class for two months.)
- Aurora Borealis: Montessori
- Andromeda: Traditional (Three teachers since the beginning of the year)

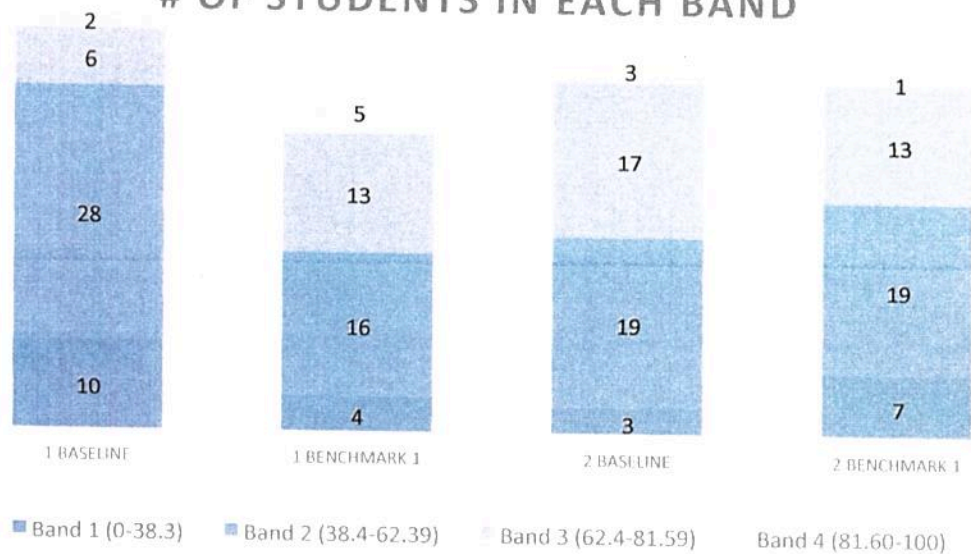
#### Classroom Management Quality (Poor/ Moderate/ Effective):

- Milky Way: Effective
- Olympus: Effective
- Aurora Borealis: Effective
- Andromeda: Effective

#### Class Type (12:1/ICT/ Gen Ed):

- Milky Way: Gen Ed
- Olympus: ICT
- Aurora Borealis: Gen Ed
- Andromeda: Gen Ed

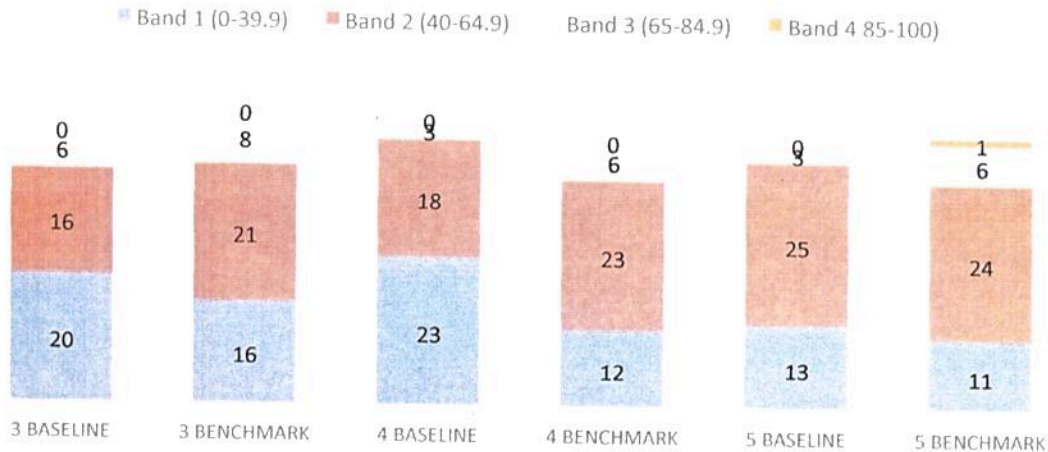
## ELA PERFORMANCE BAND PERFORMANCE 1-2 # OF STUDENTS IN EACH BAND



### Qualitative Data Points

About this Chart: This chart is not an apples to apples comparison as there is student attrition and acquisition occurring constantly. There can be a variance of students. The goal here is a decrease in the bottom quartiles with movement to the upper quartiles.

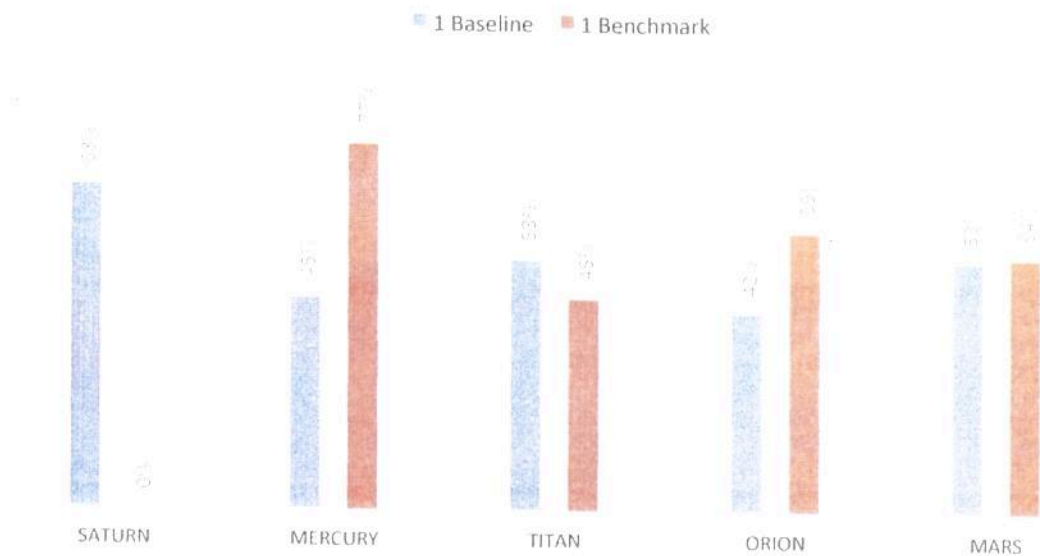
# ELA PERFORMANCE BAND PERFORMANCE 3-5 # OF STUDENTS IN EACH BAND



## Qualitative Data Points

About this Chart: This chart is not an apples to apples comparison as there is student attrition and acquisition occurring constantly. There can be a variance of students. The goal here is a decrease in the bottom quartiles with movement to the upper quartiles.

## ELA AVERAGE % CORRECT 1



### Qualitative Data Points

About this Chart: This chart is examining student's ability to get the answers right regardless of skill being tested. This reasoning is a useful measure to ensure that testing anxiety and reversion to bad habits is happening less. Below there are breakdowns of the classrooms to help you better understand what led to this data.

Instruction Type (Montessori/ Traditional):

- Saturn: Montessori
- Mercury: Traditional
- Titian: Traditional
- Orion: Traditional
- Mars: Traditional

Classroom Management Quality (Poor/ Moderate/ Effective):

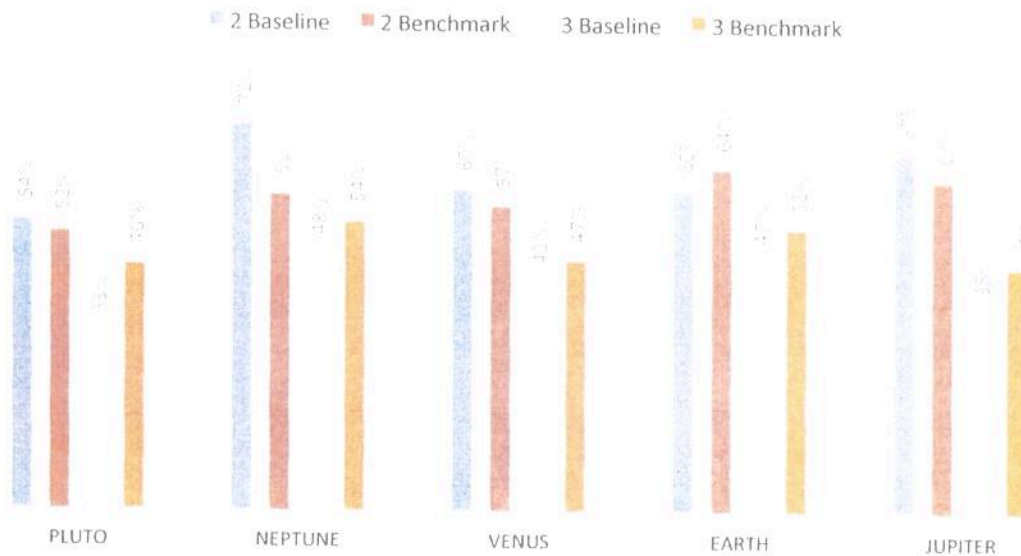
- Saturn: Poor
- Mercury: Effective
- Titian: Moderate
- Orion: Effective
- Mars: Effective

Class Type (12:1/ICT/ Gen Ed):

- Saturn: Gen Ed
- Mercury: Innovative Program (13 students)
- Titian: Gen Ed
- Orion: Gen Ed
- Mars: ICT (40% SPED/60% Gen Ed)



## ELA AVERAGE % CORRECT 2-3



### Qualitative Data Points

About this Chart: This chart is examining student's ability to get the answers right regardless of skill being tested. This reasoning is a useful measure to ensure that testing anxiety and reversion to bad habits is happening less. Below there are breakdowns of the classrooms to help you better understand what led to this data.

Instruction Type (Montessori/ Traditional):

- Pluto: Traditional
- Neptune: Montessori
- Venus: Traditional
- Earth: Traditional
- Jupiter: Traditional

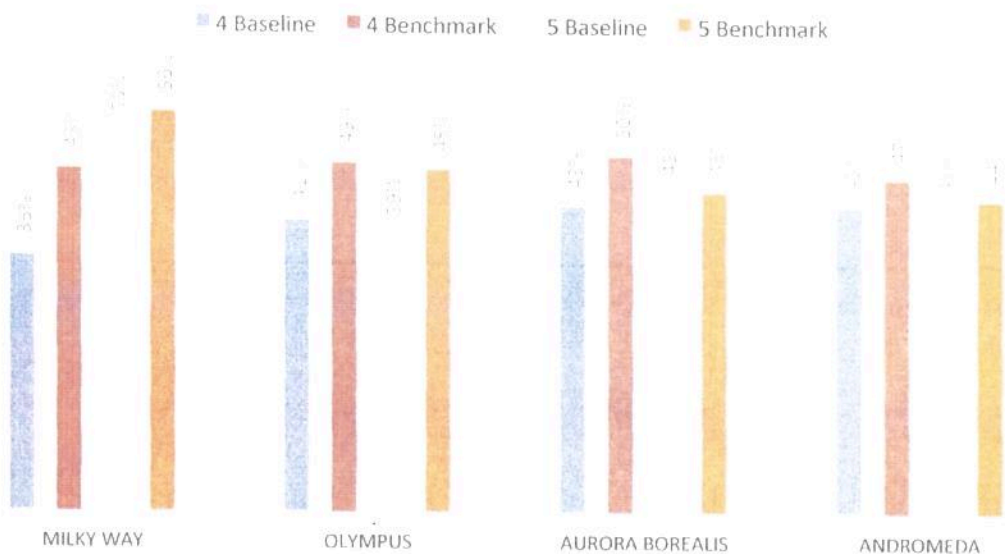
Classroom Management Quality (Poor/ Moderate/ Effective):

- Pluto: Effective
- Neptune: Effective
- Venus: Effective
- Earth: Effective
- Jupiter: Moderate

Class Type (12:1/ICT/ Gen Ed):

- Pluto: 12:1
- Neptune: Gen Ed
- Venus: Gen Ed
- Earth: Gen Ed
- Jupiter: ICT

## ELA AVERAGE % CORRECT 4-5



### Qualitative Data Points

About this Chart: This chart is examining student's ability to get the answers right regardless of skill being tested. This reasoning is a useful measure to ensure that testing anxiety and reversion to bad habits is happening less. Below there are breakdowns of the classrooms to help you better understand what led to this data.

#### Instruction Type (Montessori/ Traditional):

- Milky Way: Montessori
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- Aurora Borealis: Montessori
- Andromeda: Traditional (Three teachers since the beginning of the year)

#### Classroom Management Quality (Poor/ Moderate/ Effective):

- Milky Way: Effective
- Olympus: Effective
- Aurora Borealis: Effective
- Andromeda: Effective

#### Class Type (12:1/ICT/ Gen Ed):

- Milky Way: Gen Ed
- Olympus: ICT
- Aurora Borealis: Gen Ed
- Andromeda: Gen Ed

**No Board Meeting  
were held  
on the month of  
March 2016**

**New York City Montessori Charter School (NYCMCS)**

**Board of Trustees Meeting**

423 E. 138th St, Bronx, NY 10454

April 21, 2016

9:00 ~~p.m.~~  
a.m.

**AGENDA**

- I. Call to Order/Roll Call (1 minute)
- II. Public Comments (2 minutes per person)
- III. Approval of Previous Meetings Minutes (2 minutes)
- IV. Committee Reports (15 minutes)
  - Building and Grounds
  - Education
  - Finance
- V. Principal's Update (10 minutes)
  - 5<sup>th</sup> Grade Stepping Up
    - i. Request for Board Support
  - Recruitment Efforts
  - Offers for next year
- VI. Move to Executive Session
- VII. Adjournment



**New York City Montessori Charter School (NYCMCS) Board of Trustees Meeting**

423 E. 138th Street, Bronx, New York 10454

April 21, 2016 - 9:00 a.m.

**MINUTES**

The meeting convened at the school building at 423 East 138<sup>th</sup> Street in the Bronx at 9:00 a.m. Ms. Clay and Mr. Hayes were present. A call was made to Mr. Rory Cohen, Chair. At that time, it was noted that no one else was present and the Board of Trustees would not have a quorum. Mr. Cohen called the meeting to order.

There were no previous Minutes to approve, and there were no members present from the public to make any public comments.

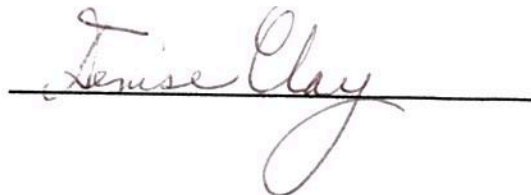
Those present proceeded with discussing the items that follow.

Mr. Hayes indicated that the school was planning its first graduation, the 5<sup>th</sup> Grade Stepping Up Event. Mr. Hayes asked that all Board members make a \$100 contribution to support the festivities for the students. Mr. Cohen pledged \$100 and Ms. Clay wrote a check for \$100 for submission to the school. Mr. Hayes was asked to send an e-mail to the other Trustees with the request so that the school could complete its plans for the event, which is scheduled at the end of the semester.

Mr. Hayes informed those present on the new partnership with Westside Montessori Charter School. The school is excited to have two scholarships to give for training this year.

There being no further business before the Board, the meeting was adjourned.

Denise Clay, Member

A handwritten signature in cursive script, reading "Denise Clay", is written over a horizontal line.

Budget v Actual Summary

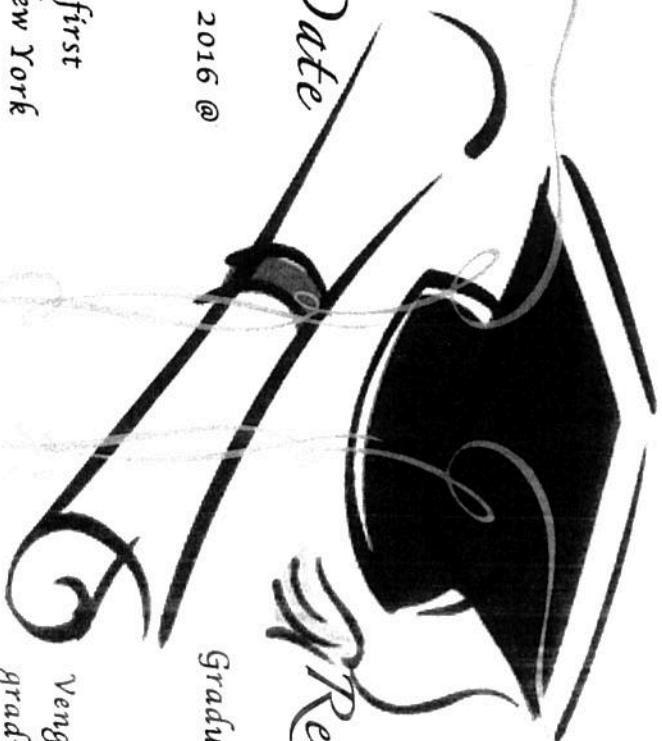
| Revenue                                    | Actual           | Budget           | Variance         | FY 15-16<br>Projected Actual | FY 15-16<br>Annual<br>Budget | FY 15-16<br>Projected<br>Variance |
|--|------------------|------------------|------------------|------------------------------|------------------------------|-----------------------------------|
| 4100 State Grants                          | 3,864,689        | 4,162,952        | (298,263)        | 5,307,118                    | 5,577,739                    | (270,621)                         |
| 4200 Federal Grants                        | 141,459          | 148,365          | (6,906)          | 247,262                      | 257,530                      | (10,268)                          |
| 4300 Contributions                         | 6,690            | 39,744           | (33,054)         | 9,690                        | 53,000                       | (43,310)                          |
| 4400 Misc. Income                          | 235              | -                | 235              | 235                          | -                            | 235                               |
| <b>Total Revenue</b>                       | <b>4,013,072</b> | <b>4,351,061</b> | <b>(337,989)</b> | <b>5,564,305</b>             | <b>5,888,269</b>             | <b>(323,964)</b>                  |
| Expense                                    | Actual           | Budget           | Variance         | FY 15-16<br>Projected Actual | FY 15-16<br>Annual<br>Budget | FY 15-16<br>Projected<br>Variance |
| 5000 Compensation                          | 1,864,641        | 2,010,378        | (145,737)        | 2,893,664                    | 3,091,670                    | (198,006)                         |
| 5400 Benefits                              | 137,740          | 416,214          | (278,474)        | 191,342                      | 554,996                      | (363,654)                         |
| 6100 Administrative                        | 65,114           | 52,083           | 13,031           | 77,135                       | 69,482                       | 7,653                             |
| 6200 Professional Services                 | 482,073          | 187,155          | 294,918          | 713,892                      | 275,793                      | 438,099                           |
| 6300 Professional Development              | 38,574           | 80,604           | (42,030)         | 107,514                      | 107,514                      | -                                 |
| 6400 Marketing & Staff/Student Recruitment | 2,789            | 2,241            | 548              | 3,000                        | 3,000                        | -                                 |
| 7100 Curriculum & Classroom                | 59,236           | 105,658          | (46,422)         | 128,896                      | 133,356                      | (4,460)                           |
| 8100 Facility Expenses                     | 1,105,982        | 1,074,060        | 31,922           | 1,420,942                    | 1,432,095                    | (11,153)                          |
| 8200 Technology & Communication            | 25,654           | 26,001           | (347)            | 40,618                       | 34,688                       | 5,930                             |
| 8800 Miscellaneous                         | 3,414            | 4,086            | (672)            | 5,966                        | 5,465                        | 501                               |
| 8900 Depreciation                          | -                | -                | -                | 127,128                      | 127,128                      | -                                 |
| <b>Total Expense</b>                       | <b>3,785,217</b> | <b>3,958,480</b> | <b>(173,263)</b> | <b>5,710,097</b>             | <b>5,835,187</b>             | <b>(125,090)</b>                  |
| <b>Net Income</b>                          | <b>227,855</b>   | <b>392,581</b>   | <b>(164,726)</b> | <b>(145,792)</b>             | <b>53,082</b>                | <b>(198,874)</b>                  |
| <b>Fixed Assets</b>                        | <b>46,813</b>    | <b>85,590</b>    | <b>(38,777)</b>  | <b>46,813</b>                | <b>85,590</b>                | <b>(38,777)</b>                   |

Annual Projected Cash Summary

|                    |           |
|--------------------|-----------|
| Net Income         | (145,792) |
| Add Depreciation   | 127,128   |
| Add Deferred Rent  | (64,005)  |
| Minus Fixed Assets | (46,813)  |
| Cash Income        | (129,482) |

Balance Sheet Summary

| Assets                                   |                  |
|--|------------------|
| 1000 Cash                                | 609,232          |
| 1100 Accounts Receivable                 | 143,876          |
| 1200 Prepaids/Other Current Assets       | 138,547          |
| 1500 Fixed Assets                        | 392,134          |
| 1700 Security Deposits                   | 223,651          |
| <b>Total Assets</b>                      | <b>1,507,439</b> |
| Liabilities                              |                  |
| 2000 Accounts Payable                    | 43,825           |
| 2400 Deferred Revenue/Refundable deposit | 370,863          |
| 2100 Accruals                            | -                |
| 2700 Deferred Rent/Loan Payable          | 873,574          |
| <b>Total Liabilities</b>                 | <b>1,288,262</b> |
| <b>Total Equity*</b>                     | <b>219,177</b>   |
| <b>Total Equity/Liabilities</b>          | <b>1,507,439</b> |



## *Save The Date*

Graduation June 16<sup>th</sup>, 2016 @

6:00pm

Come celebrate the first  
graduating class of New York  
City Montessori Charter School!!

5<sup>th</sup> Grade Trip-Rye Playland

06/10/2016

Family BBQ-Brook Park

06/23/2016

Formal Invitation with  
location and ticket information  
to follow.

## *Reserva la Fecha*

Graduación Junio 16, 2016 a la

6:00pm

Vengan a celebrar la primera  
graduación de New York City  
Montessori Charter School!!

5to Grado Paseo-Rye Playland

06/10/2016

BBQ para las Familias- Parque de

Brook

06/23/2016

Invitación formal, local e  
información de taquillas a  
seguir.



# New York State Education Department

## ***Renewal Site Visit Report 2015-2016***

New York City Montessori Charter School

Visit Date: 11/12/2015 to 11/13/2015

Date of Report: 4/13/2016



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## SCHOOL DESCRIPTION<sup>1</sup>

### Opening Information

|  |                               |
|--|-------------------------------|
| <b>Date Initial Charter Approved by Board of Regents</b> | December 14, 2010             |
| <b>School Opening Date</b>                               | September 6, 2011             |
| <b>Current Charter Term</b>                              | July 1, 2011 to June 30, 2016 |

### Location

| School Year(s) | Location(s)                                     | Grades at Location | District of Location |
|----------------|---|--------------------|----------------------|
| 2012 - 15      | 423 East 138 <sup>th</sup> St., Bronx, NY 10454 | K – 5              | NYC CSD 7            |
| 2011 - 12      | 416 Willis Ave, Bronx, NY 10455                 | K – 1              | NYC CSD 7            |

### Charter Management Organization/Education Corporation Affiliation

| Affiliation Name | Affiliation Type   | Dates of Service |
|------------------|--|------------------|
| SOBRO            | Launch and back office support in the first two-three years/ Provides an after-school program for up to 150 students. Currently serves 120-130 students. | 2010 – Present   |

### Current Mission Statement

The New York City Montessori Charter School will empower children to be critical thinkers and creative problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers needed in the 21<sup>st</sup> Century.

### Current Key Design Elements

|   |
|---|
| • Differentiated instruction  |
| • Individual work plans   |
| • Specially designed materials that provide concrete representation of the abstract |
| • Prepared environment  |

<sup>1</sup> The information in this section was provided by the Charter School Office.

|  |
|--|
| • Independence and the freedom and ability to make choices |
| • Time and practice to achieve mastery                     |
| • Peer modeling and teacher scaffolding                    |
| • Content-related instructional strategies                 |
| • Montessori philosophy                                    |

#### School Characteristics

| School Year             | Chartered Enrollment | Actual Enrollment | Grades Served |
|-------------------------|----------------------|-------------------|---------------|
| 2015-2016               | 294                  | 277               | K – 5         |
| 2014-2015               | 250                  | 249               | K – 4         |
| 2013-2014               | 204                  | 204               | K – 3         |
| Maximum enrollment: 294 |                      |                   |               |

#### Current Board of Trustees

| Board Member Name | Term              | Position/Committees                                     |
|-------------------|-------------------|---|
| Rory Cohen        | 01/2011 – 06/2017 | Chair; Executive and Finance and Committees             |
| Denise Clay       | 01/2011 – 06/2017 | Trustee; Education Committee                            |
| Margaret Grossman | 07/2013 – 06/2017 | Secretary; Buildings/Grounds and Fundraising Committees |
| John Mullane      | 10/2013 – 06/2017 | Treasurer; Finance and Buildings/Grounds Committees     |
| Ayca Ergeneman    | 06/2013 – 06/2017 | Trustee; Fundraising and Education Committees           |

#### School Leader(s)

| School Year | School Leader(s) Name and Title  |
|-------------|--|
| 2015-2016   | Gina Sardi, Executive Director (until December 2015)<br>Abeku Hayes, Educational Principal |
| 2013-2015   | Gina Sardi, Principal  |

### School Visit History

| School Year | Visit Type      | Evaluator | Date                 |
|-------------|-----------------|-----------|----------------------|
| 2015-2016   | Renewal         | CSO       | November 12-13, 2015 |
| 2014-2015   | Check-in visit  | CSO       | February 24, 2015    |
| 2013-2014   | Full Site Visit | CSO       | February 26-27, 2014 |
| 2012-2013   | Check-in visit  | CSO       | April 9, 2013        |
| 2011-2012   | Check-in visit  | CSO       | January 23, 2012     |



## METHODOLOGY

A two-day renewal site visit was conducted at New York City Montessori Charter School (NYCMCS) on November 12 – 13, 2015. The CSO team conducted interviews with the board of trustees, school leadership team, and teachers. In cooperation with school leadership, the team also may have administered anonymous online surveys to teachers, parents, and/or students.

The team conducted 21 classroom observations in Grades K-5. The observations were approximately 20 minutes in length. Team members recorded observations on the Classroom Observation Worksheet and used the Classroom Observation Rubric to guide their reviews.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Renewal application**
- **Teacher roster**
- **Current organization chart**
- **A master school schedule**
- **Board materials**
- **Board self-evaluation documents**
- **Blank teacher and administrator evaluation forms**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of curricular documents**
- **A list of major assessments**
- **Enrollment data including subgroups**
- **Professional development plans and schedules**
- **Academic data**

## BENCHMARK ANALYSIS

The Board of Regents Charter School Performance Framework outlines 10 Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the site visit will be presented in alignment with the Performance Framework Benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

| Level                  | Description   |
|------------------------|---|
| <b>Exceeds</b>         | The school meets the performance benchmark; potential exemplar in this area.          |
| <b>Meets</b>           | The school generally meets the performance benchmark; few concerns are noted.         |
| <b>Approaches</b>      | The school does not meet the performance benchmark; a number of concerns are noted.   |
| <b>Falls Far Below</b> | The school falls far below the performance benchmark; significant concerns are noted. |

For the site visit conducted from 11/12/2015 to 11/13/2015 at New York City Montessori Charter School, see the following Performance Benchmark Scores and discussion.

**New York State Education Department  
Charter School Performance Framework Rating**

| <b>Performance Benchmark</b>             |   | <b>Level</b>    |
|--|---|-----------------|
| <b>Educational Success</b>               | <b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).   | Falls Far Below |
|  | <b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement. | Falls Far Below |
|  | <b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.   | Approaches      |
| <b>Organizational Soundness</b>          | <b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.   | Approaches      |
|  | <b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.  | Approaches      |
|  | <b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.   | Approaches      |
|  | <b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.  | Approaches      |
| <b>Faithfulness to Charter &amp; Law</b> | <b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.   | Meets           |
|  | <b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.   | Meets           |
|  | <b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.  | Approaches      |

## Summary of Findings

As a result of the NYSED full-site visit (2013-2014) and check-in (2014-2015) reports, along with the two years of state testing data, the board ordered an independent audit of the educational program in 2015. This examination laid the foundation for a new leadership structure as well as more clearly defined curriculum and assessment structures that more closely align with the performance benchmarks.

The school environment reflects the Montessori principle of a “prepared environment,” with large, bright, well-organized classrooms that support individualized and self-guided instruction. Classroom observations demonstrated the majority of students respond well to the flexibility of the Montessori model while evidence of a common language around a high standard for behavior expectations was visible in the physical environment and stated during the teacher focus group.

In the focus group and through the survey, teachers communicated their support of the new instructional principal and the professional development and coaching they have received as a result. Based on the NYSED-administered anonymous teacher survey, the 42 respondents indicate they feel optimistic about the positive changes that are being instituted this school year to improve their teaching skills, increase student academic performance, and build on the collegial atmosphere that has been created. 97.6% of the respondents feel the school leadership is monitoring the effectiveness of the school’s programs and operations and is making adjustments when necessary.

### Benchmark 1: Student Performance

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

**Finding:** The site visit team has determined that New York City Montessori Charter School Falls Far Below Performance Benchmark 1.

**Summative Evidence for Benchmark 1:** See Appendix A for further information.

NYC Montessori began testing their first cohort of third grade students during the 2013-2014 school year. Student aggregate scores were far below the state average with students underperforming by 25 to 33 percentage points. Compared to the district of location students underperformed their peers by 9-10 percentage points. Specifically, 49 students were tested in English Language Arts (ELA) and mathematics. Of that number, one student scored proficient in ELA and four students in mathematics.

For the 2014-2015 school year limited gains were made in ELA proficiency for students in third grade and the fourth grade cohort in both ELA and mathematics. However, third grade mathematic proficiency rose from 8% to 25% demonstrating a positive upward trend. This gain was still well below the state average and just below the district of location.



## Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

**Finding:** The site visit team has determined that NYC Montessori Charter School Falls Far Below Performance Benchmark 2.

| <u>Element</u>                       | <u>Indicators</u>  |
|--------------------------------------|--|
| 1. Curriculum                        | <ul style="list-style-type: none"><li>a. The school has a documented curriculum that is aligned to the CCLS.</li><li>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</li><li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li></ul> |
| 2. Instruction                       | <ul style="list-style-type: none"><li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li></ul>  |
| 3. Assessment and Program Evaluation | <ul style="list-style-type: none"><li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li><li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li><li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.</li></ul>  |
| 4. Supports for Diverse Learners     | <ul style="list-style-type: none"><li>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</li><li>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</li></ul>   |

## **Summative Evidence for Benchmark 2: See Appendix B for further information.**

In the renewal application and through our conversations with stakeholders, the challenge of aligning the Montessori model with the Common Core Learning Standards (CCLS) was emphasized. According to the founders, no other Montessori school has successfully completed this task; therefore, the instructional principal has begun this alignment without a clear model. In 2014 – 2015, EngageNY math curriculum, Ready NY CCLS by Curriculum Associates and Teachers College Readers and Writers Workshop were brought in to provide a CCLS aligned structure. Some bulletin boards showcasing student work, most posted lesson plans and all newly created pacing guides referenced CCLS standards. The two academic directors and instructional principal all acknowledged that this indicates progress, but they do not yet have a CCLS aligned curriculum or clear framework for curriculum review at this time.

While lesson plan binders were available within each classroom, there was limited evidence that unit and lesson plans are used to introduce complex materials, stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content. The instructional principal explained that this formal lesson planning is new to teachers and they are receiving individual coaching and school wide professional development. The lesson plan template included a space for teachers to list higher order thinking questions and exit tickets, which the instructional principal highlighted as focus areas, but these components were not observed during classroom visits. Coaches and teachers described lesson plans as a “living document,” but there was no evidence that these documents were revised in practice.

Classroom observations did not support common planning and alignment, despite the statement by the instructional principal that two hours of common planning time was part of the teachers’ daily schedule. At the teacher focus group, most teachers shared that they meet for common planning once or twice a week, rather than daily. There is no evidence that there are established systems and protocols to guide collaborative discussions. Different lessons were observed in all classrooms, offering further evidence of this lack of alignment. For example, one class was focused on an author study of Patricia Polacco during their reader’s workshop, while another class on the same grade band was focused on using genre as criteria for book selection.

High levels of student engagement were observable in 76% of classroom observations, but the visit team could not determine, with certainty, that instructional delivery fostered the engagement. There were isolated examples of high-quality instruction, but they were not consistent, not even across grade bands. The majority of classrooms did not have measurable lesson objectives posted and rigor was only evident in about half of the classroom observations. While each teacher has been paired with a coach, coaches articulated different definitions of high quality coaching and how this looks in practice.

The two reading specialists provided evidence that Fountas and Pinnell data informed their instruction, but there was no evidence of data being utilized in other ways or by other team members. Exit tickets were identified by the instructional principal as a priority, but these were not observed in any classrooms. EduSoft was purchased as an assessment system, but the baseline assessment data had not yet been analyzed so it was not made available to teachers. Instructional leaders were unable to provide the visit team with evidence of data being used in practice.

The school leadership has begun to put structures in place to effectively identify the needs of students with disabilities and English language learners, implement the IEP and determine appropriate placement. The director of student support services has created systems at the start of this academic year to ensure accurate record keeping and accountability. The school partnered with the NYC Charter Center’s Special Education Collaborative to conduct regular audits of their special education students’ records to further increase accountability. As these systems have been created so recently, more work is necessary to ensure that individual student progress is tracked and to facilitate communication around these needs. For example, the reading teachers work with all the students in the building, but do not have a common planning time to share outcomes and align their work with classroom teachers.

For tier one students not yet on track to proficiency in ELA, the school has begun differentiated, small group instruction using the reading specialists and Fountas & Pinnell. However, the school does not yet have structures in place to provide individualized instruction for all students through a data-driven approach to prevention, early detection or enrichment for all students, including – but not limited to – students with disabilities and English language learners. While the school provides academic and other supports outside of school hours through its partnership with SOBRO, there is no evidence that these interventions are aligned to student needs.

### Benchmark 3: Culture, Climate and Family Engagement

*The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

**Finding:** The site visit team has determined that New York City Montessori Charter School Approaches Performance Benchmark 3.

#### Element

#### Indicators

#### 1. Behavior Management and Safety

- a. The school has a clear approach to behavioral management, including a written discipline policy.
- b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.
- c. The school has systems in place to ensure that the environment is free from harassment and discrimination.
- d. Classroom environments are conducive to learning and generally free from disruption.

#### 2. Family Engagement and Communication

- a. Teachers communicate with parents to discuss students' strengths and needs.
- b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.
- c. The school has a systematic process for responding to parent or community concerns.
- d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.

#### 3. Social-Emotional Supports

- a. School leaders collect and use data to track the socio-emotional needs of students.
- b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.



### **Summative Evidence for Benchmark 3:**

Respect is a key tenet of the Montessori philosophy and was observable throughout the school community. A safe and respectful classroom environment was observable in 90% of classroom observations. Throughout the building, student behavior reflected an internalized sense of responsibility and accountability.

The site visit team did not observe behavior as an impediment to instruction, but the school has invested in building their discipline and school culture capacity. The instructional principal has an increased presence, a former teacher's assistant has stepped into the role of director of culture and a mental health counselor was hired. This team has identified a number of resources – positive discipline, community meetings and culture calendar – to incentivize positive behaviors and enhance the school's culture.

A written discipline policy was adopted by the Board of Trustees just before this academic year. The new director of school culture has created systems for teachers to report behavior infractions and receive support from her team, as necessary. The mental health counselor introduced the Committee for Children's Second Step Program to further support challenging behaviors. While all teachers have received information about this program, all stakeholders acknowledged that it was only being utilized in a few classrooms at the time of our visit and more training is needed. These initiatives will allow for the collection of data on the socio-emotional needs of the students, but this data was not formally available at the time of our visit.

Teachers reported that they see parents each morning and afternoon and use this time for regular communication. The director of school culture shared she was available at these times to speak with families as well. There was no additional evidence for a more systematic parent communication system.

An internal family survey is administered annually, but there was no evidence of this feedback impacting schoolwide decisions. The total family response rate was 37%. Those who responded did indicate that they feel teachers communicate with them regularly about their child's academic performance. 51 of the 59 respondents believe the principal promotes family involvement at the school. An anonymous, on-line parent survey was created by the Charter School Office. Details on how to access the survey, which was available in English, Spanish and French; was sent to all parents via the school leader. One parent responded to the survey.

#### Benchmark 4: Financial Condition

*The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

**Finding:** The site visit team has determined that New York City Montessori Charter School Approaches Performance Benchmark 4.

#### Summative Evidence for Benchmark 4:

NYC Montessori Charter School financial condition needs improvement, as evidenced by performance on key indicators derived from the schools independently audited financial statements. The Department reviews the financial performance and management of charter schools using several near-term and long-term financial performance indicators.<sup>2</sup> Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

#### Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the NYSED Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. NYC Montessori Charter School's composite score for 2014-2015 is 0.00. The table below shows the school's composite scores from 2012-2013 through 2014-2015

NYC Montessori Charter School Composite Scores  
2012-2013 to 2014-2015

| Year      | Composite Score |
|-----------|-----------------|
| 2014-2015 | 0.00            |
| 2013-2014 | -0.30           |
| 2012-2013 | -0.60           |

Source: NYSED Office of Audit Services

#### Near Term Indicators

Near term indicators of financial health are used to understand the current financial performance and viability of the school. The Department Charter School Office uses three measures:

The *current ratio* is a financial ratio that measures whether or not a school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the education corporation's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the education corporation is of paying its obligations, with a ratio under 1.0 indicating concern. For 2014-2015, NYC Montessori Charter School had a current ratio of 0.7x.

<sup>2</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers, and are also used by the Trustees at the State University of New York (SUNY) in their capacity as a charter school authorizer (SUNY-CSI) in New York State.



*Unrestricted cash* measures, in days, whether the corporation can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2014-2015, NYC Montessori Charter School operated with 34.8 days of unrestricted cash.

*Enrollment stability* measures whether or not a school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Schools typically strive to have low variability in enrollment over time. Actual enrollment that is over 85 percent is considered reasonable. NYC Montessori Charter School's enrollment stability for 2014-2015 was at 100.0 percent.

#### **Long Term Indicators**

A school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2014-2015, NYC Montessori Charter School's debt to asset ratio was 1.01x.

*Total margin* measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2014-2015, NYC Montessori Charter School's total margin was 0.8 percent.

#### **Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

**Finding:** The site visit team has determined that New York City Montessori Charter School Approaches Performance Benchmark 5.

#### **Summative Evidence for Benchmark 5:**

The CSO team reviewed NYC Montessori's 2013-2014 and 2014-2015 financial audits to determine whether the independent auditor observed sufficient internal controls over financial statements.

#### **Audited Financial Statements**

The 2014-2015 management letter had two recommendations, one related to the lack of support for some debit card transactions that totaled \$3,395.

We noted that NYC Montessori had negative net assets of -\$48,359 for 2013-2014 which decreased to -\$8,679 for 2014-15.

Special Education expense was \$883,572 in 2013-2014 and grew to \$1,287,487 in 2014-2015, an increase of \$403,915. The 2014-2015 special education expense of \$1,287,487 was almost half of the amount spent on regular education (\$2,741,999).

The school reported special education billing errors in 2014-2015, which are currently being audited by the SED Office of Audit Services.

### **Benchmark 6: Board Oversight and Governance**

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

**Finding:** The site visit team has determined that New York City Montessori Charter School Approaches Performance Benchmark 6.

#### Element

#### Indicators

#### 1. *Board Oversight and Governance*

- a. The board recruits and selects board members with skills and expertise that meet the needs of the school.
- b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.
- c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.
- d. The board regularly updates school policies.
- e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.
- f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

### **Summative Evidence for Benchmark 6:**

During the board focus group meeting, all current board members expressed a personal connection to the school and the community which provides the impetus for their work. While these connections are notable, the board remains volatile. Nine trustees have resigned during the term of the charter; two founding members remain. The board shared that two additional members' approval is forthcoming. Both proposed members have educational experience, which the current trustees recognize as an area of need.

The board shared that in response to the full NYSED site visit in year three and the first year of testing data, they recognized the need to more directly manage the school. They employed Ed Renew to make recommendations and adopted a revised and bifurcated leadership structure. The trustees shared that this experience led them, as a governing body, to implement more accountability measures. As a result, they now review a dashboard created by the instructional principal at each meeting to deepen their understanding of the school's strengths and areas of growth. At present, it still appears that the board reacts to the school's priorities and goals rather than setting them.

The board has a formal process for reviewing the school's policies each spring. For example, they appointed a committee that investigated school safety and made recommendations for a school discipline policy, which was adopted by the board for the 2015-2016 school year.



The current instructional principal identified rubrics for the evaluation of his position and the trustees, given the need for an evaluation system, indicated they were helpful. There was no evidence provided that these rubrics will be utilized in a systematic and meaningful way. The board could not articulate how student outcomes would be factored into their evaluations of the school leader. They were transparent in their discussions indicating that more work is needed to create a complete evaluation system.

### **Benchmark 7: Organizational Capacity**

*The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

**Finding:** The site visit team has determined that New York City Montessori Charter School Approaches Performance Benchmark 7.

| <u>Element</u>   | <u>Indicators</u>  |
|--|--|
| 1. School Leadership   | <ul style="list-style-type: none"> <li>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</li> <li>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</li> <li>c. The school has clear and well-established communication systems and decision-making processes in place which ensures effective communication across the school.</li> <li>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</li> </ul> |
| 2. Professional Climate                                      | <ul style="list-style-type: none"> <li>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</li> <li>b. The school has established structures for frequent collaboration among teachers.</li> <li>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.</li> <li>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</li> <li>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</li> </ul>          |
| 3. Contractual Relationships<br><input type="checkbox"/> N/A | <ul style="list-style-type: none"> <li>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</li> <li>b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.</li> <li>c. The school monitors the efficacy of contracted service providers or partners.</li> </ul>   |

## **Summative Evidence for Benchmark 7:**

The instructional principal demonstrated strategic and purposeful pursuit of a clear educational mission, while empowering others to do the same. Under principals' leadership, school is beginning to develop a school-wide, results-oriented focus on teaching, learning and student success. In focus groups, the board of trustees and teachers communicated their satisfaction with the instructional principal's vision and goals for an improvement in student learning. The school has an Instructional Leadership Team (ILT) comprised of the principal and two instructional directors that meets regularly to address topics of instruction and learning. However, questions posed to the instructional leadership team provided incomplete and conflicting information regarding curriculum and instruction, assessment and the use of data. For instance, when asked to provide an analysis of the math baseline assessment data, the instructional principal identified numeracy as the greatest area of focus. In a separate meeting, neither instructional director could identify student strengths and areas of need in their subjects, saying the data was not ready. Teachers said that they had only been given an overview of baseline data in their team meetings, but had not yet identified trends. While there have been notable improvements this academic year, there was limited evidence that spoke to the capacity of an effective, aligned leadership team at the time of our visit.

While all members of the leadership teams – instructional and administrative - have been in their role one year or less, they did communicate a strong commitment to the school community and a willingness to learn from the instructional principal's example. Nonetheless, it is evident that both leadership teams are still in the process of defining their roles and responsibilities.

Most decision making and communication systems remain informal. One exception is that the instructional principal instituted a weekly meeting with the grade team leaders, which is turn keyed to the teachers during their common planning period. Teachers spoke highly of this structure, which they noted provides them with the important information.

The school community experienced a profound turnover before the current academic year, which the leadership attributed to the curricular shifts. In the teacher focus group, for example, of the 32 teachers in attendance, twelve were new to the school community this academic year. This turnover, coupled with the new leadership structure, required that the school fill numerous positions from the director to classroom level. At the time of the visit, a number of vacancies for key personnel remained and many team members had been in their positions a matter of weeks, or less. There is not a documented, intentional recruitment or retention strategy at this time.

Teachers meet weekly with their coaches in a one-on-one meeting, which is a time that they can provide feedback. The school also administers a yearly teacher survey. The teacher survey provided by NYSED indicated that staff is feeling positive about the direction the school is moving under the guidance of new leadership. Professional development based on teacher needs is being offered and facilitated by the new school leader. The forty-two teachers who responded to the survey all agree that they feel comfortable approaching the leadership team with a question, concern, or suggestion.

Teachers are evaluated during two formal and two informal observations each year and communicated their satisfaction with this process and lesson plan feedback, which provides them with feedback they consider valuable and timely. Forty of the forty-two teachers who responded to the NYSED survey feel that the administration's review of their performance is fair and meaningful.

### **Benchmark 8: Mission and Key Design Elements**

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

**Finding:** The site visit team has determined that New York City Montessori Charter School Meets Performance Benchmark 8.

| <u>Element</u>                            | <u>Indicators</u>   |
|---|---|
| 1. <i>Mission and Key Design Elements</i> | <p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p> |

#### **Summative Evidence for Benchmark 8:**

The new instructional principal has recommitted the school to the Montessori design elements while aligning to CCLS. While the stakeholders are still developing what this alignment will look like in practice, there is a shared commitment to the school's mission throughout the school community.

Even though most of the teachers and leaders have not been formally trained in Montessori, many of the key design elements were observed consistently in classrooms. Most notably, differentiation, the prepared environment with specially designed materials and student independence could be found throughout the school community.

### Benchmark 9: Enrollment, Recruitment, and Retention

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.*

**Finding:** The site visit team has determined that New York City Montessori Charter School Meets Performance Benchmark 9.

#### Element

#### Indicators

- |                               |  |
|-------------------------------|--|
| 1. <i>Targets are met</i>     | a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.  |
| 2. <i>Targets are not met</i> | a. The school is making regular and significant annual progress toward meeting the targets.<br>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.<br>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed. |



**Comparison of School's Subgroup Enrollment Compared to the District of Location**

|                                   | 2013-2014             |     |                       | 2014-2015             |     |          | 2015-2016             |
|-----------------------------------|-----------------------|-----|-----------------------|-----------------------|-----|----------|-----------------------|
|                                   | Percent of Enrollment |     | Variance <sup>3</sup> | Percent of Enrollment |     | Variance | Percent of Enrollment |
|                                   | School                | CSD |                       | School                | CSD |          | School <sup>4</sup>   |
| Enrollment of Special Populations |                       |     |                       |                       |     |          |                       |
| Economically Disadvantaged        | 87%                   | 97% | -9.7                  | 93%                   | 97% | -3.7     | 89.51%                |
| English Language Learners         | 13%                   | 23% | -10.5                 | 19%                   | 24% | -4.7     | 17.90%                |
| Students with Disabilities        | 20%                   | 23% | -3.2                  | 23%                   | 24% | -.9      | 15.74%                |

**Summative Evidence for Benchmark 9:**

The school continues to serve fewer economically disadvantaged students and English language learners than the CSD of location. The number of students with disabilities served is very similar to the percentage served in CSD 7. The board of trustees and leadership team discussed their outreach efforts and future plans.

<sup>3</sup> Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.

<sup>4</sup> Reported by the school; 2015-16 enrollment data has not been publicly released as of the date of this report.

### **Benchmark 10: Legal Compliance**

*The school complies with applicable laws, regulations, and the provisions of its charter.*

**Finding:** The site visit team has determined that New York City Montessori Charter School Approaches Performance Benchmark 10.

| <u>Element</u>             | <u>Indicators</u>   |
|----------------------------|---|
| 1. <i>Legal Compliance</i> | <p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p> |

#### **Summative Evidence for Benchmark 10:**

The board of trustees reached out to the SED charter school office prior to the site visit to discuss their internal finding that some mandated services for students with disabilities were not taking place. They indicated there were issues with improper billing by the charter school to the New York City Department of Education during the 2014-2015 school year and possibly the 2015-2016 school year. They were investigating to determine the scope of the problem.

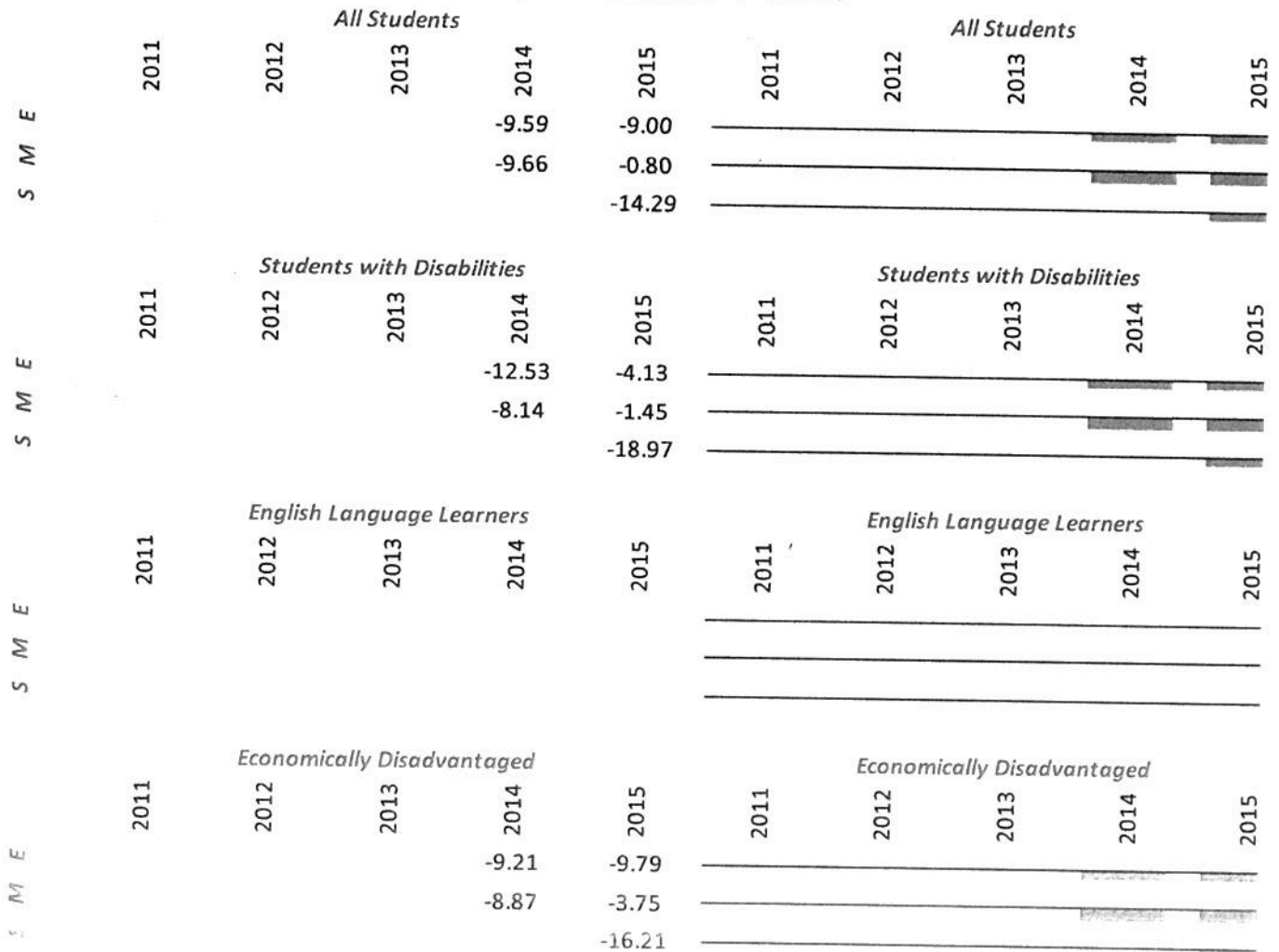
In response, the NYSED Charter School contacted the NYSED Office of Special Education--Special Education Quality Assurance team to participate in the renewal visit to determine the extent of the problem and guide next steps. The NYSED Office of Audit Services was also contacted to determine the fiscal implications of the issue. They are currently in the process of conducting a review.

## APPENDIX A: ELEMENTARY/MIDDLE SCHOOL NYS ASSESSMENT OUTCOMES

| CHARTER SCHOOL |         | All Students | Students with Disabilities | English Language Learners | Economically Disadvantaged |
|----------------|---------|--------------|----------------------------|---------------------------|----------------------------|
| ELA            | 2010-11 | -            | -                          | -                         | -                          |
|                | 2011-12 | -            | -                          | -                         | -                          |
|                | 2012-13 | -            | -                          | -                         | -                          |
|                | 2013-14 | 2%           | 0%                         | 0%                        | 2%                         |
|                | 2014-15 | 5%           | 0%                         | 0%                        | 4%                         |
| Mathematics    | 2010-11 | -            | -                          | -                         | -                          |
|                | 2011-12 | -            | -                          | -                         | -                          |
|                | 2012-13 | -            | -                          | -                         | -                          |
|                | 2013-14 | 8%           | 8%                         | 0%                        | 9%                         |
|                | 2014-15 | 18%          | 8%                         | 0%                        | 15%                        |
| Science        | 2010-11 | -            | -                          | -                         | -                          |
|                | 2011-12 | -            | -                          | -                         | -                          |
|                | 2012-13 | -            | -                          | -                         | -                          |
|                | 2013-14 | -            | -                          | -                         | -                          |
|                | 2014-15 | 53%          | 33%                        | 0%                        | 51%                        |

# NYC MONTESSORI CHARTER SCHOOL VARIANCE TO NYC GEOG DIST # 7 - BRONX AVERAGE

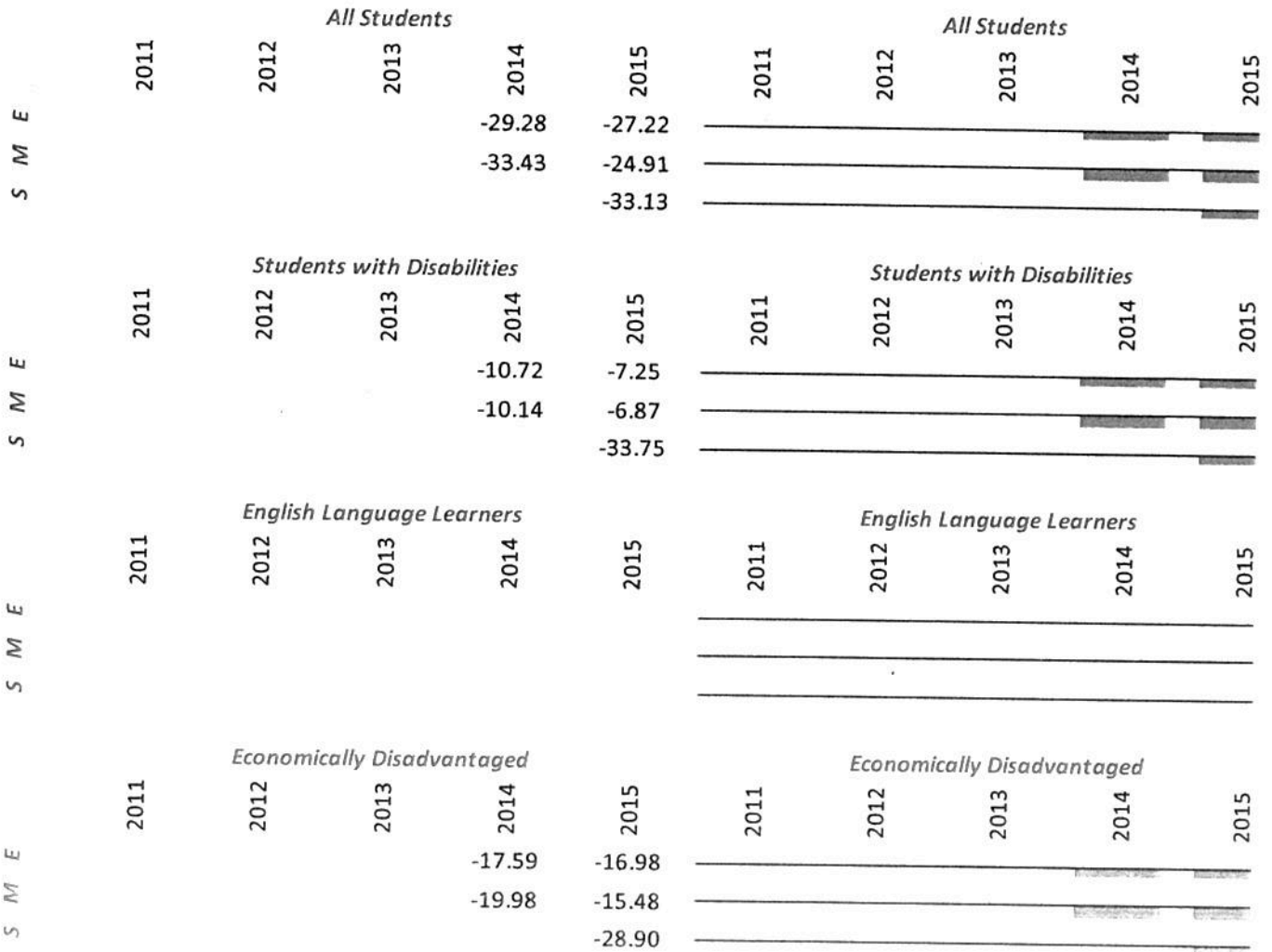
E = ELA M = Mathematics S = Science





# NYC MONTESSORI CHARTER SCHOOL VARIANCE TO NEW YORK STATE AVERAGE

E = ELA M = Mathematics S = Science



## APPENDIX B: CLASSROOM OBSERVATION INVENTORY

Classroom Observation Inventory

|                             |                         | 0              | 1                   | 2                      | Total Classrooms Included in Inventory =<br>21   |
|-----------------------------|-------------------------|----------------|---------------------|------------------------|--|
|                             |                         | No<br>Evidence | Partial<br>Evidence | Consistent<br>Evidence |  |
| Curriculum and Instruction  | Rigorous Instruction    | 16             | 25                  | 5                      | <p>11% 35% 54%</p> <p>■ No Evidence<br/>■ Partial Evidence<br/>■ Consistent Evidence</p> |
|                             | Instructional Practices | 8              | 17                  | 7                      | <p>22% 25% 53%</p> <p>■ No Evidence<br/>■ Partial Evidence<br/>■ Consistent Evidence</p> |
| Climate, Culture and Safety | Classroom Climate       | 3              | 17                  | 12                     | <p>9% 38% 53%</p> <p>■ No Evidence<br/>■ Partial Evidence<br/>■ Consistent Evidence</p>  |
|                             | Student Engagement      | 3              | 13                  | 16                     | <p>9% 50% 41%</p> <p>■ No Evidence<br/>■ Partial Evidence<br/>■ Consistent Evidence</p>  |
|                             | Safety                  | 0              | 9                   | 23                     | <p>0% 28% 72%</p> <p>■ No Evidence<br/>■ Partial Evidence<br/>■ Consistent Evidence</p>  |

**New York City Montessori Charter School (NYCMCS)**  
**Board of Trustees Annual Meeting**

*NYCMCS, 423 East 138<sup>th</sup> Street, Bronx, New York 10454*

*May 28, 2015*

*2:00 pm*

**AGENDA**

- I. Call to Order/Roll Call (1 minute)
- II. Public Comments (2 minutes per person)
- III. Review of Minutes—April 2015 (2 minutes)
- IV. Principal's Report—Gina Sardi (20 minutes)
- V. Education Committee
- VI. Reports of Committees/Task Forces
  - Building and Grounds (Gina Sardi, Neil Pariser)
  - Finance Committee (Kevin)
  - Fundraising Committee
- VII. Adjournment

# **New York City Montessori Charter School (NYCMCS)**

## **Board of Trustees Annual Meeting**

*NYCMCS, 423 East 138<sup>th</sup> Street, Bronx, New York 10454*

*May 28, 2015*

*2:00 pm*

## **AGENDA**

- I. Call to Order/Roll Call (1 minute)
- II. Public Comments (2 minutes per person)
- III. Review of Minutes—April 2015 (2 minutes)
- IV. Principal's Report—Gina Sardi (20 minutes)
  - Renewal Update
  - Personnel retention and recruitment
  - DASA and Discipline Procedures
  - Monica Benjamin, DASA Coordinator
  -
- V. Reports of Committees/Task Forces
  - Building and Grounds (Gina Sardi, Neil Pariser)
    - Space approval/Pre-K
  - Finance Committee (Kevin)
    - Budget
    -
  - Fundraising Committee
    - Robin Hood Foundation
    - After School Program
    - Education Committee
- VI. Adjournment



# **New York City Montessori Charter School Board of Trustees**

**May 28<sup>th</sup>, 2015 2:00 p.m.**

The meeting convened at the school building at 423 East 138<sup>th</sup> Street in the Bronx at 2:00 pm. Ms. Ergeneman, Mr. Pariser, Ms. Grossman, Mr. Mullane, Mr. Brady and Ms. Clay were in attendance. Also in attendance were Principal Sardi, Kevin Crespi as well as Monica Benjamin and Patricia McCarthy.

The meeting convened and the board approved the minutes from the prior meeting. Ms. Sardi gave the Principal's report. Ms. Sardi discussed the charter renewal process, including the progress of EdRenew, the consultant engaged to assist the school with the process. EdRenew spent three days in the school and they spoke with every lead teacher and every specialist. Mr. Pariser confirmed that the consultants had also reached out to board members as well. Next Ms. Sardi turned to the topic of personnel retention and recruitment. Ms. Sardi went over the list of teachers who were leaving the school and explained to the board the reasoning for each departure – some voluntary and some the result of the school choosing not to renew a contract. Ms. Sardi also described personnel shifts such as putting Ms. Benjamin in charge of the school's DASA (dignity for all students) program. The board discussed the importance of ensuring that all teachers and staff hold appropriate credentials for the role that they are assigned. Finally, Ms. Sardi described the school's DASA program and the board discussed the same.

Following the Principal's report, the board turned to the report of the buildings and grounds committee. The board discussed the pre-k program in light of the school's space constraints. A motion was introduced to approve the continuance of the pre-k program for 2 more years subject to budget constraints. The motion was seconded and unanimously passed and the board determined that it would revisit the pre-k program following the two year period. Next the board turned to the topic of the second floor. A motion was introduced to approve the lease by the school of the second floor subject to (1) a satisfactory cost analysis to be conducted by Mr. Mullane, Mr. Brady and Mr. Cohen and (2) incorporation in the lease amendment a provision stipulating that the school's obligation to continue to occupy the expanded space would be expressly contingent on the continued receipt by the school of funding for the pre-k program. The motion was seconded and passed.

Next the board turned to the finance committee. Mr. Crespi reported that the rent relief had been approved and paid and that as a result, the school would close out the fiscal year in the black. Mr. Crespi raised the topic of legal fees incurred by the school. A motion was introduced

to incorporate an approval requirement by both the principal and one board member in order to engage an outside consultant or attorney for a cost in excess of \$10,000. The motion was seconded and unanimously passed.

Finally the board turned to the topic of fundraising. Ms. Ergeneman reported on the budget for the after school program and on the school's plans to approach the Robin Hood Foundation for fundraising. The board discussed various strategies to take in approach the foundation and Ms. Ergeneman agreed to keep the board up to date on the process.

There being no further business before the board, the board entered into executive session, the minutes of which session were recorded separately.

Margaret B. Grossman

A handwritten signature in dark ink, appearing to read 'M. Grossman', written over a horizontal line.

Secretary

**New York City Montessori Charter School Board of Trustees – EXECUTIVE SESSION**

**May 28<sup>th</sup>, 2015 4:00 p.m.**

Following completion of its regularly scheduled 2pm meeting, the board went into executive session. The board discussed the school's DASA (dignity for all students) program including a recent incident that took place at the school involving a student whose parent reported that the student was being bullied in that student's classroom. Ms. Sardi and Ms. Benjamin described the process that the school followed in responding to the parent's report and gave the board a full briefing of the facts of the incident and the school's response. The briefing included sensitive information which was not recorded for the minutes. The board discussed the incident and the school's response and asked questions of Ms. Sardi and Ms. Benjamin.

There being no further business before the board's executive session, the board meeting adjourned.

  
\_\_\_\_\_  
secretary



May

**NYCMCS May 2015**  
**Finance & Operations Report**

- 1. Rent Relief**
  - a. PAID- \$163K
    - i. We were overpaid by \$26K and will have to give back in our 2015-16 payments. This is good news.
- 2. Pre-K**
  - a. PAID- \$156K
    - i. DOE has taken back their loans and we are completely up to date through April 2015
    - ii. We will submit monthly invoices for May and June.
- 3. K-4<sup>th</sup> Gen Ed**
  - a. PAID- \$746K
  - b. Received last Per-Pupil payment 2014-15 year.
- 4. Title 1 Grant**
  - a. PAID- \$61K
- 5. Enrollment:**
  - a. All lottery winners contacted.
  - b. In process of enrolling / signing up Pre-K
- 6. 2015-2016 Budget**
  - a. Review revised budget with board
- 7. Pre-Audit scheduled for June 10<sup>th</sup> & 11<sup>th</sup>.**
  - a. NYCMCS preparing packets for Fruchter Rosen
- 8. Full Audit to be scheduled in August – Date TBD**
- 9. Sobro After-School & Summer Payment Agreement**
  - a. Need to agree on Sobro payment for Rent, Utilities & Security
  - b. Ayca looking into budgets for 2014-15 & 2015-16
- 10. Fundraising**
  - a. Met with Neil, Ayca, Sal and Tony to discuss FR ideas
  - b. Sal to reach out to Robin Hood foundation to setup meeting
  - c. Gina, Denise, and Kevin to meet to discuss IB program and if good fit
  - d. Ayca, Neil, Gina and Kevin to meet with Robin Hood
- 11. Contact Fund**
  - a. Made 2<sup>nd</sup> payment of \$15,000 in May.
- 12. Medical & Insurance Renewals for 2015-2016**
  - a. Working with Austin to review employee medical options
  - b. Providing Austin with 2015-2016 employee and student changes for insurance coverage
  - c. Met with ADP for total package program- 401K, TimeClock & Benefits
- 13. Efficiency Expert**
  - a. Completed walk through with expert who will recommend Con-Ed rebate and efficiency programs.
  - b. Negotiating energy costs. Currently 10% savings.
    - i. Need to get additional energy quotes to improve negotiations
- 14. Documents to distribute and/or review at Board meeting**
  - a. April monthly close
  - b. Latest weekly AP Report
  - c. 2015-15 Revised budget



**New York City Montessori Charter School (NYCMCS)**

**Board of Trustees Meeting**

423 E. 138th St, Bronx, NY 10454

May 25, 2016

4:30 p.m.

**AGENDA**

- I. Call to Order/Roll Call (1 minute) ✓
- II. Public Comments (2 minutes per person) ✓
- III. Approval of Previous Meetings Minutes (2 minutes) ✓
- IV. Committee Reports (15 minutes)
  - Building and Grounds ✓
  - Education ✓
  - Finance
- V. Principal's Update (10 minutes)
  - 5<sup>th</sup> Grade Stepping Up
    - i. Request for Board Support
  - Pre-K Performance Report
  - Montessori Sector Achievements
- VI. Move to Executive Session
- VII. Adjournment

# **Education Committee Meeting**

**New York City Montessori Charter School (NYCMCS) Board of Trustees**  
432 East 138<sup>th</sup> Street, Bronx, New York 10454

May 4, 2016

## **MINUTES**

In attendance: Jacqueline DiSanto, Ayca Ergeneman, and Abeku Hayes

- The meeting was called to order at 3:40 p.m.
- The March 2, 2016 Minutes were approved.
- Sampling review of special-education files and billing records was not conducted due to privacy restrictions. Methods for record-keeping were explained and demonstrated with hypothetical files. A suggestion was made for the wording of the review process to read:
  - Three-step process:
    1. IEP (Individual Education Plan)
    2. schedule
    3. bill

Files are in order. Binders and folders are in sync. No child is missing. Progress reports are in one folder. Each year, every child is spot checked at least twice during the billing cycle. The Education Committee, on behalf of the Board, is doing everything it is legally required to do.

- Budget will be even better. Cuts were made using a new service organization for benefits, which enabled a reduction from \$700,000 to \$350,000 in cost of provided benefits. We were leaving an old plan (ADP) at the same time we started this new one (Little Bird).
- Accomplishments include:
  - NYCMCS has been asked to partner with West Side Montessori (a school that previously would not work with the school).
  - West Side Montessori has asked Mr. Hayes to teach in their principal training program in the coming year.
  - West Side Montessori has offered to give NYCMCS two scholarships per year.
  - NYCMCS has been invited to potentially present professional development at the following Montessori Conferences:
    1. Cambridge, MA
    2. Negril, Jamaica
    3. San Diego, CA
  - Mr. Hayes is currently serving on the New York City Montessori Network and has been asked to work on the public sector focus group.
- The meeting adjourned at 4:55 p.m.

Minutes respectfully submitted by Jacqueline M. DiSanto, May 24, 2016

**New York City Montessori Charter School (NYCMCS) Board of Trustees Meeting**  
423 E. 138th Street, Bronx, New York 10454  
April 21, 2016 - 9:00 a.m.

**MINUTES**

The meeting convened at the school building at 423 East 138<sup>th</sup> Street in the Bronx at 9:00 a.m. Ms. Clay and Mr. Hayes were present. A call was made to Mr. Rory Cohen, Chair. At that time, it was noted that no one else was present and the Board of Trustees would not have a quorum. Mr. Cohen called the meeting to order.

There were no previous Minutes to approve, and there were no members present from the public to make any public comments.

Those present proceeded with discussing the items that follow.

Mr. Hayes indicated that the school was planning its first graduation, the 5<sup>th</sup> Grade Stepping Up Event. Mr. Hayes asked that all Board members make a \$100 contribution to support the festivities for the students. Mr. Cohen pledged \$100 and Ms. Clay wrote a check for \$100 for submission to the school. Mr. Hayes was asked to send an e-mail to the other Trustees with the request so that the school could complete its plans for the event, which is scheduled at the end of the semester.

Mr. Hayes informed those present on the new partnership with Westside Montessori Charter School. The school is excited to have two scholarships to give for training this year.

There being no further business before the Board, the meeting was adjourned.

Denise Clay, Member

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# BOARD DASHBOARD

New York City Montessori Charter School

new york city  
**montessori**  
charter school

May 2016

## Academic Achievement

1. We will improve the performance of each student in all subject areas.

1. Current/Pending Measures:

- ⇒ % of students scoring 3 or 4 on the state test.
- ⇒ % decrease of students from bottom scoring quartile.
- ⇒ % of students deemed "on grade level" in reading using F&P.
- ⇒ performance on predictive benchmark assessments.

## Closing the Achievement Gap

1. We will greatly decrease the achievement gap between our students and their affluent peers consistently over the course of their time with NYCMCS through close management of the structures established to support our students.

1. Current/Pending Measures:

- ⇒ Attendance for Sped and GenEd students.
- ⇒ Total of Identified Students with Disabilities.
- ⇒ Suspension of Sped and GenEd students; including the delineation between suspensions resulting from breeches of conduct and violence.

## Efficiency

1. We will maintain a fiscally sound and accountable school through the adherence to all governing policies, more efficient systems, and overall maintenance of our operational components.

1. Current/Pending Measures:

- ⇒ Educational Program Staff Structure
- ⇒ Positions Staffed/Vacant
- ⇒ Staff Attrition
- ⇒ Student Enrollment
- ⇒ Student Attrition

## Board Members

2015-2016

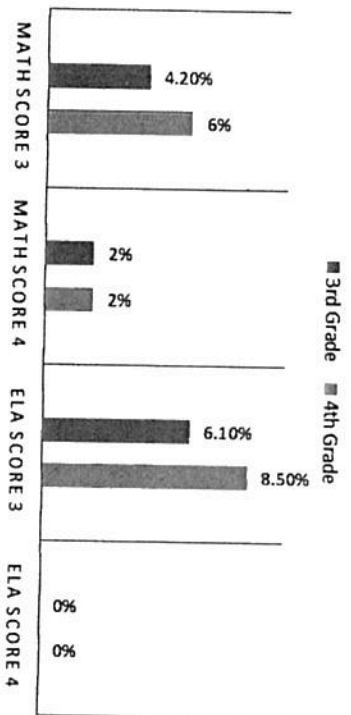
- Denise Clay
- Rory Cohen
- Ayca Ergeneman
- Margaret Grossman
- John Mullane
- Jacqueline DiSanto



## Goal 1: Academic Achievement

% of students scoring 3 or 4 on the state test

### STATE TEST RESULTS 2014-15 SY



% of students deemed "on grade level" in reading

% decrease of students from bottom quartile

No Data to Graph

0% Decrease

Benchmark Testing Results

**Goal 2: Closing the Achievement Gap**

**Attendance**

**Students with Disabilities**

| Metric         | Goal | Current | Previous | Change |
|----------------|------|---------|----------|--------|
| ADA            | 93%  |         | 95.6     |        |
| Total Caseload |      |         | 72       |        |

**Longitudinal Data**

Unavailable

**Suspension Data**

| April 12-May 16     | Goal              | Current | Previous | Change |
|---------------------|-------------------|---------|----------|--------|
| OSS Total           | ≥20 per Trimester | 11      | 5        | +6     |
| OSS SPED            | 10% ≥ Total       | 4       | 0        | +4     |
| OSS due to Conduct  | 20% ≤ 14-15 SY    | 2       | 2        | 0      |
| OSS due to Violence | < 14-15           | 9       | 3        | +6     |

Violence is defined as behavior that puts others in physical danger (i.e. pushing, throwing, hitting, etc.)

## Goal 3: Efficiency

### Positions Staffed/ Vacant

| Position                    | Staffed | Vacant |
|-----------------------------|---------|--------|
| PreK                        | 6       | 0      |
| K-1                         | 8       | 0      |
| GR 2-3                      | 8       | 0      |
| GR 4-5                      | 8       | 0      |
| 12:1:1 (K-1)                | 2       | 0      |
| 12:1:1 (2-3)                | 2       | 0      |
| School Aides                | 4       | 0      |
| Gym                         | 2       | 0      |
| Art                         | 1       | 0      |
| Music                       | 1       | 0      |
| Dir. Student Services       | 1       | 0      |
| Sped Teacher                | 1       | 0      |
| School Counselor            | 1       | 0      |
| Reading Specialist          | 2       | 1      |
| ELL Teacher                 | 1       | 0      |
| Dir. of Literacy            | 1       | 0      |
| Dir. of Math                | 1       | 0      |
| Dir. School Culture         | 1       | 0      |
| Principal                   | 1       | 0      |
| Director of Opera-<br>tions | 1       | 0      |
| Director of Finance         | 1       | 0      |
| Operations Associate        | 1       | 1      |
| Total                       | 56      | 0      |

### Staff Attrition

For the last month at NYCMCS:

- There have been two terminations (Reading Specialist and Gym Teacher).
- There have been no resignations.

### Goal 3: Efficiency

Student Enrollment/ Attrition

Teacher Effectiveness

See Attachment

Pending

**Note:** Teacher Effectiveness ratings for the sake of this dashboard were not calculated using the Teacher Effectiveness Rubric. When the rubric is introduced there could be a significant shift in performance numbers.



## **Board Meeting 5.25.16**

### **Current Enrollment – 277**

K- 49

1<sup>st</sup>- 52

2<sup>nd</sup>- 47

3<sup>rd</sup>- 49

4<sup>th</sup>- 41

5<sup>th</sup>- 39

- 39

238

294  
- 238  
56

\* Projected enrollment for 2016/2017 school year is 294 (K-5<sup>th</sup>). We're overenrolling by 10% across grade levels to ensure a 294 enrollment number by BEDS day 10/7 and secure our per pupil funding for the 2016/2017 school year.

### **Lottery**

- NYCMCS lottery was held on Monday, April 11th. Of the 439 Applicants for the 2016/2017 school year, the following is a breakdown of applications per grade, accepted and wait listed.

### **Pre-K**

- applied 197
- accepted 52
- wait listed 145

### **Kindergarten**

- applied 111
- accepted 0
- wait listed 111

### **First Grade**

- applied 41
- accepted 0
- wait listed 41

### **Second Grade**

- applied 37
- accepted 0
- wait listed 37

### **Third Grade**

- applied 27
- accepted 0
- wait listed 27

### **Fourth Grade**

- applied 16
- accepted 0
- wait listed 16

### **Fifth Grade**

- applied 10
- accepted 0
- wait listed 10

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Information Sessions (Open houses), have been scheduled for the 52 accepted Pre-K Student and the first 30 on the pre-k wait-list on Tuesday, May 3rd from 10-11am and Thursday, May 5th from 5-6pm.

\* Both Information sessions were successful with over 30 families attending each session.

Enrollment sessions have been scheduled throughout the month of May. The deadline for all student enrollment is June 1st.

Current Enrollment for 2016/2017 School Year

Pre-K- 36

K- 3

1<sup>st</sup>- 0

2<sup>nd</sup>-0

3<sup>rd</sup>-3

4<sup>th</sup>- 1

5<sup>th</sup>- 0

\*Students in K-5 that have been accepted are siblings of existing students and/or siblings of pre-k accepted students for the 2016\*/2017 School Year.

**NEW YORK CITY MONTESSORI CHARTER SCHOOL**  
**FINANCIAL SUMMARY**  
**As of April 30, 2016**

**BENCHMARKS**

Cash in Operating Accounts \$ 900,325 Balances confirmed and reconciled  
 Cash in Escrow Account \$ 75,000 Restricted  
**Total Cash Available \$ 975,325**

Cash on Hand  
 High Risk: < 1.4  
 Low Risk: > 6 months (181 days)  
 Med. Risk: 3-6 months (91-180 days)  
**High Risk: < 3 months (90 days)**

Projected days cash on hand 58 days the school can meet operating expenses without any additional revenue

**BALANCE SHEET**

**Total Current Assets:** \$ 1,260,924  
**Total Current Liabilities:** \$ 785,503  
 Current Ratio: 1.61 portion of school's current assets to cover s/r debts (should be greater than 1.00)

**Total Assets:** \$ 1,875,826  
**Total Liabilities:** \$ 1,659,077  
 Debt to Asset Ratio 0.88 portion of school's assets financed by debt (should be lower than 1.00)

**Total Net Assets:** \$ 216,750

Leasehold Improvements \$ -  
 Furniture, Fixtures, & Equipment \$ 85,590  
**FISCAL YEAR - FIXED ASSETS \$ 85,590**

**Current Ratio**  
 Low Risk: > 3.0  
 Medium Risk: 1.4-2.9  
 High Risk: < 1.4

**Debt Ratio**  
 Good: < 1  
 Risky: > 1

**ENROLLMENT**

|                                | PROJECTED     | BUDGET    | Variance   | PROJECTED         | BUDGET            | Variance         | Per Pupil Allocation |
|--------------------------------|---------------|-----------|------------|-------------------|-------------------|------------------|----------------------|
| General Education              | 279,750       | 285       | (5)        | \$ 3,882,091      | \$ 3,954,945      | (72,854)         | \$ 13,877            |
| Special Education              |               |           |            |                   |                   |                  |                      |
| 20-59%                         | 9,150         | 5         | 4          | \$ 95,069         | \$ 51,745         | \$ 43,324        | \$ 10,390            |
| >60%                           | 26,450        | 40        | (14)       | \$ 503,846        | \$ 761,960        | (258,114)        | \$ 19,049            |
| <b>Total Special Education</b> | <b>35,600</b> | <b>45</b> | <b>(9)</b> | <b>\$ 598,915</b> | <b>\$ 813,705</b> | <b>(214,790)</b> |                      |

**REVENUE & EXPENSES**

|                           | PROJECTED           | BUDGET           | Variance            |
|---------------------------|---------------------|------------------|---------------------|
| Revenue from operations:  | 5,572,318           | 5,888,269        | (315,951)           |
| Expenses from operations: | (5,695,675)         | (5,835,187)      | 139,512             |
| <b>NET INCOME</b>         | <b>\$ (123,357)</b> | <b>\$ 53,082</b> | <b>\$ (176,439)</b> |

|                      | PROJECTED   | BUDGET      |
|----------------------|-------------|-------------|
| REVENUE per student  | \$ 19,919   | \$ 20,661   |
| EXPENSES per student | \$ (20,360) | \$ (20,474) |

| PRIOR YEARS | FTE | REVENUE   | EXPENSES  | NET INCOME   |
|-------------|-----|-----------|-----------|--------------|
| 2014-2015   | 259 | 5,236,775 | 5,199,084 | \$ 39,691    |
| 2013-2014   | 214 | 4,227,395 | 4,226,377 | \$ 1,017     |
| 2012-2013   | 153 | 3,105,842 | 3,415,529 | \$ (309,687) |
| 2011-2012   | 103 | 2,000,807 | 1,932,931 | \$ 67,875    |
| 2010-2011   | 0   | 350,003   | 192,425   | \$ 157,578   |

NEW YORK CITY MONTESSORI CHARTER SCHOOL

SUMMARY PAGE  
April 30, 2016

BUDGET v ACTUALS

|  | Actual           | Budget           | Variance         | FY 15-16         |                  |                    |
|--|------------------|------------------|------------------|------------------|------------------|--------------------|
|  |                  |                  |                  | Projected Actual | Annual Budget    | Projected Variance |
| <b>Revenue</b>                             |                  |                  |                  |                  |                  |                    |
| 4100 State Grants                          | 4,262,283        | 4,634,541        | (372,258)        | 5,307,118        | 5,577,739        | (270,621)          |
| 4200 Federal Grants                        | 216,881          | 169,560          | 47,321           | 255,219          | 257,530          | (2,311)            |
| 4300 Contributions                         | 6,690            | 44,160           | (37,470)         | 9,690            | 53,000           | (43,310)           |
| 4400 Misc. Income                          | 292              | -                | 292              | 292              | -                | 292                |
| <b>Total Revenue</b>                       | <b>4,486,145</b> | <b>4,848,261</b> | <b>(362,116)</b> | <b>5,572,318</b> | <b>5,888,269</b> | <b>(315,951)</b>   |
| <b>Expense</b>                             |                  |                  |                  |                  |                  |                    |
| 5000 Compensation                          | 2,107,292        | 2,268,016        | (160,724)        | 2,898,069        | 3,091,670        | (193,601)          |
| 5400 Benefits                              | 157,343          | 462,460          | (305,117)        | 197,044          | 554,996          | (357,952)          |
| 6100 Administrative                        | 66,217           | 57,870           | 8,347            | 79,135           | 69,482           | 9,653              |
| 6200 Professional Services                 | 531,708          | 207,950          | 323,758          | 688,847          | 275,793          | 413,054            |
| 6300 Professional Development              | 38,852           | 89,560           | (50,708)         | 107,514          | 107,514          | -                  |
| 6400 Marketing & Staff/Student Recruitment | 3,270            | 2,490            | 780              | 3,700            | 3,000            | 700                |
| 7100 Curriculum & Classroom                | 90,730           | 114,881          | (24,151)         | 128,896          | 133,356          | (4,460)            |
| 8100 Facility Expenses                     | 1,229,883        | 1,193,400        | 36,483           | 1,418,190        | 1,432,095        | (13,905)           |
| 8200 Technology & Communication            | 31,408           | 28,890           | 2,518            | 43,137           | 34,688           | 8,449              |
| 8800 Miscellaneous                         | 4,014            | 4,540            | (526)            | 4,014            | 5,465            | (1,451)            |
| 8900 Depreciation                          | -                | -                | -                | 127,128          | 127,128          | -                  |
| <b>Total Expense</b>                       | <b>4,260,717</b> | <b>4,430,057</b> | <b>(169,340)</b> | <b>5,695,675</b> | <b>5,835,187</b> | <b>(139,512)</b>   |
| <b>Net Income</b>                          | <b>225,428</b>   | <b>418,204</b>   | <b>(192,776)</b> | <b>(123,357)</b> | <b>53,082</b>    | <b>(176,439)</b>   |

Annual Projected Cash Summary

|                    |           |          |           |
|--------------------|-----------|----------|-----------|
| Net Income         | (123,357) | 53,082   | (176,439) |
| Add Depreciation   | 127,128   | 127,128  | -         |
| Add Deferred Rent  | (64,005)  | (64,005) | -         |
| Minus Fixed Assets | (46,813)  | (85,590) | 38,777    |
| Cash Income        | (107,047) | 30,615   | (137,662) |

Balance Sheet Summary

|  |                  |
|--|------------------|
| <b>Assets</b>                            |                  |
| 1000 Cash                                | 975,325          |
| 1100 Accounts Receivable                 | 128,174          |
| 1200 Prepaids/Other Current Assets       | 157,424          |
| 1500 Fixed Assets                        | 391,251          |
| 1700 Security Deposits                   | 223,651          |
| <b>Total Assets</b>                      | <b>1,875,826</b> |
| <b>Liabilities</b>                       |                  |
| 2000 Accounts Payable                    | 65,843           |
| 2400 Deferred Revenue/Refundable deposit | 719,660          |
| 2100 Accruals                            | -                |
| 2700 Deferred Rent/Loan Payable          | 873,574          |
| <b>Total Liabilities</b>                 | <b>1,659,077</b> |
| <b>Total Equity*</b>                     | <b>216,750</b>   |
| <b>Total Equity/Liabilities</b>          | <b>1,875,826</b> |



| April 30, 2016                                       | Total                  | Notes   |
|--|------------------------|---|
| <b>ASSETS</b>  |                        |   |
| Current Assets                                       |                        |   |
| Bank Accounts  |                        |   |
| 1000 Cash  |                        |   |
| 1010 Chase Operating Acct - 6538                     | 899,678.95             |   |
| 1011 Chase Debit Acct - 6520                         | 645.47                 |   |
| 1012 Chase Savings Acct - 3601                       | 1.00                   |   |
| 1013 Chase Escrow Acct - 6504                        | 75,000.00              |   |
| Total 1000 Cash                                      | \$ 975,325.42          |   |
| Total Bank Accounts                                  | \$ 975,325.42          |   |
| Accounts Receivable                                  |                        |   |
| 1100 Accounts Receivable                             | 5,170.56               |   |
| 1101 Grants Receivable                               | 123,003.52             |   |
| 1103 Other Receivables                               | 0.00                   |   |
| Total 1100 Accounts Receivable                       | \$ 128,174.08          |   |
| Total Accounts Receivable                            | \$ 128,174.08          |   |
| Other current assets                                 |                        |   |
| 1200 Current Assets                                  |                        |   |
| 1201 Prepaid Expenses                                | 152,132.50             | Prepaid Montessori summer courses & legal retainer fees |
| 1202 Prepaid Insurance                               | 5,136.08               | General Liability Insurances                            |
| 1204 Sales Tax Receivable                            | 155.81                 |   |
| Total 1200 Current Assets                            | \$ 157,424.39          |   |
| 1300 Due from South Bronx Overall Economic Dev Corp. | 0.00                   |   |
| 1400 Undeposited Funds                               | 0.00                   |   |
| Total Other current assets                           | \$ 157,424.39          |   |
| Total Current Assets                                 | \$ 1,260,923.89        |   |
| Fixed Assets   |                        |   |
| 1500 Furniture, Fixtures & Equipment                 |                        |   |
| 1510 Computers and Hardware (Office)                 | 19,705.06              |   |
| 1511 Computers and Hardware (Pupil)                  | 72,305.50              |   |
| 1512 Furniture (Office)                              | 30,021.12              |   |
| 1513 Furniture (Pupil)                               | 222,250.18             |   |
| 1514 Equipment (Office)                              | 56,661.65              |   |
| 1515 Equipment (Pupil)                               | 13,162.40              |   |
| 1516 Software  | 2,126.26               |   |
| 1518 Leasehold Improvements                          | 226,100.16             |   |
| 1519 Website   | 1,200.00               |   |
| 1520 Architect Expenses                              | 9,000.00               |   |
| 1600 Accumulated Depreciation                        |                        |   |
| 1610 Accum. Depr. - Comp. & Hardware (Office)        | -18,996.00             |   |
| 1611 Accum. Depr. - Comp. & Hardware (Pupil)         | -24,811.00             |   |
| 1612 Accum. Depr. - Furniture (Office)               | -14,173.00             |   |
| 1613 Accum. Depr. - Furniture (Pupil)                | -91,102.00             |   |
| 1614 Accum. Depr. - Equipment (Office)               | -49,481.00             |   |
| 1615 Accum. Depr. - Equipment (Pupil)                | -5,054.00              |   |
| 1616 Accum. Depr. - Software                         | -2,126.00              |   |
| 1618 Accum. Depr. - Leasehold Improvements           | -53,305.00             |   |
| 1619 Accum. Amort. - Website                         | -433.00                |   |
| 1620 Accum Amort - Architect Expenses                | -2,000.00              |   |
| Total 1600 Accumulated Depreciation                  | \$ -261,481.00         |   |
| Total 1500 Furniture, Fixtures & Equipment           | \$ 391,261.33          |   |
| Total Fixed Assets                                   | \$ 391,261.33          |   |
| Other Assets   |                        |   |
| 1700 Security Deposits                               | 223,651.00             | Lease and Con Ed. deposits                              |
| Total Other Assets                                   | \$ 223,651.00          |   |
| <b>TOTAL ASSETS</b>                                  | <b>\$ 1,875,826.22</b> |   |
| <b>LIABILITIES AND EQUITY</b>                        |                        |   |
| Liabilities  |                        |   |
| Current Liabilities                                  |                        |   |
| Accounts Payable                                     |                        |   |
| 2000 Accounts Payable                                | 65,842.73              | Prepaid rent for May                                    |
| Total Accounts Payable                               | \$ 65,842.73           |   |
| Other Current Liabilities                            |                        |   |
| 2100 Accrued Expenses                                | 0.00                   |   |
| 2200 Accrued Salaries                                | 0.00                   |   |
| 2300 Unearned/Deferred Revenue                       | 719,659.85             | May & June per pupil payment                            |
| 2400 Refundable Advance                              | 0.00                   |   |
| Total Other Current Liabilities                      | \$ 719,659.85          |   |
| Total Current Liabilities                            | \$ 785,502.58          |   |
| Long-Term Liabilities                                |                        |   |
| 2600 Deferred Rent                                   | 873,574.00             |   |
| 2700 Loan Payable                                    | 0.00                   |   |
| Total Long-Term Liabilities                          | \$ 873,574.00          |   |
| Total Liabilities                                    | \$ 1,659,076.58        |   |
| Equity   |                        |   |
| 3000 Net Assets                                      | -8,678.08              |   |
| Net Income   | 225,427.72             |   |
| Total Equity   | \$ 216,749.64          |   |
| <b>TOTAL LIABILITIES AND EQUITY</b>                  | <b>\$ 1,875,826.22</b> |   |

| NYC Montessori Charter School<br>Operating Budget v. Actuals | APPROVED BUDGET  | ACTUALS          | REMAINING        | %    | PROJECTIONS      | YEAR END         | VARIANCE         | NOTES  |
|--|------------------|------------------|------------------|------|------------------|------------------|------------------|--|
| <b>Income</b>  |                  |                  |                  |      |                  |                  |                  |  |
| 4100 State Grants  |                  |                  |                  |      |                  |                  |                  |  |
| 4101 Per Pupil Allocations                                   | 3,954,945        | 3,267,455        | 687,490          | 83%  | 614,636          | 3,882,091        | (72,854)         | Projection based on May Inv FTE - 279,750  |
| 4101a Pre-K - Per Pupil Allocations                          | 520,000          | 246,000          | 274,000          | 47%  | 224,000          | 470,000          | (50,000)         | Budget to be adjusted to 47  |
| 4102 Per Pupil Allocations for SPED                          | 813,705          | 532,687          | 281,018          | 65%  | 66,277           | 598,915          | (214,790)        | Projection based on current enrollment of 9.15 students at 20-60% (\$10,390) and 26.45 students at over 60% (\$19,049) |
| Per Pupil - One time adjustment allocation                   |                  |                  |                  |      |                  |                  |                  |  |
| 4104 NYSTL   | -                | -                | -                |      | 62,944           | 62,944           | 62,944           | Based on expected one time payment \$225 per student   |
| 4104 NYSLL   | 16,601           | 19,618           | (3,017)          | 118% | -                | 19,618           | 3,017            | FAMIS allocation - non cash  |
| 4105 NYSLLB  | 4,269            | 5,032            | (763)            | 118% | -                | 5,032            | 763              | FAMIS allocation - non cash  |
| 4108 Rent Relief   | 1,781            | 2,081            | (300)            | 117% | -                | 2,081            | 300              | FAMIS allocation - non cash  |
| Total 4100 State Grants                                      | 266,438          | 189,410          | 77,028           | 71%  | 77,028           | 266,438          | -                | Based on actual  |
| 4200 Federal Grants  | 5,577,739        | 4,262,283        | 1,315,456        |      | 1,044,835        | 5,307,118        | (270,621)        |  |
| 4201 IDEA for Sp. Ed.  |                  |                  |                  |      |                  |                  |                  |  |
| 4202 E-Rate for Tech/Comm                                    | 40,000           | 44,795           | (4,795)          | 112% | -                | 44,795           | 4,795            | Based on actual payment  |
| 4203 Title I   | 5,587            | 8,749            | (3,162)          | 157% | -                | 8,749            | 3,162            | Based on actual payment  |
| 4204 Title IIA   | 205,646          | 157,026          | 48,620           | 76%  | 38,338           | 195,364          | (10,282)         | Based on final Title I allocation  |
| Total 4200 Federal Grants                                    | 6,297            | 6,311            | (14)             | 100% | -                | 6,311            | 14               | Based on prefinal Title IIA allocation   |
| 4300 Contributions   | 257,530          | 216,881          | 40,649           |      | 38,338           | 235,219          | (2,311)          |  |
| 4302 Unrestricted Contributions                              |                  |                  |                  |      |                  |                  |                  |  |
| 4303 In-Kind/TECH  | 50,000           | 6,690            | 43,310           | 13%  | -                | 6,690            | (43,310)         | Assumes no fundraising.  |
| Total 4300 Contributions                                     | 3,000            | 6,690            | 3,690            | 0%   | 3,000            | 3,000            | -                |  |
| 4400 Miscellaneous Income                                    | 53,000           | 6,690            | 46,310           |      | 3,000            | 9,690            | (43,310)         |  |
| 4402 Revenue Suspense Account                                |                  |                  |                  |      |                  |                  |                  |  |
| 4403 Misc. Income  |                  |                  |                  |      |                  |                  |                  |  |
| Total 4400 Miscellaneous Income                              |                  | 292              | (292)            |      | -                | 292              | 292              |  |
| <b>Total Income</b>  | <b>5,898,269</b> | <b>4,486,185</b> | <b>1,402,124</b> |      | <b>1,086,173</b> | <b>5,572,318</b> | <b>(315,951)</b> |  |
| <b>Gross Profit</b>  |                  |                  |                  |      |                  |                  |                  |  |
| <b>Expenses</b>  |                  |                  |                  |      |                  |                  |                  |  |
| 5000 Compensation  |                  |                  |                  |      |                  |                  |                  |  |
| 5100 Administrative  |                  |                  |                  |      |                  |                  |                  |  |
| 5101 Principal - EXECUTIVE DIRECTOR                          | 123,750          | 61,875           | 61,875           | 50%  | -                | 61,875           | (61,875)         | Projection based on current salaries. See salary tab.  |
| 5101A Instructional Principal                                | 115,000          | 88,542           | 26,458           | 77%  | 20,833           | 109,375          | (5,625)          | Projection based on current salaries. See salary tab.  |
| 5102 Director of Operations                                  | 60,000           | 50,750           | 9,250            | 85%  | 10,833           | 61,583           | 1,583            | Projection based on current salaries. See salary tab.  |
| 5103 Operations Associates                                   | 45,900           | 15,424           | 30,476           | 34%  | 5,850            | 21,274           | (24,626)         | Projection based on current salaries. See salary tab.  |
| 5103A Administrative Assistant                               | 12,500           | 1,485            | 11,015           | 12%  | -                | 1,485            | (11,015)         | Projection based on current salaries. See salary tab.  |
| 5105 Bus Matron  | 6,242            | 1,917            | 4,325            | 31%  | 576              | 2,493            | (3,749)          | Projection based on current salaries. See salary tab.  |
| 5105 Finance Manager   | 38,760           | 41,479           | (2,719)          | 107% | 9,750            | 51,229           | 12,469           | Projection based on current salaries. See salary tab.  |
| 5110 Chief Operating Officer                                 | 100,000          | 45,833           | 54,167           | 46%  | (0)              | 45,833           | (54,167)         | Projection based on current salaries. See salary tab.  |
| <b>Total 5100 Administrative</b>                             | <b>502,152</b>   | <b>307,306</b>   | <b>194,846</b>   |      | <b>47,243</b>    | <b>335,148</b>   | <b>(147,004)</b> |  |
| 5200 Instructional Staff                                     |                  |                  |                  |      |                  |                  |                  |  |
| 5201 Director of Instruction for Literacy                    | 75,000           | 73,750           | 1,250            | 98%  | 14,167           | 87,917           | 12,917           | Projection based on current salaries. See salary tab.  |
| 5202 Director of Instruction for Math                        | 75,000           | 52,260           | 22,740           | 70%  | 12,500           | 64,760           | (10,240)         | Projection based on current salaries. See salary tab.  |
| 5203 Classroom Teachers                                      | 887,700          | 511,428          | 376,272          | 58%  | 247,242          | 758,770          | (128,930)        | Projection based on current salaries. See salary tab.  |
| 5204 Teaching Associates                                     | 637,993          | 576,378          | 61,615           | 90%  | 236,898          | 813,276          | 175,283          | Projection based on current salaries. See salary tab.  |
| 5209 Gym Teacher   | 89,621           | 79,813           | 9,808            | 89%  | 34,014           | 113,828          | 24,207           | Projection based on current salaries. See salary tab.  |
| 5210 Art Teacher   | 89,160           | 35,194           | 53,966           | 39%  | 14,506           | 50,000           | (35,160)         | Projection based on current salaries. See salary tab.  |
| 5211 Music/Movement Teacher                                  | 97,220           | 45,114           | 52,106           | 46%  | 18,148           | 63,261           | (33,959)         | Projection based on current salaries. See salary tab.  |
| 5214 After-school  | -                | 3,226            | (3,226)          |      | 661              | 3,886            | 3,886            | 518 p/hr. x 2.5 hours x 4 days p/wk.   |
| <b>Total 5200 Instructional Staff</b>                        | <b>1,951,694</b> | <b>1,377,161</b> | <b>574,533</b>   |      | <b>578,536</b>   | <b>1,955,697</b> | <b>4,003</b>     |  |
| 5300 Special Education                                       |                  |                  |                  |      |                  |                  |                  |  |
| 5303 Special Education/ELL Teacher                           | 452,214          | 324,633          | 127,581          | 72%  | 125,238          | 449,871          | (2,343)          | Projection based on current salaries. See salary tab.  |
| 5304 Director of Student Services (RTI)                      | 75,480           | 53,465           | 22,015           | 71%  | 22,015           | 75,480           | -                | Projection based on current salaries. See salary tab.  |
| 5305 Mental Health Counselor                                 | 57,630           | 41,638           | 15,992           | 72%  | 17,145           | 58,783           | 1,153            | Projection based on current salaries. See salary tab.  |
| 5306 DASA/Discipline Coordinator                             | 37,500           | -                | 37,500           | 0%   | -                | -                | (37,500)         | Projection based on current salaries. See salary tab.  |
| <b>Total 5300 Special Education</b>                          | <b>622,824</b>   | <b>419,736</b>   | <b>203,088</b>   |      | <b>164,398</b>   | <b>584,134</b>   | <b>(38,690)</b>  |  |
| 5400 Incentive   |                  |                  |                  |      |                  |                  |                  |  |
| 5402 Stipend   | 15,000           | 3,090            | 11,910           | 21%  | -                | 3,090            | (11,910)         | school planning and testing stipends   |
| <b>Total 5400 Incentive</b>                                  | <b>15,000</b>    | <b>3,090</b>     | <b>11,910</b>    |      | <b>-</b>         | <b>3,090</b>     | <b>(11,910)</b>  |  |

| NYC Montessori Charter School<br>Operating Budget v. Actuals | APPROVED BUDGET  | ACTUALS          | REMAINING        | %     | PROJECTIONS    | YEAR END         | VARIANCE         | NOTES  |
|--|------------------|------------------|------------------|-------|----------------|------------------|------------------|--|
| <b>Total 5000 Compensation</b>                               | <b>3,091,670</b> | <b>2,107,292</b> | <b>984,378</b>   |       | <b>790,776</b> | <b>2,898,069</b> | <b>(133,601)</b> |  |
| 5500 Benefits  |                  |                  |                  |       |                |                  |                  |  |
| 5502 Social Security - Employer Expense                      | 191,684          | -                | 191,684          | 0%    | -              | -                | (191,684)        | Allocated to all inclusive payroll services                                |
| 5503 Social Security - Employee Clearing                     | -                | -                | -                | -     | -              | -                | -                | clearing   |
| 5504 Medicare - Employer Clearing                            | -                | -                | -                | -     | -              | -                | -                | clearing   |
| 5505 Medicare - Employee Expense                             | 44,829           | -                | 44,829           | 0%    | -              | -                | (44,829)         | Allocated to all inclusive payroll services                                |
| 5506 Federal Income Tax - Clearing                           | -                | -                | -                | -     | -              | -                | -                | clearing   |
| 5507 State Income Tax - Clearing                             | -                | -                | -                | -     | -              | -                | -                | clearing   |
| 5508 NYC Income Tax - Clearing                               | -                | -                | -                | -     | -              | -                | -                | clearing   |
| 5509 Metro NY-City Tax                                       | -                | 7,816            | (7,816)          | -     | 1,600          | 9,416            | 9,416            | Based on inclusive payroll services  |
| 5510 NY State Unemployment Insurance                         | 30,917           | -                | 30,917           | 0%    | -              | -                | (30,917)         | Allocated to all inclusive payroll services                                |
| 5511 Worker's Compensation Expense                           | 30,917           | 2,804            | 28,113           | 9%    | 546            | 3,350            | (77,567)         | Allocated to all inclusive payroll services                                |
| 5512 NY Disability   | 100              | -                | 100              | 0%    | -              | -                | (100)            | Projection based on budgeted amount.                                       |
| 5513 Medical Insurance                                       | 227,513          | -                | 138,887          | 61%   | 35,000         | 173,887          | (53,626)         | Assumes \$16K p/month  |
| 5514 Dental Insurance  | -                | 181              | (181)            | -     | 369            | 550              | 550              | Not originally budgeted. Assumes \$50/month from Aug-June                  |
| 5515 STD, LTD, Life Ins                                      | 21,708           | 8,022            | 13,686           | 37%   | 1,600          | 9,622            | (12,086)         | Est. \$800 p/mo.   |
| 5516 Vision Insurance  | 2,328            | 170              | 2,158            | 7%    | 50             | 220              | (2,108)          | Assumes \$20/month from Aug-June   |
| 5520 Retirement 401(k)/403(b) Fees                           | 5,000            | -                | 5,000            | 0%    | -              | -                | (5,000)          | Allocated to all inclusive payroll services                                |
| 5521 Transit/Chk Fees - Clearing                             | -                | (537)            | 537              | -     | 537            | -                | -                | clearing   |
| 5522 Wage Garnishment - Clearing                             | -                | -                | -                | -     | -              | -                | -                | clearing   |
| <b>Total 5000 Benefits</b>                                   | <b>554,996</b>   | <b>157,343</b>   | <b>397,653</b>   |       | <b>39,701</b>  | <b>197,044</b>   | <b>(357,952)</b> |  |
| 6100 Administrative Expenses                                 |                  |                  |                  |       |                |                  |                  |  |
| 6101 Office Supplies - General                               | 15,000           | 13,922           | 1,078            | 93%   | 1,078          | 15,000           | -                | Projection based on budgeted amount.                                       |
| 6102 Office Furniture (Non Asset)                            | 1,741            | 892              | 849              | 51%   | 849            | 1,741            | -                | Projection based on budgeted amount.                                       |
| 6106 Postage and Delivery                                    | 2,035            | 1,736            | 299              | 85%   | 299            | 2,035            | -                | Projection based on budgeted amount.                                       |
| 6107 Dues & Subscriptions                                    | 20,000           | 21,723           | (1,723)          | 109%  | -              | 21,723           | 1,723            | Upgrade to Speed Collaborative   |
| 6108 Team Building/Staff Lunch & App                         | 5,500            | 5,453            | 47               | 99%   | 2,047          | 7,500            | 2,000            | Projection based on budgeted amount.                                       |
| 6109 Staff Travel  | 381              | 128              | 253              | 34%   | 253            | 381              | -                | Projection based on budgeted amount.                                       |
| 6110 Insurance - General                                     | 21,870           | 20,986           | 884              | 96%   | 6,814          | 27,800           | 5,930            | Based on actual premium  |
| 6111 School Events   | 2,955            | 1,377            | 1,578            | 47%   | 1,578          | 2,955            | -                | Projection based on budgeted amount.                                       |
| <b>Total 6100 Administrative Expenses</b>                    | <b>69,482</b>    | <b>66,217</b>    | <b>3,265</b>     |       | <b>12,918</b>  | <b>79,135</b>    | <b>9,653</b>     |  |
| 6200 Professional Services                                   |                  |                  |                  |       |                |                  |                  |  |
| 6202 Audit Fees  | -                | -                | -                | -     | -              | -                | -                | -  |
| 6203 Payroll Services  | 26,226           | 250              | 25,976           | 1%    | 22,500         | 22,750           | (3,476)          | Based on engagement letter   |
| 6204 Legal Services - Paid                                   | 6,112            | 288,765          | (282,653)        | 4725% | 61,235         | 350,000          | 343,888          | Based on estimate of \$14K per pay period / inclusive of all payroll taxes |
| 6207 Financial Management Services                           | 20,000           | 4,274            | 15,727           | 21%   | 15,727         | 20,000           | -                | Projection based on budgeted amount.                                       |
| 6208 Custodian Services                                      | 15,000           | 32,625           | 17,625           | 218%  | 12,375         | 45,000           | 30,000           | Assumes \$5,000/month for Jan-June.  |
| 6210 Substitute Teacher Services                             | 126,000          | 105,367          | 20,633           | 84%   | 20,833         | 126,500          | 200              | Projection based on average monthly spending.                              |
| 6212 Non-Instructional Contractual Services                  | 17,783           | 28,680           | (10,897)         | 161%  | 6,000          | 34,680           | 16,897           | Expect to be over budget   |
| 6213 Temporary Staffing Services                             | 4,000            | 11,630           | (7,630)          | 291%  | -              | 11,630           | 7,630            | Renewal costs - no additional costs expected                               |
| 6218 NYCSC Services  | 15,000           | 4,530            | 10,470           | 30%   | 10,470         | 14,657           | 14,657           | Office support from staffing agency / covered by savings in KC's salary    |
| 6222 Security Services                                       | 45,672           | 40,930           | 4,742            | 90%   | 8,000          | 15,000           | -                | Projection based on budgeted amount.                                       |
| <b>Total 6200 Professional Services</b>                      | <b>275,793</b>   | <b>531,708</b>   | <b>(255,915)</b> |       | <b>157,140</b> | <b>688,847</b>   | <b>413,054</b>   |  |
| 6300 Professional Development                                |                  |                  |                  |       |                |                  |                  |  |
| 6310 Staff Development                                       | -                | -                | -                | -     | -              | -                | -                | -  |
| 6313 Instructional Staff PD                                  | 40,000           | 32,300           | 7,700            | 81%   | 7,700          | 40,000           | -                | Projection based on budgeted amount.                                       |
| 6314 Travel  | 3,514            | -                | 3,514            | 0%    | 3,514          | 3,514            | -                | Projection based on budgeted amount.                                       |
| 6315 Non-Instructional Staff PD                              | 2,500            | 2,622            | (122)            | 105%  | 6,000          | 2,500            | -                | Projection based on budgeted amount.                                       |
| 6316 Montessori Consultation                                 | 6,000            | -                | 6,000            | 0%    | 6,000          | 6,000            | -                | Expect to be over budget   |
| 6317 Non Montessori Consultation                             | 6,000            | -                | 6,000            | 0%    | 6,000          | 6,000            | -                | Projection based on budgeted amount.                                       |
| 6318 EL/SPED PD  | 3,500            | 1,075            | 2,425            | 31%   | 3,500          | 3,500            | -                | Projection based on budgeted amount.                                       |
| 6319 SIS/TECH PD   | 3,500            | -                | 3,500            | 0%    | 3,500          | 3,500            | -                | Projection based on budgeted amount.                                       |
| 6320B Summer Training  | 40,000           | 2,720            | 37,280           | 7%    | 37,280         | 40,000           | -                | Projection based on budgeted amount.                                       |
| <b>Total 6310 Staff Development</b>                          | <b>105,014</b>   | <b>38,717</b>    | <b>66,297</b>    |       | <b>66,297</b>  | <b>105,014</b>   | <b>-</b>         |  |
| 6321 Board Expenses  | 2,500            | 135              | 2,365            | 5%    | 2,365          | 2,500            | -                | Projection based on budgeted amount.                                       |
| <b>Total 6300 Professional Development</b>                   | <b>107,514</b>   | <b>38,852</b>    | <b>68,662</b>    |       | <b>68,662</b>  | <b>107,514</b>   | <b>-</b>         |  |
| 6400 Marketing and Staff/Student Rec                         |                  |                  |                  |       |                |                  |                  |  |
| 6402 Staff Recruiting  | 2,500            | 3,045            | (545)            | 122%  | 155            | 3,200            | 700              | Expect to be over budget   |
| 6405 Advertising   | 500              | 225              | 275              | 45%   | 275            | 500              | -                | Projection based on budgeted amount.                                       |

| NYC Montessori Charter School<br>Operating Budget v. Actuals |  | APPROVED BUDGET  | ACTUALS          | REMAINING        | %        | PROJECTIONS      | YEAR END         | VARIANCE         | NOTES   |
|--|--|------------------|------------------|------------------|----------|------------------|------------------|------------------|---|
| <b>Total 6400 Marketing and Staff/Student Rec</b>            |  | <b>3,000</b>     | <b>3,270</b>     | <b>(270)</b>     |          | <b>430</b>       | <b>3,700</b>     | <b>700</b>       |   |
| 7100 Curriculum & Classroom Expenses                         |  |                  |                  |                  |          |                  |                  |                  |   |
| 7101 Classroom Supplies & Materials - Montessori             |  | 10,000           | 7,522            | 2,478            | 75%      | 2,478            | 10,000           | -                | Projection based on budgeted amount.                            |
| 7102 Classroom Supplies & Materials - General                |  | 30,000           | 24,680           | 5,320            | 82%      | 5,320            | 30,000           | -                | Projection based on budgeted amount.                            |
| 7104 Curriculum Textbooks & Other Curricula                  |  | 18,540           | 6,544            | 11,996           | 35%      | 3,456            | 10,000           | (8,540)          | Expect to be under budget                                       |
| 7107 Educational Materials - Special Education               |  | 2,060            | -                | 2,060            | 0%       | 2,060            | 2,060            | -                | Projection based on budgeted amount.                            |
| 7108 NSTL Expense  |  | 16,601           | 19,618           | (3,017)          | 118%     | -                | 19,618           | 3,017            | FAMIS - Non Cash - Revenue offsets expense for zero net effect. |
| 7109 NNSL Expense  |  | 4,269            | 5,032            | (763)            | 118%     | -                | 5,032            | 763              | FAMIS - Non Cash - Revenue offsets expense for zero net effect. |
| 7110 NYSUB Expense   |  | 1,781            | 2,081            | (300)            | 117%     | -                | 2,081            | 300              | FAMIS - Non Cash - Revenue offsets expense for zero net effect. |
| 7111 Library Books   |  | 6,180            | 2,289            | 3,891            | 37%      | 3,891            | 6,180            | -                | Projection based on budgeted amount.                            |
| 7112 Standardized Test Material/Assessment Expense           |  | 8,000            | 3,587            | 4,413            | 45%      | 4,413            | 8,000            | -                | Projection based on budgeted amount.                            |
| 7113 Art/Music/Science Supplies - Science                    |  | 6,000            | 4,133            | 1,867            | 69%      | 1,867            | 6,000            | -                | Projection based on budgeted amount.                            |
| 7115 Sport Equipment   |  | 1,500            | 87               | 1,413            | 6%       | 1,413            | 1,500            | -                | Projection based on budgeted amount.                            |
| 7116 Student Field Trips                                     |  | 8,425            | 2,253            | 6,172            | 27%      | 6,172            | 8,425            | -                | Projection based on budgeted amount.                            |
| 7117 Food Service/School Meals                               |  | 20,000           | 12,504           | 7,096            | 63%      | 7,096            | 20,000           | -                | Projection based on budgeted amount.                            |
| <b>Total 7100 Curriculum &amp; Classroom Expenses</b>        |  | <b>133,356</b>   | <b>90,730</b>    | <b>42,626</b>    |          | <b>38,166</b>    | <b>128,896</b>   | <b>(4,660)</b>   |   |
| 8100 Facility  |  |                  |                  |                  |          |                  |                  |                  |   |
| 8101 Rent  |  | 1,363,000        | 1,135,830        | 227,170          | 83%      | 227,166          | 1,362,996        | -                | Rent \$113,583 p/mo.  |
| 8101a Deferred Rent  |  | (64,005)         | -                | (64,005)         | 0%       | (64,005)         | -                | -                | Deferred Rent is a negative amount - accounting entry.          |
| 8102 Utilities   |  | 105,000          | 72,099           | 32,901           | 69%      | 20,000           | 92,099           | (12,901)         | Est. \$10K p/mo.  |
| 8104 Repairs and Maintenance                                 |  | 25,000           | 20,814           | 4,186            | 83%      | 4,186            | 25,000           | -                | Projection based on budgeted amount.                            |
| 8105 Miscellaneous Repairs                                   |  | 2,100            | 1,139            | 961              | 54%      | 961              | 2,100            | -                | Projection based on budgeted amount.                            |
| 8106 Extermination Contract                                  |  | 1,000            | -                | 1,000            | 0%       | -                | -                | (1,000)          | reallocated to account # 8104                                   |
| <b>Total 8100 Facility</b>                                   |  | <b>1,432,095</b> | <b>1,229,883</b> | <b>202,212</b>   |          | <b>188,307</b>   | <b>1,418,190</b> | <b>(13,805)</b>  |   |
| 8200 Technology/Communication Expense                        |  |                  |                  |                  |          |                  |                  |                  |   |
| 8201 Phone and Internet                                      |  | 3,708            | 1,789            | 1,919            | 48%      | 1,919            | 3,708            | -                | Projection based on budgeted amount.                            |
| 8202 Mobile Phone Expense                                    |  | 2,500            | 3,765            | (1,265)          | 151%     | 1,400            | 5,165            | 2,665            | Expect to be over budget  |
| 8204 Network Maintenance/Tech Support Services               |  | 12,000           | 10,075           | 1,925            | 84%      | 1,925            | 12,000           | -                | Projection based on budgeted amount.                            |
| 8205 Database Development Services (SIS)                     |  | 8,305            | 11,584           | (3,279)          | 139%     | 2,000            | 13,584           | 5,279            | Expect at be over budget/ Est. \$1K per mo.                     |
| 8206 Website Consultant/Expenses                             |  | 1,545            | 60               | 1,485            | 4%       | 1,485            | 1,545            | -                | Projection based on budgeted amount.                            |
| 8207 Technology Supplies                                     |  | 3,630            | 4,135            | (505)            | 114%     | -                | 4,135            | 505              | Projection based on budgeted amount.                            |
| 8208 In-kind TECH  |  | 3,000            | -                | 3,000            | 0%       | 3,000            | 3,000            | -                | Projection based on budgeted amount.                            |
| <b>Total 8200 Technology/Communication Expense</b>           |  | <b>34,688</b>    | <b>31,408</b>    | <b>3,280</b>     |          | <b>11,729</b>    | <b>43,137</b>    | <b>8,449</b>     |   |
| 8800 Miscellaneous Expenses                                  |  |                  |                  |                  |          |                  |                  |                  |   |
| 8801 Bank Service Charges                                    |  | 94               | 467              | (373)            | 497%     | -                | 467              | 373              | Actuals   |
| 8802 Cash Flow Loan Interest/Fees                            |  | 5,371            | 2,819            | 2,552            | 52%      | -                | 2,819            | (2,552)          | Projection based on budgeted amount.                            |
| 8804 Expense Suspense Account                                |  | -                | 728              | (728)            |          | -                | 728              | 728              | Expenses will be coded to correct categories.                   |
| <b>Total 8800 Miscellaneous Expenses</b>                     |  | <b>5,465</b>     | <b>4,014</b>     | <b>1,451</b>     |          | <b>-</b>         | <b>4,014</b>     | <b>(1,451)</b>   |   |
| <b>8900 Depreciation Expenses</b>                            |  | <b>127,128</b>   | <b>-</b>         | <b>127,128</b>   | <b>-</b> | <b>127,128</b>   | <b>127,128</b>   | <b>-</b>         | Projection based on budgeted amount.                            |
| <b>Total Expenses</b>  |  | <b>5,835,187</b> | <b>4,260,717</b> | <b>1,574,470</b> |          | <b>1,434,958</b> | <b>5,695,675</b> | <b>(139,512)</b> |   |
| <b>Net Operating Income</b>                                  |  | <b>53,082</b>    | <b>225,438</b>   | <b>(172,346)</b> |          | <b>(348,785)</b> | <b>(123,357)</b> | <b>(176,439)</b> |   |
| Fixed Assets   |  |                  |                  |                  |          |                  |                  |                  |   |
| 1500 Assets  |  |                  |                  |                  |          |                  | 0                | -                |   |
| 1510 Computers and Hardware (office)                         |  | 2,500            | (1,199)          | 2,500            | 48%      | -                | (1,199)          | (3,699)          | projecting to buy 10 staff laptops                              |
| 1511 Computers and Hardware (pupil)                          |  | 30,000           | 31,007           | 30,000           | 103%     | -                | 31,007           | 1,007            |   |
| 1512 Furniture (Office)                                      |  | 5,000            | -                | 5,000            | 0%       | -                | -                | (5,000)          |   |
| 1513 Furniture (Pupil)                                       |  | 45,000           | 17,005           | 45,000           | 38%      | -                | 17,005           | (27,995)         |   |
| 1514 Equipment (Office)                                      |  | 3,090            | -                | 3,090            | 0%       | -                | -                | (3,090)          |   |
| 1516 Software  |  | -                | -                | -                | -        | -                | -                | -                |   |
| 1518 Leasehold Improvements                                  |  | -                | -                | -                | -        | -                | -                | -                |   |
| 1519 Website   |  | -                | -                | -                | -        | -                | -                | -                |   |
| 1520 Architect Expenses                                      |  | -                | -                | -                | -        | -                | -                | -                |   |
| <b>Total 1500 Assets</b>                                     |  | <b>85,590</b>    | <b>46,813</b>    | <b>85,590</b>    |          | <b>-</b>         | <b>46,813</b>    | <b>(38,777)</b>  |   |



| NYC Montessori Charter School<br>Cash Flow Projection |  | NOTES      | PROJECTIONS | MAY     |
|---|--|------------|-------------|---------|
| Total 4400 Miscellaneous Income                       |  |            | -           | -       |
| Total Income  |  |            | 1,086,173   | -       |
| Expenses  |  |            | -           |         |
| 5000 Compensation                                     |  |            |             |         |
| 5100 Administrative                                   |  |            |             |         |
| 5101 Principal - EXECUTIVE DIRECTOR                   |  | 12 month   | -           | -       |
| 5101A Instructional Principal                         |  | 12 month   | 20,833      | 10,417  |
| 5102 Director of Operations                           |  | 12 month   | 10,833      | 5,417   |
| 5103 Operations Associates                            |  | 12 month   | 5,850       | 2,925   |
| 5103A Administrative Assistant                        |  | 12 month   | -           | -       |
| 5105 Bus Matron                                       |  | 12 month   | 576         | 288     |
| 5109 Finance Manager                                  |  | 12 month   | 9,750       | 4,875   |
| 5110 Chief Operating Officer                          |  | 12 month   | (0)         | (0)     |
| Total 5100 Administrative                             |  |            | 47,843      | 23,921  |
| 5200 Instructional Staff                              |  |            |             |         |
| 5201 Director of Instruction for Literacy             |  | 12 month   | 14,167      | 7,083   |
| 5202 Director of Instruction for Math                 |  | 10.5 month | 12,500      | 3,571   |
| 5203 Classroom Teachers                               |  | 10.5 month | 247,342     | 70,669  |
| 5204 Teaching Associates                              |  | 10.5 month | 236,898     | 67,685  |
| 5209 Gym Teacher                                      |  | 10.5 month | 34,014      | 9,718   |
| 5210 Art Teacher                                      |  | 10.5 month | 14,806      | 4,230   |
| 5211 Music/Movement Teacher                           |  | 10.5 month | 18,148      | 5,185   |
| 5214 Afterschool                                      |  | 12 month   | 661         | 330     |
| Total 5200 Instructional Staff                        |  |            | 578,536     | 168,473 |
| 5300 Special Education                                |  |            |             |         |
| 5303 Special Education/ELL Teacher                    |  | 10.5 month | 125,238     | 35,782  |
| 5304 Director of Student Services (RTI)               |  | 10.5 month | 22,015      | 6,290   |
| 5305 Mental Health Counselor                          |  | 10.5 month | 17,145      | 4,899   |
| 5306 DASA/Discipline Coordinator                      |  |            | -           | -       |
| Total 5300 Special Education                          |  |            | 164,398     | 46,971  |
| 5400 Incentive  |  |            |             |         |
| 5402 Stipend  |  |            | -           | -       |
| Total 5400 Incentive                                  |  |            | -           | -       |
| Total 5000 Compensation                               |  |            | 790,776     | 239,365 |
| 5500 Benefits   |  |            |             |         |

| NYC Montessori Charter School<br>Cash Flow Projection |  | NOTES           | PROJECTIONS | MAY    |
|---|--|-----------------|-------------|--------|
| 5502 Social Security - Employer Expense               |  |                 | -           | -      |
| 5503 Social Security - Employee Clearing              |  |                 | -           | -      |
| 5504 Medicare - Employee Clearing                     |  |                 | -           | -      |
| 5505 Medicare - Employer Expense                      |  |                 | -           | -      |
| 5506 Federal Income Tax - Clearing                    |  |                 | -           | -      |
| 5507 State Income Tax - Clearing                      |  |                 | -           | -      |
| 5508 NYC Income Tax - Clearing                        |  |                 | -           | -      |
| 5509 Metro NY-City Tax                                |  |                 | 1,600       | 800    |
| 5510 NY State Unemployment Insurance                  |  |                 | -           | -      |
| 5511 Worker's Compensation Expense                    |  | prepaid         | 546         | -      |
| 5512 NY Disability                                    |  |                 | -           | -      |
| 5513 Medical Insurance                                |  |                 | 35,000      | 17,500 |
| 5514 Dental Insurance                                 |  |                 | 369         | 185    |
| 5515 STD, LTD, Life Ins                               |  |                 | 1,600       | 800    |
| 5516 Vision Insurance                                 |  |                 | 50          | 25     |
| 5520 Retirement 401(K)/403(B) Fees                    |  |                 | -           | -      |
| 5521 Transitchek Fees - Clearing                      |  | employee funded | 537         | 268    |
| 5522 Wage Garnishment - Clearing                      |  |                 | -           | -      |
| Total 5500 Benefits                                   |  |                 | 39,701      | 19,578 |
| 6100 Administrative Expenses                          |  |                 |             |        |
| 6101 Office Supplies - General                        |  |                 | 1,078       | 539    |
| 6102 Office Furniture (Non Asset)                     |  |                 | 849         | 424    |
| 6106 Postage and Delivery                             |  |                 | 299         | 150    |
| 6107 Dues & Subscriptions                             |  |                 | -           | -      |
| 6108 Team Building/Staff Lunch & App                  |  |                 | 2,047       | 1,024  |
| 6109 Staff Travel                                     |  |                 | 253         | 126    |
| 6110 Insurance - General                              |  | prepaid         | 6,814       | -      |
| 6111 School Events                                    |  |                 | 1,578       | 789    |
| Total 6100 Administrative Expenses                    |  |                 | 12,918      | 3,052  |
| 6200 Professional Services                            |  |                 |             |        |
| 6202 Audit Fees                                       |  |                 |             |        |
| 6203 Payroll Services                                 |  | post FY payment | 22,500      |        |
| 6204 Legal Services - Paid                            |  |                 | 61,235      | 30,617 |
| 6207 Financial Management Services                    |  |                 | 15,727      | 7,863  |
| 6208 Custodian Services                               |  |                 | 12,375      | 6,188  |
| 6210 Substitute Teacher Services                      |  |                 | 20,833      | 10,417 |
|   |  |                 | 6,000       | 3,000  |

| NYC Montessori Charter School<br>Cash Flow Projection |                 | NOTES | PROJECTIONS | MAY    |
|---|-----------------|-------|-------------|--------|
| 6212 Non-Instructional Contractual Services           |                 |       | -           | -      |
| 6213 Temporary Staffing Services                      |                 |       | -           | -      |
| 6218 NYCSI Services                                   |                 |       | 10,470      | -      |
| 6222 Security Services                                | post FY payment |       | 8,000       | 4,000  |
| Total 6200 Professional Services                      |                 |       | 157,140     | 62,085 |
| 6300 Professional Development                         |                 |       |             |        |
| 6313 Instructional Staff PD                           |                 |       | 7,700       | 3,850  |
| 6314 Travel   |                 |       | 3,514       | 1,757  |
| 6315 Non-Instructional Staff PD                       |                 |       | (122)       | (61)   |
| 6316 Montessori Consultation                          |                 |       | 6,000       | 3,000  |
| 6317 Non Montessori Consultation                      |                 |       | 6,000       | 3,000  |
| 6318 ELL/SPED PD                                      |                 |       | 2,425       | 1,213  |
| 6319 SIS/TECH PD                                      |                 |       | 3,500       | 1,750  |
| 6320b Summer Training                                 |                 |       | 37,280      | 18,640 |
| 6321 Board Expenses                                   |                 |       | 2,365       | -      |
| Total 6300 Professional Development                   |                 |       | 68,662      | 33,148 |
| 6400 Marketing and Staff/Student Rec                  |                 |       |             |        |
| 6402 Staff Recruiting                                 |                 |       | 155         | 78     |
| 6405 Advertising                                      |                 |       | 275         | 137    |
| Total 6400 Marketing and Staff/Student Rec            |                 |       | 430         | 215    |
| 6500 Fundraising Expenses                             |                 |       |             |        |
| 6502 Events   |                 |       | -           | -      |
| Total 6500 Fundraising Expenses                       |                 |       | -           | -      |
| 7100 Curriculum & Classroom Expenses                  |                 |       |             |        |
| 7101 Classroom Supplies & Materials - Montessori      |                 |       | 2,478       | 1,239  |
| 7102 Classroom Supplies & Materials - General         |                 |       | 5,320       | 2,660  |
| 7104 Curriculum Textbooks & Other Curricula           |                 |       | 3,456       | 1,728  |
| 7107 Educational Materials - Special Education        |                 |       | 2,060       | 1,030  |
| 7108 NYSTL Expense                                    | non cash        |       | -           |        |
| 7109 NYSSL Expense                                    | non cash        |       | -           |        |
| 7110 NYSLIB Expense                                   | non cash        |       | -           |        |
| 7111 Library Books                                    |                 |       | -           |        |
| 7112 Standardized Test Materials/Assessment Expense   |                 |       | 3,891       | 1,946  |
| 7113 Art/Music/Science Supplies - Science             |                 |       | 4,413       | 2,206  |
| 7115 Sport Equipment                                  |                 |       | 1,867       | 934    |
| 7116 Student Field Trips                              |                 |       | 1,413       | 707    |
|   |                 |       | 6,172       | 3,086  |

| NYC Montessori Charter School<br>Cash Flow Projection |  | NOTES           | PROJECTIONS | MAY     |
|---|--|-----------------|-------------|---------|
| 7117 Food Service/School Meals                        |  |                 | 7,096       | 3,548   |
| Total 7100 Curriculum & Classroom Expenses            |  |                 | 38,166      | 19,083  |
| 8100 Facility   |  |                 |             |         |
| 8101 Rent   |  | 1 month prepaid | 227,166     | 113,583 |
| 8101a Deferred Rent                                   |  | deferred rent   | (64,005)    |         |
| 8102 Utilities  |  |                 | 20,000      | 10,000  |
| 8104 Repairs and Maintenance                          |  |                 | 4,186       | 2,093   |
| 8105 Miscellaneous Repairs                            |  |                 | 961         | 480     |
| 8106 Extermination Contract                           |  |                 | -           | -       |
| Total 8100 Facility                                   |  |                 | 188,307     | 126,156 |
| 8200 Technology/Communication Expense                 |  |                 |             |         |
| 8201 Phone and Internet                               |  |                 | 1,919       | 959     |
| 8202 Mobile Phone Expense                             |  |                 | 1,400       | 700     |
| 8204 Network Maintenance/Tech Support Services        |  |                 | 1,925       | 963     |
| 8205 Database Development Services (SIS)              |  |                 | 2,000       | 1,000   |
| 8206 Website Consultants/Expenses                     |  |                 | 1,485       | 743     |
| 8207 Technology Supplies                              |  |                 | -           | -       |
| 8208 In-KindTECH                                      |  | non-cash        | 3,000       | -       |
| Total 8200 Technology/Communication Expens            |  |                 | 11,729      | 4,365   |
| 8800 Miscellaneous Expenses                           |  |                 |             |         |
| 8801 Bank Service Charges                             |  |                 | -           | -       |
| 8802 Cash Flow Loan Interest/Fees                     |  |                 | -           | -       |
| 8804 Expense Suspense Account                         |  |                 | -           | -       |
| Total 8800 Miscellaneous Expenses                     |  |                 | -           | -       |
| 8900 Depreciation Expenses                            |  | non-cash        | 127,128     |         |
| Total Expenses  |  |                 | 1,434,958   | 507,047 |

**NYC Montessori Charter School**  
**Budget vs. Actuals: FY2015-2016 Budget - FY16 P&L**  
 July 2015 - April 2016

|   | <b>Total</b>           |                        |
|---|------------------------|------------------------|
|   | <b>Actual</b>          | <b>Budget</b>          |
| <b>Income</b>                             |                        |                        |
| 4100 State Grants                         | 0.00                   | 0.00                   |
| 4101 Per Pupil Allocations                | 3,267,455.25           | 3,295,780.00           |
| 4101a Pre-K - Per Pupil Allocations       | 245,999.52             | 416,000.00             |
| 4102 Per Pupil Allocations for SPED       | 532,687.43             | 678,080.00             |
| 4103 NYSTL                                | 19,618.00              | 16,601.00              |
| 4104 NYSSL                                | 5,032.00               | 4,269.00               |
| 4105 NYSLIB                               | 2,081.00               | 1,781.00               |
| 4108 Rent Relief                          | 189,409.78             | 222,030.00             |
| <b>Total 4100 State Grants</b>            | <b>\$ 4,262,282.98</b> | <b>\$ 4,634,541.00</b> |
| 4200 Federal Grants                       | 0.00                   | 0.00                   |
| 4201 IDEA for Sp. Ed.                     | 44,794.56              | 0.00                   |
| 4202 E-Rate for Tech/Comm                 | 8,749.09               | 0.00                   |
| 4203 Title I                              | 157,026.00             | 164,520.00             |
| 4204 Title IIA                            | 6,311.00               | 5,040.00               |
| <b>Total 4200 Federal Grants</b>          | <b>\$ 216,880.65</b>   | <b>\$ 169,560.00</b>   |
| 4300 Contributions                        | 0.00                   | 0.00                   |
| 4302 Unrestricted Contributions           | 6,689.56               | 41,660.00              |
| 4303 In-KindTECH                          | 0.00                   | 2,500.00               |
| <b>Total 4300 Contributions</b>           | <b>\$ 6,689.56</b>     | <b>\$ 44,160.00</b>    |
| 4400 Miscellaneous Income                 | 0.00                   | 0.00                   |
| 4403 Misc. Income                         | 291.70                 | 0.00                   |
| <b>Total 4400 Miscellaneous Income</b>    | <b>\$ 291.70</b>       | <b>\$ 0.00</b>         |
| <b>Total Income</b>                       | <b>\$ 4,486,144.89</b> | <b>\$ 4,848,261.00</b> |
| <b>Gross Profit</b>                       | <b>\$ 4,486,144.89</b> | <b>\$ 4,848,261.00</b> |
| <b>Expenses</b>                           |                        |                        |
| 5000 Compensation                         | 0.00                   | 0.00                   |
| 5100 Administrative                       | 0.00                   | 0.00                   |
| 5101 Principal - EXECUTIVE DIRECTOR       | 61,875.00              | 103,120.00             |
| 5101A Instructional Principal             | 88,541.61              | 95,830.00              |
| 5102 Director of Operations               | 50,750.10              | 50,000.00              |
| 5103 Operations Associates                | 15,424.35              | 38,250.00              |
| 5103A Administrative Assistant            | 1,485.00               | 10,410.00              |
| 5104 Office Assistant                     | 0.00                   | 0.00                   |
| 5105 Bus Matron                           | 1,917.00               | 5,200.00               |
| 5106 Custodian                            | 0.00                   | 0.00                   |
| 5109 Finance Manager                      | 41,479.16              | 32,300.00              |
| 5110 Chief Operating Officer              | 45,833.37              | 83,330.00              |
| <b>Total 5100 Administrative</b>          | <b>\$ 307,305.59</b>   | <b>\$ 418,440.00</b>   |
| 5200 Instructional Staff                  | 0.00                   | 0.00                   |
| 5201 Director of Instruction for Literacy | 73,750.00              | 62,500.00              |
| 5202 Director of Instruction for Math     | 52,259.62              | 62,500.00              |



|   |                        |                        |
|---|------------------------|------------------------|
| 5203 Classroom Teachers                   | 511,427.78             | 625,705.00             |
| 5204 Teaching Associates                  | 576,377.60             | 449,696.00             |
| 5209 Gym Teacher                          | 79,813.15              | 63,478.00              |
| 5210 Art Teacher                          | 35,193.59              | 63,155.00              |
| 5211 Music/Movement Teacher               | 45,113.53              | 68,867.00              |
| 5214 Afterschool                          | 3,225.60               | 0.00                   |
| <b>Total 5200 Instructional Staff</b>     | <b>\$ 1,377,160.87</b> | <b>\$ 1,395,901.00</b> |
| 5300 Special Education                    | 0.00                   | 0.00                   |
| 5303 Special Education/ELL Teacher        | 324,632.99             | 320,322.00             |
| 5304 Director of Student Services (RTI)   | 53,465.00              | 53,465.00              |
| 5305 Mental Health Counselor              | 41,637.93              | 40,825.00              |
| 5306 DASA/Discipline Coordinator          | 0.00                   | 26,563.00              |
| <b>Total 5300 Special Education</b>       | <b>\$ 419,735.92</b>   | <b>\$ 441,175.00</b>   |
| 5400 Incentive                            | 0.00                   | 0.00                   |
| 5402 Stipend                              | 3,090.00               | 12,500.00              |
| <b>Total 5400 Incentive</b>               | <b>\$ 3,090.00</b>     | <b>\$ 12,500.00</b>    |
| <b>Total 5000 Compensation</b>            | <b>\$ 2,107,292.38</b> | <b>\$ 2,268,016.00</b> |
| 5500 Benefits                             | 0.00                   | 0.00                   |
| 5502 Social Security - Employer Expense   | 0.00                   | 159,730.00             |
| 5503 Social Security - Employee Clearing  | 0.00                   | 0.00                   |
| 5504 Medicare - Employee Clearing         | 0.00                   | 0.00                   |
| 5505 Medicare - Employer Expense          | 0.00                   | 37,350.00              |
| 5506 Federal Income Tax - Clearing        | 0.00                   | 0.00                   |
| 5507 State Income Tax Clearing            | 0.00                   | 0.00                   |
| 5508 NYC Income Tax - Clearing            | 0.00                   | 0.00                   |
| 5509 Metro NY-City Tax                    | 7,815.71               | 0.00                   |
| 5510 NY State Unemployment Insurance      | 0.00                   | 25,760.00              |
| 5511 Worker's Compensation Expense        | 2,804.02               | 25,760.00              |
| 5512 NY Disability                        | 0.00                   | 80.00                  |
| 5513 Medical Insurance                    | 138,886.75             | 189,590.00             |
| 5514 Dental Insurance                     | 180.99                 | 0.00                   |
| 5515 STD, LTD, Life Ins                   | 8,021.88               | 18,090.00              |
| 5516 Vision Insurance                     | 170.48                 | 1,940.00               |
| 5520 Retirement 401(K)/403(B) Fees        | 0.00                   | 4,160.00               |
| 5521 TransitChek Fees - Clearing          | -536.50                | 0.00                   |
| 5522 Wage Garnishment - Clearing          | 0.00                   | 0.00                   |
| <b>Total 5500 Benefits</b>                | <b>\$ 157,343.33</b>   | <b>\$ 462,460.00</b>   |
| 6100 Administrative Expenses              | 0.00                   | 0.00                   |
| 6101 Office Supplies - General            | 13,921.73              | 12,500.00              |
| 6102 Office Furniture (Non Asset)         | 892.45                 | 1,450.00               |
| 6106 Postage and Delivery                 | 1,735.77               | 1,690.00               |
| 6107 Dues & Subscriptions                 | 21,723.46              | 16,660.00              |
| 6108 Team Building/Staff Lunch & App      | 5,452.71               | 4,580.00               |
| 6109 Staff Travel                         | 128.03                 | 310.00                 |
| 6110 Insurance - General                  | 20,985.96              | 18,220.00              |
| 6111 School Events                        | 1,376.92               | 2,460.00               |
| <b>Total 6100 Administrative Expenses</b> | <b>\$ 66,217.03</b>    | <b>\$ 57,870.00</b>    |
| 6200 Professional Services                | 0.00                   | 0.00                   |

|   |                      |                      |
|---|----------------------|----------------------|
| 6202 Audit Fees                                       | 250.00               | 0.00                 |
| 6203 Payroll Services                                 | 288,765.30           | 5,090.00             |
| 6204 Legal Services - Paid                            | 4,273.50             | 16,660.00            |
| 6207 Financial Management Services                    | 32,625.00            | 12,500.00            |
| 6208 Custodian Services                               | 105,366.60           | 105,000.00           |
| 6210 Substitute Teacher Services                      | 28,680.00            | 14,810.00            |
| 6212 Non-Instructional Contractual Services           | 11,630.00            | 12,500.00            |
| 6213 Temporary Staffing Services                      | 14,657.42            | 0.00                 |
| 6218 NYCSI Services                                   | 4,529.95             | 3,330.00             |
| 6222 Security Services                                | 40,930.15            | 38,060.00            |
| <b>Total 6200 Professional Services</b>               | <b>\$ 531,707.92</b> | <b>\$ 207,950.00</b> |
| 6300 Professional Development                         | 0.00                 | 0.00                 |
| 6310 Staff Development                                | 0.00                 | 0.00                 |
| 6313 Instructional Staff PD                           | 32,300.04            | 33,330.00            |
| 6314 Travel   | 0.00                 | 2,920.00             |
| 6315 Non-Instructional Staff PD                       | 2,622.10             | 2,080.00             |
| 6316 Montessori Consultation                          | 0.00                 | 5,000.00             |
| 6317 Non Montessori Consultation                      | 0.00                 | 5,000.00             |
| 6318 ELL/SPED PD                                      | 1,075.00             | 2,910.00             |
| 6319 SIS/TECH PD                                      | 0.00                 | 2,910.00             |
| 6320b Summer Training                                 | 2,720.00             | 33,330.00            |
| <b>Total 6310 Staff Development</b>                   | <b>\$ 38,717.14</b>  | <b>\$ 87,480.00</b>  |
| 6321 Board Expenses                                   | 134.57               | 2,080.00             |
| <b>Total 6300 Professional Development</b>            | <b>\$ 38,851.71</b>  | <b>\$ 89,560.00</b>  |
| 6400 Marketing and Staff/Student Rec                  | 0.00                 | 0.00                 |
| 6402 Staff Recruiting                                 | 3,044.81             | 2,080.00             |
| 6405 Advertising                                      | 225.03               | 410.00               |
| <b>Total 6400 Marketing and Staff/Student Rec</b>     | <b>\$ 3,269.84</b>   | <b>\$ 2,490.00</b>   |
| 7100 Curriculum & Classroom Expenses                  | 0.00                 | 0.00                 |
| 7101 Classroom Supplies & Materials - Montessori      | 7,522.30             | 8,330.00             |
| 7102 Classroom Supplies & Materials - General         | 24,679.63            | 25,000.00            |
| 7104 Curriculum Textbooks & Other Curricula           | 6,544.34             | 15,450.00            |
| 7107 Educational Materials - Special Education        | 0.00                 | 1,710.00             |
| 7108 NYSTL Expense                                    | 19,618.00            | 16,601.00            |
| 7109 NYSSL Expense                                    | 5,032.00             | 4,269.00             |
| 7110 NYSLIB Expense                                   | 2,081.00             | 1,781.00             |
| 7111 Library Books                                    | 2,289.00             | 5,150.00             |
| 7112 Standardized Test Materials/Assessment Expense   | 3,587.05             | 6,660.00             |
| 7113 Art/Music/Science Supplies - Science             | 4,132.61             | 5,000.00             |
| 7115 Sport Equipment                                  | 86.55                | 1,250.00             |
| 7116 Student Field Trips                              | 2,253.00             | 7,020.00             |
| 7117 Food Service/School Meals                        | 12,904.33            | 16,660.00            |
| <b>Total 7100 Curriculum &amp; Classroom Expenses</b> | <b>\$ 90,729.81</b>  | <b>\$ 114,881.00</b> |
| 8100 Facility   | 0.00                 | 0.00                 |
| 8101 Rent   | 1,135,830.00         | 1,135,830.00         |
| 8101a Deferred Rent                                   | 0.00                 | -53,340.00           |
| 8102 Utilities  | 72,099.48            | 87,500.00            |
| 8104 Repairs and Maintenance                          | 20,814.48            | 20,830.00            |

|  |                        |                        |
|--|------------------------|------------------------|
| 8105 Miscellaneous Repairs                         | 1,139.12               | 1,750.00               |
| 8106 Extermination Contract                        | 0.00                   | 830.00                 |
| <b>Total 8100 Facility</b>                         | <b>\$ 1,229,883.08</b> | <b>\$ 1,193,400.00</b> |
| 8200 Technology/Communication Expense              | 0.00                   | 0.00                   |
| 8201 Phone and Internet                            | 1,789.04               | 3,090.00               |
| 8202 Mobile Phone Expense                          | 3,765.18               | 2,080.00               |
| 8204 Network Maintenance/Tech Support Services     | 10,075.00              | 10,000.00              |
| 8205 Database Development Services (SIS)           | 11,583.62              | 6,920.00               |
| 8206 Website Consultants/Expenses                  | 59.96                  | 1,280.00               |
| 8207 Technology Supplies                           | 4,135.18               | 3,020.00               |
| 8208 In-KindTECH                                   | 0.00                   | 2,500.00               |
| <b>Total 8200 Technology/Communication Expense</b> | <b>\$ 31,407.98</b>    | <b>\$ 28,890.00</b>    |
| 8800 Miscellaneous Expenses                        | 0.00                   | 0.00                   |
| 8801 Bank Service Charges                          | 467.00                 | 70.00                  |
| 8802 Cash Flow Loan Interest/Fees                  | 2,819.21               | 4,470.00               |
| 8804 Expense Suspense Account                      | 727.88                 | 0.00                   |
| <b>Total 8800 Miscellaneous Expenses</b>           | <b>\$ 4,014.09</b>     | <b>\$ 4,540.00</b>     |
| 8900 Depreciation Expenses                         | 0.00                   | 0.00                   |
| <b>Total Expenses</b>                              | <b>\$ 4,260,717.17</b> | <b>\$ 4,430,057.00</b> |
| <b>Net Operating Income</b>                        | <b>\$ 225,427.72</b>   | <b>\$ 418,204.00</b>   |
| <b>Net Income</b>                                  | <b>\$ 225,427.72</b>   | <b>\$ 418,204.00</b>   |

| NYC Montessori Charter School<br>Cash Flow Projection |         | NOTES                       | PROJECTIONS | MAY       |
|---|---------|-----------------------------|-------------|-----------|
|   |         | Starting Balance            |             | 900,325   |
|   |         | Cash Inflow                 |             | -         |
|   |         | Monthly Cash Outflow        |             | (507,047) |
|   |         | Accounts Payable            |             | (65,843)  |
|   |         | Prepaid Expenses            |             |           |
|   |         | Grants/Accounts Receivables |             |           |
|   |         | Accrued Expenses            |             |           |
|   |         | Cash Flow Loan              |             |           |
|   |         | Escrow/Capital Payments     |             |           |
|   |         | Ending Balance              | 900,325     | 327,436   |
| Income  |         |                             |             |           |
| 4100 State Grants                                     |         |                             |             |           |
| 4101 Per Pupil Allocations                            | prepaid |                             |             |           |
| 4101a Pre-K - Per Pupil Allocations                   | 614,635 | 614,636                     |             |           |
| 4102 Per Pupil Allocations for SPED                   | 66,227  | 224,000                     |             |           |
| Per Pupil - One time adjustment allocation            |         | 66,227                      |             |           |
| 4103 NYSTL  |         | 62,944                      |             |           |
| 4104 NYSSL  |         | -                           |             |           |
| 4105 NYSLIB   |         | -                           |             |           |
| 4108 Rent Relief                                      |         | -                           |             |           |
| Total 4100 State Grants                               | 38,797  | 77,028                      |             |           |
| 4200 Federal Grants                                   |         | 1,044,835                   |             | -         |
| 4201 IDEA for Sp. Ed.                                 |         | -                           |             |           |
| 4202 E-Rate for Tech/Comm                             |         | -                           |             |           |
| 4203 Title I  |         | -                           |             |           |
| 4204 Title IIA  | 195,364 | 38,338                      |             |           |
| Total 4200 Federal Grants                             | 6,311   | -                           |             |           |
| 4300 Contributions                                    |         | 38,338                      |             | -         |
| 4302 Unrestricted Contributions                       |         | -                           |             |           |
| 4303 In-KindTECH                                      |         | 3,000                       |             |           |
| Total 4300 Contributions                              |         | 3,000                       |             | -         |
| 4400 Miscellaneous Income                             |         | -                           |             |           |
| 4402 Revenue Suspense Account                         |         | -                           |             |           |
| 4403 Misc. Income                                     |         | -                           |             | -         |



## ***2015-16 Enrollment & Retention Efforts***

Since 2011, the New York City Montessori Charter School (NYCMCS) has grown to serve 298 students in grades K-5. As the first and only Montessori public school in New York City, we have striven to make our program available to a diverse student body in Community School District 7. Based on our location and enrollment, the state's enrollment and retention targets as well as our performance against these targets is in the table below.

|                            | <b>Enrollment<br/>Target</b> | <b>15-16<br/>Actuals</b> | <b>Retention<br/>Target</b> | <b>15-16<br/>Actuals</b> |
|----------------------------|------------------------------|--------------------------|-----------------------------|--------------------------|
| Economically Disadvantaged | 95.6%                        | 84.2%                    | 92.6%                       | 94.0%                    |
| English Language Learners  | 21.7%                        | 16.8%                    | 93.5%                       | 100.0%                   |
| Students with Disabilities | 21.9%                        | 13.4%                    | 93.3%                       | 100.0%                   |

While we have made progress toward meeting our enrollment targets, we have far exceeded the retention targets for each student category. We attribute our success with retaining students to the enlightening and engaging components of the Montessori approach to learning and our unwavering commitment to achieve our mission: to empower children to be critical thinkers and problem solvers with strong social skills so that they can succeed in their world and continue to learn in their pursuit of higher education as they prepare for careers needed in the 21<sup>st</sup> Century.

The curriculum and teaching methods of the NYCMCS align with the general social needs of its students first through multiage grouping, which offers an inclusive environment where peer tutoring, peer-teaching, collaboration and buddies are encouraged to develop social skills and develop a caring community of learners. Secondly, all children receive explicit instruction in social skills, emotional management and conflict resolution throughout the year.

Students who are at risk for academic failure are a diverse group of individuals with an individualized set of specific needs. The curriculum and teaching methods of the NYCMCS align with the unique needs of each student through weekly individualized work plans. These work plans support intense differentiation and individualization of instruction, which depends on ongoing assessment using multiple measures to inform instructional decisions and thus ensures that all students are on task and progressing toward academic goals.

Research suggests that economically disadvantaged students (students eligible for free or reduced priced lunch) are at a much greater risk for academic failure. To support these and other students, the New York City Montessori Charter School has implemented a Response to Intervention (RTI) program to maximize student achievement and minimize behavioral problems. At NYCMCS, we follow a three tier implementation plan. We use research based interventions at each tier as appropriate and target interventions to the student, their personality and their challenges.



- **TIER 1**

**Screening and identification:** A teacher identifies an “at risk” student who is demonstrating deficits, struggling with skills or lessons, and proceeds to collect data over a period of time, no longer than a month. The teacher uses benchmark test scores and screens the student’s performance in reading, writing and/or math based on accepted rubrics to establish whether the student is meeting or not meeting grade level learning goals. All NYCMCS students are screened on a periodic basis to establish an academic baseline and to identify struggling learners who need additional support.

**Consultation:** The teacher initiates a formal file for each student by completing the first section of an RTI TIER 1 LOG form. He/she then consults with a member of the Child Study Team (Principal, Assistant Principal, Curriculum and Instruction; Assistant Principal, School Culture; Assistant Principal, Student Services; and the Mental Health Counselor) to review the information assess the student’s educational needs and decide on appropriate in-class interventions for the student. At this point the teacher completes the TIER 1 section of each student's RTI SUMMARY form.

**TIER 1 Intervention:** The teacher carries out instructional interventions (differentiation, accommodations, modifications, different modalities, etc.) in the classroom, for two weeks. Progress is monitored, performance is assessed and compared to pre-intervention data. The teacher and the Child Study Team then review the data and determine whether to continue interventions, intensify interventions or discontinue interventions. If they determine to intensify interventions, they student will move into Tier 2 of the RTI program.

- **TIER 2**

**Student identification:** The teacher identifies students who have not improved and identify their instructional needs.

**Child Study Team meeting:** At this time, the teacher completes a REQUEST FOR ASSISTANCE form for the student for the Child Study Team and meets with them. The TIER 2 section of each student's RTI SUMMARY is completed and the parent is advised.

**TIER 2 Intervention:** The services and interventions are provided in small-group settings in addition to instruction in the general education classroom. Small group interventions may occur in class or during pull-out sessions. Typically, Tier 2 interventions are employed for four weeks at a minimum. Teachers record all sessions and progress on the RTI LOG form and provide families with frequent updates.

**Re-assessment:** The student’s performance is evaluated by comparing the post and pre-intervention data. Outcomes are formally recorded on the TIER 2 section of each student's RTI SUMMARY form. If the decision is made to intensify supports, the student moves to Tier 3 of the RTI program.

- **TIER 3**

**Student identification:** The teacher Identifies students who have not improved and meets with the Child Study Team.

**Child Study Team meeting:** All the information on the child is reviewed, and the TIER 2 plan is modified to include more targeted interventions including one-on-one instruction. Paperwork is completed at each step; at this stage the TIER 3 section of the student's RTI SUMMARY form; the parent is kept advised.

**TIER 3 Intervention:** At this level, students receive individualized, intensive interventions that target the students' skill deficits, such as increasing the number of sessions, increasing practice time and decreasing small group size to 1-on-1 or 1-on-2 sessions. The revised interventions are implemented for a two week minimum, and all activities and progress is recorded on the RTI LOG form.

**Re-assessment:** After two weeks, the student's performance is assessed by comparing the post and pre-intervention data. Outcomes are formally recorded on the TIER 3 section of the student's RTI SUMMARY form.

The Assistant Principal of Student Services tracks student progress and manages, evaluates and troubleshoots the RTI process with the support of the Instructional and Curriculum Administrators. Students who do not achieve the desired level of progress in response to these targeted interventions are referred again to the Child Study Team, and with parent permission to the Committee on Special Education for a comprehensive evaluation and consideration for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

To support students with disabilities, NYCMCS employs seven Special Education teachers who provide the following continuum of services based on a student's Individualized Education Plan (IEP):

**General Education with Related Services**

This model is for students with disabilities who are able to stay in a General Education classroom with the support of supplementary aids and services, such as Speech and Language Therapy, Occupational Therapy, Physical Therapy, and Counseling. We provide Related Services when a student's need are greater than what can be addressed in their primary educational setting, these services are necessary to benefit from that educational setting, and elimination of these services would adversely affect educational performance. These General Education classrooms can provide differentiated instructional practices, instructional adaptations, curriculum accommodations and modifications, individualized support when warranted, and can implement behavior intervention/support plans if required.

**General Education with Special Education Support Services:**

This model is for students with disabilities who are able to stay in a General Education classroom with additional academic delivered by a Special Education teacher outside of the classroom. The supplement instruction is designed to support the participation of the student in their General Education classroom. The services are designed to be flexible, helping students to remain in the General Education classroom and utilize the combined expertise of the general and Special Education teacher.

**Integrated Co-Teaching (ICT):** These classrooms provide the services of a full-time Special Education teacher and a General Education teacher or Teaching Assistant. The instructors collaborate on curricula and instruction, assessment and evaluation, classroom management and behavior, and the development of instruction that

incorporates all learning modalities. These classrooms offer integrated services, through which students with disabilities are educated with age appropriate peers in a general education classroom.

**12:1:1:** These self-contained classrooms with no more than 12 students provides the services of a full-time Special Education teacher and a Teaching Assistant/ Paraprofessional. These classrooms are for students requiring specialized instruction that cannot be met in the general education classroom with supplementary aids and services. These students have greater management needs, and require a smaller environment and greater adult support to engage in learning.

Special Education teachers collaborate routinely and frequently with the General Education teachers. The school follows a school-within-a school model, with grade-level teachers forming teams with one or more grades. These teams comprise Special Education and General Education teachers who have joint responsibility for planning lessons, activities and projects. They meet regularly several times a week, plan together, compare data, exchange experiences, build curriculum, and keep in step with the pacing calendar. Resources are combined to strengthen teaching and learning opportunities, methods, and effectiveness. Each team has a Team Leader, who can be either Special or General Education teachers.

The Assistant Principals and Instructional Coach meet regularly to oversee the special education program. Specifically, they ensure that the program meets curricular, teaching, compliance and special education standards. They also monitor student progress and recommend changes to the program to ensure effectiveness.

To support ELLs, NYCMCS employs a certified English-as-a-Second-Language (ESL) Teacher. She has an MA in TESOL and initial NYS TESOL K-12 teacher certification. She has fulfilled all requirements toward Common Branches certification except for the DASA training. Prior to working full-time, she taught part-time for ten years and is familiar with a variety of languages. The ESL Teacher provides push-in and pull-out instructional support to ELLs based on individual student needs. The ELL teacher oversees the program under the supervision of the Director of Instruction and the Director of Outreach. The ELL teacher collaborates frequently with the classroom teachers, Special Education Support Services teacher, and other service providers, discussing student needs, setting goals, sharing observations and results from assessments, and providing supports for differentiation, as well as sharing materials.

These combined efforts have resulted in the vast majority of our families expressing a high degree of satisfaction with the school and choosing to re-enroll their children year after year.

As we have not yet met our enrollment targets, NYCMCS plans to increase and intensify its recruitment efforts in future years. Below is a description of student recruitment efforts during 2015-16 which has resulted in our current student population.

- We contacted local day care centers supporting students with disabilities, ELLs and students eligible for free and reduced priced lunch. We specifically targeted all daycare centers in the 10454 zip code. Outreach included distributing brochures and notifying parents of admission and lottery instructions. We began outreach in January 2016.
- We presented to numerous local early childhood center staff and parents. Our presentation included a description of the school, our educational philosophy and programs to serve ELLs and students with disabilities. We also shared application instructions and invited parents to tour the school

- We conducted outreach to local community based organizations and shared information to facilitate referrals to our school.
- We held two open houses for prospective families. Presentations were provided in English and Spanish as were all recruitment materials.
- We posted signs regarding our application process outside of our building and throughout the community. In particular, we posted flyers at grocery stores, churches and libraries.

Evidence of our outreach can be found on the following pages.

New York City Montessori Charter School  
423 East 138<sup>th</sup> Street  
Bronx, New York 10454  
347.226.9094



New York City Montessori Charter School  
423 East 138<sup>th</sup> Street  
Bronx, New York 10454  
347.226.9094

We have Pre-K spots  
available NOW!



Come in and enroll  
your child today!

## Unique elements of the New York City Montessori Charter School

- Individual Attention
- Small class sizes
- 2 Teachers in every classroom
- We are the **only** public Montessori school in New York City. Private school education in a public **(FREE)** school.
- Get in now and your child is enrolled through 5<sup>th</sup> grade. No more lotteries, no more applications!

**For more information, please contact us at:**

New York City Montessori Charter School  
423 East 138<sup>th</sup> Street Bronx, NY 10454  
347.226.9094

¡Ya tenemos  
cupos en Pre-K!  
¡No pierda esta oportunidad!  
¡Entre e inscriba a su hijo  
hoy!



## New York City Montessori Charter School

- Somos una Escuela Charter Pública gratuita
- Somos la única escuela Montessori pública en la ciudad de Nueva York
- Nuestras clases son pequeñas
- Cada clase tiene dos maestras
- Instrucción individualizada
- Edificio nuevo, aulas nuevas, tecnología nueva
- Entrando hoy, su hijo puede quedarse hasta que finalice 5to grado
- No más loterías
- No más solicitudes ni aplicaciones

Para más información llámenos:  
New York City Montessori Charter School  
423 East 138<sup>th</sup> Street Bronx, NY 10454  
347.226.9094



WE HAVE OPENINGS FOR PRE-K!  
COME IN AND ENROLL TODAY

*TENEMOS CUPO PARA PRE-ESCOLAR  
INSCRIBA HOY A SU HIJO/HIJA*

- Individualized Instruction
- 2 Teachers in every classroom
- Private school education in a public (FREE) school. The only public Montessori school in New York City

- *Instrucción individualizada*
- *2 profesores en cada salón*
- *Educación privada en una escuela pública (GRATIS)*

*La única escuela pública Montessori en la Ciudad de Nueva York*

For more information, please contact us at: *Para más información llámenos:*

New York City Montessori Charter School  
New York City Montessori Charter School  
423 East 138th Street, Bronx, NY 10454  
Bronx, New York 10454  
347.226.9094



### **Elementos especiales de la New York City Montessori Charter School**

La NYCMCS ofrece una jornada escolar más larga; lo que provee más tiempo de instrucción

La NYCMCS tiene dos maestros por clase

La NYCMCS garantiza que todos sus estudiantes logren los niveles académicos establecidos en los estándares nacionales y estatales

Después del kindergarten, las clases de la NYCMCS contienen estudiantes de varias edades, lo que permite a los menores aprender del modelo ofrecido por los mayores

La instrucción en la NYCMCS integra el arte con las demás áreas

### **El enfoque Montessori:**

Estimula la motivación natural hacia el aprendizaje

Respetar y valorar las diferencias individuales mediante la preparación de actividades diferentes para cada estudiante

Ofrece a los estudiantes cierta libertad para escoger sus actividades

Permite a los estudiantes trabajar independientemente a su propio ritmo

Evalúa el progreso de los estudiantes a fin de ajustar la enseñanza a las necesidades de cada uno

Asegura que cada niño logre el éxito académico

Utiliza materiales y lecciones especiales que siguen una secuencia progresiva

**Si desea más información sobre nuestra escuela, le invitamos a una reunión que se realizará el**

**El martes, 4 de marzo 5:30-6:30 pm**

**El jueves, 6 de marzo 10:00- 11:00 am**

**New York City Montessori Charter School**

**423 East 138<sup>th</sup> Street Bronx, NY 10454**

**347.226.9094**





### **Unique elements of the New York City Montessori School**

The NYCMCS has a longer school day; which provides for more instructional time

The NYCMCS has two teachers per classroom

The NYCMCS ensures that all students meet the academic achievement goals of the New York State Standards

Beginning in the first grade, the NYCMCS has mixed age groups; which encourage peer modeling

Instruction at the NYCMCS integrates art with language, science and math

### **The Montessori teaching method:**

Uses children's natural motivation to learn

Respects and values individual differences by differentiating instruction

Gives students freedom to make choices within reasonable limits

Allows a student to work independently at his or her own individual pace

Assesses students' performance in order to adjust teaching to the students' needs

Ensures that every child achieves academic success

Uses specifically designed learning materials and lessons that are progressively sequenced

**Join us for an Open House, Thursday, March 5<sup>th</sup>- 5:45pm**

**RSVP by Friday, February 27<sup>th</sup>**

**New York City Montessori Charter School  
423 East 138<sup>th</sup> Street Bronx, NY 10454  
347.226.9094**



# Entry 12 Teacher and Administrator Attrition

Created: 07/22/2016

Last updated: 07/31/2016

Report changes in teacher and administrator staffing.

## Page 1

### Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

#### 2015-16 Teacher Attrition Table

|  | FTE Teachers on June 30, 2015 | FTE Teachers Departed 7/1/15 - 6/30/16 | FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16 | FTE Teachers Added in New Positions 7/1/15-6/30/16 | FTE of Teachers on June 30, 2016 |
|--|-------------------------------|--|--|--|----------------------------------|
|  | 34                            | 7                                      | 6  | 1  | 35                               |

#### 2015-16 Administrator Position Attrition Table

|  | FTE Administrative Positions on June 30, 2015 | FTE Administrators Departed 7/1/15 - 6/30/16 | FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16 | FTE Administrators Added in New Positions 7/1/15-6/30/16 | FTE Administrative Positions on June 30, 2016 |
|--|---|--|--|--|---|
|  | 5   | 2  | 1  | 1  | 5   |

Thank you



# Entry 13 Uncertified Teachers

Created: 07/22/2016

Last updated: 07/31/2016

## Page 1

**The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count.**

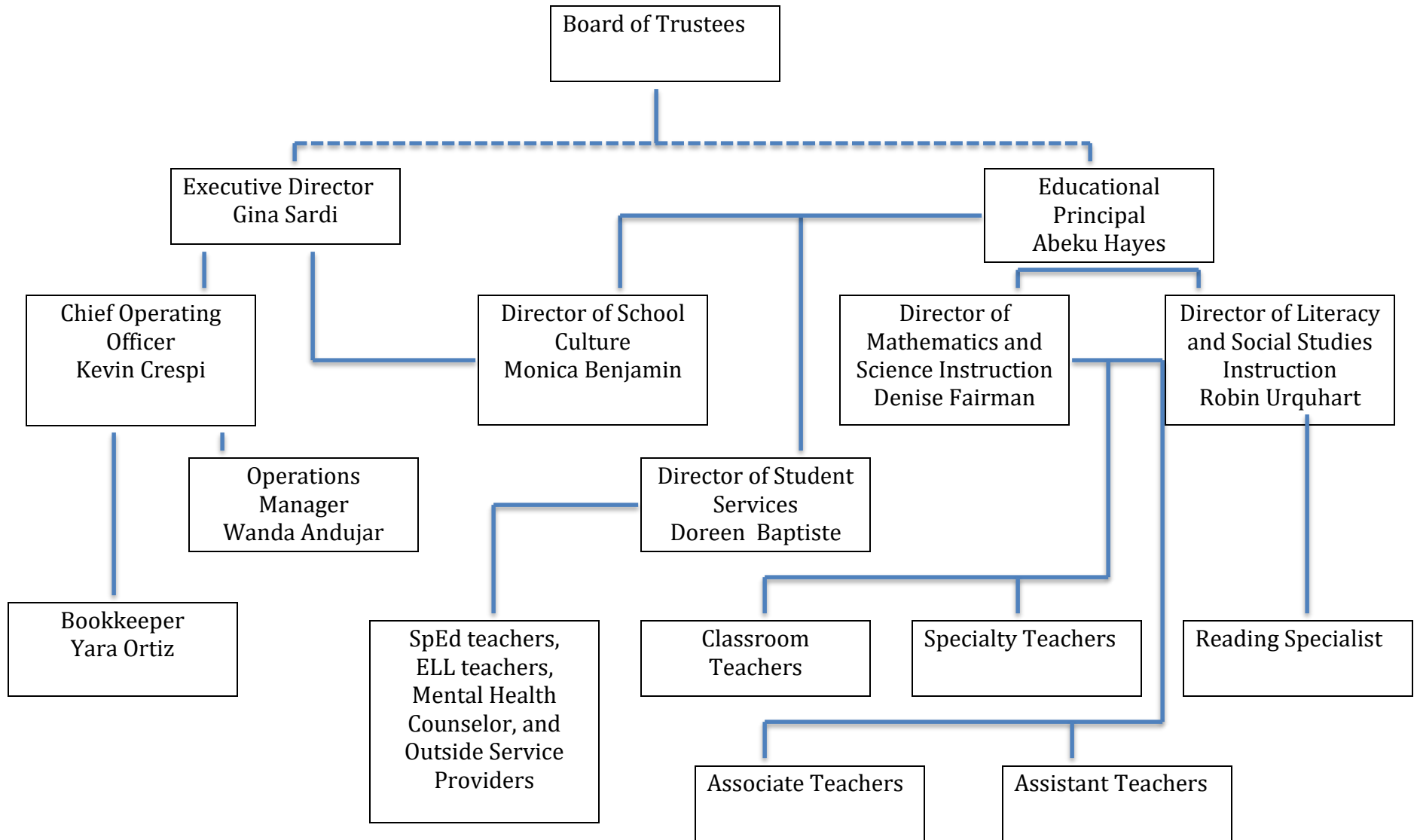
### **Staff Qualifications (June 30, 2016)**

**Note: Columns should sum to the FTE count of Teachers on June 30, 2016, and each teacher should be in only one column.**

| 1. Total FTE Count of Uncertified Teachers (6-30-16)   | 0 |
|--|---|
| 2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-16) | 0 |
| 3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-16)   | 0 |
| 4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-16)  | 0 |
| 5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-16)       | 0 |
| 6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-16)                                      | 0 |

**Thank you.**

# New York City Montessori Charter School Organizational Chart



# New York City Montessori Charter School

## 2016-17 School Calendar

| August 2016 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | S  |
|             | 1  | 2  | 3  | 4  | 5  | 6  |
| 7           | 8  | 9  | 10 | 11 | 12 | 13 |
| 14          | 15 | 16 | 17 | 18 | 19 | 20 |
| 21          | 22 | 23 | 24 | 25 | 26 | 27 |
| 28          | 29 | 30 | 31 |    |    |    |

| September 2016 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | M  | Tu | W  | Th | F  | S  |
|                |    |    |    | 1  | 2  | 3  |
| 4              | 5  | 6  | 7  | 8  | 9  | 10 |
| 11             | 12 | 13 | 14 | 15 | 16 | 17 |
| 18             | 19 | 20 | 21 | 22 | 23 | 24 |
| 25             | 26 | 27 | 28 | 29 | 30 |    |

| October 2016 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
|              |    |    |    |    |    | 1  |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |
| 9            | 10 | 11 | 12 | 13 | 14 | 15 |
| 16           | 17 | 18 | 19 | 20 | 21 | 22 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 |
| 30           | 31 |    |    |    |    |    |

| November 2016 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | S  |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 | 29 | 30 |    |    |    |

| December 2016 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | S  |
|               |    |    |    | 1  | 2  | 3  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 |
| 25            | 26 | 27 | 28 | 29 | 30 | 31 |

| January 2017 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | 16 | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | 28 |
| 29           | 30 | 31 |    |    |    |    |

| February 2017 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | S  |
|               |    |    | 1  | 2  | 3  | 4  |
| 5             | 6  | 7  | 8  | 9  | 10 | 11 |
| 12            | 13 | 14 | 15 | 16 | 17 | 18 |
| 19            | 20 | 21 | 22 | 23 | 24 | 25 |
| 26            | 27 | 28 |    |    |    |    |

| March 2017 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | S  |
|            |    |    | 1  | 2  | 3  | 4  |
| 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 | 31 |    |

| April 2017 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | S  |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         |    |    |    |    |    |    |

| May 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | S  |
|          | 1  | 2  | 3  | 4  | 5  | 6  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 |
| 28       | 29 | 30 | 31 |    |    |    |

| June 2017 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | S  |
|           |    |    |    | 1  | 2  | 3  |
| 4         | 5  | 6  | 7  | 8  | 9  | 10 |
| 11        | 12 | 13 | 14 | 15 | 16 | 17 |
| 18        | 19 | 20 | 21 | 22 | 23 | 24 |
| 25        | 26 | 27 | 28 | 29 | 30 | 31 |

| July 2017 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | S  |
| 1         | 2  | 3  | 4  | 5  | 6  | 7  |
| 8         | 9  | 10 | 11 | 12 | 13 | 14 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 |
| 29        | 30 | 31 |    |    |    |    |

### CALENDAR KEY

|  |                                 |
|--|---------------------------------|
|  | First/Last Day of School        |
|  | School Closed/Holidays          |
|  | Teacher In-Service. NO STUDENTS |
|  | State Test Administration       |
|  | Parent Teacher Conferences      |
|  | End of the Trimester            |
|  | End of the Report Period        |
|  | PreK Dates                      |



## Calendar Details

| Date(s)          | Details   |
|------------------|---|
| Aug. 15- Sept. 2 | Summer Teacher Orientation  |
| Sept. 1-2        | PreK Phase in Days  |
| Sept. 5          | School Closed (Labor Day)   |
| Sept. 6          | First Day of School (All Students)  |
| Sept. 12         | School Closed (Eid Al-Adha)   |
| Oct. 3-4         | School Closed (Rosh Hashanah)   |
| Oct. 10          | School Closed (Columbus Day)  |
| Oct. 12          | School Closed (Yom Kippur)  |
| Oct. 14          | End of Report Period 1  |
| Nov. 8           | School Closed for students (Teacher PD Day-Election Day)                  |
| Nov. 11          | School Closed (Veteran's Day)   |
| Nov. 23-25       | School Closed (Thanksgiving)  |
| Nov. 28          | End of Trimester 1  |
| Nov. 30- Dec. 1  | Parent Teacher Conferences  |
| Dec. 26-Jan. 2   | Winter Recess   |
| Jan. 13          | End of Report Period 3  |
| Jan. 16          | School Closed (Martin Luther King Jr. Day)                                |
| Feb. 20-24       | School Closed (Mid-Winter Recess)   |
| Mar. 10          | End of Trimester 2  |
| Mar. 15-16       | Parent Teacher Conferences  |
| Mar. 28-30       | State Test Administration- 3-8 English Language Arts                      |
| Apr. 10-18       | School Closed (Spring Break)  |
| Apr. 19-May 19   | State Test Administration- NYSESLAT Speaking, Listening, Reading, Writing |
| May 2-4          | State Test Administration- 3-8 Mathematics                                |
| May 5            | End of Report Period 5  |
| May 24- June 2   | State Test Administration- Grade 4 Science Performance Test               |
| May 29           | School Closed (Memorial Day)  |
| June 5           | State Test Administration- Grade 4 Science Written                        |
| June 8           | School Closed for students (Teacher PD Day- Chancellors Day)              |
| June 26          | School Closed (Eid Al-Fitr)   |
| June 28          | Last Day of School for Students   |
| June 29-30       | Teacher EOY PD  |