



# Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/10/2019 • Last updated: 07/16/2019

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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 cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

**a. SCHOOL NAME** MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

(Select name from the drop down menu)

**a1. Popular School Name (Optional)** (No response)

**b. CHARTER AUTHORIZER (As of June 30th, 2019)** SUNY Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

**c. DISTRICT / CSD OF LOCATION** NYC CSD 24

**d. DATE OF INITIAL CHARTER** 12/2013

**e. DATE FIRST OPENED FOR INSTRUCTION** 08/2013

**h. SCHOOL WEB ADDRESS (URL)** [www.middlevillageprep.org](http://www.middlevillageprep.org)

**i. TOTAL MAX APPROVED** 450

**ENROLLMENT FOR THE 2018-19  
SCHOOL YEAR (exclude Pre-K  
program enrollment)**

**j. TOTAL STUDENT ENROLLMENT** 389

**ON JUNE 30, 2019 (exclude Pre-K  
program enrollment)**

**k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program  
students)**

Check all that apply

Grades Served	6, 7, 8
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**l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR  
EDUCATIONAL MANAGEMENT  
ORGANIZATION?** No

**FACILITIES INFORMATION**

**m. FACILITIES**

Does the school maintain or operate multiple sites?

	No, just one site.
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**School Site 1 (Primary)**

**m1. SCHOOL SITES**

Please provide the following information for site 1.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	6802 Metropolitan Ave, Middle Village, NY 11379	718 869 2933	NYC CSD 24	6 8	7 8

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nancy Velez	[REDACTED]		[REDACTED]
Operational Leader	Christian Quezada			
Compliance Contact	Christian Quezada			
Complaint Contact	Christian Quezada			
DASA Coordinator	<a href="#">cquezada</a> [REDACTED]			
Phone Contact for After Hours Emergencies				

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

Private Space

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

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

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

<https://nysed.cso.reports.fluidreview.com/resp/107650407/yFPTXS6fVy/>

**Site 1 Fire Inspection Report**

(No response)

**CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR**

**n1. Were there any revisions to the school’s charter during the 2018-19 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 Maximum Approved Enrollment	Authorized enrollment was increased to 450 students from 360. This change began with the charter renewal beginning in 2018 19		10/18/2018
2				
3				
4				
5				

**More revisions to add?** No

## ATTESTATION

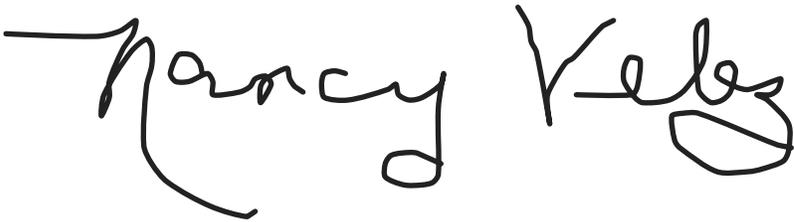
### o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Christian Quezada
Position	Director of Operations
Phone/Extension	
Email	

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

Yes

**Signature, Head of Charter School**



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



**Date**

2019/07/16

**Thank you.**



# Entry 2 NYS School Report Card Link

Last updated: 07/10/2019

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## MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

**1. CHARTER AUTHORIZER (As of June 30th, 2019)** SUNY Authorized Charter School

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

**2. NEW YORK STATE REPORT CARD** <https://data.nysed.gov/profile.php?instid=800000076138>

**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.)

## INSTRUCTIONS / NOTES

### FOR 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. **Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
2. **Text Highlighted in Green = a sample entry that may be modified.** Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
3. For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2017-18 results. (The 2018-19 results are not yet available.)
4. As a reminder, the Institute updated and modified the required goals and measures for all schools in 2017-18 in response to the state’s finalization of its Every Students Succeeds Act (“ESSA”) plan. The Institute continues to require schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s Measure of Interim Progress (“MIP”). This supplants the previous measure of Annual Measureable Objective (“AMO”) attainment. Additionally, the Institute has replaced the No Child Left Behind (“NCLB”) goal with the functionally equivalent ESSA goal.
5. Please do not include these instructions or the reference guide below in a submitted report.

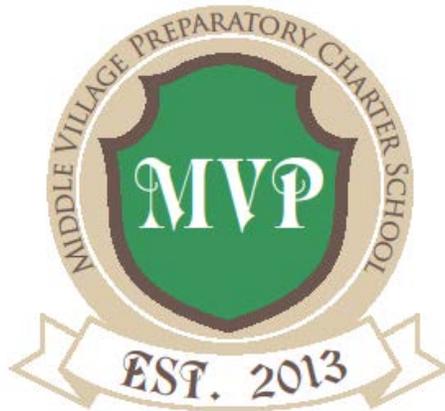
## REFERENCE GUIDE TO TEMPLATE SECTIONS

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***The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.***

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# Middle Village Preparatory Charter School



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By: Nancy Velez

6802 Metropolitan Avenue  
Middle Village, NY 11379

718-869-2933

Nancy Velez , Principal and Christian Quezada, Director of Operations prepared this 2018-19 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Mrs. Josephine Lume	Chair, Finance & Executive
Mr. Serphin Maltese	Vice Chair, Executive
Mr. Michael Michel	Founder/Advisor, Finance & Executive
Mrs. Maureen Campbell	Trustee, Education
Mrs. Rosemary Degennaro	Trustee, Education
Mrs. Monika J. Konopka	Trustee, Education
Ms. Kaiko Hayes	Trustee, Education
Ms. Deborah Kueber	Trustee
Mrs. Margaret Ognibene	Trustee, Finance
Name	Office, Committees

**Josephine Lume has served as the Board Chair since 2013.**

Middle Village Preparatory Charter School is a small, independent, public charter school which serves students in grades 6-8. It is located on Christ the King High School Campus. Admission to Middle Village Prep is conducted via lottery with District 24 as a priority.

The mission of the Middle Village Preparatory Charter School (MVP) is to prepare students for success at a selective college prep high school of their choice. The MVP curriculum is a rigorous curriculum designed to meet and surpass the New York State Education Department requirements. Central to the instructional model is a longer school day and increased classroom instructional time that is devoted to curriculum subjects. Students will master skills and attain subject proficiency by the end of the 8th grade. The curriculum of MVP includes a requirement that all students study Latin for three years, a key language for building a strong vocabulary and understanding of romance languages such as Spanish and Italian.

Mathematics and English Language Arts are prioritized by allocating twice the amount of instructional time that is customarily devoted to these critical instructional areas. Science, Social Studies, the Arts, Physical education and Health, along with time allocated for extracurricular activities round off the typical daily schedule. It requires that all students take available Regent-level courses, such as the Common Core Algebra 1, Earth Science, and United States History and Government Regents in Grade 8. Students in Grade 8 also take a Latin Proficiency Exam that will give students who receive a passing grade 1 language credit when they enter high school.

Middle Village Preparatory Charter School (MVP) strives for academic excellence by creating an environment for students to succeed in both school and beyond. Our curriculum is a rigorous curriculum designed to meet and surpass the New York State Education requirements. Curriculum is built around a strong emphasis of math, reading, science, social studies and the study of the Latin language. A constructivist approach “where students learn by doing” is maximizing student involvement. MVP expects to enroll an academically diverse population. Therefore the curriculum will be challenging for students who enter at or above grade level as well as flexible enough to support students who enter the school below grade level.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15							118	109						227
2015-16							141	107	106					354
2016-17							147	124	102					373
2017-18							145	128	108					381
2018-19							148	130	120					398

# GOAL 1: ENGLISH LANGUAGE ARTS

## Goal 1: English Language Arts

The ELA Goal for our students is to attain Proficiency and beyond for all of our students. MVP believes that with dedicated reading and writing time, combined with rigorous literary skills instruction, every student has the ability to excel in reading and writing. The ELA curriculum exposes students to a variety of historical and contemporary text, including novels (both classical and current), poetry, journalism, non-fiction, memoirs and blogs.

## BACKGROUND

The ELA curriculum is aligned to the Common Core Learning Standards. Teachers expose students to a variety of reading texts and genres that fosters critical and extended thinking. Teachers incorporate an array of teaching activities and strategies that enable students to focus on examining how authors use reasons to make their points and support arguments with evidence.

In grade six, the Common Core State Standards call for students to read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence. They will be able to look at both, the structure and content of complex reading to determine how sentences and paragraphs within texts influence and contribute to the plot and the development of events or ideas. Students will be increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. Writing is a critical component of ELA/Literacy, they go hand in hand, and as such this will be embedded across content areas and highly emphasized in ELA.

In grade seven, students will be expected to gain the necessary skills to allow them to read challenging complex texts closely so that they can cite multiple instances of specific evidence to support their claims. Students will be able to recognize setting, plot and, characters and provide an objective summary of a text apart from their own reaction to it. They will be able to compare and contrast different interpretations of a topic, identifying how authors shape their information and choose to highlight certain facts over others. Students will work with high-quality, complex nonfiction texts and great works of literature. MVP students will take part in discussions and in writing, students will make their reasoning clear to their listeners and readers, constructively evaluating others' use of evidence while offering several sources to back up their own claims. While growing as writers, students will be able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics.

By grade 8, students will be well-informed to question an author's assumptions and assess the accuracy of his or her claims. Students will develop a rich vocabulary of academic words, which they use to speak and write with more precision. In addition, students will write with increasing sophistication, focusing on organizing ideas, concepts, and information into broader categories;

choosing relevant facts well; and using varied transitions to clarify or show the relationships among elements.

We will continue to emphasize the use of the program Achieve 3000 across all grades and to make it a part of our instruction. This program encourages and ensures that students read at school a variety of articles focusing on standards and skills found throughout the ELA curriculum. As students read and complete articles with a passing rate of 75% and higher will help grow their Lexile reading level. Practice targets will be set, monitored, and rewarded, ensuring every student adopts the independent reading routines of academically successful students. This supplementary program will also strengthen students’ skills in becoming highly effective readers and instill in students love for reading books of all genres.

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

**METHOD**

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6 through 8 grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	145	20	3	0	3	148
7	127	16	4	0	1	128
8	120	15	3	0	0	120
All	392	51	10	0	4	396

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## RESULTS AND EVALUATION

The 2018-2019 school year completes Middle Village Prep Charter School sixth year. As the chart indicates, out of the 120 eighth grade students tested, 81% are proficient and in grade 7 out of the 126 students who were tested, 48% were proficient in ELA. For students enrolled at least two years, the 8<sup>th</sup> grade was able to meet the goal of 75% ELA Proficiency and passed it by 6%. The 7<sup>th</sup> grade students Proficiency for students fell short by 27%.

Performance on 2018-19 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	60%	143	0	2
7	48%	126	48%	126
8	81%	120	81%	120
All	63%	389	64.5%	248

## ADDITIONAL EVIDENCE

Additional evidence that shows that Middle Village Prep is making progress that demonstrates the schools effectiveness of the schools instructional program is by the use of incorporating a program called Achieve 3000. Teachers can easily search for articles In a data base that include fiction and non-fiction stories to work with students covering different skills such as main idea, authors point of view, character traits, and many more ELA skills. This programs is used to level the students according to their Lexile level. After this is identified, students then work on different reading passages with multiple choice questions and extended responses that will continue to help strengthen vocabulary, writing, and help in college and career readiness goals.

Castle learning is also a program that Middle Village Prep continues to use with our students. The content *related questions* within Castle Learning is based on previous state test questions. Teachers use Castle Learning to create their own assignments, or access pre-built *activities* and assessments. Instant grading, detailed assessment reports, and instructional feedback are benefits of incorporating such program.

A third support system that enhances student learning is the addition of content area books to the classroom libraries. Additional class sets of non-fiction/fiction books were provided to Grade 6-8 classrooms.

As it relates to student academic progress, improvement has been demonstrated in the ELA area between 2016 and 2019. As reflected on the chart below, students in grade 8 scored above proficiency levels and have demonstrated gradual improvement between SY2016 and SY2019. For instance, an improvement of 20% is reflected between SY2016 and SY2019. Some factors can be attributed to this growth, among them: frequent training provided in Literacy to ELA teachers on best practices, by Teachers College Instructional Coaches; the use of Castle Learning that provided teachers with instant feedback of skills that students were having difficulty with individually and as a class. Teachers make great use of a variety of meaningful resources such as engageny.com, Achieve 3000, and ELA test preparation books to create mock state test exams. This enables students to have ample practice and develop test taking stamina before the actual state test is administered. Middle Village Prep also offered testing preparation classes on Saturday morning for students at all grade levels

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	0	3	0	3	0	2
7	64	121	52	128	48%	126
8	61	103	78	106	81%	120
All	62.5	224	65	237	64.5%	248

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

**METHOD**

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined

scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

## RESULTS AND EVALUATION

The ELA results below indicate that the Cohort that includes grades six through eight, reflects that the students achieved a total PI of 168

Middle Village Prep’s PI score of 168 is the measure set for ELA achieved in 2018-2019 school year. This accomplishment is attributed to the careful monitoring of each student data, and addressing the ELA core curriculum with our students and staff.

English Language Arts 2018-19 Performance Index									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	8	29	32	30					
	PI	=	29	+	32	+	30	=	91
					32	+	30	=	62
						+	(.5)*30	=	15
							PI	=	168

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## RESULTS AND EVALUATION

Based on the table below, Students in the 7<sup>th</sup> Grade who were enrolled at Middle Village Prep for 2 years had a 48% proficient level that is 5.1% higher than the student who performed at or above proficiency in the district. The students in the 8<sup>th</sup> grade had an 81% proficient level that was higher than the district level by 27.5%.

2018-19 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	0	2	48.6	4,102
7	48	126	42.9	4,302
8	81	120	53.5	4,235
All	64	248	50%	12,639

## ADDITIONAL EVIDENCE

As demonstrated in the data table below, students in Grade 7<sup>th</sup> and 8<sup>th</sup> scored above proficiency levels, as compared to the local district each year. Grade 8 proficiency levels increased each year. In SY 2016-2017 the student proficiency level reached a 61% rate. In SY 2017-18, student proficiency levels reached 78%. In SY 2018-10 the 8<sup>th</sup> grade had a proficiency of 81%. This is a 20% increase over the three years

English Language Arts Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	0		0			
7	64	45.5	52	44.2	48	42.9
8	61	51.5	78	30.0	81	53.5
All	62.5	48.5	65	37.1	64	48

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**METHOD**

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

**RESULTS AND EVALUATION**

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

**2017-18 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	<b>64%</b>	<b>145</b>	<b>62.1%</b>	<b>46.6</b>	<b>N/A</b>	<b>.96</b>
7	<b>56%</b>	<b>128</b>	<b>51.6%</b>	<b>40.1</b>	<b>N/A</b>	<b>.66</b>
8	<b>43.6%</b>	<b>106</b>	<b>78.3%</b>	<b>51.3</b>	<b>N/A</b>	<b>1.72</b>
All	<b>55.6%</b>	<b>379</b>	<b>63.1%</b>	<b>45.7</b>	<b>N/A</b>	<b>1.07</b>

**School's Overall Comparative Performance:**

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

**ADDITIONAL EVIDENCE**

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6-8	53.9	364	43.9	36.7	0.43
2016-17	6-8	50.09	370	56.1	40.06	1.02
2017-18	6-8	55.6	379	63.1	45.7	1.07

**Goal 1: Growth Measure<sup>3</sup>**

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

**METHOD**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>4</sup>

## RESULTS AND EVALUATION

The school's mean growth percentile in 2018-2019 in ELA was at 49.4. The target of the Statewide Median is 50.0

The Aggregate Mean Growth Percentile for the school in ELA is less than the required 50 percentile needed to be at level. Students in Grade 8 did meet and surpass the target by 6.0%

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	47.9	50.0
7	45.5	50.0
8	56.0	50.0
All	<b>49.4</b>	50.0

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ADDITIONAL EVIDENCE

Middle Village Prep did not meet the target percentile of 50.0 however based on the data in the chart you are able to see a pattern of growth In the 6<sup>th</sup> grade and 8<sup>th</sup> grade from SY 2016-17 to SY 2017-18.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6	39.1	36.0	47.9	50.0
7	55.9	53.0	45.5	50.0
8	47.7	43.0	56.0	50.0
All	47.6	44.0	49.4	50.0

### Goal 1: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

#### METHOD:

STUDENTS IN GRADE 6-8 FOLLOW A CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS. TEACHERS USE MULTIPLE RESOURCES SUCH AS NOVELS, SHORT STORIES, ARTICLES, INTERNET RESOURCES SUCH AS ENGAGE NY TO HELP STUDENTS READ AT A MORE COMPLEX LEVEL, INCLUDING EXPOSING STUDENTS TO A VARIETY OF READING TEXTS AND GENRES THAT FOSTERS CRITICAL AND EXTENDED THINKING. TEACHERS INCORPORATE AN ARRAY OF TEACHING ACTIVITIES AND STRATEGIES THAT ENABLE STUDENTS TO FOCUS ON EXAMINING HOW AUTHORS USE REASONS TO MAKE THEIR POINTS AND SUPPORT STUDENTS WHO HAVE BEEN ENROLLED IN THE SCHOOL FOR TWO YEARS OR MORE HAVE MADE SIGNIFICANT INCREASES IN GRADE 8 BECAUSE OF THE RIGOROUS INSTRUCTION AND RESOURCES INCORPORATED INTO THE CLASSROOM.

#### RESULTS AND EVALUATION:

MIDDLE VILLAGE PREP HAS MET OR EXCEEDED MANY OF THE LEVELS SET FORTH BY THE STATE

#### ADDITIONAL EVIDENCE:

ADDITIONAL EVIDENCE COMES FROM THE INCORPORATION OF CASTLE LEARNING AND ACHIEVE 3000 INTO THE SCHOOL PROGRAM, MOCK TESTING DATA RECEIVED AND ADDITIONAL READING BOOKS IMPLEMENTED INTO THE CLASSROOM CONTENT AREA ARE ALL AREAS OF ACADEMIC SUPPORT

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Middle Village Preparatory Charter School did not meet its target goal of 75 percent proficiency for all students tested on the New York State English language arts exam. Grade 8 students were able to meet and exceed the target goal as they reached an 81% level of proficiency.

However, Middle Village Preparatory Charter School has outperformed students Grades 6 through 8 in District 24.

Middle Village Prep Grade 8 students were able to demonstrate growth in proficiency of the New York State English language arts exam. However, under the state’s Growth Model, MVP’s mean growth percentile in English Language Arts was not above New York State’s median growth percentile of 50.0.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	no

## ACTION PLAN

Middle Village Prep will continue to use the software program Castle Learning and other on-line resources such as Newsela and EngageNY. Teachers can easily search for content related questions to create assignments, and assessments. The program of Achieve 3000 will be used to level students and monitor weekly progress of their reading levels as they complete different articles based on their reading ability. Articles and questions will progressively become more complex as they continue to strengthen their skills in all areas. MVP is also offering teacher support by working with Teachers College to strengthen the Literacy and Writing across all content areas. This include whole group professional development as well as individual coaching of teachers.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Middle Village Prep math program has put together a set of specific goals for students in Grade 6-8. Middle Village Prep feels that it is important to support students in developing a sense of mathematics and learning so that they can be mathematical thinkers. MVP wants the main focus on computational fluency: being flexible, accurate and efficient; with whole numbers with the broader goal of developing strong number sense. Teachers will continue to emphasize reasoning about mathematical ideas through conversation and writing. We want students to problem solve and use mathematics to understand our world through real-life problem solving opportunities. Middle Village Prep is looking to increase the percentage of students successfully being promoted to a minimum of 85% by 2019.

### BACKGROUND

The mathematics program at Middle Village Prep Charter School is based on the New York Common Core standards, as such, it will emphasize the development of mathematical literacy, deep understanding of concepts, an ability to communicate effectively about mathematics, and the skills to solve problems. These areas will be addressed in a variety of ways, including but not limited to: providing balanced instruction in thinking and problem solving, using resources and materials to enhance teaching and learning (ex: Math books Glencoe/McGraw Hill Publishing), effectively utilizing Smart Boards, differentiated instruction, team teaching that supports Students with Disabilities (SWD), use of a variety of assessments from traditional teacher made tests to standards-based, pre-assessments, conferences with students, mock state tests, and mock Regents exams.

### Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6<sup>th</sup> through 7<sup>th</sup> grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	145	20	3	0	3	148
7	127	16	4	0	1	128
8	N/A	N/A	N/A	N/A	N/A	N/A
All	272	36	7	0	4	276

## RESULTS AND EVALUATION

The table below illustrates that students in Grade 6 and Grade 7 were tested this year of 2018-2019. The school’s goal for mathematics proficiency level is 75% at Proficiency level or higher by the end of the students’ second year. The chart indicates that students in Grade 7 did not meet the proficiency level of 75%. The difference is 6%.

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2018-19 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	48%	145	0	2
7	69%	127	69%	127
8	N/A	N/A	N/A	N/A
All	58.5	272	69	129

### ADDITIONAL EVIDENCE

Middle Village Prep is working very hard to meet the 75% level of proficiency. Our mathematics program has proven to be effective not only for General Ed students but also for students with IEPs and ENL (English as a New Language) students who are having success in mathematics.

Additional evidence includes assessment results from mock exams and Castle Learning that demonstrate the effectiveness of the school's instructional program.

Math teachers in grade 6 sort through data and have identified the standards in which students demonstrated the greatest challenges. They plan as a grade, to focus on the areas determined to be in need of improvement. Several strategies were practiced in order reinforce concepts and skills to ensure student progress, among them: re-teaching select skills using different teaching approaches, providing extensive one to one support, doing more frequent small group instruction, maximizing the use of "team teachers "in order to drive instruction.

Additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

MVP staff must make every effort to ensure that improvement is consistent. Reviewing data on a regular basis, will enable teachers to plan effectively and accordingly, including modifying instruction and individualizing learning.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Performance on a Regents Mathematics Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Algebra 1	85%	102
8	2017-18	Algebra 1	91%	108
8	2018-19	Algebra 1	94%	120

Middle Village Prep Charter School administers the Algebra 1 Regents exam to all students in Grade 8. Students in the 7<sup>th</sup> grade begin with a Pre-Algebra course that incorporates both 7<sup>th</sup> and 8<sup>th</sup> grade standards to prepare the students for the 8<sup>th</sup> grade level where they begin a 9<sup>th</sup> grade level Algebra course. Using multiple resources such as Glenco Algebra 1 series text book/workbook, Castle Learning, Barron's Regent Algebra 1 prep book and Regents Mock exams, the students in the 8<sup>th</sup> grade have surpassed not only the 75% proficiency standard, but have continued to increase the percentage of student passing with a grade of 65 or higher each year. We also offer to the 8<sup>th</sup> grade students a 6 week Regent Prep course after school focusing on testing strategies and Regents questions.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	0	3	66.6	3	0	2
7	62.2	119	77.0	126	69	127
8	N/A	N/A	N/A	N/A	N/A	N/A
All	62.2	122	71.8	129	69	129

#### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

## METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

## RESULTS AND EVALUATION

As reflected on the table below, Middle Village Prep students received an overall PI number of 158.5

These results can be attributed to purposeful planning, grade level teacher discussions, teachers monitoring students' progress, frequent professional development and the delivery of rigorous instruction provided to students.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11	31	35	23
	PI	=	31	+
			35	+
			23	=
			23	=
			(.5)*23	=
			PI	=
				158.5

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

### RESULTS AND EVALUATION

The Chart below shows a comparison of performance of students in attendance for at least their second year. In Grade 7, 69% of the students are at Proficiency level, while only 45.9% of the District students achieved Proficiency. Middle Village Preparatory Charter School outperformed the district by 23.1%.

2018-19 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	48	145	44.4	4021
7	69	127	45.9	4372
8	N/A	N/A	N/A	N/A
All	<b><u>58.5</u></b>	272	<b><u>45.15</u></b>	8393

### ADDITIONAL EVIDENCE

Middle Village Preparatory Charter School has outperformed the District in the area of Mathematics. MVP achieved an overall 58.5% proficiency level in Mathematics. Middle Village Prep received a higher level of proficiency in comparison to District 45.15% proficiency levels with a difference of 13.35% Even though Middle Village Prep did not meet the 75% target, both Grade 6 and Grade 7 students out-performed the district

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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## Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	0		0		0	
7	62.2	41.5	77.0	44.2	69	45.9
8	N/A	N/A	N/A	N/A	N/A	N/A
All	62.2	41.5	77.0	44.2	69	45.9

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	64%	145	58%	41.9		.90
7	56%	127	77%	42		2.03
8	N/A	N/A	N/A	N/A		N/A
All	60%	272	67.5%	41.95		1.46

#### School's Overall Comparative Performance:

Based on the data in the table above, Middle Village Prep students in Grade 6 and Grade 7 were able to surpass the predicted total proficiency amount. Grade 6 is 16.1% above the predicted amount while Grade 7 is 35% above the predicted amount.

### ADDITIONAL EVIDENCE

The data for the predicted total amount was not available at the time when the report was due. Not all data results can be completed at this time.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	6-7	54.8	254	46.9	38.1	0.53
2016-17	6-7	49.3	267	60.4	42.1	1.14
2017-18	6-7	60.3	272	66.9	41.9	1.45

### Goal 2: Growth Measure<sup>7</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

Students in both Grade 6 and Grade 7 scored above the 50% Mean Growth Percentile.

#### 2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	57.7	50.0
7	67	50.0
8	N/A	50.0
All	<b>62.3</b>	50.0

### ADDITIONAL EVIDENCE

The overall score of Grades 6 and Grade 7 for the 2018-2019 school year totaled 62.3 the statewide median is 50%

Middle Village Prep's test scores have continued to increase throughout its years of operation. As recent as SY 2017-2018, MVP was able to obtain proficiency on the New York State Mathematics exam by outperforming the district. It is evident that Middle Village Prep continues to excel in Mathematics consistently surpassing its neighboring schools in District 24 and New York State

#### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6	42.8	53.15	57.7	50.0
7	<b>59.6</b>	<b>55.96</b>	<b>67</b>	50.0
8	N/A	N/A	0	50.0
All	50.4	54.55	62.3	50.0

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

**Goal 2: Optional Measure**

[Include additional measures that are part of the Accountability Plan.]

**METHOD:**

STUDENTS IN GRADE 6 AND GRADE 7 FOLLOW A CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS. TEACHERS USE MULTIPLE RESOURCES SUCH AS TEXTBOOKS/WORKBOOKS, GUIDED NOTE PACKETS, ENGAGENY TESTING QUESTIONS AS WELL AS ADMINISTER UNIT TESTS AND MOCK EXAMS DURING THE SCHOOL YEAR. TEACHERS INCORPORATE A VARIETY OF TEACHING ACTIVITIES THAT ENABLE STUDENTS TO FOCUS ON EXAMINING HOW TO USE MATHEMATICAL PROBLEMS TO SOLVE REAL WORLD SITUATIONS. TEACHERS ARE ALWAYS LOOKING AT DATA TO HELP DRIVE INSTRUCTION.

**RESULTS AND EVALUATION:**

MIDDLE VILLAGE PREP HAS NOT MET THE TARGET OF 75% HOWEVER MVP DID SURPASS THE DISTRICT LEVEL SET FORTH BY THE STATE.

**ADDITIONAL EVIDENCE:**

ADDITIONAL EVIDENCE COMES FROM THE INCORPORATION OF ADDITIONAL SOFTWARE PROGRAMS SUCH AS CASTLE LEARNING. MIDDLE VILLAGE PREP ALSO OFFERS STUDENTS A 10 WEEK PREP CLASS IN PREPARATION FOR THE STATE TEST

**SUMMARY OF THE MATHEMATICS GOAL**

In Grade 6, teachers will focus on connecting ratio and rate to whole number multiplication and division; understanding division of fractions and the system of rational numbers, which includes negative numbers. Students will begin to develop understanding of statistical thinking. Writing, interpreting, and using expressions and equations with the use of variables in mathematical expressions will be the foundation needed for students to move into grade seven.

In Grade 7, students will be exposed to a mixture of two mathematical curriculums, as we prepare all students to take the Algebra 1 Regents exam. In this grade, instructional time will focus on developing understanding and applying proportional relationships by extending their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students will begin to solve problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. Teacher’s help students make appropriate connections by building on previous work to generate data sets and learn about the importance of representative samples for drawing inferences. They will learn to solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and prisms.

The 8<sup>th</sup> grade curriculum will focus on understanding the concepts of and becoming proficient with the skills of mathematics, communicating and reasoning mathematically and becoming efficient problem solvers by using appropriate tools and strategies. Students will receive the Algebra I content that will prepare them to take the Algebra I Regents exam at the end of eighth grade

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	no
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	yes

### ACTION PLAN

Middle Village Preparatory Charter School's action plan is put into place to demonstrate a strong understanding for the New York State Mathematics curriculum. In order to maintain, or even further improve academic performance, Middle Village Prep will continue to offer extra help, as well as host mock exams. We are looking into a new Math series for our students called ENVISIONS. We are also incorporating MAP testing. MAP testing has a math program that will allow teachers to see the standards mastered of each individual student as well as see where they are still having difficulty. The test is also a prediction to how the student will perform on the state test by generating a 1-4 scale of proficiency.

Additionally, Middle Village Prep offer enhanced support to our students in Grades 6-8 outside of our typical school day. MVP offers New York State test preparation help through a neighboring program. This program provides MVP students with one and a half hours of Mathematics test prep on a Saturday. Students are provided the opportunity to enroll in the program, and attendance is monitored on both MVP's part and the program director in order to make sure students are getting the best possible support. In addition to the test prep program, MVP has partnered with an afterschool program in an effort to further support our students. This supplemental program offers homework help to students enrolled in the program Monday through Friday for one hour. It also offers a Saturday program in which students are assisted with homework prior to branching off into other extracurricular activities.

### GOAL 3: SCIENCE

#### Goal 3: Science

The Science Goal for our students is to attain Proficiency and beyond for all of our students. Middle Village Prep offers the 8<sup>th</sup> grade students the Earth Science Regents. Our goal is to reach 75% and to continue to outperform the District.

#### BACKGROUND

Middle Village Prep's Science program is based on the New York State Next Generation Learning Standards. Students in grade 6 begin with an introduction to General Science with a strong emphasis on Life Science, which takes the student through discovery and learning of the living environment. Topics include: cell and human Biology, genetics, biochemistry, ecology, and survey of the five kingdoms of living organisms. In Grade 6, students participate in a science fair at the end of the school year demonstrating an experiment based on a skill/topic that they learned in science during the year and create a visual board of their topic along with a hypothesis including steps and results of their procedure.

Students in Grade 7 continue to examine the areas of energy, motion, forces, heat waves, light, sound, electricity and atomic structures and their applications. In grade 7, students visit Adventure Land for the Day to participate in Technology day.

It serves as an introduction to the Technical World, through the students' investigation of the various rides at the amusement park. A workbook with activity sheets guides students through the learning process as they observe, record time, sketch, and calculate specific aspects of the rides.

The students in Grade 8 prepare for the Earth Science Regents. Students are exposed to activities and hands on projects that study our planet, its composition, history, geological processes, and the environment in space. Our Regents level program meets New York State Regents standards and our students take the Regents exam in June. All Science programs have 30 hours of lab. Laboratory activities with reports are an essential part of the program. In line with the school's constructivist approach, MVP believes that students learn most effectively when they have a central role in the learning process and that science skills should be based on a series of discoveries. Therefore, MVP will ensure that students master the skills they need to grow towards scientific literacy, including an understanding of scientific explanations, and the ability to generate evidence, understand the scientific method and its applications over time through an exploratory student-centered problem solving approach in MVP's Science Lab.

Middle Village Prep has also expanded its Science program by building a school Fab Lab. The school Fab Lab is an extension of our STEM program. All students in Grade 7 and Grade 8 receive Fab Lab two periods a week. This allows the students to work with hands on materials such as Laser Cutters, 3D printing, VR machine, Drone Flying and so much more. It is truly a great experience for the students to work hands on with machinery and create something based on their imagination. Science, Technology, Math and Engineering play a big role in the design and model of many of the lessons presented to students in the Fab Lab offering a new world for students to discover and the opportunity to possibly look in to a future career path.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS AND EVALUATION

Middle Village Prep Students in Grade 8 do not take the NYS Science 8<sup>th</sup> grade exam. We offer Earth Science Regent to all Grade 8 Students.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	N/A	N/A
8	N/A	N/A
All	N/A	N/A

### ADDITIONAL EVIDENCE

#### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Earth Science	36.6%	101
8	2017-18	Earth Science	59%	108
8	2018-19	Earth Science	73%	119

Middle Village Prep Charter School administers the Earth Science Regents exam to all students in Grade 8. Using multiple resources such as Pearson's Earth Science series workbook, Castle Learning, Barron's Regent Earth Science prep book and Regents Mock exams, the students in the 8<sup>th</sup> percent passing rate has continued to increase each year. We also offer to the 8<sup>th</sup> grade students a 6 week Regent Prep course after school focusing on testing strategies and Regents questions.

#### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	N/A		N/A		N/A	
8	N/A		N/A		N/A	
All	N/A		N/A		N/A	

### Goal 3: Comparative Measure

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

### RESULTS AND EVALUATION

Middle Village Prep 8<sup>th</sup> Grade Students take the Earth Science Regents. According to our data in the above table, Student passing rate over 65% has increased each year.

2018-19 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

### ADDITIONAL EVIDENCE

Since Middle Village Prep does not offer the NYS 8<sup>th</sup> Grade Science test, we do not have data in this area to report on.

Science Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4						
8						
All						

<sup>9</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

**Goal 3: Optional Measure**

[Include additional measures that are part of the Accountability Plan.]

STUDENTS IN GRADE 8 FOLLOW A HIGH SCHOOL LEVEL CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS FOR EARTH SCIENCE. TEACHERS USE MULTIPLE RESOURCES SUCH AS TEXTBOOKS/WORKBOOKS, GUIDED NOTE PACKETS, ENGAGENY TESTING QUESTIONS AS WELL AS ADMINISTER UNIT TESTS AND MOCK EXAMS DURING THE SCHOOL YEAR. TEACHERS INCORPORATE A MINIMUM OF 30 HOURS OF LAB HOURS FOR STUDENTS TO PRACTICE EXPERIMENTS AND MAKE DISCOVERIES ON VARIOUS SCIENTIFIC TOPICS.

**RESULTS AND EVALUATION:**

MIDDLE VILLAGE PREP HAS SHOWN AN INCREASE IN EARTH SCIENCE SCORES OVER TIME

**ADDITIONAL EVIDENCE:**

ADDITIONAL EVIDENCE COMES FROM THE INCORPORATION OF ADDITIONAL SOFTWARE PROGRAMS SUCH AS CASTLE LEARNING. MIDDLE VILLAGE PREP ALSO OFFERS STUDENTS A 6 WEEK PREP CLASS IN PREPARATION FOR THE REGENTS EXAM AS WELL AS AFTERSCHOOL HELP FOR STUDENTS WHO NEED ADDITIONAL SUPPORT.

**SUMMARY OF THE SCIENCE GOAL**

In place of the NYS 8<sup>th</sup> Grade Science Exam, students are required to take the Earth Science Regents exam. Our goal is for students to become proficient with a minimum of a 75% passing rate.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
	[Write in optional measure here]	

## ACTION PLAN

Middle Village Prep will continue the support of Teacher College who will be incorporating a Science coach to work with teachers on incorporating the Next Generation Standards into the NYS curriculum. We will also continue to support teachers by sending them to professional development workshops that will incorporate STEM activities into the classroom. MVP is also looking in a new book series that is separated into different topics/modules as opposed to a whole textbook. The smaller modules provide students with models of questions and exercises that help promote project based learning as well as offer science articles with constructive response questions

## GOAL 4: ESSA

### Goal 4: ESSA

Write the school's Accountability Plan ESSA goal here.

#### Goal 4: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

The school's instructional approach has focused on specific strategies in order to improve student outcomes in ELA and Math as well as other core subject areas. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Greater emphasis is being placed in improving writing skills within the ELA curriculum, as well as across content areas like History, Science and Math. In addition, support has been provided to the faculty members through professional development opportunities and by higher education institutions such as Teachers College.

These efforts have helped us for the past three years to meet the State's accountability; we have met our comparative measures goals with the District and the State; in addition, MVP has exceeded the predicted proficiency based on our percentage of economically disadvantaged students as indicated on the chart from the Charter Schools Institute Accountability Dossier.

## ADDITIONAL EVIDENCE

As Middle Village Prep continues to grow, we are able to offer our students more programs that not only enhances their academic abilities but also prepares them for college and career readiness. Middle Village Prep has been named a Reward School based on performance in the 2018-2019 school year. We continue our mission to meet the goals set by the district and the state.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

## APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

### Goal S: Parent Satisfaction

Middle Village Prep parents are an important part of our school community. We want parents to be involved in their child’s education and become part of the learning process by being partners with their child, teacher and administration. When everyone is working together is when the child will meet not only their academic goals but grow to become more independent and take pride in their work.

### Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

### METHOD

Each year, school surveys are delivered to the school for distribution to the parents. At the parent PTA meeting, school administration attends the meeting to talk to parents about the up-coming survey that will be sent home to them. At this meeting we discuss the importance of the survey and how important it is for them to answer the questions honestly and provide feedback so that we can help support their child as well as help them over the three years that they are with us.

### RESULTS

Provide a narrative of parents’ responses.

#### 2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
[114]	[114]	[30%]

#### 2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
families say that the principal encourages feedback from the community and them through regular meetings	[90%]
families say that the principal is strongly committed to shared decision making	[93%]
families say that the principal at their school promotes family and community involvement in the school	[97%]

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

families feel that the principal works to create a sense of community in the school	[98%]
families say that school staff regularly communicate with them about how families can help their child learn	[89%]

### EVALUATION

Based on the responses from the surveys received, many parents were pleased with the school communication as we were 3% higher than the District in these areas. In the area of regular communication about school staff communicating with families on ways to help their child learn, MVP was even with the District.

#### Goal 5: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September

### METHOD

Middle Village Prep uses a system called TEACHERASE.COM in order to track students' grades in the areas of Tests, Quizzes, Projects, Homework and Classwork. Students and Parents receive a progress report three times in the school year (October, January and April) to show parents are students are performing before the report card is distributed. Report cards are given to families 3 times during the year where Trimester 1 and Trimester 2, parent/teacher conferences are held to discuss academic growth or challenges that students may have. The report card is cumulative and the final grade is a combination of T1-T3. Students who are failings 2 subjects or more at any time during the year are notified by the school guidance counselor and parents are called into school to discuss possible causes and ways to get the students back on track.

### RESULTS

Present a narrative describing number of students in various categories and the retention rate.

#### 2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
381	108	250	91.5

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

### ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	96.6%
2017-18	93.7%
2018-19	91.5

#### Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

### METHOD

Student attendance is entered each day through our system called teacherease.com. Once attendance is recorded in the teacherease.com system it is then uploaded into ATS.

### RESULTS

The daily attendance rate of our students is above 95%

#### 2018-19 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	95.94
7	96.6
8	95.83
Overall	96.12

### EVALUATION

The school met its goal as evidenced by the data provided in the chart below. The school was able to maintain an attendance rate average of 95.8%. Students are encouraged to be consistent with their

attendance and are acknowledged at school wide assemblies. Certificates of recognition are issued. Before school programs (Enrichment/ Support) are offered to students so that they can increase their level of performance thus building confidence and motivating them to attend on a daily basis. Students' attendance is recorded daily and maintained on ATS. The school reviews it on a weekly basis to identify trends, communicate with parents/students and to take appropriate measures with students who may be having difficulties attending school regularly. Attendance data is shared with the faculty and especially the Guidance Counselors, in order to identify common strategies to address any lateness or absenteeism issues

## ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	[96%]
2017-18	[95.8%]
2018-19	96.12

## APPENDIX B: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

## ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

### Absolute Measure

In 2018-19, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6			0	2				
7			48	126				
8					81	120		
All			48	128	81	120		

#### Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. Schools should provide narrative rationale for why the choices below are meaningful and compelling comparisons. The first table features a grade level breakdown for 2018-18; the other presents annual aggregate results over time.

### 2018-19 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 93		PS 119		PS 128	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6	0	2						
7	48	126	38.9	355	53.3	214	70.4	125
8	81	120	49.4	338	75.8	153	69	87
All	64.5	248	44.1	133	64.5	367	69.7	212

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		P.S. 93		PS 119		PS 128	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2016-17	7-8	61.3	225	42.6	729	64.5	438	65.8	180
2017-18	7-8	64.1	231	43.5	660	68.5	382	72.5	193
2018-19	7-8	64.5	248	44.4	693	64.5	367	69.7	212

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2017-18 and 2018-19. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

In the SY2018-2019, Middle Village Prep administered the MAP Testing to the students in Grades 6-8. We were having some challenges with the Wi-Fi and internet connection and noticed that some of the student’s answers were not recorded for the exam. The MAP Testing was to provide data in the areas of ELA and Math for our students by showing a projected level of proficiency that the students would achieve on the State Test exam.

Middle Village Prep’s goal going forward is to use the MAP assessment three times in the school year. In the beginning of the year it will be administered to students in September as a benchmark assessment providing data to teachers to see where their students are at in terms of standards and content skills in ELA and Math. The test will be administered again in January to show growth in the skills learned over the first few months of school. This will help teachers adjust lessons and group students accordingly in the classroom. An end of the year assessment will be administered to help teachers set targets for the next school year.

RESULTS

Cohort Growth on [XXX] Test from Spring 2018 to Spring 2019

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2017-18	Target	2018-19	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

### EVALUATION

We were unable to have a set of data results with measurable goals since the test was only administered one time at the end of the school year. We were able to have conversations with the students about their performance and review their projected levels with them to help identify the skills that they were struggling with.

### ADDITIONAL EVIDENCE

Not applicable at this time

#### Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2016-17	
2017-18	
2018-19	

#### Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2015-16	[?/?]		
2016-17	[?/?]		
2017-18	[?/?]		
2018-19	[?/?]		

## ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

#### 2018-19 Science Performance by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								





# Entry 4 Expenditures per Child

Last updated: 07/16/2019

## MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL Section Heading

### 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 2018-19 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	6882490
Line 2: Year End FTE student enrollment	400
Line 3: Divide Line 1 by Line 2	17206

## 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 2018 19 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)	479788
Line 2: Management and General Cost (Column)	414935
Line 3: Sum of Line 1 and Line 2	894723
Line 5: Divide Line 3 by the Year End FTE student enrollment	2236

**Thank you.**

**Middle Village Preparatory Charter School**

Financial Statements

June 30, 2019 and 2018

## Independent Auditors' Report

**Board of Trustees**  
**Middle Village Preparatory Charter School**

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Middle Village Preparatory Charter School, which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years 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 audits. We conducted our audits 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 entity'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 entity'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 clear 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 Middle Village Preparatory Charter School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Change in Accounting Principle***

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, Middle Village Preparatory Charter School adopted new accounting guidance resulting in a change in the manner in which it presents net assets and report certain aspects of its financial statements. Our opinion is not modified with respect to this matter.

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

In accordance with *Government Auditing Standards*, we have also issued our report dated September 25, 2019 on our consideration of Middle Village Preparatory Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely 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 the effectiveness of Middle Village Preparatory Charter School's 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 Middle Village Preparatory Charter School's internal control over financial reporting and compliance.

*PKF O'Connor Davies, LLP*

September 25, 2019

## Middle Village Preparatory Charter School

### Statements of Financial Position

	June 30,	
	<u>2019</u>	<u>2018</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 3,879,244	\$ 3,380,708
Grants and accounts receivable	72,951	176,636
Investments	3,762,261	2,398,952
Prepaid expenses and other assets	290,394	34,534
Restricted cash	75,132	75,095
Property and equipment, net	<u>509,684</u>	<u>406,246</u>
	<u>\$ 8,589,666</u>	<u>\$ 6,472,171</u>
<b>LIABILITIES AND NET ASSETS</b>		
Liabilities		
Accounts payable and accrued expenses	\$ 386,314	\$ 365,351
Deferred revenue	<u>7,356</u>	<u>-</u>
Total Liabilities	<u>393,670</u>	<u>365,351</u>
Net Assets Without Donor Restriction		
Undesignated	3,061,672	1,664,257
Board designated	<u>5,134,324</u>	<u>4,442,563</u>
Total Net Assets Without Donor Restriction	<u>8,195,996</u>	<u>6,106,820</u>
	<u>\$ 8,589,666</u>	<u>\$ 6,472,171</u>

See notes to financial statements

## Middle Village Preparatory Charter School

### Statements of Activities

	Year Ended	
	June 30	
	2019	2018
<b>REVENUE AND SUPPORT</b>		
Public School District -		
State and local per pupil operating revenue	\$ 6,861,805	\$ 6,262,717
Government grants and contracts	1,631,927	1,212,963
Interest and dividend revenue	108,235	64,165
Net realized and unrealized gain (loss) on investments	62,971	(56,623)
Other income	25,742	22,014
Total Revenue and Support	8,690,680	7,505,236
<b>EXPENSES</b>		
Program services	5,873,039	5,271,330
Management and general	728,465	771,883
Total Expenses	6,601,504	6,043,213
Change in Net Assets	2,089,176	1,462,023
<b>NET ASSETS WITHOUT DONOR RESTRICTION</b>		
Beginning of year	6,106,820	4,644,797
End of year	\$ 8,195,996	\$ 6,106,820

See notes to financial statements

**Middle Village Preparatory Charter School**

Statement of Functional Expenses  
Year Ended June 30, 2019

	No. of Positions	No. of Students	2019				2018	
			Program Services			Management and General	Total	Total
			Regular Education	Special Education	Total			
		399	348	51				
Personnel Services Costs								
Administrative staff personnel	10		\$ 388,914	\$ 243,072	\$ 631,986	\$ 340,300	\$ 972,286	\$ 932,143
Instructional personnel	28		1,401,847	615,096	2,016,943	-	2,016,943	1,774,916
Non-instructional personnel	1		87,787	10,527	98,314	-	98,314	74,345
Total Personnel Services Costs	39		1,878,548	868,695	2,747,243	340,300	3,087,543	2,781,404
Fringe benefits and payroll taxes			255,117	117,974	373,091	46,215	419,306	382,734
Retirement			52,824	24,427	77,251	9,569	86,820	74,892
Legal service			-	-	-	17,940	17,940	71,941
Accounting/audit services			-	-	-	53,028	53,028	47,300
Building and land rent/lease			925,007	427,750	1,352,757	167,566	1,520,323	738,000
Repairs and maintenance			1,183	548	1,731	214	1,945	403,880
Insurance			69,243	32,020	101,263	12,543	113,806	110,796
Utilities			-	-	-	-	-	252,000
Supplies/materials			204,154	24,482	228,636	-	228,636	262,094
Equipment/furnishings			25,690	11,880	37,570	4,654	42,224	43,152
Staff development			76,491	9,173	85,664	-	85,664	42,566
Marketing and recruitment			83,758	17,982	101,740	4,199	105,939	111,038
Technology			6,320	2,923	9,243	1,145	10,388	3,793
Food service			110,416	51,059	161,475	20,002	181,477	172,622
Student services			163,145	31,640	194,785	3,419	198,204	102,775
Office expense			20,151	9,318	29,469	3,650	33,119	30,814
Depreciation and amortization			160,296	74,124	234,420	29,039	263,459	285,386
Other			99,252	37,449	136,701	14,982	151,683	126,026
Total Expenses			<u>\$ 4,131,595</u>	<u>\$ 1,741,444</u>	<u>\$ 5,873,039</u>	<u>\$ 728,465</u>	<u>\$ 6,601,504</u>	<u>\$ 6,043,213</u>

See notes to financial statements

## Middle Village Preparatory Charter School

### Statement of Functional Expenses Year Ended June 30, 2018

	No. of Positions	No. of Students	Program Services			Management and General	Total
			Regular Education	Special Education	Total		
		386	342	44			
Personnel Services Costs							
Administrative staff personnel	11		\$ 372,857	\$ 233,036	\$ 605,893	\$ 326,250	\$ 932,143
Instructional personnel	26		1,257,019	517,897	1,774,916	-	1,774,916
Non-instructional personnel	1		65,807	8,538	74,345	-	74,345
Total Personnel Services Costs	38		1,695,683	759,471	2,455,154	326,250	2,781,404
Fringe benefits and payroll taxes			233,333	104,507	337,840	44,894	382,734
Retirement			45,658	20,449	66,107	8,785	74,892
Legal service			-	-	-	71,941	71,941
Accounting/audit services			-	-	-	47,300	47,300
Building and land rent/lease			449,922	201,513	651,435	86,565	738,000
Repairs and maintenance			246,225	110,281	356,506	47,374	403,880
Insurance			67,547	30,253	97,800	12,996	110,796
Utilities			153,632	68,809	222,441	29,559	252,000
Supplies/materials			231,995	30,099	262,094	-	262,094
Equipment/furnishings			26,307	11,783	38,090	5,062	43,152
Staff development			37,678	4,888	42,566	-	42,566
Marketing and recruitment			87,510	18,940	106,450	4,588	111,038
Technology			2,312	1,036	3,348	445	3,793
Food service			105,239	47,135	152,374	20,248	172,622
Student services			65,912	21,167	87,079	15,696	102,775
Office expense			18,786	8,414	27,200	3,614	30,814
Depreciation and amortization			173,986	77,925	251,911	33,475	285,386
Other			81,985	30,950	112,935	13,091	126,026
Total Expenses			<u>\$ 3,723,710</u>	<u>\$ 1,547,620</u>	<u>\$ 5,271,330</u>	<u>\$ 771,883</u>	<u>\$ 6,043,213</u>

See notes to financial statements

## Middle Village Preparatory Charter School

### Statements of Cash Flows

	Year Ended	
	June 30	
	<u>2019</u>	<u>2018</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Cash receipts from per pupil operating revenue and government grants and contracts	\$ 8,604,773	\$ 7,483,277
Cash receipts from interest and dividend revenue	108,235	64,165
Other income	<u>25,742</u>	<u>22,014</u>
Total Cash Received	<u>8,738,750</u>	<u>7,569,456</u>
Cash paid for payroll and benefits	3,597,182	3,256,445
Cash paid to vendors	<u>2,975,760</u>	<u>2,491,591</u>
Total Cash Paid	<u>6,572,942</u>	<u>5,748,036</u>
Net Cash from Operating Activities	<u>2,165,808</u>	<u>1,821,420</u>
 <b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of investments	(1,970,655)	(2,922,375)
Sale of investments	670,317	2,266,801
Purchases of property and equipment	(366,897)	(192,371)
Deposits to restricted cash	<u>(37)</u>	<u>(25)</u>
Net Cash from Investing Activities	<u>(1,667,272)</u>	<u>(847,970)</u>
Net Change in Cash and Cash Equivalents	498,536	973,450
 <b>CASH AND CASH EQUIVALENTS</b>		
Beginning of year	<u>3,380,708</u>	<u>2,407,258</u>
End of year	<u>\$ 3,879,244</u>	<u>\$ 3,380,708</u>

See notes to financial statements

## **Middle Village Preparatory Charter School**

Notes to Financial Statements  
June 30, 2019 and 2018

### **1. Organization and Tax Status**

Middle Village Preparatory Charter School (the "School") is a public charter school whose mission is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

The School operates in Middle Village, New York. On January 1, 2013, the Board of Regents of the University of the State of New York (the "Board of Regents") granted the School a provisional charter valid for a term of five years and renewable upon expiration. During the year ended June 30, 2018, the Board of Regents renewed the School's charter for a period of five years expiring July 31, 2023. The School opened with its first academic year in the fall of 2013 and provided education to 399 and 386 students in sixth through eighth grade during the 2018-2019 and 2017-2018 academic years.

The School's primary sources of revenue are from state and local per pupil operating revenue and other government funding.

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

### **2. Summary of Significant Accounting Policies**

#### ***Basis of Presentation and Use of Estimates***

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingencies, if any, at the date of the financial statements, and the reported amounts of support and revenue and expenses during the period then ended. Actual results could differ from those estimates.

#### ***Change in Accounting Principle***

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for-Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restriction and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to (1) the liquidity of financial assets, and (2) expenses by both their natural and functional classification in one location in the financial statements.

## Middle Village Preparatory Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 2. Summary of Significant Accounting Policies (*continued*)

#### ***Net Asset Presentation***

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

*Without donor restriction* - consist of resources available for the general support of the School's operations. Net assets without donor restriction may be used at the discretion of the School's management and Board of Trustees. Board designated net assets were established by the Board of Trustees to provide a cash and cash equivalents reserve for unseen operating and capital expenses.

*With donor restriction* - represent amounts restricted by donors for specific activities of the School or to be used at some future date and amounts restricted by donors to be maintained in perpetuity. The School records contributions as net assets with donor restriction if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restriction are reclassified to net assets without donor restriction and reported in the statements of activities as net assets released from restrictions. However, when restrictions on net assets with donor restricted contributions are met in the same accounting period in which they are received, such amounts are reported as net assets without donor restriction.

The School had no net assets with donor restriction at June 30, 2019 and 2018.

#### ***Cash and Cash Equivalents***

Cash and cash equivalents include cash balances held in bank accounts and highly liquid debt investments, with a maturity of three months or less at the time of purchase.

#### ***Fair Value Measurements***

The School follows U.S. GAAP guidance on fair value measurements, which defines fair value and establishes a fair value hierarchy organized into three levels based upon the input assumptions used in pricing assets. Level 1 inputs have the highest reliability and are related to assets with quoted prices in active markets. Level 2 inputs relate to assets with other than quoted prices that are observable, either directly or indirectly, with fair value being determined through the use of models or other valuation methodologies. Level 3 inputs are unobservable inputs and are used to the extent that observable inputs do not exist.

## **Middle Village Preparatory Charter School**

Notes to Financial Statements  
June 30, 2019 and 2018

### **2. Summary of Significant Accounting Policies (*continued*)**

#### ***Investment Valuation***

Investments are carried at fair value.

#### ***Restricted Cash***

Included in restricted cash is an escrow fund of \$75,132 as of June 30, 2019 and \$75,095 as of June 30, 2018 to cover debts in the event of the School's dissolution. According to Section 2851(2)(t) of the Charter School Law, the School will maintain no less than \$75,000 in an escrow account.

#### ***Property and Equipment***

Property and equipment is recorded at cost. Additions and improvements or betterments in excess of \$1,000 with an estimated useful life of more than three years are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Leasehold improvements are amortized over the shorter of the estimated useful life of the asset or term of the related lease. Property and equipment acquired with certain government contract funds are recorded as expenses when the government retains title to such assets.

#### ***Impairment of Long-Lived Assets***

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized at June 30, 2019 and 2018.

#### ***Revenue Recognition***

Revenue from state and local governments under the charter agreement is based on the number of students enrolled and recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts is recognized by the School when qualifying expenditures are incurred. Funds received in advance for which qualifying expenditures have not been incurred are reflected as deferred revenue in the accompanying statements of financial position.

## **Middle Village Preparatory Charter School**

Notes to Financial Statements  
June 30, 2019 and 2018

### **2. Summary of Significant Accounting Policies (continued)**

#### ***Revenue Recognition (continued)***

The School follows U.S. GAAP guidance on accounting for contributions received and contributions made. Accordingly, contributed assets are recorded at fair value at the date of donation. Services are recognized as revenue and assets or expenses at fair value if those services create or enhance nonfinancial assets, would typically need to be purchased by the School if they had not been provided by contribution or require specialized skills and are provided by individuals with those skills.

A number of volunteers have made a contribution of their time to the School to develop its programs and to serve on the School's Board of Trustees. The value of such contributed time is not reflected in these financial statements because it does not meet the criteria for recognition.

#### ***Investment Income Recognition***

Purchases and sales of securities are recorded on a trade date basis. Interest revenue is recorded on the accrual basis and dividends are recorded on the ex-dividend date. Realized and unrealized gains and losses are included in the determination of change in net assets.

#### ***Functional Expenses***

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

Expenses are classified according to the functional categories for which they are incurred, as follows:

Regular Education Program Services – represents expenses directly associated with regular education.

Special Education Program Services – represents expenses directly associated with special education for certain students requiring additional attention and guidance.

Management and General – represents expenses related to the overall administration and operation of the School that are not associated with any education services or fundraising.

#### ***Marketing and Recruitment***

Marketing and recruitment costs are expensed as incurred for staff and student recruitment. Marketing and recruitment costs for the years ended June 30, 2019 and 2018 was \$105,939 and \$111,038.

## **Middle Village Preparatory Charter School**

Notes to Financial Statements  
June 30, 2019 and 2018

### **2. Summary of Significant Accounting Policies (*continued*)**

#### ***Operating Leases***

Operating leases are classified in accordance with the terms of the underlying agreements. Operating lease payments are charged to building and land rent/lease expense and are recorded on a straight-line basis. Deferred rent is recorded when there are material differences between the fixed payment and the building and land rent/lease expense.

#### ***Accounting for Uncertainty in Income Taxes***

The School recognizes the effect of income tax positions only when they are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing authorities for the years prior to June 30, 2016.

#### ***Subsequent Events Evaluation by Management***

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through September 25, 2019, which is the date that the financial statements were available to be issued.

#### ***Reclassification***

Certain accounts in the 2018 financial statements have been reclassified to conform to the 2019 financial statement presentation.

### **3. Concentration of Credit Risk and Revenue**

Financial instruments that potentially subject the School to concentrations of credit risk consists primarily of cash and cash equivalents, investments, and grants and accounts receivable. At times, the cash balance may be in excess of the Federal Deposit Insurance Corporation's Insurance limits. As of June 30, 2019 and 2018, the uninsured portion of this balance was \$3,379,148 and \$2,630,708. The investment portfolio is diversified by types of investments and industry concentrations so that no individual investment or group of investments represents a significant concentration of risk.

The School receives a majority of its revenues from the New York State Education Department through the Charter Schools Institute of the State of New York. The Charter Schools Institute of the State of New York provides general operating support to the School based upon the location and the number of students enrolled. State and local per pupil education and special education revenue provided to the School totaled \$6,861,805 and \$6,262,717 for the years ended June 30, 2019 and 2018. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances would be materially adversely affected.

## Middle Village Preparatory Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 3. Concentration of Credit Risk and Revenue *(continued)*

A majority of the grants and accounts receivable as of June 30, 2019 and 2018 are owed from New York State Education Department and are expected to be collected in the normal course of business operations.

The School entered into contractual arrangements with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund, because management does not believe that there are any liabilities to be recorded.

### 4. Grants and Accounts Receivable

Grants and accounts receivable are deemed to be fully collectible by management and consist of income from the federal government and New York State.

### 5. Investments

Major categories of investments categorized by the fair value hierarchy are as follows at June 30:

	2019			2018	
	Quoted Price in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Total	Quoted Price in Active Markets for Identical Assets (Level 1)	Total
Exchange-traded funds and closed-end funds	\$ 1,125,637	\$ -	\$ 1,125,637	\$ 1,057,821	\$ 1,057,821
Corporate bonds	275,623	1,221,142	1,496,765	265,634	265,634
Common stocks	26,173	-	26,173	27,600	27,600
Mutual funds	931,738	-	931,738	1,034,699	1,034,699
	<u>\$ 2,359,171</u>	<u>\$ 1,221,142</u>	3,580,313	<u>\$ 2,385,754</u>	2,385,754
Cash equivalents, at cost			181,948		13,198
			<u>\$ 3,762,261</u>		<u>\$ 2,398,952</u>

During the years ended June 30, 2019 and 2018, there were no transfers in or out of Levels 1, 2 or 3 of the fair value hierarchy.

## Middle Village Preparatory Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 6. Property and Equipment

Property and equipment consist of the following at June 30:

	2019	2018	Estimated Useful Lives
Computers and other equipment	\$ 946,046	\$ 680,056	3
Furniture and fixtures	379,159	325,323	7
Leasehold improvements	801,963	754,892	5
	2,127,168	1,760,271	
Accumulated depreciation and amortization	(1,617,484)	(1,354,025)	
	\$ 509,684	\$ 406,246	

### 7. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30, 2019:

Financial assets at year end:	
Cash and cash equivalents	\$ 3,879,244
Grants and contracts receivable	72,951
Investments	3,762,261
Total Financial Assets	7,714,456
Less amounts unavailable for general expenditure:	
Board designated net assets	5,134,324
Financial assets at year end available to meet cash needs for general expenditure within one year	\$ 2,580,132

As part of its liquidity management plan, the School invests cash in excess of daily requirements in short-term investments. Although the School does not intend to spend from its board designated net assets other than amounts appropriated for general expenditures as part of its annual budget approval and appropriation, amounts could be made available if necessary.

## Middle Village Preparatory Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 8. Board Designated Net Assets

For the years ended June 30, 2019 and 2018, the School designated \$672,659 and \$607,516 as a reserve for future capital projects.

The board designated net assets activity for the years ended June 30, 2019 and 2018 is as follows:

	Balance June 30, 2018	Additions	Released	Balance June 30, 2019
Future capital projects	<u>\$ 4,442,563</u>	<u>\$ 691,761</u>	<u>\$ -</u>	<u>\$ 5,134,324</u>
	Balance June 30, 2017	Additions	Released	Balance June 30, 2018
Future capital projects	<u>\$ 3,835,047</u>	<u>\$ 607,516</u>	<u>\$ -</u>	<u>\$ 4,442,563</u>

As part of its liquidity management plan, the School invests cash in excess of daily requirements in short-term investments. Although the School does not intend to spend from its board designated net assets other than amounts appropriated for general expenditures as part of its annual budget approval and appropriation, amounts could be made available if necessary.

### 9. Operating Leases

Effective February 1, 2013, the School entered into a sublease agreement with a not-for-profit third party for a period of five years and five months, which terminated on June 30, 2018.

Effective July 1, 2018, the School renewed its sublease agreement for a period of five years terminating on June 30, 2023. The sublease may be renewed for an additional five years with the same terms. The rate of rent will increase during the term of the lease by approximately 1% annually. The rent for additional space shall also be calculated and charged in proportion to the increase in floor space. The rental expense totaled \$1,520,323 and \$738,000 for the years ended June 30, 2019 and 2018. Additional fees related to care and maintenance totaled \$653,184 for the year ended June 30, 2018. There were no care and maintenance fees for the year ended June 30, 2019.

## Middle Village Preparatory Charter School

Notes to Financial Statements  
June 30, 2019 and 2018

### 9. Operating Leases (continued)

Future minimum rental expense to be paid pursuant to the agreement is as follows for the years ending June 30:

2020	\$ 1,495,644
2021	1,515,372
2022	1,535,100
2023	<u>1,554,828</u>
	<u>\$ 6,100,944</u>

### 10. Employee Benefit Plan

The School maintains a deferred compensation plan for all qualified employees. The School elects to make contributions to the plan on a discretionary basis. For the years ended June 30, 2019 and 2018, the School expended and contributed \$86,820 and \$74,892 to the plan.

### 11. Contingency

The School is currently a subtenant of Christ the King Regional High School ("Christ the King"), which is a party to a lease for a school building previously owned by the Roman Catholic Diocese of Brooklyn (the "Diocese"). The Diocese is attempting to evict the King. The School sought to intervene as a party to the suit which commenced in 2013, and the School won its appeal to intervene, and Christ the King won its appeal to over-turn the summary judgment granted to the Diocese. In lieu of the matter returning to court for trial, the Diocese and Christ the King are now in negotiations to allow Christ the King to remain on the premises. However, if Christ the King and therefore the School as well is evicted, it would not affect the ability of the School to continue as a going concern. If the School is evicted, it will have to locate to an alternative, potentially more expensive space in which to run its program. Pending the resolution of this matter, the School is fully functional and operating its program within Christ the King. The School is confident that it and Christ the King will prevail in this matter, but it is unclear what the outcome will be.

\* \* \* \* \*

**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**

**Independent Auditors' Report**

**Board of Trustees  
Middle Village Preparatory 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 Middle Village Preparatory Charter School (the "School"), which comprise the statement of financial position as of June 30, 2019, 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 25, 2019.

**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 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 entity'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.

### **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.

*PKF O'Connor Davies, LLP*

September 25, 2019

**Middle Village Preparatory Charter School**

Auditors' Communication on Internal Control

June 30, 2019

**Board of Trustees**  
**Middle Village Preparatory Charter School**

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Middle Village Preparatory Charter School (the "School") as of and for the year ended June 30, 2019, 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 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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity'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 deficiencies, 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, as defined above.

This communication is intended solely for the information and use of management, the board of trustees, others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.

*PKF O'Connor Davies, LLP*

September 25, 2019

\* \* \* \* \*



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

<b>Charter School Name:</b>	Middle Village Preparatory Charter School
<b>Audit Period:</b>	2018-19
<b>Prior Period:</b>	2017-18
<b>Report Due Date:</b>	Friday, November 1, 2019
<b>Date Submitted:</b>	Monday, October 21, 2019
<b>School Fiscal Contact Name:</b>	Christian Quezada
<b>School Fiscal Contact Email:</b>	
<b>School Fiscal Contact Phone:</b>	
<b>School Audit Firm Name:</b>	PKF O'Connor Davies, LLP
<b>School Audit Contact Name:</b>	Alex Buchholz
<b>School Audit Contact Email:</b>	
<b>School Audit Contact Phone:</b>	

Please submit the Annual Financial Statement and other associated documents  
to BOTH  
SUNY Charter Schools Institute  
AND  
New York State Education Department

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/home.aspx>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	On Extension
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

**NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:**

Online Portal: <https://nysed-cso-reports.myreviewroom.com/>

**Required Items:**

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included);
- 2) Audited Financial Report;

**And, if applicable:**

- 3) Management Letter and Response;
- 4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

**MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2019**

<u>ASSETS</u>	<u>2018-19</u>	<u>2017-18</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 3,879,244	\$ 3,380,708
Grants and contracts receivable	72,951	176,636
Accounts receivables	-	-
Prepaid expenses	290,394	34,534
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>4,242,589</b>	<b>3,591,878</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>509,684</b>	<b>406,246</b>
<b><u>OTHER ASSETS</u></b>	<b>3,837,393</b>	<b>2,474,047</b>
<b>TOTAL ASSETS</b>	<b>8,589,666</b>	<b>6,472,171</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 386,314	\$ 365,351
Accrued payroll and benefits	-	-
Deferred Revenue	7,356	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>393,670</b>	<b>365,351</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>-</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>393,670</b>	<b>365,351</b>
<b><u>NET ASSETS</u></b>		
Unrestricted	8,195,996	6,106,820
Temporarily restricted	-	-
<b>TOTAL NET ASSETS</b>	<b>8,195,996</b>	<b>6,106,820</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>8,589,666</b>	<b>6,472,171</b>

CK - Should be zero

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**MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL**

**Statement of Activities  
as of June 30, 2019**

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 6,117,901	\$ -	\$ 6,117,901	\$ 5,613,234
Students with disabilities	743,904	-	743,904	649,483
Grants and Contracts				
State and local	1,504,517	-	1,504,517	1,023,342
Federal - Title and IDEA	127,410	-	127,410	189,621
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>8,493,732</b>	<b>-</b>	<b>8,493,732</b>	<b>7,475,680</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 5,873,039	\$ -	\$ 5,873,039	\$ 5,271,330
Special Education	-	-	-	-
Other Programs	-	-	-	-
Total Program Services	5,873,039	-	5,873,039	5,271,330
Management and general	728,465	-	728,465	771,883
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>6,601,504</b>	<b>-</b>	<b>6,601,504</b>	<b>6,043,213</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>1,892,228</b>	<b>-</b>	<b>1,892,228</b>	<b>1,432,467</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	171,206	-	171,206	7,542
Miscellaneous income	25,742	-	25,742	22,014
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>196,948</b>	<b>-</b>	<b>196,948</b>	<b>29,556</b>
<b>CHANGE IN NET ASSETS</b>	<b>2,089,176</b>	<b>-</b>	<b>2,089,176</b>	<b>1,462,023</b>
NET ASSETS BEGINNING OF YEAR	6,106,820	-	6,106,820	4,644,797
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 8,195,996</b>	<b>\$ -</b>	<b>\$ 8,195,996</b>	<b>\$ 6,106,820</b>

**MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2019**

	<u>2018-19</u>	<u>2017-18</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 2,165,808	\$ 1,821,420
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Deposits to Restricted Cash	(37)	(25)
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 2,165,771</b>	<b>\$ 1,821,395</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(366,897)	(192,371)
Other	(1,300,338)	(655,574)
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (1,667,235)</b>	<b>\$ (847,945)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 498,536</b>	<b>\$ 973,450</b>
Cash at beginning of year	3,380,708	2,407,258
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 3,879,244</b>	<b>\$ 3,380,708</b>

**MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL**

**Statement of Functional Expenses**

**as of June 30, 2019**

		2018-19							2017-18	
		Program Services				Supporting Services				
		Regular Education		Special Education	Other Education	Total	Management and General		Total	Total
No. of Positions						Fund-raising				
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	10.00	388,914	243,072	-	631,986	-	340,300	340,300	972,286	932,143
Instructional Personnel	28.00	1,401,847	615,096	-	2,016,943	-	-	-	2,016,943	1,774,916
Non-Instructional Personnel	1.00	87,787	10,527	-	98,314	-	-	-	98,314	74,345
Total Salaries and Staff	39.00	1,878,548	868,695	-	2,747,243	-	340,300	340,300	3,087,543	2,781,404
Fringe Benefits & Payroll Taxes		255,117	117,974	-	373,091	-	46,215	46,215	419,306	382,734
Retirement		52,824	24,427	-	77,251	-	9,569	9,569	86,820	74,892
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	17,940	17,940	17,940	71,941
Accounting / Audit Services		-	-	-	-	-	53,028	53,028	53,028	47,300
Other Purchased / Professional / Consulting Services		-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		925,007	427,750	-	1,352,757	-	167,566	167,566	1,520,323	738,000
Repairs & Maintenance		1,183	548	-	1,731	-	214	214	1,945	403,880
Insurance		69,243	32,020	-	101,263	-	12,543	12,543	113,806	110,796
Utilities		-	-	-	-	-	-	-	-	252,000
Supplies / Materials		204,154	24,482	-	228,636	-	-	-	228,636	262,094
Equipment / Furnishings		25,690	11,880	-	37,570	-	4,654	4,654	42,224	43,152
Staff Development		76,491	9,173	-	85,664	-	-	-	85,664	42,566
Marketing / Recruitment		83,758	17,982	-	101,740	-	4,199	4,199	105,939	111,038
Technology		6,320	2,923	-	9,243	-	1,145	1,145	10,388	3,793
Food Service		110,416	51,059	-	161,475	-	20,002	20,002	181,477	172,622
Student Services		163,145	31,640	-	194,785	-	3,419	3,419	198,204	102,775
Office Expense		20,151	9,318	-	29,469	-	3,650	3,650	33,119	30,814
Depreciation		160,296	74,124	-	234,420	-	29,039	29,039	263,459	285,386
OTHER		99,252	37,449	-	136,701	-	14,982	14,982	151,683	126,026
<b>Total Expenses</b>		<b>\$ 4,131,595</b>	<b>\$ 1,741,444</b>	<b>\$ -</b>	<b>\$ 5,873,039</b>	<b>\$ -</b>	<b>\$ 728,465</b>	<b>\$ 728,465</b>	<b>\$ 6,601,504</b>	<b>\$ 6,043,213</b>



**GENERAL INSTRUCTIONS FOR  
ANNUAL BUDGET/QUARTERLY REPORT**

**TEMPLATE TABS**

**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

**2- BLUE tabs require input of information**

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted.</u>
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted.</u>
<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

**CELL COLORS & GUIDANCE COMMENTS**

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District  
\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



## ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

### Middle Village Preparatory Charter School

#### SCHOOL

<b>Name:</b>	Middle Village Preparatory Charter School
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#### CONTACT INFORMATION

<b>Contact Name:</b>	Christian Quezada
<b>Contact Title:</b>	Director of Operations
<b>Contact Email:</b>	
<b>Contact Phone:</b>	

#### REPORT PERIOD

<b>Current Academic Year:</b>	2019-20
<b>Prior Academic Year:</b>	2018-19

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL  
2019-20

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	0	0	0	0	0	0	150	135	120				
TOTAL ENROLLMENT = 405													

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT														
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4											
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual											
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1	0	0	0	0	0											
NUMBER OF STUDENTS ENROLLED:	0	405	0	405	0	405	0	405	0	0	0	0	0											
<p><b>*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.</b></p>																								
PRIMARY/OTHER District	DISTRICT NAME(S) NYC CHANCELLOR'S OFFICE (Select from drop-down list) →	PRIOR YEAR 2018-19 Actual Enrollment	ANNUAL BUDGET								ACTUAL ENROLLMENT BY QUARTER													
			QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4										
			Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment										
SECONDARY District			405		405		405		405															

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL  
2019-20

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

\*NOTE: Enter the number of FTE positions in the blue cells.

\*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

\*NOTE: Each quarter, the actual FTE should be input.

\*NOTE: State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2018-19 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management														
Instructional Management		2.0		2.0		2.0		2.0						
Deans, Directors & Coordinators		3.0		3.0		3.0		3.0						
CFO / Director of Finance														
Operation / Business Manager		1.0		1.0		1.0		1.0						
Administrative Staff		5.0		5.0		5.0		5.0						
TOTAL ADMINISTRATIVE STAFF	0.0	11.0	0.0	11.0	0.0	11.0	0.0	11.0	0.0	0.0	0.0	0.0	0.0	
<b>INSTRUCTIONAL PERSONNEL FTE</b>														
	PRIOR YEAR 2018-19 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		27.0		27.0		27.0		27.0						
Teachers - SPED		10.0		10.0		10.0		10.0						
Substitute Teachers														
Teaching Assistants														
Specialty Teachers		3.0		3.0		3.0		3.0						
Aides														
Therapists & Counselors		2.0		2.0		2.0		2.0						
Other		1.0		1.0		1.0		1.0						
TOTAL INSTRUCTIONAL	0.0	43.0	0.0	43.0	0.0	43.0	0.0	43.0	0.0	0.0	0.0	0.0	0.0	
<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>														
	PRIOR YEAR 2018-19 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse														
Librarian														
Custodian														
Security														
Other														
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>TOTAL PERSONNEL SERVICE FTE</b>	<b>0.0</b>	<b>54.0</b>	<b>0.0</b>	<b>54.0</b>	<b>0.0</b>	<b>54.0</b>	<b>0.0</b>	<b>54.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	



		MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL												
		Budget / Operating Plan												
		2019-20												
Total Revenue		-	2,172,462	-	-	2,225,750	-	-	2,301,085	-	-	2,303,915	-	-
Total Expenses		-	1,666,984	-	-	2,498,300	-	-	2,067,120	-	-	2,500,144	-	-
Net Income		-	505,478	-	-	(272,550)	-	-	233,965	-	-	(196,229)	-	-
Actual Student Enrollment		-	405	-	-	405	-	-	405	-	-	405	-	-
		Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>EXPENSES</b>														
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions												
	Executive Management	-			-			-			-			-
	Instructional Management	2.00	79,650		-	79,650		-	79,650		-	79,650		-
	Deans, Directors & Coordinators	3.00	61,950		-	61,950		-	61,950		-	61,950		-
	CFO / Director of Finance	-			-			-			-			-
	Operation / Business Manager	1.00	37,800		-	37,800		-	37,800		-	37,800		-
	Administrative Staff	5.00	64,814		-	64,814		-	64,814		-	64,814		-
	<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>11.00</b>	<b>-</b>	<b>244,214</b>	<b>-</b>	<b>-</b>	<b>244,214</b>	<b>-</b>	<b>-</b>	<b>244,214</b>	<b>-</b>	<b>-</b>	<b>244,214</b>	<b>-</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
	Teachers - Regular	27.00	219,681		-	439,363		-	439,363		-	659,044		-
	Teachers - SPED	10.00	83,188		-	166,375		-	166,375		-	249,563		-
	Substitute Teachers	-			-			-			-			-
	Teaching Assistants	-			-			-			-			-
	Specialty Teachers	3.00	34,500		-	69,000		-	69,000		-	103,500		-
	Aides	-			-			-			-			-
	Therapists & Counselors	2.00	17,875		-	35,750		-	35,750		-	53,625		-
	Other	1.00	15,957		-	431,914		-	31,914		-	47,871		-
	<b>TOTAL INSTRUCTIONAL</b>	<b>43.00</b>	<b>-</b>	<b>371,201</b>	<b>-</b>	<b>-</b>	<b>1,142,402</b>	<b>-</b>	<b>-</b>	<b>742,402</b>	<b>-</b>	<b>-</b>	<b>1,113,603</b>	<b>-</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>														
	Nurse	-			-			-			-			-
	Librarian	-			-			-			-			-
	Custodian	-			-			-			-			-
	Security	-			-			-			-			-
	Other	-			-			-			-			-
	<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>54.00</b>	<b>-</b>	<b>615,414</b>	<b>-</b>	<b>-</b>	<b>1,386,615</b>	<b>-</b>	<b>-</b>	<b>986,615</b>	<b>-</b>	<b>-</b>	<b>1,357,816</b>	<b>-</b>
<b>PAYROLL TAXES AND BENEFITS</b>														
	Payroll Taxes		47,971.60		-	108,086.78		-	76,906.74		-	105,841.88		-
	Fringe / Employee Benefits		57,965		-	57,965		-	57,965		-	57,965		-
	Retirement / Pension		65,197		-	65,197		-	65,197		-	65,197		-
	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>171,133</b>	<b>-</b>	<b>-</b>	<b>231,248</b>	<b>-</b>	<b>-</b>	<b>200,068</b>	<b>-</b>	<b>-</b>	<b>229,003</b>	<b>-</b>	<b>-</b>
	<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>54.00</b>	<b>-</b>	<b>786,547</b>	<b>-</b>	<b>-</b>	<b>1,617,864</b>	<b>-</b>	<b>-</b>	<b>1,186,683</b>	<b>-</b>	<b>-</b>	<b>1,586,820</b>	<b>-</b>
<b>CONTRACTED SERVICES</b>														
	Accounting / Audit		6,990		-	6,990		-	6,990		-	39,878		-
	Legal		25,750		-	25,750		-	25,750		-	25,750		-
	Management Company Fee				-			-			-			-
	Nurse Services				-			-			-			-
	Food Service / School Lunch		43,828		-	43,828		-	43,828		-	43,828		-
	Payroll Services		4,242		-	4,242		-	4,242		-	4,242		-
	Special Ed Services		3,052		-	3,052		-	3,052		-	3,052		-
	Titlement Services (i.e. Title I)		1,030		-	1,030		-	1,030		-	1,030		-
	Other Purchased / Professional / Consulting		38,191		-	38,191		-	38,191		-	38,191		-
	<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>123,081</b>	<b>-</b>	<b>-</b>	<b>123,081</b>	<b>-</b>	<b>-</b>	<b>123,081</b>	<b>-</b>	<b>-</b>	<b>155,969</b>	<b>-</b>	<b>-</b>

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL													
Budget / Operating Plan													
2019-20													
Total Revenue	-	2,172,462	-	-	2,225,750	-	-	2,301,085	-	-	2,303,915	-	-
Total Expenses	-	1,666,984	-	-	2,498,300	-	-	2,067,120	-	-	2,500,144	-	-
Net Income	-	505,478	-	-	(272,550)	-	-	233,965	-	-	(196,229)	-	-
Actual Student Enrollment	-	405	-	-	405	-	-	405	-	-	405	-	-
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>SCHOOL OPERATIONS</b>													
Board Expenses		2,500		-	2,500		-	2,500		-	2,500		-
Classroom / Teaching Supplies & Materials		26,925		-	26,925		-	26,925		-	26,925		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks		27,091		-	27,091		-	27,091		-	27,091		-
Supplies & Materials other				-			-			-			-
Equipment / Furniture		5,616		-	5,616		-	5,616		-	5,616		-
Telephone		2,038		-	2,038		-	2,038		-	2,038		-
Technology		8,240		-	8,240		-	8,240		-	8,240		-
Student Testing & Assessment		37,500		-	37,500		-	37,500		-	37,500		-
Field Trips		7,725		-	7,725		-	7,725		-	7,725		-
Transportation (student)		3,863		-	3,863		-	3,863		-	3,863		-
Student Services - other		49,913		-	49,913		-	49,913		-	49,913		-
Office Expense		8,060		-	8,060		-	8,060		-	8,060		-
Staff Development		40,150		-	40,150		-	40,150		-	40,150		-
Staff Recruitment		12,500		-	12,500		-	12,500		-	12,500		-
Student Recruitment / Marketing		25,000		-	25,000		-	25,000		-	25,000		-
School Meals / Lunch		1,931		-	1,931		-	1,931		-	1,931		-
Travel (Staff)		2,575		-	2,575		-	2,575		-	2,575		-
Fundraising				-			-			-			-
Other				-			-			-			-
TOTAL SCHOOL OPERATIONS	-	261,625	-	-	261,625	-	-	261,625	-	-	261,625	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance		28,970		-	28,970		-	28,970		-	28,970		-
Janitorial		1,288		-	1,288		-	1,288		-	1,288		-
Building and Land Rent / Lease / Facility Finance Interest		373,910.00		-	373,910.00		-	373,910.00		-	373,910.00		-
Repairs & Maintenance				-			-			-			-
Equipment / Furniture		2,575		-	2,575		-	2,575		-	2,575		-
Security				-			-			-			-
Utilities				-			-			-			-
TOTAL FACILITY OPERATION & MAINTENANCE	-	406,742	-	-	406,742	-	-	406,742	-	-	406,742	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>													
RESERVES / CONTINGENCY		88,988		-	88,988		-	88,988		-	88,988		-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	1,666,984	-	-	2,498,300	-	-	2,067,120	-	-	2,500,144	-	-
NET INCOME	-	505,478	-	-	(272,550)	-	-	233,965	-	-	(196,229)	-	-





		MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2019-20		
		9,003,213	9,003,213	-	9,003,213	9,003,213	
		8,732,549	8,732,549	-	(8,732,549)	(8,732,549)	
Total Revenue		9,003,213	9,003,213	-	9,003,213	9,003,213	
Total Expenses		8,732,549	8,732,549	-	(8,732,549)	(8,732,549)	
Net Income		270,664	270,664	-	270,664	270,664	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	Avg. No. of Positions						
	Executive Management	-	-	-	-	-	
	Instructional Management	2.00	318,600	318,600	(318,600)	(318,600)	
	Deans, Directors & Coordinators	3.00	247,800	247,800	(247,800)	(247,800)	
	CFO / Director of Finance	-	-	-	-	-	
	Operation / Business Manager	1.00	151,200	151,200	(151,200)	(151,200)	
	Administrative Staff	5.00	259,254	259,254	(259,254)	(259,254)	
	<b>TOTAL ADMINISTRATIVE STAFF</b>	11.00	976,854	976,854	(976,854)	(976,854)	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
	Teachers - Regular	27.00	1,757,450	1,757,450	(1,757,450)	(1,757,450)	
	Teachers - SPED	10.00	665,500	665,500	(665,500)	(665,500)	
	Substitute Teachers	-	-	-	-	-	
	Teaching Assistants	-	-	-	-	-	
	Specialty Teachers	3.00	276,000	276,000	(276,000)	(276,000)	
	Aides	-	-	-	-	-	
	Therapists & Counselors	2.00	143,000	143,000	(143,000)	(143,000)	
	Other	1.00	527,657	527,657	(527,657)	(527,657)	
	<b>TOTAL INSTRUCTIONAL</b>	43.00	3,369,607	3,369,607	(3,369,607)	(3,369,607)	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
	Nurse	-	-	-	-	-	
	Librarian	-	-	-	-	-	
	Custodian	-	-	-	-	-	
	Security	-	-	-	-	-	
	Other	-	-	-	-	-	
	<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	
	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	54.00	4,346,461	4,346,461	(4,346,461)	(4,346,461)	
<b>PAYROLL TAXES AND BENEFITS</b>							
	Payroll Taxes		338,807	338,807	(338,807)	(338,807)	
	Fringe / Employee Benefits		231,858	231,858	(231,858)	(231,858)	
	Retirement / Pension		260,788	260,788	(260,788)	(260,788)	
	<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		831,453	831,453	(831,453)	(831,453)	
	<b>TOTAL PERSONNEL SERVICE COSTS</b>	54.00	5,177,914	5,177,914	(5,177,914)	(5,177,914)	
<b>CONTRACTED SERVICES</b>							
	Accounting / Audit		60,846	60,846	(60,846)	(60,846)	
	Legal		103,000	103,000	(103,000)	(103,000)	
	Management Company Fee		-	-	-	-	
	Nurse Services		-	-	-	-	
	Food Service / School Lunch		175,310	175,310	(175,310)	(175,310)	
	Payroll Services		16,966	16,966	(16,966)	(16,966)	
	Special Ed Services		12,206	12,206	(12,206)	(12,206)	
	Titlement Services (i.e. Title I)		4,120	4,120	(4,120)	(4,120)	
	Other Purchased / Professional / Consulting		152,765	152,765	(152,765)	(152,765)	
	<b>TOTAL CONTRACTED SERVICES</b>		525,213	525,213	(525,213)	(525,213)	

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2019-20						
	9,003,213	9,003,213	-	9,003,213	9,003,213	
Total Revenue	9,003,213	9,003,213	-	9,003,213	9,003,213	
Total Expenses	8,732,549	8,732,549	-	(8,732,549)	(8,732,549)	
Net Income	270,664	270,664	-	270,664	270,664	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>SCHOOL OPERATIONS</b>						
Board Expenses	10,000	10,000	-	(10,000)	(10,000)	
Classroom / Teaching Supplies & Materials	107,700	107,700	-	(107,700)	(107,700)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	108,364	108,364	-	(108,364)	(108,364)	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	22,463	22,463	-	(22,463)	(22,463)	
Telephone	8,150	8,150	-	(8,150)	(8,150)	
Technology	32,960	32,960	-	(32,960)	(32,960)	
Student Testing & Assessment	150,000	150,000	-	(150,000)	(150,000)	
Field Trips	30,900	30,900	-	(30,900)	(30,900)	
Transportation (student)	15,450	15,450	-	(15,450)	(15,450)	
Student Services - other	199,650	199,650	-	(199,650)	(199,650)	
Office Expense	32,239	32,239	-	(32,239)	(32,239)	
Staff Development	160,600	160,600	-	(160,600)	(160,600)	
Staff Recruitment	50,000	50,000	-	(50,000)	(50,000)	
Student Recruitment / Marketing	100,000	100,000	-	(100,000)	(100,000)	
School Meals / Lunch	7,725	7,725	-	(7,725)	(7,725)	
Travel (Staff)	10,300	10,300	-	(10,300)	(10,300)	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,046,501</b>	<b>1,046,501</b>	<b>-</b>	<b>(1,046,501)</b>	<b>(1,046,501)</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	115,879	115,879	-	(115,879)	(115,879)	
Janitorial	5,150	5,150	-	(5,150)	(5,150)	
Building and Land Rent / Lease / Facility Finance Interest	1,495,640	1,495,640	-	(1,495,640)	(1,495,640)	
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	10,300	10,300	-	(10,300)	(10,300)	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>1,626,969</b>	<b>1,626,969</b>	<b>-</b>	<b>(1,626,969)</b>	<b>(1,626,969)</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>355,952</b>	<b>355,952</b>	<b>-</b>	<b>(355,952)</b>	<b>(355,952)</b>	
<b>RESERVES / CONTINGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>DEFERRED RENT</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>8,732,549</b>	<b>8,732,549</b>	<b>-</b>	<b>(8,732,549)</b>	<b>(8,732,549)</b>	
<b>NET INCOME</b>	<b>270,664</b>	<b>270,664</b>	<b>-</b>	<b>270,664</b>	<b>270,664</b>	



MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL													
Budget / Operating Plan													
2019-20													
Total Revenue	-	2,172,462	-	-	2,225,750	-	-	2,301,085	-	-	2,303,915	-	
Total Expenses	-	1,666,984	-	-	2,498,300	-	-	2,067,120	-	-	2,500,144	-	
Net Income	-	505,478	-	-	(272,550)	-	-	233,965	-	-	(196,229)	-	
Actual Student Enrollment	-	405	-	-	405	-	-	405	-	-	405	-	
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>CASH FLOW ADJUSTMENTS</b>													
OPERATING ACTIVITIES <i>(enter descriptions below)</i>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	
NET INCOME	-	505,478	-	-	(272,550)	-	-	233,965	-	-	(196,229)	-	
Beginning Cash Balance	-	-	-	-	505,478	-	-	232,928	-	-	466,893	-	
ENDING CASH BALANCE	-	505,478	-	-	232,928	-	-	466,893	-	-	270,664	-	

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL						
Budget / Operating Plan						
2019-20						
	9,003,213	9,003,213	-	9,003,213	9,003,213	
Total Revenue	9,003,213	9,003,213	-	9,003,213	9,003,213	
Total Expenses	8,732,549	8,732,549	-	(8,732,549)	(8,732,549)	
Net Income	270,664	270,664	-	270,664	270,664	
Actual Student Enrollment						
	Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>CASH FLOW ADJUSTMENTS</b>						
OPERATING ACTIVITIES <i>(enter descriptions below)</i>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	270,664	270,664	-	270,664	270,664	
Beginning Cash Balance	-	-	-	-	-	
ENDING CASH BALANCE	270,664	270,664	-	270,664	270,664	

**MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL  
BALANCE SHEET  
2019-20**

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-



MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	-	2,172,462	-	-	2,225,750	-	-	2,301,085	-	-	2,303,915	-
Total Expenses	-	1,666,984	-	-	2,498,300	-	-	2,067,120	-	-	2,500,144	-
Net Income	-	505,478	-	-	(272,550)	-	-	233,965	-	-	(196,229)	-
Actual Student Enrollment	-	405	-	-	405	-	-	405	-	-	405	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	79,650	-	79,650	-	79,650	-	79,650	-	79,650	-	79,650	-
Deans, Directors & Coordinators	-	61,950	-	61,950	-	61,950	-	61,950	-	61,950	-	61,950	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	37,800	-	37,800	-	37,800	-	37,800	-	37,800	-	37,800	-
Administrative Staff	-	64,814	-	64,814	-	64,814	-	64,814	-	64,814	-	64,814	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	<b>244,214</b>	-	<b>244,214</b>	-	<b>244,214</b>	-	<b>244,214</b>	-	<b>244,214</b>	-	<b>244,214</b>	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	-	219,681	-	439,363	-	439,363	-	439,363	-	659,044	-	659,044	-
Teachers - SPED	-	83,188	-	166,375	-	166,375	-	166,375	-	249,563	-	249,563	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	34,500	-	69,000	-	69,000	-	69,000	-	103,500	-	103,500	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	17,875	-	35,750	-	35,750	-	35,750	-	53,625	-	53,625	-
Other	-	15,957	-	431,914	-	31,914	-	31,914	-	47,871	-	47,871	-
<b>TOTAL INSTRUCTIONAL</b>	-	<b>371,201</b>	-	<b>1,142,402</b>	-	<b>742,402</b>	-	<b>742,402</b>	-	<b>1,113,603</b>	-	<b>1,113,603</b>	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	<b>615,414</b>	-	<b>1,386,615</b>	-	<b>986,615</b>	-	<b>986,615</b>	-	<b>1,357,816</b>	-	<b>1,357,816</b>	-
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	47,972	-	108,087	-	76,907	-	76,907	-	105,842	-	105,842	-
Fringe / Employee Benefits	-	57,965	-	57,965	-	57,965	-	57,965	-	57,965	-	57,965	-
Retirement / Pension	-	65,197	-	65,197	-	65,197	-	65,197	-	65,197	-	65,197	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	<b>171,133</b>	-	<b>231,248</b>	-	<b>200,068</b>	-	<b>200,068</b>	-	<b>229,003</b>	-	<b>229,003</b>	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	<b>786,547</b>	-	<b>1,617,864</b>	-	<b>1,186,683</b>	-	<b>1,186,683</b>	-	<b>1,586,820</b>	-	<b>1,586,820</b>	-
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	6,990	-	6,990	-	6,990	-	6,990	-	39,878	-	39,878	-
Legal	-	25,750	-	25,750	-	25,750	-	25,750	-	25,750	-	25,750	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	43,828	-	43,828	-	43,828	-	43,828	-	43,828	-	43,828	-
Payroll Services	-	4,242	-	4,242	-	4,242	-	4,242	-	4,242	-	4,242	-
Special Ed Services	-	3,052	-	3,052	-	3,052	-	3,052	-	3,052	-	3,052	-
Titlement Services (i.e. Title I)	-	1,030	-	1,030	-	1,030	-	1,030	-	1,030	-	1,030	-
Other Purchased / Professional / Consulting	-	38,191	-	38,191	-	38,191	-	38,191	-	38,191	-	38,191	-
<b>TOTAL CONTRACTED SERVICES</b>	-	<b>123,081</b>	-	<b>123,081</b>	-	<b>123,081</b>	-	<b>123,081</b>	-	<b>155,969</b>	-	<b>155,969</b>	-

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	-	2,172,462	-	-	2,225,750	-	-	2,301,085	-	-	2,303,915	-
Total Expenses	-	1,666,984	-	-	2,498,300	-	-	2,067,120	-	-	2,500,144	-
Net Income	-	505,478	-	-	(272,550)	-	-	233,965	-	-	(196,229)	-
Actual Student Enrollment	-	405	-	-	405	-	-	405	-	-	405	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

<b>SCHOOL OPERATIONS</b>												
Board Expenses		2,500	-		2,500	-		2,500	-		2,500	-
Classroom / Teaching Supplies & Materials		26,925	-		26,925	-		26,925	-		26,925	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		27,091	-		27,091	-		27,091	-		27,091	-
Supplies & Materials other		-	-		-	-		-	-		-	-
Equipment / Furniture		5,616	-		5,616	-		5,616	-		5,616	-
Telephone		2,038	-		2,038	-		2,038	-		2,038	-
Technology		8,240	-		8,240	-		8,240	-		8,240	-
Student Testing & Assessment		37,500	-		37,500	-		37,500	-		37,500	-
Field Trips		7,725	-		7,725	-		7,725	-		7,725	-
Transportation (student)		3,863	-		3,863	-		3,863	-		3,863	-
Student Services - other		49,913	-		49,913	-		49,913	-		49,913	-
Office Expense		8,060	-		8,060	-		8,060	-		8,060	-
Staff Development		40,150	-		40,150	-		40,150	-		40,150	-
Staff Recruitment		12,500	-		12,500	-		12,500	-		12,500	-
Student Recruitment / Marketing		25,000	-		25,000	-		25,000	-		25,000	-
School Meals / Lunch		1,931	-		1,931	-		1,931	-		1,931	-
Travel (Staff)		2,575	-		2,575	-		2,575	-		2,575	-
Fundraising		-	-		-	-		-	-		-	-
Other		-	-		-	-		-	-		-	-
<b>TOTAL SCHOOL OPERATIONS</b>		<b>261,625</b>	<b>-</b>									
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance		28,970	-		28,970	-		28,970	-		28,970	-
Janitorial		1,288	-		1,288	-		1,288	-		1,288	-
Building and Land Rent / Lease / Facility Finance Interest		373,910	-		373,910	-		373,910	-		373,910	-
Repairs & Maintenance		-	-		-	-		-	-		-	-
Equipment / Furniture		2,575	-		2,575	-		2,575	-		2,575	-
Security		-	-		-	-		-	-		-	-
Utilities		-	-		-	-		-	-		-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>406,742</b>	<b>-</b>									
<b>DEPRECIATION &amp; AMORTIZATION</b>		<b>88,988</b>	<b>-</b>									
<b>RESERVES / CONTINGENCY</b>		<b>-</b>	<b>-</b>									
<b>DEFERRED RENT</b>		<b>-</b>	<b>-</b>									
<b>TOTAL EXPENSES</b>		<b>1,666,984</b>	<b>-</b>		<b>2,498,300</b>	<b>-</b>		<b>2,067,120</b>	<b>-</b>		<b>2,500,144</b>	<b>-</b>
<b>NET INCOME</b>		<b>505,478</b>	<b>-</b>		<b>(272,550)</b>	<b>-</b>		<b>233,965</b>	<b>-</b>		<b>(196,229)</b>	<b>-</b>





MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL											
Budget / Operating Plan											
2019-20											
Total Revenue	-	-	-	9,003,213	(9,003,213)	-	-	9,003,213	(9,003,213)	-	-
Total Expenses	-	-	-	8,732,549	8,732,549	-	-	8,732,549	8,732,549	-	-
Net Income	-	-	-	270,664	(270,664)	-	-	270,664	(270,664)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS										
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
<b>EXPENSES</b>	Quarter 0										
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions										
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	318,600	318,600	-	-	318,600	318,600	-	-
Deans, Directors & Coordinators	-	-	-	247,800	247,800	-	-	247,800	247,800	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	151,200	151,200	-	-	151,200	151,200	-	-
Administrative Staff	-	-	-	259,254	259,254	-	-	259,254	259,254	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	<b>976,854</b>	<b>976,854</b>	-	-	<b>976,854</b>	<b>976,854</b>	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>											
Teachers - Regular	-	-	-	1,757,450	1,757,450	-	-	1,757,450	1,757,450	-	-
Teachers - SPED	-	-	-	665,500	665,500	-	-	665,500	665,500	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	276,000	276,000	-	-	276,000	276,000	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	143,000	143,000	-	-	143,000	143,000	-	-
Other	-	-	-	527,657	527,657	-	-	527,657	527,657	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	<b>3,369,607</b>	<b>3,369,607</b>	-	-	<b>3,369,607</b>	<b>3,369,607</b>	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	<b>4,346,461</b>	<b>4,346,461</b>	-	-	<b>4,346,461</b>	<b>4,346,461</b>	-	-
<b>PAYROLL TAXES AND BENEFITS</b>											
Payroll Taxes	-	-	-	338,807	338,807	-	-	338,807	338,807	-	-
Fringe / Employee Benefits	-	-	-	231,858	231,858	-	-	231,858	231,858	-	-
Retirement / Pension	-	-	-	260,788	260,788	-	-	260,788	260,788	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	<b>831,453</b>	<b>831,453</b>	-	-	<b>831,453</b>	<b>831,453</b>	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	<b>5,177,914</b>	<b>5,177,914</b>	-	-	<b>5,177,914</b>	<b>5,177,914</b>	-	-
<b>CONTRACTED SERVICES</b>											
Accounting / Audit	-	-	-	60,846	60,846	-	-	60,846	60,846	-	-
Legal	-	-	-	103,000	103,000	-	-	103,000	103,000	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	175,310	175,310	-	-	175,310	175,310	-	-
Payroll Services	-	-	-	16,966	16,966	-	-	16,966	16,966	-	-
Special Ed Services	-	-	-	12,206	12,206	-	-	12,206	12,206	-	-
Titlement Services (i.e. Title I)	-	-	-	4,120	4,120	-	-	4,120	4,120	-	-
Other Purchased / Professional / Consulting	-	-	-	152,765	152,765	-	-	152,765	152,765	-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	<b>525,213</b>	<b>525,213</b>	-	-	<b>525,213</b>	<b>525,213</b>	-	-

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL											
Budget / Operating Plan											
2019-20											
Total Revenue	-	-	-	9,003,213	(9,003,213)	-	-	9,003,213	(9,003,213)	-	-
Total Expenses	-	-	-	8,732,549	8,732,549	-	-	8,732,549	8,732,549	-	-
Net Income	-	-	-	270,664	(270,664)	-	-	270,664	(270,664)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
	TOTALS AND VARIANCE ANALYSIS										
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY	
<b>SCHOOL OPERATIONS</b>											
Board Expenses	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Classroom / Teaching Supplies & Materials	-	-	-	107,700	107,700	-	-	107,700	107,700	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	108,364	108,364	-	-	108,364	108,364	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	22,463	22,463	-	-	22,463	22,463	-	-
Telephone	-	-	-	8,150	8,150	-	-	8,150	8,150	-	-
Technology	-	-	-	32,960	32,960	-	-	32,960	32,960	-	-
Student Testing & Assessment	-	-	-	150,000	150,000	-	-	150,000	150,000	-	-
Field Trips	-	-	-	30,900	30,900	-	-	30,900	30,900	-	-
Transportation (student)	-	-	-	15,450	15,450	-	-	15,450	15,450	-	-
Student Services - other	-	-	-	199,650	199,650	-	-	199,650	199,650	-	-
Office Expense	-	-	-	32,239	32,239	-	-	32,239	32,239	-	-
Staff Development	-	-	-	160,600	160,600	-	-	160,600	160,600	-	-
Staff Recruitment	-	-	-	50,000	50,000	-	-	50,000	50,000	-	-
Student Recruitment / Marketing	-	-	-	100,000	100,000	-	-	100,000	100,000	-	-
School Meals / Lunch	-	-	-	7,725	7,725	-	-	7,725	7,725	-	-
Travel (Staff)	-	-	-	10,300	10,300	-	-	10,300	10,300	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	1,046,501	1,046,501	-	-	1,046,501	1,046,501	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>											
Insurance	-	-	-	115,879	115,879	-	-	115,879	115,879	-	-
Janitorial	-	-	-	5,150	5,150	-	-	5,150	5,150	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	1,495,640	1,495,640	-	-	1,495,640	1,495,640	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	10,300	10,300	-	-	10,300	10,300	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	1,626,969	1,626,969	-	-	1,626,969	1,626,969	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	355,952	355,952	-	-	355,952	355,952	-	-
<b>RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	-	-	8,732,549	8,732,549	-	-	8,732,549	8,732,549	-	-
<b>NET INCOME</b>	-	-	-	270,664	(270,664)	-	-	270,664	(270,664)	-	-





**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL**  
**2019-20**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

JOSEPHINE LUME

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

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

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

NONE

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>			

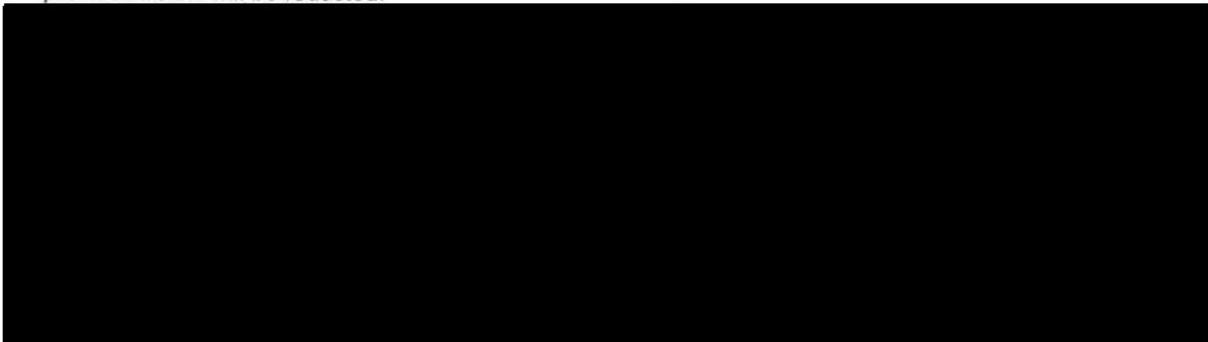
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group 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>				

  
 Signature \_\_\_\_\_ Date 7/16/19

*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.*



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Serphin R. Maltese

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

Middle Village Preparatory Charter School

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

NONE

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>			



**Disclosure of Financial Interest by a Current or Proposed Charter School  
Education Corporation Trustee**

Trustee Name:

MARGARET OCNIBONE

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

MIDDLE VILLAGE PREPARATORY 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

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

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

*Margaret Ogden*

*1/26/2019*

Signature

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.*



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

ROSEMARY DeGennaro

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

MIDDLE VILLAGE PREP

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

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>			

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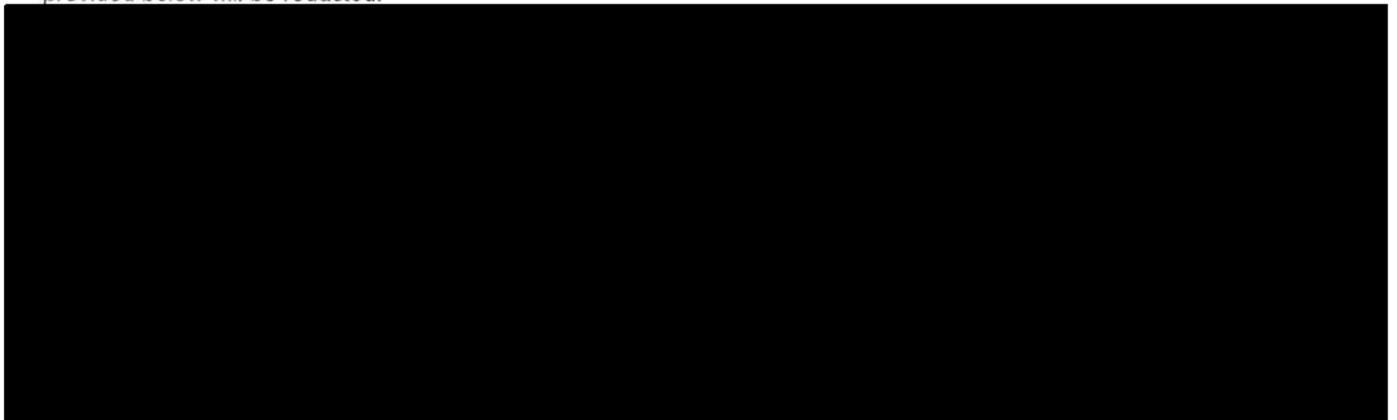
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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>				

*Rosary deGennaro*  
 Signature

*7/11/19*  
 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.*



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

*Dr. Maureen Campbell*

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

*Middle Village Preparatory 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.

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

<p style="font-size: 2em; font-family: cursive;">NONE</p>		
---	--	--

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
<p style="font-size: 2em; font-family: cursive;">NONE</p>				

Maureen Campbell  
Signature

7/25/19  
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.

**Disclosure of Financial Interest by a Current or Proposed Charter School  
Education Corporation Trustee**

Trustee Name:

Monica Konopka

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

Middle Village Preparatory Charter School

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

Member

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





# Entry 8 BOT Table

Created: 07/16/2019 • Last updated: 07/25/2019

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

## 1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Mrs. Josephine Lume, [REDACTED]	Chair	Finance & Executive	Yes	6	07/01/2018	06/30/2019	10
2	Mr. Serphin Maltese [REDACTED]	Vice Chair	Executive	Yes	6	07/01/2018	06/30/2019	7
3	Ms. Margaret Ognibene [REDACTED]	Other	Finance	Yes	6	07/01/2018	06/30/2019	7
4	Ms. Rosemary DeGennaro, [REDACTED]	Treasurer	Education	Yes	6	07/01/2018	06/30/2019	5 or less
5	Ms. Kaiko Haves, [REDACTED]	Secretary	Education	Yes	6	07/01/2018	06/30/2019	5 or less

			n			18	19	
6	Ms. Maureen Campbell [REDACTED]	Trustee/Member	Educatio n	Yes	6	07/01/2018	06/30/2019	6
7	Ms. Debbie Kueber [REDACTED]	Trustee/Member		Yes	5	07/01/2018	06/30/2019	5 or less
8	Mrs. Monika J. Konopka. [REDACTED]	Trustee/Member	Educatio n	Yes	6	07/01/2018	06/30/2019	5 or less
9		Trustee/Member		No				5 or less

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

No

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

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

a. Total Number of BOT Members on June 30, 2019	9
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	1
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	9

**3. Number of Board meetings held during 2018-19** 10

**4. Number of Board meetings scheduled for 2019-20** 10

**Thank you.**



# Entry 10 Enrollment and Retention of Special Populations

Created: 07/10/2019 • Last updated: 07/31/2019

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## [Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

## **MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL**Section Heading

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	In all advertisements, for our lottery and the school, we share with our community and surrounding neighborhoods and schools, that charter schools including MVP are free. We encourage students and parents who may not have the financial means to apply regardless. The advertisements for MVP are published in the local newspapers, in the predominant language that currently exists in our immediate area: English, Polish, and Spanish. In addition, we offer all our incoming students a set of uniform attire free of charge.	For the 2019 2020 school year, MVP will be using similar methods tried in previous years, as those have proven successful, namely: distribution and mailing of brochures, postcards, and via the Internet. This year, however, efforts will be intensified to include Open House opportunities prior to the "lottery" as well as, posting signs in nearby establishments to promote enrollment. In addition, we are planning to make public announcements via local radio stations. Finally, we will have our Guidance Counselors coordinate and arrange visits to schools within the community to speak to fifth grade students and parents about our school services and model. These processes will be closely monitored and modified, as needed.
English Language Learners/Multilingual Learners	Middle Village Preparatory Charter School uses a "lottery" system to enroll new incoming sixth grade students. The "PR" approach to promote and invite the community at large to become members of our school includes creating brochures, handouts, and cards that are mailed to surrounding community schools. This outreach effort also includes the use of social media (internet). The information shared in these various communication describes our school admission process, as well as pertinent dates for the "lottery". The brochures and cards are written in several languages (for example, English, Spanish, Polish).	For the 2019 2020 school year, MVP will be using similar methods tried in the previous year, namely the distribution and mailing of brochures, cards, and through/via the Internet. This year, however, efforts will be intensified to include Open House opportunities prior to the "lottery" as well as, posting signs in nearby establishments. In addition, we are planning to make public announcements via local radio stations. Finally, we will have our Guidance Counselors coordinate and arrange visits to schools within the community to speak to fifth grade students and parents about our school services and model.
Students with Disabilities	All students are welcomed to MVP, regardless. As such SWD (students with disabilities) are highly encouraged to consider enrolling in MVP. We have been very successful in supporting our SDW population as evidence by, the high promotion rate and academic progress SWD achieved while at MVP. In our information brochures, we describe the services provided especially at it relates to our teaching models (ICT), which is used in every grade level, to support and enhance the delivery of instruction and level of support to our SWDs.	As shared previously, we welcome ALL students to our MVP learning community, as such the strategies used to promote and "attract" students to MVP are the same as those used to promote our school to SWDs. This year we plan to add to our services/support scheduled meetings with parents to discuss ways in which they can assist their children at home as well as share resources (in and outside of the school) that they may want to consider using if need be.

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	<p>We remain in contact with the parents of our FRPL students as we do with all parents to inform them of opportunities provide by the school to enhance their child's education. We also remind parents periodically that if their financial situation has changed to please provide an updated lunch application for their student.</p>	<p>We will continue remain in contact with our Economically Disadvantaged parents throughout the school year as we do with all of our parents regarding how we can they can be more engaged with their child's education and what if any hurdles they may need help with.</p>
English Language Learners/Multilingual Learners	<p>The Principal along with the Director of Operations and the Director of Media and Technology worked together to evaluate the school's recruitment, enrollment and retention efforts. We assessed our data and reviewed the impact our efforts had in terms of retention. Three hundred and forty (340) families applied to our school for FY 2018 19. Twenty (20) families withdrew their children throughout the year, mainly because they relocated to other boroughs or states. Six of them withdrew children at the end of the school year in June. The main reason for the withdrawal was because their children did not meet the promotion criteria. This data helped us develop a more comprehensive plan for next year that will include early intervention strategies for students who are underperforming and not able to cope with the content that appears in the curriculum being implemented, particularly in the 6th grade.</p>	<p>Our outreach to parents and families in the surrounding communities will be enforced and materials that are linguistically and culturally appropriate will be disseminated by school staff early on in the school year. We will continue to publicize the lottery for the school, explain the academic support that will be given to students as well as share the Xtra curricular activities tailored to support our ENL students. We secured an administrative assistant for next year who will service our Spanish speaking parents ( 52% of our student population of Spanish descent). She will serve as the "go to"/contact person for translations, meetings with guidance staff members and teachers, and for any other communication. Also, we will target students who may demonstrate academic deficiencies or challenges with the curriculum to ensure they are provided with early intervention strategies, thus enabling them to successfully meet the promotion standards. This will serve as one of the primary reason for parents to keep them in our school. and offering families to take a tour of the school and sit with teachers and administration to discuss the best educational plan that will be offered to their child.</p>
	<p>Students with disabilities were provided with the necessary and required services to meet their needs, as per their IEP, but in addition to meeting required services, MVP secured additional support by offering SETTS services after school. A Special Education "Lead" teacher was assigned this year to monitor student progress and ensure that our students were properly and effectively</p>	<p>In the 2019 2020 school year, we will be offering multiple intervention opportunities to our Special Education students by using well re known programs, such as Wilson and Orton Gillingham Programs. The Wilson program is designed to provide teachers with the skills and tools needed to help SDWs students become fluent, independent readers. It includes a multisensory, structured reading and spelling curricula</p>

Students with Disabilities

supported. In addition, this staff member communicated with the parents of our SDW students throughout the year, keeping them abreast of our activities, IEP meetings, and student progress, or the lack thereof. Our SWD students were recognized during school monthly assemblies and fully participate in school annual projects, such as the Spring Concert and select theater/Broadway adapted shows. Essentially, our SWD students are totally immersed in an inclusive setting in which they are active participants of all school wide events throughout the year. 97% of SWDs who enrolled at MVP remained at the school. The other 3% of our students with disabilities that did not remain in our school relocated to other states towards the end of the school year. This is an indication that our retention efforts have successfully enabled us to keep our SWDs.

while providing the tools to achieve our students' academic goals. The Wilson Reading program is language based, multisensory, structured, sequential, cumulative, cognitive, and flexible. All our Special Education teachers will be trained and certified in Mid August in the implementation of Intervention strategies using these programs and teaching methods with our students with disabilities. In order to ensure that all our Special Education students benefit from this practice, the school's programming has embedded this support within the teachers' schedules. Providing SWDs students with ample opportunities and expanding current services will reinforce the efforts to successfully meet the goals/objectives set forth for our students with disabilities. We will strive to ensure that this year our retention rate will reach 100%.



# Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/16/2019

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

### 1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
24	12	11	2	26

### 2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
7	2	1	0	6

### 3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable
--	----------------

Thank you





**DRAFT**

*MIDDLE VILLAGE PREPARATORY  
CHARTER SCHOOL*

**\*\*Attendance must be completed and submitted through teacherease by 7:35 AM (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>). When covering a class, please submit attendance sheets (hard copies) to Zuzana.**

## **2019/2020 Yearly Activities at a Glance**

*Unless otherwise indicated, every day is a full school day, including testing days.*