



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: 07/16/2019 • Last updated: 07/21/2019

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 MERRICK ACADEMY QUEENS PUBLIC 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 29

d. DATE OF INITIAL CHARTER 09/2000

e. DATE FIRST OPENED FOR INSTRUCTION 09/2000

h. SCHOOL WEB ADDRESS (URL) www.merrickacademy.org

i. TOTAL MAX APPROVED 515

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

j. TOTAL STUDENT ENROLLMENT 515

**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	K, 1, 2, 3, 4, 5
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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.
--	--------------------

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	136 25 218th Street Springfield Gardens, NY 11413	718 479 3753	NYC CSD 29	K 5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Samantha Pugh			
Operational Leader	Adrian Manuel			
Compliance Contact	Adrian Manuel			
Complaint Contact	Adrian Manuel			
DASA Coordinator	Stacey Howard			
Phone Contact for After Hours Emergencies	Adrian Manuel			

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/109550769/yFPTXS6fVy/>

Site 1 Fire Inspection Report

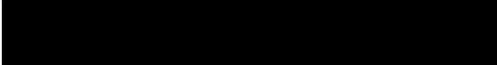
(No response)

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). No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Adrian Manuel
Position	Executive Director
Phone/Extension	
Email	

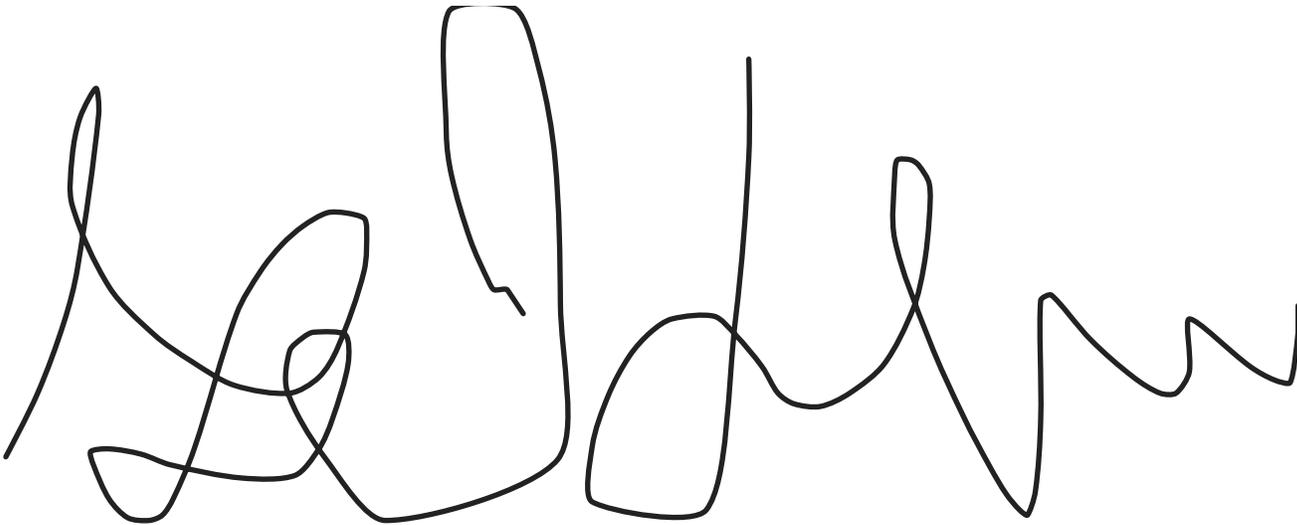
p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, 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

Two handwritten signatures in black ink. The first signature is on the left and the second is on the right. Both are stylized and cursive.

Signature, President of the Board of Trustees

Two handwritten signatures in black ink. The first signature is on the left and the second is on the right. Both are stylized and cursive.

Date

2019/07/31

Thank you.

THE CITY OF NEW YORK



DEPARTMENT OF BUILDINGS
CERTIFICATE OF OCCUPANCY

BOROUGH Queens

DATE: MAR 24 1998

This certificate supersedes C.O. NO 195590

ZONING DISTRICT R3-2

THIS CERTIFIES that the ~~new~~—altered—~~existing~~—building—premises located at
 136-25 218th Street

Block 13019 Lot 1, 10

CONFORMS SUBSTANTIALLY TO THE APPROVED PLANS AND SPECIFICATIONS AND TO THE REQUIREMENTS OF ALL APPLICABLE LAWS, RULES, AND REGULATIONS FOR THE USES AND OCCUPANCIES SPECIFIED HEREIN.

PERMISSIBLE USE AND OCCUPANCY ALT. 400486032

STORY	LIVE LOAD LBS PER SQ FT	MAXIMUM NO OF PERSONS PERMITTED	ZONING DWELLING OR ROOMING UNITS	BUILDING CODE HABITABLE ROOMS	ZONING USE GROUP	BUILDING CODE OCCUPANCY GROUP	DESCRIPTION OF USE
Cellar	O.G.	448			3A, 3B	D-2	Kitchen, Boiler Room, Motor Room and Storage Room Play Room, New Shop, Meeting Room Lunch Room Lunch Room
	100				3A	G	
	100	126				F-4	
	100	112				F-4	
1st	100	183			3A	G	School, Class Rooms Gym Offices, Toilets
	75	205			3B	F1-B	
	60				3B	E	
Mezzanine	100	6			3B	B-2	Storage Rooms
2nd	100	427			3A	G	School, Class Rooms Upper Part of Gym Offices, Toilets, Store Room
	75				3B	F1-B	
	60				3B	E, B-2	
Penthouse	100					G	Penthouse Exit To Roof



OPEN SPACE USES _____

(SPECIFY—PARKING SPACES, LOADING BERTHS, OTHER USES, NONE)

**NO CHANGES OF USE OR OCCUPANCY SHALL BE MADE UNLESS
 A NEW AMENDED CERTIFICATE OF OCCUPANCY IS OBTAINED**

THIS CERTIFICATE OF OCCUPANCY IS ISSUED SUBJECT TO FURTHER LIMITATIONS, CONDITIONS AND SPECIFICATIONS NOTED ON THE REVERSE SIDE.

[Signature]
 BOROUGH SUPERINTENDENT

[Signature] R.A.
 Q-1
 No

ORIGINAL

OFFICE COPY - DEPARTMENT OF BUILDINGS

COPY

THAT THE ZONING LOT ON WHICH THE PREMISES IS LOCATED IS BOUNDED AS FOLLOWS:

BEGINNING at a point on the North side of 137 Avenue
 distant East 0 feet from the corner formed by the intersection of
 218 Street and 137 Avenue
 running thence North 275 feet; thence East 100, South 150 feet;
 thence East 50, North 225 feet; thence East 100, South 145 feet;
 thence West 85, South 45 feet; thence East 85, South 160 feet;
 thence West 250 feet; thence
 to the point or place of beginning.

400486032
 No. or ALT. No. DATE OF COMPLETION 2/21/96 CONSTRUCTION CLASSIFICATION I FP, I-E
 BUILDING OCCUPANCY GROUP CLASSIFICATION G HEIGHT 2 STORIES, 23' 2 1/2" FEET

THE FOLLOWING FIRE DETECTION AND EXTINGUISHING SYSTEMS ARE REQUIRED AND WERE INSTALLED IN COMPLIANCE WITH APPLICABLE LAWS.

	YES	NO		YES	NO
STANDPIPE SYSTEM			AUTOMATIC SPRINKLER SYSTEM		
YARD HYDRANT SYSTEM					
STANDPIPE FIRE TELEPHONE AND SIGNALLING SYSTEM					
SMOKE DETECTOR		X			
FIRE ALARM AND SIGNAL SYSTEM					

STORM DRAINAGE DISCHARGES INTO:
 A) STORM SEWER B) COMBINED SEWER C) PRIVATE SEWAGE DISPOSAL SYSTEM

SANITARY DRAINAGE DISCHARGES INTO:
 A) SANITARY SEWER B) COMBINED SEWER C) PRIVATE SEWAGE DISPOSAL SYSTEM

LIMITATIONS OR RESTRICTIONS:
 BOARD OF STANDARDS AND APPEALS CAL. NO. _____
 CITY PLANNING COMMISSION CAL. NO. _____
 OTHERS:



Entry 2 NYS School Report Card Link

Last updated: 07/16/2019

MERRICK ACADEMY-QUEENS PUBLIC 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=800000042390>

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.)

Merrick Academy-Queens Public Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Adrian Manuel

136-25 218th Street
Springfield Gardens, NY 11413

718-479-8108



2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

Adrian Manuel prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gerald Karikari	Board Chair
Cameil Dalgetty-Jarvie	Vice Chair
Maria Munoz	Trustee
Tameka Pierre-Louis	Trustee
James Ding	Trustee
Joan Cummings	Trustee, PTO President
Tatum Booth	Trustee, Secretary

Adrian Manuel has served as the Executive Director since 2018.

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

The State University of New York Board of Trustees approved the Merrick Academy – Queens Public Charter School in June of 2000. Located in District 29 in Queens Village, New York City, the school opened in September 2000 with an enrollment of 121 in grades K - 2 and enrolled 523 students as of BEDS day for the 2018-19 school year in grades K-5.

Our mission at Merrick Academy recognize that in order to be successful, our children need support from both the home and school. We know a strong partnership with parents will make a great difference in a child’s education. As partners, we at Merrick Academy share the responsibility for our children’s success and want all stakeholder to know that we will do our very best to carry out our responsibilities.

We, at Merrick Academy pursue excellence in our all-inclusive learning community of students, educators, parents and community members. We work towards the common purpose of providing an excellent educational experience for all students. Through our high degree of individualized instruction, increased time on the task of learning and innovative academic curriculum, we will ensure that all of our students are college and career ready.

Overall, Merrick Academy’s motto “in pursuit of excellence” is a constant reminder of the expectations we set for our learning community.

The focus of the Merrick Academy is on the core skills of reading, language and mathematics. Merrick Academy is organized to provide an extended day, a high degree of individualized instruction and an innovative research-based academic curriculum.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2014-15	73	73	97	78	75	78	21	495
2015-16	102	82	87	104	83	72	N/A	530
2016-17	79	112	83	83	112	84	1 (UGE)	554
2017-18	82	79	109	90	90	103	N/A	553
2018-19	98	83	80	97	79	86	N/A	523

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students enrolled in the Merrick Academy Queens Public Charter School will become proficient in reading and writing of the English language

BACKGROUND

The English Language Arts Program at Merrick Academy is based on the premise that all children can learn. To ensure that speaking, listening, reading and writing form the basis for the curriculum in the English Language Arts we utilize an instructional framework tailored for grades K-5. The balanced learning approach incorporates research-based literacy programs along with the New York State and Common Core State Standards to ensure that our students are prepared as they progress towards college and career readiness. Teachers at every grade level developed unit maps and lesson plans to implement learning experiences aligned with the Common Core State Standards. Based on their assessment of student readiness and the need to be accountable to benchmark progressions, teachers utilize research-based programs such as *Ready Gen*, the *Scholastic Guided Reading Program*, *Balanced Literacy*, *Fountas and Pinnell systems*, monthly exams in ELA and Math, benchmark exams from IREADY and and *DIBELS* as resources in their balanced learning approach to instruction.

Merrick Academy utilized the DIBELS, iReady, Fountas and Pinnell, and “in - house” grade level assessments to identify skill gaps and students’ strengths and weaknesses. The administrators and teachers collected and analyzed the data, reviewed current practices, and identified the needs of the school, individual grades and classes, and individual students to develop action plans to address the gaps and describe the appropriate methods of intervention. Teachers attended workshops from Uncommon Schools and Achievement First to support the school’s instructional program and focused their work on learning, teaching and student retention of material. The teachers participated in bi-weekly professional development through a pedagogical flow map that provided teachers with explicit instructional strategies in the teaching of phonics, comprehension, fluency, writing strategies, classroom management, and vocabulary development. Teachers also received professional development during grade meetings, after school in balanced literacy, content area reading, and small group instruction.

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 3rd through 5th 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

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	86	0	0	1	6	93
4	77	0	0	0	5	82
5	83	0	0	0	2	85
All	246	0	0	1	13	260

RESULTS AND EVALUATION

The following table presents the English language arts exam results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Merrick. On the 2018-19 English language arts exam, 48.8% of all enrolled students and 47.9% of students enrolled in at least their second year tested at a proficient level.

In the 2018-19 school year, Merrick did not meet the absolute measure for English Language Arts proficiency. Overall, 48.8% of the school's students tested at a proficient level. 47.9% of students in at least their second year at the school performed at a proficient level. The school was 26.2 percentage points below its stated goal of 75% proficiency on the 2018-19 English language arts assessment exam. However, as shown below, the percentage of students who have been enrolled at the school for at least two years testing at a proficient level has improved over the last three academic years. Further, the percentage of Merrick students testing at a proficient level on the English language arts exam was higher than the district average.

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	62.8%	86	62.9%	70
4	49.4%	77	51.2%	66
5	33.7%	83	31.7%	79
All	48.8%	246	47.9%	215

ADDITIONAL EVIDENCE

From the 2016-17 to 2018-19 school years, the percentage of students enrolled in at least their second year at Merrick achieving proficiency on the English language arts exam has increased over 11-percentage points. The greatest latitudinal increase came in the third grade with more than a 23-percentage point increase of students testing at a proficient level from the 2016-17 school year to the 2018-19 school year. The percentage of Merrick's 4th grade students performing at a proficient level on the ELL exam increased significantly in the 2018-19 school year when compared with the 2016-17 school year.

¹ 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.

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.²

RESULTS AND EVALUATION

The chart below shows the results of this year’s assessment of students who were enrolled in at least their second year at Merrick as compared to all tested students in the surrounding public-school district, Community School District 29 on the 2018-19 state English language arts exam. Merrick’s aggregate percentage of students at proficiency was 47.9%, while the local district’s average was 45.0%.

Merrick met this measure. The school’s aggregate percentage of students performing at a proficient level on the 2018-19 English language arts exam was 2.9 percentage points above Community School District 29.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62.9%	70	51.3%	2154
4	51.2%	66	48.8%	2174
5	31.7%	79	35.6%	2288
All	47.9%	215	45.0%	6616

ADDITIONAL EVIDENCE

As shown through the chart below, Merrick has had a higher percentage of students enrolled in their second year at the school testing at proficiency when compared to overall district average in two out of the last three academic years. In the 2016-17 school year, the percentage of Merrick students testing at a proficient level on the English language arts exam was 3.6 percentage points below the

² 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](#).

district average. In the 2017-18 school year, Merrick overcame the difference in students testing at proficiency and outperformed the district on the English language arts exam by 2.3 percentage points. This year, Merrick outperformed the district by 2.9 percentage points.

At the individual grade level, the percentage of Merrick’s 3rd grade students testing at proficiency has exceeded the district average in two out of the last three years. In the last two academic years, Merrick’s 3rd grade students have exceeded the district average by over 11 percentage points. In the 2018-19 school year, the percentage of 4th grade students testing at a proficient level exceeded the district average for the first time in the last 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	39.3%	46.6%	63.5%	51%	62.9%	51.3%
4	35.6%	38.0%	43.5%	46%	51.2%	48.8%
5	33.3%	35.1%	34.1%	34%	31.7%	35.6%
All	36.1%	39.7%	45.3%	43.0%	47.9%	45.0%

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.

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The actual percentage of Merrick students performing at levels 3 and 4 on the 2017-18 state English language arts exam was 42.9, over two percentage points above the predicted goal, resulting in an effect size of 0.13.

Merrick's aggregate Effect Size exceed the comparative measure, but did not meet the state's goal of achieving an effect size of 0.3 or above.

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	68.9	74	59.5	47.1	12.4	0.70
4	66.7	85	38.8	44.6	-5.8	-0.31
5	68.9	95	33.7	32.6	1.1	0.07
All	68.2	254	42.9	40.8	2.1	0.13

School's Overall Comparative Performance:

Slightly higher than expected

ADDITIONAL EVIDENCE

The actual number of students testing at a proficient level improved nearly 10 percentage points from the 2015-16 school year to the 2017-18 school year. While the school has not met the 0.3 effect size goal in the past three years, Merrick has shown improvement over this time, closing the gap between the actual effect size and the school's goal.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	71.6%	251	33.7	33.4	-0.02
2016-17	3-5	74.5%	269	34.1	32.4	0.11
2017-18	3-5	68.2%	254	42.9	40.8	0.13

Goal 1: Growth Measure³

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.

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

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 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.⁴

RESULTS AND EVALUATION

The school met its overall mean growth percentile overall and at each individual grade level.

2017 18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	54.7	50.0
5	51.2	50.0
All	52.8	50.0

ADDITIONAL EVIDENCE

Merrick's overall mean growth percentile increased significantly between the 2016-17 and 2017-18 school years. There was also a significant increase in the mean growth percentile at the 4th grade level.

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

Grade	Mean Growth Percentile			Target
	2015-16	2016-17	2017-18	
4	58.5	45.0	54.7	50.0
5	54.3	51.6	51.2	50.0
All	56.6	47.8	52.8	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Merrick met one absolute goal, one comparative goal, and it's growth goal.

Type	Measure	Outcome
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⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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.	Not Met
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.	Met
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.	Met
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.)	Not Met
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.)	Met

ACTION PLAN

Curriculum

- Teachers in grades K-5 will utilize the Achievement First Core Curriculum lessons, materials and resources to complement the balanced literacy approach in ELA and GoMath for mathematics.
- Grades K-2 will use the FUNdations, F&P, and DIBELS program to support instruction in the teaching of phonics.
- Lesson plans were refined through Achievement First Internalization and Intellectual Prep process to address the Common Core Standard alignment and to ensure that students are making benchmark progress.
- Technology will be better utilized to support instruction and accommodate diverse learners by using iReady.

Instruction

- The instructional staff is inclusive of the principal, assistant principal, and three instructional coaches and they will support teachers in the development of instructional practices and pedagogy that will impact student achievement. Grade lead teachers will use a data tracking system to support pedagogical and teaching strategies to strengthen students' critical skills. Mock test will be used twice this year.
- Additional staff was identified and hired to support literacy in grades K-5, including an enrichment teacher.
- Students will read, comprehend and respond to authentic nonfiction texts within units of studies and engage in rigorous tasks and discussions.

Assessment

- Merrick Academy will continue to utilize DIBELS, mock test, in-house math data tracking system, the Fountas and Pinnell, iReady, and Achievement First's and Illuminate Item bank for Interim Assessments to track student's progress and respond through action planning.

- Merrick Academy will continue to use the Fountas and Pinnell Benchmark system to determine instructional and independent reading levels of students and provide intervention using a guided model.
- Merrick Academy will continue to use iReady for instruction and diagnostic testing for ELA and Math.

Professional Development

- The pre service sessions introduced teachers to revised instructional frameworks, teaching strategies, support for students at risk, special education, protocols for looking at student work, looking at data, and providing meaningful feedback that will increase student proficiency in ELA.
- Teachers in grades K-2 received training in the implementation of the FUNdations programs
- Teachers will also have, weekly and quarterly professional development that is aligned to their areas of strength and areas of growth.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

The school's mathematics curriculum is through Achievement First which includes: student-centered concept development through the use of manipulative and math games; number sense activities; problem solving experiences; standardized as well as performance-based assessments; and opportunities for students to communicate their thinking and justify their answers. The program is supplemented with interesting reading materials pertaining to mathematics.

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 3rd through 5th 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

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	87	0	0	0	6	93
4	76	0	0	0	6	82
5	83	0	0	0	2	85
All	246	0	0	0	14	260

RESULTS AND EVALUATION

The following table represents the 2018-19 mathematics exam results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Merrick. Overall, 40.5% of the students who took the 2018-19 state mathematics exam performed at a proficient level. 50.0% of students enrolled in at least their second year performed at the school tested at a proficient level.

Merrick did not meet the absolute measure for math proficiency. Overall, 40.5% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 34.5 percentage points.

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	52.9%	87	57.8%	71
4	38.9%	76	52.3%	65
5	37.1%	83	41.3%	80
All	40.5%	246	50.0%	216

ADDITIONAL EVIDENCE

Merrick showed a significant overall increase in the percentage of students enrolled in at least their second year at the school performing at a proficient level on the state mathematics assessment exam from the 2016-17 and the 2018-19 school year. School wide, the percentage of students enrolled in at least their second year at the school achieving proficiency increased over 18 percentage points between the 2016-17 school year and the 2018-19 school year. There was also a notable increase of students achieving proficiency at each tested grade level, with the greatest improvement occurring at the 3rd grade, where the percentage of students achieving proficiency increased by nearly 30 percentage points.

⁵ 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

Impressively, the percentage of students achieving proficiency as third grade students in the 2016-17 school year improved by nearly 13 percentage points when that cohort took the exam as 5th graders in the 2018-19 school year. Additionally, the percentage of students achieving proficiency as third grade students in the 2017-18 school year increased by over three percentage points when that cohort took the mathematics exam as 4th graders in the 2018-19 school year.

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	28.4%	74	49.2%	61	57.8%	71
4	27.5%	91	44.1%	68	52.3%	65
5	41.1%	73	29.8%	84	41.3%	80
All	31.9%	238	39.9%	213	50.0%	216

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

Merrick achieved an aggregate PLI score of 143.5 in mathematics in the 2018-19 school year.

Merrick exceeded the state's 2018-19 mathematics MIP of 107 by over 36 points.

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
	15	35	33	17

$$PI = 15 + 2(35) + 2.5(17) = 85$$

$$\begin{array}{rcl}
 3 & + & 17 \\
 3 & + & (.5) * [17 \\
 & & \downarrow \\
 & & PI \\
 & = & 143.5 \\
 & & 5
 \end{array}$$

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 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.⁶

RESULTS AND EVALUATION

Merrick met this measure. The school’s aggregate percentage of students performing at a proficient level on the 2018-19 state mathematics assessment exam was 9.5 percentage points above the district average. Additionally, the percentage of Merrick students in at least their second year at the school achieving proficiency on the mathematics exam was higher than Community School District 29 at each individual grade level.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	57.8%	71	45.7%	2189
4	52.3%	65	38.9%	2198
5	41.3%	80	37.1%	2311
All	50.0%	216	40.5%	6698

ADDITIONAL EVIDENCE

As shown through the table below, Merrick has closed the gap between the percentage of students performing at a proficient level at the school when compared to the district over the last three school

⁶ 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](#).

years. In fact, in the 2017-18 and 2018-19 school years, the overall percentage of Merrick students performing at a proficient level on the state mathematics exam exceeded the overall percentage of district students performing at a proficient level when comparing similarly served grades.

Impressively, the percentage of students achieving proficiency as third grade students in the 2016-17 school year improved by nearly 13 percentage points when that cohort took the exam as 5th graders in the 2018-19 school year. At the district level, the percentage of students achieving proficiency within that cohort decreased nearly three percentage points during that time.

Additionally, the percentage of students achieving proficiency as third grade students in the 2017-18 school year increased by over three percentage points when that cohort took the mathematics exam as 4th graders in the 2018-19 school year. At the district level, the percentage of students achieving proficiency within that same cohort decreased over nine percentage points during that time.

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

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	28.4%	39.9%	49.2%	48%	57.8%	45.7%
4	27.5%	30.2%	44.1%	36%	52.3%	38.9%
5	41.1%	31.9%	29.8%	32%	41.3%	37.1%
All	31.9%	33.7%	39.9%	38.1%	50.0%	40.5%

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

Merrick did not meet its measure of having an Effect Size that exceeded 0.3. Merrick's effect size was -0.34.

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	68.9	72	47.2	50.1	-2.9	-0.15
4	66.7	84	39.3	44.9	-5.6	-0.28
5	68.9	90	28.9	38.8	-9.9	-0.56

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

All	68.1	246	37.8	44.2	-6.4	-0.34
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School's Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

Merrick's effect size has decreased from the 2015-16 school year to the 2017-18 school year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-5	71.6%	249	33.5	36.7	-0.19
2016-17	3-5	74.6%	269	30.7	36.2	-0.28
2017-18	3-5	68.1%	246	37.8	44.2	-0.34

Goal 2: Growth Measure⁷

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 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.⁸

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

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

RESULTS AND EVALUATION

Overall, the school exceeded the statewide 2017-18 mathematics mean growth percentile. The school's 4th grade also exceeded the mean growth percentile target by nearly 14 percentage points.

2017 18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	63.9	50.0
5	49.8	50.0
All	<u>56.4</u>	50.0

ADDITIONAL EVIDENCE

The school's overall mean growth percentile has increased from the 2015-16 school year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	62.3	39.7	63.9	50.0
5	47.3	56.3	49.8	50.0
All	<u>55.2</u>	<u>46.8</u>	<u>56.4</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

In the 2018-19 school year, Merrick met one absolute goal, one comparative goal, and it's growth goal.

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.	Not met
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.	Met
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.	Met
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.)	Not Met

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.)	Met
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ACTION PLAN

Merrick will continue to implement its instructional action plan, which focuses on rigorous data analysis to inform instruction, differentiated instruction and professional development, and parent workshops. The school has chosen Achievement First because it is a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. Achievement First is specifically written to provide thorough coverage of the CCSS with an emphasis on depth of instruction.

The school will implement a data team comprised of teachers and administration to focus their efforts on improved student outcomes by developing and aligning strategies to ensure a coherent and focused approach to improving student achievement. The school will continue to employ intense data analysis to identify and support areas that are in need of improvement. The outcomes being targeted are academic intervention with students grouped according to skill ability, ongoing differentiated professional development and coaching of teachers in math instruction.

Additionally, there will be rigorous instruction in mathematics, including manipulatives for hands-on experiences for students and math games at each grade level, K-5. This will continue to be implemented across the curriculum using Accountable talk, writing in mathematics, technology, researched based instructional strategies and fine arts. The goal will be set using a rubric, which incorporates the state level standards and Common Core Standards for proficiency. Further, teachers and administration will continue to plan strategically through monthly planning meetings, weekly grade team meetings, and weekly Student Support Committee meetings. Also, we will implement inter-classroom visitations school wide as professional development for teachers to observe best practices in action.

As a final point, parent workshops to provide math comprehension strategies and assist with homework will be incorporated into the school’s parent calendar.

Curriculum

- Teachers in grades K-5 will utilize the Achievement First lessons, materials and resources.
- Lesson plans were refined to address the Common Core Standard alignment and to ensure that students are making benchmark progress.
- Technology will be better utilized to support instruction and accommodate diverse learners.

Instruction

- The Instructional leadership team will continue to support teachers in the development of instructional practices and pedagogy that will impact student achievement. The 10 Day Professional Summer Workshops will also provide teachers with pedagogical and teaching strategies to strengthen students’ critical skills. Further, every month will receive 40 hours of professional development and once a week participation in the Professional Learning Community activities.

- Teachers will receive technology support from the technology administrator/staff developer.
- An instructional coach was hired for both ELA and Math to provide ongoing professional development and modeling.

Assessment

- Merrick Academy will utilize the Achievement First and Illuminate's on-line Program resources to track students' progress and respond through action planning.
- The school will also utilize an in-house data tracking system to develop small groups and individual support for student who have not met the standards.
- Merrick Academy utilizes iReady diagnostic testing in both ELA and Math to assist in developing small groups and provide baselines for instructional needs.
- Teacher will give monthly assessments in both ELA and Math to assess student growth and need.
- Teachers will use DIBELS and Fountas & Pinnell to assess student literacy skills.

Professional Development

- The pre service sessions introduced teachers to revised instructional frameworks and workshops on strategies that will increase student proficiency in MATH.
- Teachers at Merrick Academy attending the following PD's throughout the 2018-2019 school year:
 - Socratic Seminars
 - Philosophical Chairs
 - Danielson Artifacts
 - Guiding Young Writers into Strong Authors
 - NYS Math Proctoring
 - Classroom Management
 - Effective Communication to Parents
 - Guided Math Strategies
 - SMART Tools and Lessons
 - ELA Data Tracking
 - Math Small Group Instruction
 - Small Group Instruction
 - I-Ready Data Analysis
 - Lesson Planning
 - SMART Objectives
 - PBIS
 - Skedula
 - Technology in Writing
 - TLAC Techniques
 - Student Led Conferences
 - Prezi
 - Speakaboos
 - Accountable Independent Reading
 - Discipline

- Fountas and Pinell
- Special Education
- Parent Intro Letter
- Operations
- Curriculum Overview
- Prep Times
- Bulletin Boards
- Stretch Text
- Jigsaw
- Google Apps
- ICT Model
- Constructive Response
- Journal Writing
- Child Abuse Prevention
- Co-Teaching
- Computer-Based Testing
- Creating & Maintaining Inclusion & Teaching for All
- Mckinney Vento Training
- NYSAA Initial Training
- Pre-K RFP
- Related Services
- School Survey
- Success
- Teach Like a Champion 2.0
- Trauma Sensitivity/School Success
- Vocabulary Strategies

GOAL 3: SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Merrick Academy utilizes a standard-based curriculum based on the Common Core Standards to teach science. Science instruction is conducted three times a week in ninety-minute blocks. Inquiry-based instruction is done using the scientific method. Students in grades K–5 are administered a unit test upon completion of the Earth, Physical, and Life Science units. Students in grade 4 complete the New York State Science Assessment.

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 4th and 8th 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

In the 2018-19 school year, 98.5% of students at Merrick in at last their second year achieved a proficient score on the state science assessment exam.

Merrick met this measure and exceeded the threshold for achieving this goal by 23.5 percentage points.

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 nd Year	
	Percent Proficient	Number Tested
4	98.5%	68
All	98.5%	68

ADDITIONAL EVIDENCE

Merrick continues to maintain a high level of students achieving proficiency on the state science assessment exam. In each of the previous three years, the percentage of students performing at a proficient level has been at least 19.8 percentage points higher than the stated goal.

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	96.4%	84	94.2%	69	98.5%	68
All	96.4%	84	94.2%	69	98.5%	68

Goal 3: Comparative Measure

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.

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Because the district results for neither the 2017-18 or the 2018-19 state science assessment exams have not been released at this time, the comparative measure cannot be analyzed.

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 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98.5%	68	N/A	N/A
All	98.5%	68	N/A	N/A

ADDITIONAL EVIDENCE

Because the district results for neither the 2017-18 or the 2018-19 state science assessment exams have not been released at this time, the comparative measure cannot be analyzed.

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	96.4%	N/A	94.2%	N/A	98.5%	N/A
All	96.4%	N/A	94.2%	N/A	98.5%	N/A

SUMMARY OF THE SCIENCE GOAL

Merrick achieved its absolute science goal in the 2017-18 school year and its comparative goal could not be measured because the district's science scores had not been released at the time of this report was prepared.

Type	Measure	Outcome
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⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Met
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

Merrick will continue to implement its science instructional action plan, which focuses on rigorous data analysis to inform instruction, differentiated instruction and professional development, and parent workshops.

Merrick has a STEAM program inclusive of Visual Arts. Science will continue to be taught using the scientific method. This will include science instruction being inquiry based and experimental, allowing students to research topics using the New York State standards as goals.

The school will continue to make data driven decisions by teachers and administration to focus their efforts on improved student outcomes by developing and aligning strategies to ensure a coherent and focused approach to improving student achievement. The school will continue to employ intense data analysis to identify and support areas that are in need of improvement. The outcomes being targeted are academic intervention with students grouped according to skill, ability, ongoing differentiated professional development, and coaching of teachers in science.

Additionally, there will be rigorous inquiry based instruction in science, with continued weekly utilization of the science lab by students in grades 3-5. The goal will be set using a rubric, which incorporates the state level standards and Common Core Standards for proficiency. Also, we will implement inter-classroom visitations school wide as professional development for teachers to observe best practices in action. As a final point, parent workshops to provide strategies for incorporating science into everyday life will be incorporated into the school's parent calendar.

GOAL 4: ESSA

Goal 4: ESSA

The school will be in good standing pursuant to the state's ESSA accountability system.

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

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Merrick was in good standing pursuant to the state's ESSA accountability system in the 2018-19 school year.

ADDITIONAL EVIDENCE

The school has been in good standing for the past three school years.

Accountability Status by Year

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



Entry 4 Expenditures per Child

Last updated: 07/21/2019

MERRICK ACADEMY-QUEENS PUBLIC 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	10981612
Line 2: Year End FTE student enrollment	521
Line 3: Divide Line 1 by Line 2	21081

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)	1009977
Line 2: Management and General Cost (Column)	417633
Line 3: Sum of Line 1 and Line 2	1427610
Line 5: Divide Line 3 by the Year End FTE student enrollment	2741

Thank you.

Merrick Academy – Queens Public Charter School

Independent Auditor's Reports and Financial Statements

June 30, 2019 and 2018



Merrick Academy – Queens Public Charter School

June 30, 2019 and 2018

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Independent Auditor's Report

Board of Trustees
Merrick Academy – Queens Public Charter School
Laurelton, New York

Report on the Financial Statements

We have audited the accompanying financial statements of Merrick Academy – Queens Public 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.

Auditor's 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 auditor's 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 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 Merrick Academy – Queens Public 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.

Emphasis of Matter

As described in *Note 8* to the financial statements, in 2019, Merrick Academy – Queens Public Charter School adopted ASU 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to this matter.

Supplemental Information

Our audits were performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplemental information within the statements of functional expenses is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we also have issued our report dated October 30, 2019, on our consideration of Merrick Academy – Queens Public 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 Merrick Academy – Queens Public 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 Merrick Academy – Queens Public Charter School's internal control over financial reporting and compliance.

BKD, LLP

New York, New York
October 30, 2019

Merrick Academy – Queens Public Charter School
Statements of Financial Position
June 30, 2019 and 2018

	2019	2018
Assets		
Current Assets		
Cash	\$ 953,473	\$ 2,037,670
Grants and contracts receivable	239,556	384,646
Prepaid expenses	83,356	69,616
Total current assets	1,276,385	2,491,932
Security deposits	127,770	127,770
Cash – reserve	75,591	75,342
Fixed assets – net	800,922	608,009
Total assets	\$ 2,280,668	\$ 3,303,053
Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued expenses	\$ 202,559	\$ 235,588
Accrued salaries and related liabilities	777,261	694,681
Total current liabilities	979,820	930,269
Deferred rent	221,575	237,127
Total liabilities	1,201,395	1,167,396
Net Assets, Without Donor Restrictions	1,079,273	2,135,657
Total liabilities and net assets	\$ 2,280,668	\$ 3,303,053

Merrick Academy – Queens Public Charter School
Statements of Activities
Years Ended June 30, 2019 and 2018

	2019		2018	
	Without Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Total
Operating Revenues and Other Support				
Resident student enrollment	\$ 8,231,513	\$ 8,081,280	\$ -	\$ 8,081,280
Students with disabilities	1,420,145	1,253,949	-	1,253,949
<hr/>				
Total state and local per-pupil operating revenues	9,651,658	9,335,229	-	9,335,229
Government grants and contracts	261,049	322,313	-	322,313
Contributions	11,000	1,450	-	1,450
Interest	7,421	10,922	-	10,922
Miscellaneous income	22,125	74,714	-	74,714
Net assets released from restriction	-	1,500	(1,500)	-
<hr/>				
Total operating revenues and other support	9,953,253	9,746,128	(1,500)	9,744,628
<hr/>				
Expenses				
Program services				
Education	6,313,022	5,797,330	-	5,797,330
Special education	3,016,156	2,606,903	-	2,606,903
<hr/>				
Total program services	9,329,178	8,404,233	-	8,404,233
Supporting services				
Management and general	1,680,459	1,246,433	-	1,246,433
<hr/>				
Total expenses	11,009,637	9,650,666	-	9,650,666
<hr/>				
Change in Net Assets	(1,056,384)	95,462	(1,500)	93,962
Net Assets, Beginning of Year	2,135,657	2,040,195	1,500	2,041,695
<hr/>				
Net Assets, End of Year	\$ 1,079,273	\$ 2,135,657	\$ -	\$ 2,135,657

Merrick Academy – Queens Public Charter School
Statement of Functional Expenses
Year Ended June 30, 2019

	** No. of Positions	Program Services			Supporting Services	Total
		Education	Special Education	Total	Management and General	
Personnel service costs						
Administrative staff personnel	15	\$ 579,216	\$ 362,010	\$ 941,226	\$ 506,814	\$ 1,448,040
Instructional personnel	64	3,014,798	1,403,826	4,418,624	-	4,418,624
Noninstructional personnel	7	-	-	-	419,751	419,751
Salaries		3,594,014	1,765,836	5,359,850	926,565	6,286,415
Payroll taxes and employee benefits		867,056	426,008	1,293,064	122,269	1,415,333
Retirement		78,694	38,665	117,359	11,097	128,456
Legal service		-	-	-	55,070	55,070
Accounting/audit services		-	-	-	139,050	139,050
Other purchased/professional/ consulting services		212,938	85,412	298,350	247,616	545,966
Building and land rent/lease		509,794	250,471	760,265	71,827	832,092
Repairs and maintenance		115,846	56,918	172,764	16,336	189,100
Insurance		29,674	14,580	44,254	4,184	48,438
Utilities		73,554	36,139	109,693	10,372	120,065
Supplies/materials		166,598	46,405	213,003	3,885	216,888
Equipment/furnishings		6,093	2,994	9,087	859	9,946
Staff development		99,065	31,722	130,787	4,593	135,380
Marketing/recruitment		49,026	23,099	72,125	6,367	78,492
Technology		47,713	23,443	71,156	6,728	77,884
Student services		82,568	27,568	110,136	-	110,136
Office expense		133,133	65,412	198,545	18,774	217,319
Depreciation		211,289	103,812	315,101	29,795	344,896
Other		35,967	17,672	53,639	5,072	58,711
Total expenses		<u>\$ 6,313,022</u>	<u>\$ 3,016,156</u>	<u>\$ 9,329,178</u>	<u>\$ 1,680,459</u>	<u>\$ 11,009,637</u>

** Supplemental information

Merrick Academy – Queens Public Charter School
Statement of Functional Expenses
Year Ended June 30, 2018

	** No. of Positions	Program Services			Supporting Services	Total
		Education	Special Education	Total	Management and General	
Personnel service costs						
Administrative staff personnel	7	\$ 517,213	\$ 323,258	\$ 840,471	\$ 452,562	\$ 1,293,033
Instructional personnel	54	2,617,158	1,155,985	3,773,143	-	3,773,143
Noninstructional personnel	7	-	-	-	264,017	264,017
Salaries		3,134,371	1,479,243	4,613,614	716,579	5,330,193
Payroll taxes and employee benefits		761,107	359,199	1,120,306	109,894	1,230,200
Retirement		47,673	22,499	70,172	6,884	77,056
Legal service		-	-	-	52,648	52,648
Accounting/audit services		-	-	-	159,900	159,900
Other purchased/professional/ consulting services		309,293	115,674	424,967	40,974	465,941
Building and land rent/lease		513,681	242,428	756,109	74,169	830,278
Repairs and maintenance		80,934	38,196	119,130	11,686	130,816
Insurance		33,396	15,761	49,157	4,822	53,979
Utilities		71,836	33,902	105,738	10,372	116,110
Supplies/materials		154,132	39,399	193,531	3,706	197,237
Equipment/furnishings		19,219	9,070	28,289	2,775	31,064
Staff development		171,912	45,917	217,829	5,232	223,061
Marketing/recruitment		24,716	9,689	34,405	2,470	36,875
Technology		24,918	11,760	36,678	3,598	40,276
Student services		168,078	51,049	219,127	-	219,127
Office expense		97,697	46,107	143,804	14,106	157,910
Depreciation		158,882	74,983	233,865	22,940	256,805
Other		25,485	12,027	37,512	3,678	41,190
Total expenses		<u>\$ 5,797,330</u>	<u>\$ 2,606,903</u>	<u>\$ 8,404,233</u>	<u>\$ 1,246,433</u>	<u>\$ 9,650,666</u>

** Supplemental information

Merrick Academy – Queens Public Charter School

Statements of Cash Flows

Years Ended June 30, 2019 and 2018

	<u>2019</u>	<u>2018</u>
Operating Activities		
Change in net assets	\$ (1,056,384)	\$ 93,962
Items not requiring (providing) operating cash flows		
Depreciation	344,896	256,805
Changes in		
Grants and contracts receivable	145,090	(95,350)
Prepaid expenses	(13,740)	(1,698)
Accounts payable and accrued expenses	(40,880)	83,857
Accrued salaries and related liabilities	82,580	96,602
Deferred revenue	-	(35,284)
Deferred rent	(15,552)	5,078
	<u>(553,990)</u>	<u>403,972</u>
Net cash provided by (used in) operating activities		
Investing Activities		
Fixed asset acquisitions	(529,958)	(334,015)
Net change in cash – deposits in escrow	<u>(249)</u>	<u>(338)</u>
Net cash used in investing activities	<u>(530,207)</u>	<u>(334,353)</u>
Net Change in Cash	(1,084,197)	69,619
Cash, Beginning of Year	<u>2,037,670</u>	<u>1,968,051</u>
Cash, End of Year	<u>\$ 953,473</u>	<u>\$ 2,037,670</u>
Noncash Investing Activities		
Property and equipment in accounts payable	<u>\$ 7,851</u>	<u>\$ -</u>

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2019 and 2018

Note 1: Nature of Operations and Summary of Significant Accounting Policies

Merrick Academy – Queens Public Charter School (the School) is an educational corporation that operates as a charter school in the borough of Queens, New York City. On January 1, 2000, the Board of Regents and the Board of Trustees of the University of the State of New York, for and on behalf of the State Education Department, granted the School a charter from grades K-6. On February 3, 2015 the School's charter renewal was approved for an additional five years, which currently expires on June 20, 2020. During the fiscal years ended June 30, 2019 and 2018, the School operated classes for approximately 520 and 540 students in grades K-5, respectively.

Merrick Academy – Queens Public Charter School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. However, the School is subject to federal income tax on any unrelated business taxable income. The School is supported primarily by state and local per-pupil operating revenues.

Use of Estimates

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

Cash and Cash Equivalents

The School considers all liquid investments with original maturities of three months or less to be cash equivalents. At June 30, 2019 and 2018, cash equivalents consisted primarily of money market accounts.

As part of the School's charter agreement, the School agreed to establish a long-term reserve account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

At June 30, 2019, the School's cash accounts exceeded federally insured limits by approximately \$760,000.

Grants and Contracts Revenue and Receivables

Revenues from government grants and contracts to which the School is entitled are recognized mostly on student enrollment. Some grants are provided for specific educational endeavors which are not based on student enrollment and are recorded when related expenditures are incurred by the School. Receivables are recorded when the revenue is earned.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2019 and 2018

Allowance for Doubtful Accounts

Management determines whether an allowance for doubtful accounts should be provided for tuition, contributions, or grants receivable. Accounts written off as uncollectible are deducted from the allowance for doubtful accounts. Such estimates are based upon management's assessment of the aged basis of its receivables, historical information, expected collections, business and economic conditions and collections subsequent to year end. Interest income is not accrued or recorded on receivables. Management deemed no allowance necessary for the years ended June 30, 2019 and 2018.

Property and Equipment

Property and equipment acquisitions are stated at cost, less accumulated depreciation and amortization. Depreciation and amortization is charged to expense on the straight-line basis over the estimated useful life of each asset. Leasehold improvements are amortized over the shorter of the lease term or respective estimated useful lives.

The estimated useful lives for each major depreciable classification of property and equipment are as follows:

Leasehold improvements	5-20 years
Furniture and fixtures	7 years
Office and classroom equipment	3 years
Computer equipment	3 years
Software	3 years

Long-Lived Asset Impairment

The School evaluates the recoverability of the carrying value of long-lived assets whenever events or circumstances indicate the carrying amount may not be recoverable. If a long-lived asset is tested for recoverability and the undiscounted estimated future cash flows expected to result from the use and eventual disposition of the asset are less than the carrying amount of the asset, the asset cost is adjusted to fair value and an impairment loss is recognized as the amount by which the carrying amount of a long-lived asset exceeds its fair value. No asset impairment was recognized during the years ended June 30, 2019 and 2018.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions.

Net assets without donor restrictions are available for use in general operations and not subject to donor or certain grantor restrictions.

Net assets with donor restrictions are subject to donor- or certain grantor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2019 and 2018

At June 30, 2019 and 2018, all net assets are without donor restrictions and are available to be used for operations.

State and Local per-Pupil Operating Revenues

Revenues from the state and local governments resulting from the School’s charter status and based on the number of students enrolled are recorded when services are performed in accordance with the charter agreement. These grants are recorded as revenue by the School when services are rendered.

Contributions

Contributions are provided to the School either with or without restrictions placed on the gift by the donor. Revenues and net assets are separately reported to reflect the nature of those gifts – with or without donor restrictions. The value recorded for each contribution is recognized as follows:

Nature of the Gift	Value Recognized
<i>Conditional gifts, with or without restriction</i>	
Gifts that depend on the School overcoming a donor imposed barrier to be entitled to the funds	Not recognized until the gift becomes unconditional, <i>i.e.</i> , the donor imposed barrier is met
<i>Unconditional gifts, with or without restriction</i>	
Received at date of gift – cash and other assets	Fair value
Received at date of gift – property, equipment and long-lived assets	Estimated fair value
Expected to be collected within one year	Net realizable value
Collected in future years	Initially reported at fair value determined using the discounted present value of estimated future cash flows technique

In addition to the amount initially recognized, revenue for unconditional gifts to be collected in future years is also recognized each year as the present-value discount is amortized using the level-yield method.

When a donor stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Gifts and investment income that are originally restricted by the donor and for which the restriction is met in the same time period are recorded as revenue with donor restrictions and then released from restriction.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2019 and 2018

Leases

Leases are classified as operating or capital leases in accordance with the terms of the underlying agreements. Operating lease payments are charged to equipment and auto leases expense. Operating lease expense is recorded on the straight-line basis over the life of the lease, unless another systematic and rational basis is more representative of the time pattern in which use benefit is derived from the leased property, in which case that basis shall be used. Deferred rent, when material, is recorded for the difference between the fixed payment and the rent expense. In 2019 and 2018, all leases were classified as operating leases.

Income Taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and a similar provision of state law. However, the School is subject to federal income tax on any unrelated business taxable income. The School is exempt from filing tax returns in the U.S. federal jurisdiction.

Functional Allocation of Expenses

The costs of supporting the various programs and other activities have been summarized on a functional basis in the separate statements of functional expenses. The statements of functional expenses present the natural classification detail of expenses by function. All of these expense line items are allocated based on staffing allocations to the main functional areas of the school: general education, special education and management/general.

Note 2: Property and Equipment

	<u>2019</u>	<u>2018</u>
Leasehold improvements	\$ 1,043,696	\$ 841,931
Furniture and fixtures	457,977	385,252
Office and classroom equipment	368,955	293,895
Computer equipment	780,394	640,389
Software	<u>134,766</u>	<u>86,511</u>
	2,785,788	2,247,978
Accumulated depreciation and amortization	<u>(1,984,866)</u>	<u>(1,639,969)</u>
	<u>\$ 800,922</u>	<u>\$ 608,009</u>

Note 3: Lease Commitments

The School has a lease on the school building which will expire on December 31, 2022. Rent expense for the years ended June 30, 2019 and 2018 was \$832,092 and \$830,278, respectively.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2019 and 2018

The lease for the building is being straight-lined over the life of the lease. The deferred rent liability as of June 30, 2019 and 2018 was \$221,575 and \$237,127, respectively.

The School entered into noncancelable lease agreements for office equipment expiring at various dates through June 2024. Rent expense for the years ended June 30, 2019 and 2018 was \$112,534 and \$72,331, respectively.

The future minimum lease payments as of June 30, 2019 are:

Year Ending June 30	
2020	\$ 986,899
2021	1,008,573
2022	1,003,554
2023	517,115
2024	<u>22,840</u>
	<u>\$ 3,538,981</u>

Note 4: Contingencies and Concentrations

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

A significant portion of the School's operating revenue is paid by New York State Education Department.

In addition, all grants and contracts receivable due at year end were all due from the New York State Education Department.

Note 5: Retirement Plan

The School sponsors a 401(k) retirement plan for its employees. All employees are immediately eligible to participate in the plan. Employees can make pretax contributions up to a maximum of 100 percent of the annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 4 percent of the employee's annual compensation. Pension expense under this plan for the years ended June 30, 2019 and 2018 was \$128,456 and \$77,056, respectively.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2019 and 2018

Note 6: Liquidity and Availability

The School's financial assets available within one year of the balance sheet date for general expenditures as of June 30, 2019 are:

Financial assets at year end	
Cash	\$ 953,473
Grants and contracts receivable	<u>239,556</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 1,193,029</u>

The financial assets of the School without donor restrictions or restricted by state laws, are available for general expenditures. As part of liquidity management, the School invests cash in excess of daily requirements in short-term investments. Although the School does not intend to spend from its 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. During the years ended June 30, 2019 and 2018, the level of liquidity and reserves was managed within the policy requirements.

Note 7: Subsequent Events

Subsequent events have been evaluated through October 30, 2019, which is the date the financial statements were available to be issued.

Note 8: Change in Accounting Principle

In 2019, the School adopted Accounting Standards Update (ASU) 2016-14, *Not-for-Profit Entities* (Topic 958): *Presentation of Financial Statements of Not-for-Profit Entities*. A summary of the changes is as follows:

Statements of Financial Position

- The statements of financial position distinguish between two new classes of net assets – those with donor-imposed restrictions and those without. This is a change from the previously required three classes of net assets – unrestricted, temporarily restricted and permanently restricted.

Statements of Activities and Functional Expenses

- Expenses are reported by both nature and function in one location.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2019 and 2018

Notes to the Financial Statements

- Enhanced quantitative and qualitative disclosures provide additional information useful in assessing liquidity and cash flows available to meet operating expenses for one year from the date of the statements of financial position.

This change had no impact on previously reported total change in net assets.

Note 9: Future Changes in Accounting Principles

Revenue Recognition

The Financial Accounting Standards Board (FASB) amended its standards related to revenue recognition. This amendment replaces all existing revenue recognition guidance and provides a single, comprehensive revenue recognition model for all contracts with customers. The guidance provides a five-step analysis of transactions to determine when and how revenue is recognized. Other major provisions include capitalization of certain contract costs, consideration of the time value of money in the transaction price and allowing estimates of variable consideration to be recognized before contingencies are resolved in certain circumstances. The amendment also requires additional disclosure about the nature, amount, timing and uncertainty of revenue and cash flows arising from customer contracts, including significant judgments and changes in those judgments and assets recognized from costs incurred to fulfill a contract. The standard allows either full or modified retrospective adoption effective for annual periods beginning after December 15, 2018, for nonpublic entities and any interim periods within annual reporting periods that begin after December 15, 2019. The School is in the process of evaluating the impact the amendment will have on the financial statements.

FASB Releases Not-for-Profit Accounting Standard for Grants and Contributions

ASU No. 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*, clarifies existing guidance on determining whether a transaction with a resource provider, *e.g.*, the receipt of funds under a government grant or contract, is a contribution or an exchange transaction. The guidance requires all organizations to evaluate whether the resource provider is receiving commensurate value in a transfer of assets transaction and whether contributions are conditional or unconditional. If commensurate value is received by the resource provider, the transaction would be accounted for as an exchange transaction by applying Topic 606, *Revenue from Contracts with Customers*, or other topics. The standard clarifies that a resource provider is not synonymous with the general public. Indirect benefit received by the public as a result of the assets transferred is not equivalent to commensurate value received by the resource provider. If commensurate value is not received by the resource provider, *i.e.*, the transaction is nonexchange, the recipient organization would record the transaction as a contribution under Topic 958 and determine whether the contribution is conditional or unconditional.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2019 and 2018

FASB expects that the new standard could result in more grants and contracts being accounted for as contributions (often conditional contributions) than under current generally accepted accounting principles. Because of this, it believes the clarifying guidance about whether a contribution is conditional or unconditional, which affects the timing of revenue recognition, is important. Both the recipient and resource provider would equally apply the guidance. For non-public entities, the standard will be effective for reporting periods beginning on or after December 15, 2018.

Accounting for Leases

FASB amended its standard related to the accounting for leases. Under the new standard, lessees will now be required to recognize substantially all leases on the balance sheet as both a right-of-use asset and a liability. The standard has two types of leases for income statement recognition purposes: operating leases and finance leases. Operating leases will result in the recognition of a single lease expense on a straight-line basis over the lease term similar to the treatment for operating leases under existing standards. Finance leases will result in an accelerated expense similar to the accounting for capital leases under existing standards. The determination of lease classification as operating or finance will be done in a manner similar to existing standards. The new standard also contains amended guidance regarding the identification of embedded leases in service contracts and the identification of lease and nonlease components in an arrangement. The new standard is effective for the School annual periods beginning after December 15, 2019 and any interim periods within annual reporting periods that begin after December 15, 2020. A board decision was reached by FASB at its October 16, 2019 meeting to delay the effective date of Topic 842 by one year for these entities (*i.e.*, fiscal year beginning after December 15, 2020). Issuance of a final ASU related to this decision is expected later in 2019. The School is evaluating the impact the standard will have on the financial statements; however, the standard is expected to have an impact on the financial statements due to the recognition of additional assets and liabilities for operating leases.

**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 Auditor's Report

Board of Trustees
Merrick Academy – Queens Public Charter School
Laurelton, New York

We have audited, 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, the financial statements of Merrick Academy – Queens Public Charter 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 October 30, 2019. Our report included an “Emphasis of Matter” paragraph regarding a change in accounting principles.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Merrick Academy – Queens Public Charter 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 Merrick Academy – Queens Public Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Merrick Academy – Queens Public Charter 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. We did identify a certain deficiency in internal control, described in the accompanying schedule of findings and responses as item 2019-001 that we consider to be a significant deficiency.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Merrick Academy – Queens Public Charter 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*.

Merrick Academy – Queens Public Charter School’s Response to Finding

Merrick Academy – Queens Public Charter School’s response to the finding identified in our audit is described in the accompanying Schedule of Findings and Responses. Merrick Academy – Queens Public Charter School’s response was not subject to the auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on it.

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 entity’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 entity’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

BKD, LLP

New York, New York
October 30, 2019

Merrick Academy – Queens Public Charter School
Schedule of Findings and Responses
Year Ended June 30, 2019

2019-001 – Segregation of Duties – Review of Journal Entries

Criteria

The accounting functions should be properly segregated to ensure proper internal controls over financial reporting, including the review of journal entries made during the year.

Condition

The current staff size of the School does not always allow for the proper segregation of duties related to recording of journal entries in the general ledger.

Effect

It is possible that the financial statements could be manipulated by recording inappropriate journal entries.

Cause

Current staffing sizes restricted the ability to segregate certain functions.

Recommendation

We recommend that the School establish a procedure that all journal entries are reviewed and approved by someone other than the preparer.

Views of Responsible Officials

New procedures are being implemented for the Executive Director to review and approve all journal entries. See management's corrective action plan.

Merrick Academy – Queens Public Charter School
Schedule of Prior Audit Findings
Year Ended June 30, 2019

Reference Number	Summary of Finding	Status
2018-001	Segregation of Duties – Review of Journal Entries The accounting functions should be properly segregated to ensure proper internal controls over financial reporting, including the review of journal entries made during the year.	Condition still exists. (2019-001)

Merrick Academy Charter School est.2000

136-25 218th St. Laurelton, NY 11413
(718) 479-3753 Merrickacademy.org
Dr. Adrian C. Manuel, Executive Director
Samantha Pugh, CAO/Principal



Inquiry, Equity and Excellence

October 29, 2019

Subject: Management Response to BKD Audit Letter Dated October 29, 2019

Finding: Segregation of Duties – Review of Journal Entries

The accounting functions should be properly segregated to ensure proper internal controls over financial reporting, including the review of journal entries made during the year.

The current staff size of the School does not always allow for the proper segregation of duties related to recording of journal entries in the general ledger.

It is possible that the financial statements could be manipulated by recording inappropriate journal entries.

We recommend that the School establish a procedure that all journal entries are reviewed and approved by someone other than the preparer.

Management Response: We concur with the finding. The finding has been reviewed with management and staff. Corrective action has been taken and new procedures have already been implemented for the Executive Director to review and approve all journal entries prior to releasing the financial statements.

A handwritten signature in black ink, appearing to read 'Adrian Manuel', written over a horizontal line.

Adrian Manuel, Executive Director

Board of Trustees and Management
Merrick Academy – Queens Public Charter School
Laurelton, New York

As part of our audit of the financial statements of Merrick Academy – Queens Public Charter School (the School) as of and for the year ended June 30, 2019, we wish to communicate the following to you.

AUDIT SCOPE AND RESULTS

Auditor’s Responsibility Under 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

An audit performed 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 is designed to obtain reasonable, rather than absolute, assurance about the financial statements. In performing auditing procedures, we establish scopes of audit tests in relation to the financial statements taken as a whole. Our engagement does not include a detailed audit of every transaction. Our engagement letter more specifically describes our responsibilities.

These standards require communication of significant matters related to the financial statement audit that are relevant to the responsibilities of those charged with governance in overseeing the financial reporting process. Such matters are communicated in the remainder of this letter or have previously been communicated during other phases of the audit. The standards do not require the auditor to design procedures for the purpose of identifying other matters to be communicated with those charged with governance.

An audit of the financial statements does not relieve management or those charged with governance of their responsibilities. Our engagement letter more specifically describes your responsibilities.

Qualitative Aspects of Significant Accounting Policies and Practices

The School’s significant accounting policies are described in *Note 1* of the audited financial statements.

Alternative Accounting Treatments

No matters are reportable.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of financial statement preparation by management, based on its judgments. The following area involves a significant area of such estimates for which we are prepared to discuss management's estimation process and our procedures for testing the reasonableness of those estimates:

- Receivables

Financial Statement Disclosures

The following areas involve particularly sensitive financial statement disclosures for which we are prepared to discuss the issues involved and related judgments made in formulating those disclosures:

- Revenue recognition
- Functional expenses

Audit Adjustments

During the course of any audit, an auditor may propose adjustments to financial statement amounts. Management evaluates our proposals and records those adjustments which, in its judgment, are required to prevent the financial statements from being materially misstated. Some adjustments proposed were not recorded because their aggregate effect is not currently material; however, they involve areas in which adjustments in the future could be material, individually or in the aggregate.

Proposed Audit Adjustments Recorded

- To adjust deferred rent
- To un-accrue current year audit fees

Proposed Audit Adjustments Not Recorded

- Attached is a summary of uncorrected misstatements we aggregated during the current engagement and pertaining to the latest period presented that were determined by management to be immaterial, both individually and in the aggregate, to the financial statements as a whole.

Auditor's Judgments About the Quality of the School's Accounting Principles

No matters are reportable.

Disagreements with Management

No matters are reportable.

Significant Issues Discussed with Management

No matters are reportable.

Difficulties Encountered in Performing the Audit

No matters are reportable.

Other Material Communications

Listed below is another material communication between management and us related to the audit:

- Management representation letter (attached)

INTERNAL CONTROL OVER FINANCIAL REPORTING

In planning and performing our audit of the financial statements of 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 our audit procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified a certain deficiency in internal control that we consider to be a significant deficiency.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis.

A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented or detected and corrected on a timely basis.

A significant deficiency is a deficiency, or 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.

We observed the following matter to be a significant deficiency.

Significant Deficiency

Segregation of Duties – Review of Journal Entries

Refer to the Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*.

OTHER MATTERS

Although not considered material weaknesses, significant deficiencies or deficiencies in internal control over financial reporting, we observed the following matters and offer these comments and suggestions with respect to matters which came to our attention during the course of the audit of the financial statements. Our audit procedures are designed primarily to enable us to form an opinion on the financial statements and, therefore, may not bring to light all weaknesses in policies and procedures that may exist. However, these matters are offered as constructive suggestions for the consideration of management as part of the ongoing process of modifying and improving financial

and administrative practices and procedures. We can discuss these matters further at your convenience and may provide implementation assistance for changes or improvements.

Revenue Recognition for Educational Institutions

The model for revenue recognition is changing with the Financial Accounting Standards Board's (FASB) release on May 28, 2014 of Accounting Standards Update (ASU) 2014-09, *Revenue from Contracts with Customers* (the ASU). The goal of the final standard is to improve consistency of requirements, comparability of revenue recognition practices and usefulness of disclosures.

The ASU applies to all contracts with customers, other than those within the scope of other standards, such as leases, insurance, financing arrangements, financial instruments and guarantees. For institutions of education, this means primarily tuition; however all income must be reviewed for inclusion under the new guidance. Contributions are specifically excluded from scope. The ASU does not apply to other parties to a contract who are not customers, *i.e.*, collaborative arrangements.

The core principle of the new model is that an entity would recognize revenue as it transfers goods or services to customers in an amount that reflects the consideration it expects to receive. In order to achieve that core principle, an entity would apply a five-step model.

The five-step application is as follows:

- Step 1: Identify the contract with a customer.
- Step 2: Identify the separate performance obligations in the contract.
- Step 3: Determine the transaction price.
- Step 4: Allocate the transaction price to the separate performance obligations in the contract.
- Step 5: Recognize revenue when (or as) performance obligations are satisfied.

Because this is a principles-based standard, significant additional management judgement and estimates will be required at adoption and on an ongoing basis. These judgements and estimates include, but are not limited to, bifurcating bundled packages, the identification of separate performance obligations and determining the transaction price including any collectability issues.

While revenue timing and presentation may not change materially, the School will have to evaluate and document its consideration of recognition of revenue under the new five-step model.

The standard requires extensive new qualitative and quantitative revenue disclosures to enable financial statement users to understand the nature, amount, timing and uncertainty of revenue and cash flows arising from contracts with customers.

The standard may be adopted using a full retrospective approach or a modified, cumulative effect approach wherein the guidance is applied only to existing contracts as of the date of initial application, and to new contracts transacted after that date.

An entity choosing a modified approach would not restate comparative years, but it would be required to provide additional disclosures in the initial year of adoption.

For the School, the standard is effective for annual reporting periods beginning on or after December 15, 2018, and interim periods after December 15, 2019. Early application is permitted for all entities for annual periods beginning after December 15, 2016.

FASB Releases Not-for-Profit Accounting Standard for Grants and Contributions

On June 21, 2018, FASB issued ASU 2018-08. This standard clarifies existing guidance on determining whether a transaction with a resource provider, *e.g.*, the receipt of funds under a government grant or contract, is a contribution or an exchange transaction. The guidance requires all organizations to evaluate whether the resource provider is receiving commensurate value in a transfer of assets transaction, and whether contributions are conditional or unconditional.

If commensurate value is received by the resource provider, the transaction would be accounted for as an exchange transaction by applying Topic 606, *Revenue from Contracts with Customers*, or other topics. The standard clarifies that a resource provider is not synonymous with the general public. Indirect benefit received by the public as a result of the assets transferred is not equivalent to commensurate value received by the resource provider. If commensurate value is not received by the resource provider, *i.e.*, the transaction is nonexchange, the recipient organization would record the transaction as a contribution under Topic 958 and determine whether the contribution is conditional or unconditional.

FASB expects that the new standard could result in more grants and contracts being accounted for as contributions (often conditional contributions) than under current generally accepted accounting principles (GAAP). Because of this, it believes the clarifying guidance about whether a contribution is conditional or unconditional, which affects the timing of revenue recognition, is important. Both the recipient and resource provider would equally apply the guidance.

For public entities, the standard will be effective for annual reporting periods beginning on or after June 15, 2018. For all other entities, the standard will be effective for reporting periods beginning on or after December 15, 2018.

New Lease Accounting Standard

FASB issued ASU 2016-02, *Leases* (Topic 842), the long-awaited new standard on lease accounting. FASB has issued various ASUs since that date related to Topic 842 as well seeking to clarify guidance and provide more transition relief in certain areas.

Under the new ASU, lessees will recognize lease assets and liabilities on their balance sheet for all leases with terms of more than 12 months. The new lessee accounting model retains two types of leases and is consistent with the lessee accounting model under existing GAAP. One type of lease (finance leases) will be accounted for in substantially the same manner as capital leases are accounted for today. The other type of lease (operating leases) will be accounted for (both in the income statement and statement of cash flows) in a manner consistent with today's operating leases. Lessor accounting under the new standard is fundamentally consistent with existing GAAP.

Lessees and lessors would be required to provide additional qualitative and quantitative disclosures to help financial statement users assess the amount, timing, and uncertainty of cash flows arising from leases. These disclosures are intended to supplement the amounts recorded in the financial statements so that users can understand more about the nature of an organization's leasing activities.

Effective Dates

- For public business entities, not-for-profit entities that have issued, or is a conduit bond obligor for, securities that are traded, listed or quoted on an exchange or an over-the-counter market, and employee benefit plans that file financial statements within the U.S. Securities and Exchange Commission, the final leases standard will be effective for fiscal years beginning after December 15, 2018, including interim periods within those fiscal years.

- All other entities are currently* required to adopt Topic 842 for fiscal years beginning after December 15, 2019 – that is fiscal year 2020 for calendar year-end entities and fiscal year 2021 for those entities with other fiscal years. Early application is permitted.

* A board decision was reached by FASB at its October 16, 2019 meeting to delay the effective date of Topic 842 by one year for these entities (*i.e.*, fiscal year beginning after December 15, 2020). Issuance of a final ASU related to this decision is expected later in 2019.

Implementation

The approved delay by FASB of the effective date of the new leases standard (ASC 842) by one year for private companies and most non-profit organizations is welcome relief as many of these entities continue to work on their implementations of the new revenue standard (ASC 606).

However, there are certain lease implementation items to get moving on sooner rather than later:

1. Educate yourself and key stakeholders about ASC 842.
 - a. Check out **bkd.com** for BKD Thoughtware resources, including articles and webinars related to the new standard and the related implementation efforts.
2. Early decision points:
 - a. Transition method
 - b. Practical expedients and accounting policy elections
3. Accumulate the population of potential leases.
4. Communicate with lenders – expected impact of ASC 842 on existing debt covenants.
5. Systems analysis – Do you need lease software? If so, vendor selection takes time.
6. Start developing the processes and controls necessary for effective implementation of the ASC 842 as well as the ongoing accounting requirements.

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

BKD, LLP

New York, New York
October 30, 2019

Merrick Academy - Queens Public Charter School

ATTACHMENT

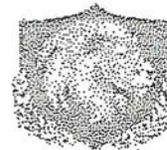
This analysis and the attached "Schedule of Uncorrected Misstatements (Adjustments Passed)" reflects the effects on the financial statements if the uncorrected misstatements identified were corrected:

QUANTITATIVE ANALYSIS

	Before Misstatements	Misstatements	Subsequent to Misstatements	% Change
Current Assets	1,276,385	0	1,276,385	0.00%
Non-Current Assets	1,004,283	0	1,004,283	0.00%
Current Liabilities	(979,820)	0	(979,820)	0.00%
Non-Current Liabilities	(221,575)	0	(221,575)	0.00%
Current Ratio	1.30		1.30	0.00%
Total Assets	2,280,668	0	2,280,668	0.00%
Total Liabilities	(1,201,395)	0	(1,201,395)	0.00%
Net Assets	(1,079,273)	0	(1,079,273)	0.00%
Revenues & Income	(9,953,253)	0	(9,953,253)	0.00%
Costs & Expenses	11,009,637	18,000	11,027,637	0.16%
Net Income	1,056,384	18,000	1,074,384	1.70%

Merrick Academy Charter School est. 2000

136-25 218th St. Laurelton, NY 11413
(718) 479-3753 Merrickacademy.org
Dr. Adrian C. Manuel, Executive Director
Samantha Pugh, CAO/Principal



Inquiry, Equity and Excellence

October 30, 2019

BKD, LLP

Certified Public Accountants
655 Third Ave.
New York, NY 10017

We are providing this letter in connection with your audits of our financial statements as of and for the years ended June 30, 2019 and 2018. We confirm that we are responsible for the fair presentation of the financial statements in conformity with accounting principles generally accepted in the United States of America. We are also responsible for adopting sound accounting policies, establishing and maintaining effective internal control over financial reporting, operations and compliance, and preventing and detecting fraud.

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, to the best of our knowledge and belief, the following:

1. We have fulfilled our responsibilities, as set out in the terms of our engagement letter dated September 16, 2019 for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America.
2. We acknowledge our responsibility for 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.
3. We acknowledge our responsibility for the design, implementation and maintenance of internal control to prevent and detect fraud.
4. We acknowledge the Organization is not a conduit debt obligor whose debt securities are listed, quoted or traded on an exchange or an over-the-counter market. As a result, we acknowledge the Organization does not meet the definition of a

“public entity” under generally accepted accounting principles for certain accounting standards.

5. We have reviewed and approved a draft of the financial statements and related notes referred to above, which you prepared in connection with your audit of our financial statements. We acknowledge that we are responsible for the fair presentation of the financial statements and related notes.
6. We have provided you with:
 - (a) Access to all information of which we are aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation and other matters.
 - (b) Additional information that you have requested from us for the purpose of the audit.
 - (c) Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
 - (d) All minutes of trustees’ meetings held through the date of this letter.
 - (e) All significant contracts and grants.
7. All transactions have been recorded in the accounting records and are reflected in the financial statements.
8. We have informed you of all current risks of a material amount that are not adequately prevented or detected by Organization procedures with respect to:
 - (a) Misappropriation of assets.
 - (b) Misrepresented or misstated assets, liabilities or net assets.
9. We believe the effects of the uncorrected financial statement misstatements summarized in the attached schedule are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.
10. We understand the potential penalties for failure to disclose reportable tax transactions to the taxing authorities and have fully disclosed to BKD any and all known reportable tax transactions.
11. We have no knowledge of any known or suspected:
 - (a) Fraudulent financial reporting or misappropriation of assets involving management or employees who have significant roles in internal control.
 - (b) Fraudulent financial reporting or misappropriation of assets involving others that could have a material effect on the financial statements.
12. We have no knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, customers, regulators, suppliers or others.

13. We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with accounting principles generally accepted in the United States of America. We understand that the term related party refers to an affiliate; management, and members of their immediate families, subsidiaries accounted for by the equity method; and any other party with which the Organization may deal if the Organization can significantly influence, or be influenced by, the management or operating policies of the other. The term affiliate refers to a party that directly or indirectly controls, or is controlled by, or is under common control with, the Organization.
14. Except as reflected in the financial statements, there are no:
- (a) Plans or intentions that may materially affect carrying values or classifications of assets and liabilities.
 - (b) Material transactions omitted or improperly recorded in the financial records.
 - (c) Material gain/loss contingencies requiring accrual or disclosure, including those arising from environmental remediation obligations.
 - (d) Events occurring subsequent to the statement of financial position date through the date of this letter requiring adjustment or disclosure in the financial statements.
 - (e) Agreements to purchase assets previously sold.
 - (f) Restrictions on cash balances or compensating balance agreements.
 - (g) Guarantees, whether written or oral, under which the Organization is contingently liable.
15. We have disclosed to you all known instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
16. We have no reason to believe the Organization owes any penalties or payments under the Employer Shared Responsibility Provisions of the Patient Protection and Affordable Care Act nor have we received any correspondence from the IRS or other agencies indicating such payments may be due.
17. We are not aware of any pending or threatened litigation or claims whose effects should be considered when preparing the financial statements. We have not sought or received attorney's services related to pending or threatened litigation or claims during or subsequent to the audit period. Also, we are not aware of any litigation or claims, pending or threatened, for which legal counsel should be sought.
18. Adequate provisions and allowances have been accrued for any material losses from:
- (a) Uncollectible receivables, including pledges.
 - (b) Purchase commitments in excess of normal requirements or above prevailing market prices.

19. Except as disclosed in the financial statements, the Organization has:
 - (a) Satisfactory title to all recorded assets, and they are not subject to any liens, pledges or other encumbrances.
 - (b) Complied with all aspects of contractual and grant agreements, for which noncompliance would materially affect the financial statements.
20. The financial statements disclose all significant estimates and material concentrations known to us. Significant estimates are estimates at the statement of financial position date which could change materially within the next year. Concentrations refer to volumes of business, revenues, available sources of supply, or markets for which events could occur which would significantly disrupt normal finances within the next year. Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
21. The fair values of financial and nonfinancial assets and liabilities, if any, recognized in the financial statements or disclosed in the notes thereto are reasonable estimates based on the methods and assumptions used. The methods and significant assumptions used result in measurements of fair value appropriate for financial statement recognition and disclosure purposes and have been applied consistently from period to period, taking into account any changes in circumstances. The significant assumptions appropriately reflect market participant assumptions.
22. We have not been designated as a potentially responsible party (PRP or equivalent status) by the Environmental Protection Agency (EPA) or other cognizant regulatory agency with authority to enforce environmental laws and regulations.
23. With respect to any nonattest services you have provided us during the year, including assisting with the preparation of the financial statements and preparation of information returns:
 - (a) We have designated a qualified management-level individual to be responsible and accountable for overseeing the nonattest services.
 - (b) We have established and monitored the performance of the nonattest services to ensure that they meet our objectives.
 - (c) We have made any and all decisions involving management functions with respect to the nonattest services and accept full responsibility for such decisions.
 - (d) We have evaluated the adequacy of the services performed and any findings that resulted.
24. We are an organization exempt from income tax under Section 501(c) of the Internal Revenue Code and a similar provision of state law and, except as disclosed in the financial statements, there are no activities that would jeopardize our tax-exempt status or subject us to income tax on unrelated business income or excise tax on prohibited transactions and events.
25. We have identified to you any activities conducted having both fund raising and program or management and general components (joint activities) and have allocated the costs of any joint activities in accordance with the provisions of FASB ASC 958-720-45.

26. We acknowledge that we are responsible for compliance with applicable laws, regulations and provisions of contracts and grant agreements.
27. We have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that have a direct and material effect on the determination of amounts in our consolidated financial statements or other financial data significant to the audit objectives.
28. We have identified and disclosed to you any violations or possible violations of laws, regulations and provisions of contracts and grant agreements whose effects should be considered for recognition and/or disclosure in the consolidated financial statements or for your reporting on noncompliance.
29. We have taken or will take timely and appropriate steps to remedy any fraud, abuse, illegal acts or violations of provisions of contracts or grant agreements that you or other auditors report.
30. We have a process to track the status of audit findings and recommendations.
31. We have identified to you any previous financial audits, attestation engagements, performance audits or other studies related to the objectives of your audit and the corrective actions taken to address any significant findings and recommendations made in such audits, attestation engagements or other studies.
32. We have provided our views on any findings, conclusions and recommendations, as well as our planned corrective actions with respect thereto, to you for inclusion in the findings and recommendations referred to in your report on internal control over financial reporting and on compliance and other matters based on your audit of the consolidated financial statements performed in accordance with *Government Auditing Standards*.
33. We have evaluated whether there are conditions or events known or reasonably knowable, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern within one year of the date of this letter without consideration of potential mitigating effects of management's plans not yet fully implemented and concluded substantial doubt does not exist.



Adrian Mansal, Executive Director



Josh Moreau, Financial Consultant



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

Charter School Name:	Middle Village Preparatory Charter School
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 01, 2019
Date Submitted:	Wednesday, October 23, 2019
School Fiscal Contact Name:	Adrian Manuel
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	BKD
School Audit Contact Name:	Eric Goldfarb
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

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	Attached
5) Management Letter Response	Attached
6) Form 990; or Extension Form 8868	On Extension

7) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart E	N/A
8) Corrective Action Plan	Attached

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>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 1,029,064	\$ 2,113,012
Grants and contracts receivable	239,556	384,646
Accounts receivables	-	-
Prepaid expenses	83,356	69,616
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	1,351,976	2,567,274
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	800,922	608,009
<u>OTHER ASSETS</u>	127,770	127,770
TOTAL ASSETS	<u>2,280,668</u>	<u>3,303,053</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 202,559	\$ 235,588
Accrued payroll and benefits	777,261	694,681
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
LIABILITIES	979,820	930,269
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	221,575	237,127
All other long-term debt and notes payable, net current maturities	-	-
LIABILITIES	<u>221,575</u>	<u>237,127</u>
TOTAL LIABILITIES	<u>1,201,395</u>	<u>1,167,396</u>
<u>NET ASSETS</u>		

Unrestricted	1,079,273	2,135,657
Temporarily restricted	-	-
TOTAL NET ASSETS	<u>1,079,273</u>	<u>2,135,657</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>2,280,668</u></u>	<u><u>3,303,053</u></u>

CK - Should be zero - -

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL

Statement of Activities

as of June 30, 2019

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 8,231,513	\$ -	\$ 8,231,513	\$ 8,081,280
Students with disabilities	1,420,145	-	1,420,145	1,253,949
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	261,049	-	261,049	322,313
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	9,912,707	-	9,912,707	9,657,542
EXPENSES				
Program Services				
Regular Education	\$ 6,313,022	\$ -	\$ 6,313,022	\$ 5,797,330
Special Education	3,016,156	-	3,016,156	2,606,903
Other Programs	-	-	-	-
Total Program Services	9,329,178	-	9,329,178	8,404,233
Management and general	1,680,459	-	1,680,459	1,246,433
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	11,009,637	-	11,009,637	9,650,666
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(1,096,930)	-	(1,096,930)	6,876
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	11,000	-	11,000	1,450
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	7,421	-	7,421	10,922

Miscellaneous income	22,125	-	22,125	74,714
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	40,546	-	40,546	87,086
CHANGE IN NET ASSETS	(1,056,384)	-	(1,056,384)	93,962
NET ASSETS BEGINNING OF YEAR	2,135,657	-	2,135,657	2,041,695
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	<u>\$ 1,079,273</u>	<u>\$ -</u>	<u>\$ 1,079,273</u>	<u>\$ 2,135,657</u>

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

	2018-19	2017-18
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (1,056,384)	\$ 93,962
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	344,896	256,805
Grants Receivable	145,090	(95,350)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(13,740)	(1,698)
Accounts Payable	(33,029)	83,857
Accrued Expenses	82,580	96,602
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	(35,284)
Interest payments	-	-
Deferred Rent	(15,552)	5,078
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ (546,139)	\$ 403,972
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(537,809)	(334,015)
Other	(249)	(338)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (538,058)	\$ (334,353)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (1,084,197)	\$ 69,619
Cash at beginning of year	2,037,670	1,968,051
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 953,473	\$ 2,037,670

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2019

		2018-19						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	15.00	579,216	362,010	-	941,226	-	506,814	506,814
Instructional Personnel	64.00	3,014,798	1,403,826	-	4,418,624	-	-	-
Non-Instructional Personnel	7.00	-	-	-	-	-	419,751	419,751
Total Salaries and Staff	86.00	3,594,014	1,765,836	-	5,359,850	-	926,565	926,565
Fringe Benefits & Payroll Taxes		867,056	426,008	-	1,293,064	-	122,269	122,269
Retirement		78,694	38,665	-	117,359	-	11,097	11,097
Management Company Fees		-	-	-	-	-	55,070	55,070
Legal Service		-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	139,050	139,050
Other Purchased / Professional / Consulting Services		212,938	85,412	-	298,350	-	247,616	247,616
Building and Land Rent / Lease / Facility Finance Interest		509,794	250,471	-	760,265	-	71,827	71,827
Repairs & Maintenance		115,846	56,918	-	172,764	-	16,336	16,336
Insurance		29,674	14,580	-	44,254	-	4,184	4,184
Utilities		73,554	36,139	-	109,693	-	10,372	10,372
Supplies / Materials		166,598	46,405	-	213,003	-	3,885	3,885
Equipment / Furnishings		6,093	2,994	-	9,087	-	859	859
Staff Development		99,065	31,722	-	130,787	-	4,593	4,593
Marketing / Recruitment		49,026	23,099	-	72,125	-	6,367	6,367
Technology		47,713	23,443	-	71,156	-	6,728	6,728
Food Service		-	-	-	-	-	-	-
Student Services		82,568	27,568	-	110,136	-	-	-
Office Expense		133,133	65,412	-	198,545	-	18,774	18,774
Depreciation		211,289	103,812	-	315,101	-	29,795	29,795
OTHER		35,967	17,672	-	53,639	-	5,072	5,072
Total Expenses		\$ 6,313,022	\$ 3,016,156	\$ -	\$ 9,329,178	\$ -	\$ 1,680,459	\$ 1,680,459

		2017-18
Total		
\$		\$
1,448,040		1,293,033
4,418,624		3,773,143
419,751		264,017
6,286,415		5,330,193
1,415,333		1,230,200
128,456		77,056
55,070		52,648
-		-
139,050		159,900
545,966		465,941
832,092		830,278
189,100		130,816
48,438		53,979
120,065		116,110
216,888		197,237
9,946		31,064
135,380		223,061
78,492		36,875
77,884		40,276
-		-
110,136		219,127
217,319		157,910
344,896		256,805
58,711		41,190
\$ 11,009,637		\$ 9,650,666



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

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	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 Quarter 2 Actuals are being submitted.
4.) Yearly Budget	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, should be submitted when submitting Quarterly Actuals.

5.) Balance Sheet	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 Quarter 2 Actuals are being submitted.
6.) Quarterly Report	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
7.) Annual Report Requirement	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

Merrick Academy - Queens Public Charter School

SCHOOL

Name:	Merrick Academy - Queens Public Charter School
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CONTACT INFORMATION

Contact Name:	Adrian Manuel
Contact Title:	Executive Director
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2019-20
Prior Academic Year:	2018-19

**MERRICK ACADEMY - QUEENS PUBLIC 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.

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

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Executive Management		1.0		1.0		1.0		1.0				
Instructional Management		3.0		3.0		3.0		3.0				
Deans, Directors & Coordinators		9.0		9.0		9.0		9.0				
CFO / Director of Finance												
Operation / Business Manager		1.0		1.0		1.0		1.0				
Administrative Staff		4.0		4.0		4.0		4.0				
TOTAL ADMINISTRATIVE STAFF	0.0	18.0	0.0	18.0	0.0	18.0	0.0	18.0	0.0	0.0	0.0	0.0
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
2018-19	Q1	Q2		Q3		Q4		Q1	Q2	Q3		
ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	
Teachers - Regular	33.0			33.0			33.0					
Teachers - SPED	5.0			5.0			5.0					
Substitute Teachers												
Teaching Assistants	6.0			6.0			6.0					
Specialty Teachers	7.0			7.0			7.0					
Aides	3.0			3.0			3.0					
Therapists & Counselors	2.0			2.0			2.0					
Other												
TOTAL INSTRUCTIONAL	0.0	56.0	0.0	56.0	0.0	56.0	0.0	56.0	0.0	0.0	0.0	0.0
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
2018-19	Q1	Q2		Q3		Q4		Q1	Q2	Q3		
ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	
Nurse												
Librarian												
Custodian	5.0			5.0			5.0					
Security	3.0			3.0			3.0					
Other												
TOTAL NON-INSTRUCTIONAL	0.0	8.0	0.0	8.0	0.0	8.0	0.0	8.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	0.0	82.0	0.0	82.0	0.0	82.0	0.0	82.0	0.0	0.0	0.0	0.0

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

**DEMY - QUEENS PUBLIC CH/
2019-20**

PLAN - FULL TIME EQUIVALI

*NOTE: Enter the number of FTE positions in the "blue" cells.	<i>Id be input.</i>	*NOTE: State the assumptions that are being made for personnel FTE levels.
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ADMINISTRATIVE PERSONNEL FTE		Description of Assumptions
	Q4	
	Actual	
Executive Management		Executive Director, Admin staff will not receive a salary increase from FY19 to FY20
Instructional Management		1 Principal and 2 Assistant Principals
Deans, Directors & Coordinators		In FY20, the school is adding Director of Student Support, STEM Coordinator, Data Analyst, 1 additional Instructional Coach
CFO / Director of Finance		
Operation / Business Manager		Operations Manager, no longer a DOO role
Administrative Staff		
TOTAL ADMINISTRATIVE STAFF	0.0	

INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions
	Q4	
	Actual	
Teachers - Regular		Teacher salaries are tied to the union scale, any
Teachers - SPED		Includes a SPED Director/Coordinator
Substitute Teachers		
Teaching Assistants		Paras were reduced from 9 to 6, FY19 to FY20
Specialty Teachers		
Aides		
Therapists & Counselors		
Other		
TOTAL INSTRUCTIONAL	0.0	

NON-INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions
	Q4	
	Actual	
Nurse		
Librarian		
Custodian		
Security		1 additional security added to reduce the amount
Other		
TOTAL NON-INSTRUCTIONAL	0.0	

TOTAL PERSONNEL SERVICE FTE	0.0	
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MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	2,467,780	-	-	2,575,520	-	-	2,567,552
Total Expenses	-	1,828,628	-	-	2,456,126	-	-	2,671,081
Net Income	-	639,152	-	-	119,394	-	-	(103,529)
Actual Student Enrollment	-	532	-	-	532	-	-	532
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2018-19	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							
IDEA Special Needs				-	71,766		-	
Title I		15,387		-	46,160		-	46,160
Title Funding - Other		2,601		-	7,802		-	7,802
School Food Service (Free Lunch)				-			-	
Grants								
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other				=			=	
TOTAL REVENUE FROM FEDERAL SOURCES	-	17,987	-	-	125,727	-	-	53,961
LOCAL and OTHER REVENUE								
Contributions and Donations				-			-	
Fundraising				-			-	
Erate Reimbursement				-			-	19,700
Earnings on Investments				-			-	
Interest Income		2,257		-	2,257		-	2,257
Food Service (Income from meals)				-			-	
Text Book				-			-	44,098
OTHER				=			=	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	2,257	-	-	2,257	-	-	66,055
TOTAL REVENUE	-	2,467,780	-	-	2,575,520	-	-	2,567,552

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	2,467,780	-	-	2,575,520	-	-	2,567,552
Total Expenses	-	1,828,628	-	-	2,456,126	-	-	2,671,081
Net Income	-	639,152	-	-	119,394	-	-	(103,529)
Actual Student Enrollment	-	532	-	-	532	-	-	532

	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No.
of Positions

Executive Management	1.00	47,117		-	40,386		-	47,117
Instructional Management	3.00	105,945		-	90,810		-	105,945
Deans, Directors & Coordinators	9.00	158,692		-	136,021		-	158,692
CFO / Director of Finance	-			-			-	
Operation / Business Manager	1.00	21,538		-	18,462		-	21,538
Administrative Staff	4.00	54,100		-	46,372		-	54,100
TOTAL ADMINISTRATIVE STAFF	18.00	387,392		-	332,051		-	387,392

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	33.00	195,519		-	586,557		-	684,316
Teachers - SPED	5.00	36,121		-	108,363		-	126,424
Substitute Teachers	-			-			-	
Teaching Assistants	6.00	16,652		-	49,957		-	58,283
Specialty Teachers	7.00	37,919		-	113,757		-	132,717
Aides	3.00	25,046		-	21,468		-	25,046
Therapists & Counselors	2.00	11,990		-	35,970		-	41,964
Other	-			-			-	
	-	21,120		-	75,667		-	55,667
TOTAL INSTRUCTIONAL	56.00	344,367		-	991,738		-	1,124,416

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-	
Librarian	-			-			-	
Custodian	5.00	46,846		-	40,154		-	46,846
Security	3.00	30,240		-	25,920		-	30,240
Other	-			-			-	
TOTAL NON-INSTRUCTIONAL	8.00			-	66,074		-	77,086

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan
2019-20

		Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Total Revenue		-	2,467,780	-	-	2,575,520	-	-	2,567,552
Total Expenses		-	1,828,628	-	-	2,456,126	-	-	2,671,081
Net Income		-	639,152	-	-	119,394	-	-	(103,529)
Actual Student Enrollment		-	532	-	-	532	-	-	532
SUBTOTAL PERSONNEL SERVICE COSTS	82.00	-	808,846	-	-	1,389,862	-	-	1,588,895
PAYROLL TAXES AND BENEFITS									
Payroll Taxes			64,707.59		-	111,100.00		-	127,111.40
Fringe / Employee Benefits			220,660		-	220,660		-	220,660
Retirement / Pension			34,109		-	34,109		-	34,109
TOTAL PAYROLL TAXES AND BENEFITS		-	319,476	-	-	365,957	-	-	381,879
TOTAL PERSONNEL SERVICE COSTS	82.00	-	1,128,321	-	-	1,755,819	-	-	1,970,774
CONTRACTED SERVICES									
Accounting / Audit			34,750		-	34,750		-	34,750
Legal			12,500		-	12,500		-	12,500
Management Company Fee					-			-	
Nurse Services					-			-	
Food Service / School Lunch					-			-	
Payroll Services			6,250		-	6,250		-	6,250
Special Ed Services			2,250		-	2,250		-	2,250
Titlement Services (i.e. Title I)					-			-	
Other Purchased / Professional / Consulting			57,250		-	57,250		-	57,250
TOTAL CONTRACTED SERVICES		-	113,000	-	-	113,000	-	-	113,000

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	2,467,780	-	-	2,575,520	-	-	2,567,552
Total Expenses	-	1,828,628	-	-	2,456,126	-	-	2,671,081
Net Income	-	639,152	-	-	119,394	-	-	(103,529)
Actual Student Enrollment	-	532	-	-	532	-	-	532

	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

SCHOOL OPERATIONS

Board Expenses		2,500		-	2,500		-	2,500
Classroom / Teaching Supplies & Materials		14,955		-	14,955		-	14,955
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks		22,525		-	22,525		-	22,525
Supplies & Materials other				-			-	
Equipment / Furniture		18,194		-	18,194		-	18,194
Telephone		1,851		-	1,851		-	1,851
Technology		34,505		-	34,505		-	34,505
Student Testing & Assessment		2,040		-	2,040		-	2,040
Field Trips		6,000		-	6,000		-	6,000
Transportation (student)		6,375		-	6,375		-	6,375
Student Services - other		35,405		-	35,405		-	35,405
Office Expense		19,483		-	19,483		-	19,483
Staff Development		29,898		-	29,898		-	29,898
Staff Recruitment		3,750		-	3,750		-	3,750
Student Recruitment / Marketing		938		-	938		-	938
School Meals / Lunch				-			-	
Travel (Staff)		3,315		-	3,315		-	3,315
Fundraising				-			-	
Other				-			-	
TOTAL SCHOOL OPERATIONS	-	201,733	-	-	201,733	-	-	201,733

FACILITY OPERATION & MAINTENANCE

Insurance		26,408		-	26,408		-	26,408
Janitorial		10,710		-	10,710		-	10,710
Building and Land Rent / Lease / Facility Finance Interest		211,225.25		-	211,225.25		-	211,225.25
Repairs & Maintenance		13,750		-	13,750		-	13,750

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	2,467,780	-	-	2,575,520	-	-	2,567,552
Total Expenses	-	1,828,628	-	-	2,456,126	-	-	2,671,081
Net Income	-	639,152	-	-	119,394	-	-	(103,529)
Actual Student Enrollment	-	532	-	-	532	-	-	532
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2018-19	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							
Equipment / Furniture		3,488		-	3,488		-	3,488
Security		29,400		-	29,400		-	29,400
Utilities		31,613		-	31,613		-	31,613
TOTAL FACILITY OPERATION & MAINTENANCE	-	332,592	-	-	332,592	-	-	332,592
DEPRECIATION & AMORTIZATION		52,983		-	52,983		-	52,983
RESERVES / CONTINGENCY				-			-	
DEFERRED RENT				-			-	
TOTAL EXPENSES	-	1,828,628	-	-	2,456,126	-	-	2,671,081
NET INCOME	-	639,152	-	-	119,394	-	-	(103,529)

Total Revenue	-	-	2,632,626	-	-
Total Expenses	-	-	3,285,269	-	-
Net Income	-	-	(652,643)	-	-
Actual Student Enrollment	-	-	532	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
IDEA Special Needs		-			-
Title I		-	46,160		-
Title Funding - Other		-	7,802		-
School Food Service (Free Lunch)		-			-
Grants					
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		=			=
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	53,961	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-	1,500		-
Fundraising		-			-
Erate Reimbursement		-			-
Earnings on Investments		-			-
Interest Income		-	2,257		-
Food Service (Income from meals)		-			-
Text Book		-			-
OTHER		=	<u>24,696</u>		=
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	28,453	-	-
TOTAL REVENUE	=	=	<u>2,632,626</u>	=	=

Total Revenue		-	-	2,632,626	-	-
Total Expenses		-	-	3,285,269	-	-
Net Income		-	-	(652,643)	-	-
Actual Student Enrollment		-	-	532	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised		Original	Revised	
		Budget	Variance	Budget	Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	1.00	-	-	40,386	-	-
Instructional Management	3.00	-	-	90,810	-	-
Deans, Directors & Coordinators	9.00	-	-	136,021	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	18,462	-	-
Administrative Staff	4.00	-	-	46,372	-	-
TOTAL ADMINISTRATIVE STAFF	18.00	-	-	332,051	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	33.00	-	-	1,075,354	-	-
Teachers - SPED	5.00	-	-	198,666	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	6.00	-	-	91,588	-	-
Specialty Teachers	7.00	-	-	208,555	-	-
Aides	3.00	-	-	21,468	-	-
Therapists & Counselors	2.00	-	-	65,944	-	-
Other	-	-	-	75,667	-	-
TOTAL INSTRUCTIONAL	56.00	-	-	1,737,241	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	5.00	-	-	40,154	-	-
Security	3.00	-	-	25,920	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	66,074	-	-

		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue		-	-	2,632,626	-	-
Total Expenses		-	-	3,285,269	-	-
Net Income		-	-	(652,643)	-	-
Actual Student Enrollment		-	-	532	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	82.00	-	-	2,135,365	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			-	170,629.05		-
Fringe / Employee Benefits			-	220,660		-
Retirement / Pension			=	34,109		=
TOTAL PAYROLL TAXES AND BENEFITS		-	-	425,597	-	-
TOTAL PERSONNEL SERVICE COSTS	82.00	-	-	2,560,962	-	-
CONTRACTED SERVICES						
Accounting / Audit			-	58,750		-
Legal			-	12,500		-
Management Company Fee			-			-
Nurse Services			-			-
Food Service / School Lunch			-			-
Payroll Services			-	6,250		-
Special Ed Services			-	2,250		-
Titlement Services (i.e. Title I)			-			-
Other Purchased / Professional / Consulting			=	57,250		=
TOTAL CONTRACTED SERVICES		-	-	137,000	-	-

Total Revenue	-	-	2,632,626	-	-
Total Expenses	-	-	3,285,269	-	-
Net Income	-	-	(652,643)	-	-
Actual Student Enrollment	-	-	532	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised		Original	Revised	
	Budget	Variance	Budget	Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		-	2,500		-
Classroom / Teaching Supplies & Materials		-	14,955		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-	22,525		-
Supplies & Materials other		-			-
Equipment / Furniture		-	18,194		-
Telephone		-	1,851		-
Technology		-	34,505		-
Student Testing & Assessment		-	2,040		-
Field Trips		-	6,000		-
Transportation (student)		-	6,375		-
Student Services - other		-	35,405		-
Office Expense		-	19,483		-
		-	29,898		-
Staff Development		-	3,750		-
Staff Recruitment		-	938		-
Student Recruitment / Marketing		-			-
School Meals / Lunch		-			-
Travel (Staff)		-	3,315		-
Fundraising		-			-
Other		-			-
TOTAL SCHOOL OPERATIONS	-	-	201,733	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	26,408		-
Janitorial		-	10,710		-
Building and Land Rent / Lease / Facility Finance Interest		-	211,225.23		-
Repairs & Maintenance		-	13,750		-

Total Revenue	-	-	2,632,626	-	-
Total Expenses	-	-	3,285,269	-	-
Net Income	-	-	(652,643)	-	-
Actual Student Enrollment	-	-	532	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Equipment / Furniture		-	3,488		-
Security		-	29,400		-
Utilities		=	31,613		=
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	332,592	-	-
DEPRECIATION & AMORTIZATION		-	52,983		-
RESERVES / CONTINGENCY		-			-
DEFERRED RENT		-			-
TOTAL EXPENSES	=	=	3,285,269	=	=
NET INCOME	-	-	(652,643)	-	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	10,243,478	10,243,478	-	10,243,478	10,243,478
Total Expenses	10,241,103	10,241,103	-	(10,241,103)	(10,241,103)
Net Income	2,375	2,375	-	2,375	2,375
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2019-20
Per Pupil Rate

NYC CHANCELLOR'S OFFICE	16,150	8,591,800	8,591,800	-	8,591,800	8,591,800
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	8,591,800	8,591,800	-	8,591,800	8,591,800
Special Education Revenue		1,198,344	1,198,344	-	1,198,344	1,198,344
Grants						
Stimulus		102,676	102,676	-	102,676	102,676
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		9,892,820	9,892,820	-	9,892,820	9,892,820

532 students, but the recruitment efforts are aimed at a higher enrollment

31 students 20-60%, 46 students > 60%

\$193/student

REVENUE FROM FEDERAL FUNDING

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	10,243,478	10,243,478	-	10,243,478	10,243,478
Total Expenses	10,241,103	10,241,103	-	(10,241,103)	(10,241,103)
Net Income	2,375	2,375	-	2,375	2,375
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
IDEA Special Needs	71,766	71,766	-	71,766	71,766
Title I	153,865	153,865	-	153,865	153,865
Title Funding - Other	26,006	26,006	-	26,006	26,006
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	251,637	251,637	-	251,637	251,637
LOCAL and OTHER REVENUE					
Contributions and Donations	1,500	1,500	-	1,500	1,500
Fundraising	-	-	-	-	-
Erate Reimbursement	19,700	19,700	-	19,700	19,700
Earnings on Investments	-	-	-	-	-
Interest Income	9,027	9,027	-	9,027	9,027
Food Service (Income from meals)	-	-	-	-	-
Text Book	44,098	44,098	-	44,098	44,098
OTHER	<u>24,696</u>	<u>24,696</u>	-	<u>24,696</u>	<u>24,696</u>
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	99,021	99,021	-	99,021	99,021
TOTAL REVENUE	<u>10,243,478</u>	<u>10,243,478</u>	-	<u>10,243,478</u>	<u>10,243,478</u>

DESCRIPTION OF ASSUMPTIONS

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	10,243,478	10,243,478	-	10,243,478	10,243,478
Total Expenses	10,241,103	10,241,103	-	(10,241,103)	(10,241,103)
Net Income	2,375	2,375	-	2,375	2,375
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	1.00	175,006	175,006	-	(175,006)	(175,006)
Instructional Management	3.00	393,510	393,510	-	(393,510)	(393,510)
Deans, Directors & Coordinators	9.00	589,426	589,426	-	(589,426)	(589,426)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	80,000	80,000	-	(80,000)	(80,000)
Administrative Staff	4.00	200,944	200,944	-	(200,944)	(200,944)
TOTAL ADMINISTRATIVE STAFF	18.00	1,438,886	1,438,886	-	(1,438,886)	(1,438,886)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	33.00	2,541,746	2,541,746	-	(2,541,746)	(2,541,746)
Teachers - SPED	5.00	469,573	469,573	-	(469,573)	(469,573)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	6.00	216,480	216,480	-	(216,480)	(216,480)
Specialty Teachers	7.00	492,947	492,947	-	(492,947)	(492,947)
Aides	3.00	93,028	93,028	-	(93,028)	(93,028)
Therapists & Counselors	2.00	155,868	155,868	-	(155,868)	(155,868)
Other	-	228,120	228,120	-	(228,120)	(228,120)
TOTAL INSTRUCTIONAL	56.00	4,197,762	4,197,762	-	(4,197,762)	(4,197,762)

Q1 includes an amount for summer school, after school programming = \$89K and an additional \$78K for per session to teachers for ancillary programming, \$40K total in bonuses per union contract

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	5.00	174,000	174,000	-	(174,000)	(174,000)
Security	3.00	112,320	112,320	-	(112,320)	(112,320)
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	8.00	286,320	286,320	-	(286,320)	(286,320)

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	10,243,478	10,243,478	-	10,243,478	10,243,478
Total Expenses	10,241,103	10,241,103	-	(10,241,103)	(10,241,103)
Net Income	2,375	2,375	-	2,375	2,375
Actual Student Enrollment					

		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SUBTOTAL PERSONNEL SERVICE COSTS	82.00	5,922,968	5,922,968	-	(5,922,968)	(5,922,968)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		473,837	473,837	-	(473,837)	(473,837)
Fringe / Employee Benefits		882,638	882,638	-	(882,638)	(882,638)
Retirement / Pension		136,434	136,434	-	(136,434)	(136,434)
TOTAL PAYROLL TAXES AND BENEFITS		1,492,909	1,492,909	-	(1,492,909)	(1,492,909)
TOTAL PERSONNEL SERVICE COSTS	82.00	7,415,877	7,415,877	-	(7,415,877)	(7,415,877)
CONTRACTED SERVICES						
Accounting / Audit		163,000	163,000	-	(163,000)	(163,000)
Legal		50,000	50,000	-	(50,000)	(50,000)
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		25,000	25,000	-	(25,000)	(25,000)
Special Ed Services		9,000	9,000	-	(9,000)	(9,000)
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		229,000	229,000	-	(229,000)	(229,000)
TOTAL CONTRACTED SERVICES		476,000	476,000	-	(476,000)	(476,000)

DESCRIPTION OF ASSUMPTIONS

8% of salaries
Health insurance costs are expected to increase by 10% fomr FY19

The school will renegotiating its MOU with the union in FY20

TRI, renewal consulting and outreach, additional turnaround services

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	10,243,478	10,243,478	-	10,243,478	10,243,478
Total Expenses	10,241,103	10,241,103	-	(10,241,103)	(10,241,103)
Net Income	2,375	2,375	-	2,375	2,375
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

Board Expenses	10,000	10,000	-	(10,000)	(10,000)
Classroom / Teaching Supplies & Materials	59,820	59,820	-	(59,820)	(59,820)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	90,098	90,098	-	(90,098)	(90,098)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	72,776	72,776	-	(72,776)	(72,776)
Telephone	7,403	7,403	-	(7,403)	(7,403)
Technology	138,021	138,021	-	(138,021)	(138,021)
Student Testing & Assessment	8,160	8,160	-	(8,160)	(8,160)
Field Trips	24,000	24,000	-	(24,000)	(24,000)
Transportation (student)	25,500	25,500	-	(25,500)	(25,500)
Student Services - other	141,621	141,621	-	(141,621)	(141,621)
Office Expense	77,931	77,931	-	(77,931)	(77,931)
Staff Development	119,590	119,590	-	(119,590)	(119,590)
Staff Recruitment	15,000	15,000	-	(15,000)	(15,000)
Student Recruitment / Marketing	3,750	3,750	-	(3,750)	(3,750)
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	13,260	13,260	-	(13,260)	(13,260)
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	806,930	806,930	-	(806,930)	(806,930)

infrastructure

to Candidate School fees, Ar Math Navigator, Achievement Network Assessment Collaborative, Whetstone, Illuminate, DeansList, IO Education, SchoolMint

Reduced from FY19 after assessment of ordering process and inventory

Relay Instructional Leadership PD, Uncommon Train the Trainer, IC Teacher Training, Project Lead the Way, A-Net, ISTA/ASCD/NCSA Conferences, CPET

FACILITY OPERATION & MAINTENANCE

Insurance	105,632	105,632	-	(105,632)	(105,632)
Janitorial	42,840	42,840	-	(42,840)	(42,840)
Building and Land Rent / Lease / Facility Finance Interest	868,893	868,893	-	(868,893)	(868,893)
Repairs & Maintenance	55,000	55,000	-	(55,000)	(55,000)

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	10,243,478	10,243,478	-	10,243,478	10,243,478
Total Expenses	10,241,103	10,241,103	-	(10,241,103)	(10,241,103)
Net Income	2,375	2,375	-	2,375	2,375
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Equipment / Furniture	13,950	13,950	-	(13,950)	(13,950)
Security	117,600	117,600	-	(117,600)	(117,600)
Utilities	126,451	126,451	-	(126,451)	(126,451)
TOTAL FACILITY OPERATION & MAINTENANCE	1,330,366	1,330,366	-	(1,330,366)	(1,330,366)
DEPRECIATION & AMORTIZATION	211,930	211,930	-	(211,930)	(211,930)
RESERVES / CONTINGENCY	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-
TOTAL EXPENSES	10,241,103	10,241,103	-	(10,241,103)	(10,241,103)
NET INCOME	2,375	2,375	-	2,375	2,375

DESCRIPTION OF ASSUMPTIONS

Reduced from FY20 with reevaluation of roles and additional personnel

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan**

2019-20

Total Revenue	10,243,478	10,243,478	-	10,243,478	10,243,478
Total Expenses	10,241,103	10,241,103	-	(10,241,103)	(10,241,103)
Net Income	2,375	2,375	-	2,375	2,375
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

		MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL							
		Budget / Operating Plan							
		2019-20							
		-	2,467,780	-	-	2,575,520	-	-	2,567,552
Total Revenue		-	2,467,780	-	-	2,575,520	-	-	2,567,552
Total Expenses		-	1,828,628	-	-	2,456,126	-	-	2,671,081
Net Income		-	639,152	-	-	119,394	-	-	(103,529)
Actual Student Enrollment		-	532	-	-	532	-	-	532
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		2018-19	Original	Revised	Variance	Original	Revised	Variance	Original
		Revenue Per Pupil	Budget	Budget		Budget	Budget		Budget
CASH FLOW ADJUSTMENTS									
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		-	639,152	-	-	119,394	-	-	(103,529)
Beginning Cash Balance		-	-	-	-	639,152	-	-	758,546
ENDING CASH BALANCE		-	639,152	-	-	758,546	-	-	655,018

Total Revenue	-	-	2,632,626	-	-
Total Expenses	-	-	3,285,269	-	-
Net Income	-	-	(652,643)	-	-
Actual Student Enrollment	-	-	532	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised		Original	Revised	
	Budget	Variance	Budget	Budget	Variance
CASH FLOW ADJUSTMENTS					
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	-	-	(652,643)	-	-
Beginning Cash Balance	-	-	655,018	-	-
ENDING CASH BALANCE	-	-	2,375	-	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	10,243,478	10,243,478	-	10,243,478	10,243,478
Total Expenses	10,241,103	10,241,103	-	(10,241,103)	(10,241,103)
Net Income	2,375	2,375	-	2,375	2,375
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

CASH FLOW ADJUSTMENTS					
<i>OPERATING ACTIVITIES {enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
<i>INVESTMENT ACTIVITIES {enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
<i>FINANCING ACTIVITIES {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	2,375	2,375	-	2,375	2,375
Beginning Cash Balance	-	-	-	-	-
ENDING CASH BALANCE	2,375	2,375	-	2,375	2,375

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
ALANCE 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
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>					
	-	-	-	-	-
<u>OTHER ASSETS</u>					
	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>					
	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-

TOTAL LIABILITIES AND NET ASSETS - - - - -

MERRICK ACADEMY - QUEENS PUBLIC C
Budget / Operating Plan

2019-20

Total Revenue	-	2,467,780	-	-	2,575,520	-	-
Total Expenses	-	1,828,628	-	-	2,456,126	-	-
Net Income	-	639,152	-	-	119,394	-	-
Actual Student Enrollment	-	532	-	-	532	-	-
*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 Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	17,987	-	-	125,727	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	2,257	-	-	2,257	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	2,257	-	-	2,257	-	-
TOTAL REVENUE	-	2,467,780	-	-	2,575,520	-	-

2019-20

Total Revenue	-	2,467,780	-	-	2,575,520	-	-
Total Expenses	-	1,828,628	-	-	2,456,126	-	-
Net Income	-	639,152	-	-	119,394	-	-
Actual Student Enrollment	-	532	-	-	532	-	-

*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 Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES

Quarter 0

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management	-	47,117	-	40,386	-	-
Instructional Management	-	105,945	-	90,810	-	-
Deans, Directors & Coordinators	-	158,692	-	136,021	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	21,538	-	18,462	-	-
Administrative Staff	-	54,100	-	46,372	-	-
TOTAL ADMINISTRATIVE STAFF	-	387,392	-	332,051	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	195,519	-	586,557	-	-
Teachers - SPED	-	36,121	-	108,363	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	16,652	-	49,957	-	-
Specialty Teachers	-	37,919	-	113,757	-	-
Aides	-	25,046	-	21,468	-	-
Therapists & Counselors	-	11,990	-	35,970	-	-
Other	-	21,120	-	75,667	-	-
TOTAL INSTRUCTIONAL	-	344,367	-	991,738	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	46,846	-	40,154	-	-
Security	-	30,240	-	25,920	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	77,086	-	66,074	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

	-	808,846	-	1,389,862	-	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		64,708	-	111,189	-	-
Fringe / Employee Benefits		220,660	-	220,660	-	-
Retirement / Pension		34,109	-	34,109	-	-

2019-20

Total Revenue	-	2,467,780	-	-	2,575,520	-	-
Total Expenses	-	1,828,628	-	-	2,456,126	-	-
Net Income	-	639,152	-	-	119,394	-	-
Actual Student Enrollment	-	532	-	-	532	-	-

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Current			Current		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed							
TOTAL PAYROLL TAXES AND BENEFITS	-	319,476	-	-	365,957	-	-
TOTAL PERSONNEL SERVICE COSTS	-	1,128,321	-	-	1,755,819	-	-
CONTRACTED SERVICES							
Accounting / Audit		34,750	-		34,750	-	
Legal		12,500	-		12,500	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		6,250	-		6,250	-	
Special Ed Services		2,250	-		2,250	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		57,250	-		57,250	-	
TOTAL CONTRACTED SERVICES	-	113,000	-	-	113,000	-	-

2019-20

Total Revenue	-	2,467,780	-	-	2,575,520	-	-
Total Expenses	-	1,828,628	-	-	2,456,126	-	-
Net Income	-	639,152	-	-	119,394	-	-
Actual Student Enrollment	-	532	-	-	532	-	-

*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 Q
Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

SCHOOL OPERATIONS

Board Expenses		2,500	-		2,500	-	
Classroom / Teaching Supplies & Materials		14,955	-		14,955	-	
Special Ed Supplies & Materials		-	-		-	-	
Textbooks / Workbooks		22,525	-		22,525	-	
Supplies & Materials other		-	-		-	-	
Equipment / Furniture		18,194	-		18,194	-	
Telephone		1,851	-		1,851	-	
Technology		34,505	-		34,505	-	
Student Testing & Assessment		2,040	-		2,040	-	
Field Trips		6,000	-		6,000	-	
Transportation (student)		6,375	-		6,375	-	
Student Services - other		35,405	-		35,405	-	
Office Expense		19,483	-		19,483	-	
Staff Development		29,898	-		29,898	-	
Staff Recruitment		3,750	-		3,750	-	
Student Recruitment / Marketing		938	-		938	-	
School Meals / Lunch		-	-		-	-	
Travel (Staff)		3,315	-		3,315	-	
Fundraising		-	-		-	-	
Other		-	-		-	-	
TOTAL SCHOOL OPERATIONS		-	201,733	-	-	201,733	-

FACILITY OPERATION & MAINTENANCE

Insurance		26,408	-		26,408	-	
Janitorial		10,710	-		10,710	-	
Building and Land Rent / Lease / Facility Finance Interest		217,223	-		217,223	-	
Repairs & Maintenance		13,750	-		13,750	-	
Equipment / Furniture		3,488	-		3,488	-	
Security		29,400	-		29,400	-	
Utilities		31,613	-		31,613	-	
TOTAL FACILITY OPERATION & MAINTENANCE		-	332,592	-	-	332,592	-

DEPRECIATION & AMORTIZATION

		52,983	-		52,983	-	
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2019-20

Total Revenue	-	2,467,780	-	-	2,575,520	-	-
Total Expenses	-	1,828,628	-	-	2,456,126	-	-
Net Income	-	639,152	-	-	119,394	-	-
Actual Student Enrollment	-	532	-	-	532	-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>							
	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
RESERVES / CONTINGENCY		-	-		-	-	
DEFERRED RENT		-	-		-	-	
TOTAL EXPENSES	-	<u>1,828,628</u>	-	-	<u>2,456,126</u>	-	-
NET INCOME	-	<u>639,152</u>	-	-	<u>119,394</u>	-	-

CHARTER SCHOOL

n

Total Revenue	2,567,552	-	-	2,632,626	-
Total Expenses	2,671,081	-	-	3,285,269	-
Net Income	(103,529)	-	-	(652,643)	-
Actual Student Enrollment	532	-	-	532	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
	<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>				
School Food Service (Free Lunch)	-	-		-	-
Grants					
Charter School Program (CSP) Planning & Implementation	-	-		-	-
Other	-	-		-	-
Other	-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	53,961	-	-	53,961	-
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-		1,500	-
Fundraising	-	-		-	-
Erate Reimbursement	19,700	-		-	-
Earnings on Investments	-	-		-	-
Interest Income	2,257	-		2,257	-
Food Service (Income from meals)	-	-		-	-
Text Book	44,098	-		-	-
OTHER	-	-		24,696	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	66,055	-	-	28,453	-
TOTAL REVENUE	2,567,552	-	-	2,632,626	-

CHARTER SCHOOL

n

Total Revenue	2,567,552	-	-	2,632,626	-
Total Expenses	2,671,081	-	-	3,285,269	-
Net Income	(103,529)	-	-	(652,643)	-
Actual Student Enrollment	532	-	-	532	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES		Quarter 0				
	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	-	47,117	-		40,386	-
Instructional Management	-	105,945	-		90,810	-
Deans, Directors & Coordinators	-	158,692	-		136,021	-
CFO / Director of Finance	-	-	-		-	-
Operation / Business Manager	-	21,538	-		18,462	-
Administrative Staff	-	<u>54,100</u>	-		<u>46,372</u>	-
TOTAL ADMINISTRATIVE STAFF	-	387,392	-	-	332,051	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	684,316	-		1,075,354	-
Teachers - SPED	-	126,424	-		198,666	-
Substitute Teachers	-	-	-		-	-
Teaching Assistants	-	58,283	-		91,588	-
Specialty Teachers	-	132,717	-		208,555	-
Aides	-	25,046	-		21,468	-
Therapists & Counselors	-	41,964	-		65,944	-
Other	-	<u>55,667</u>	-		<u>75,667</u>	-
TOTAL INSTRUCTIONAL	-	1,124,416	-	-	1,737,241	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-		-	-
Librarian	-	-	-		-	-
Custodian	-	46,846	-		40,154	-
Security	-	30,240	-		25,920	-
Other	-	-	-		-	-
TOTAL NON-INSTRUCTIONAL	-	77,086	-	-	66,074	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	1,588,895	-	-	2,135,365	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		127,111	-		170,829	-
Fringe / Employee Benefits		220,660	-		220,660	-
Retirement / Pension		<u>34,109</u>	-		<u>34,109</u>	-

CHARTER SCHOOL

n

Total Revenue	2,567,552	-	-	2,632,626	-
Total Expenses	2,671,081	-	-	3,285,269	-
Net Income	(103,529)	-	-	(652,643)	-
Actual Student Enrollment	532	-	-	532	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
TOTAL PAYROLL TAXES AND BENEFITS	381,879	-	-	425,597	-
TOTAL PERSONNEL SERVICE COSTS	-		-	2,560,962	-
CONTRACTED SERVICES					
Accounting / Audit	34,750	-		58,750	-
Legal	12,500	-		12,500	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	-	-		-	-
Payroll Services	6,250	-		6,250	-
Special Ed Services	2,250	-		2,250	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	<u>57,250</u>	-		<u>57,250</u>	-
TOTAL CONTRACTED SERVICES	113,000	-	-	137,000	-

CHARTER SCHOOL

n

Total Revenue	2,567,552	-	-	2,632,626	-
Total Expenses	2,671,081	-	-	3,285,269	-
Net Income	(103,529)	-	-	(652,643)	-
Actual Student Enrollment	532	-	-	532	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
	*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
SCHOOL OPERATIONS					
Board Expenses	2,500	-		2,500	-
Classroom / Teaching Supplies & Materials	14,955	-		14,955	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	22,525	-		22,525	-
Supplies & Materials other	-	-		-	-
Equipment / Furniture	18,194	-		18,194	-
Telephone	1,851	-		1,851	-
Technology	34,505	-		34,505	-
Student Testing & Assessment	2,040	-		2,040	-
Field Trips	6,000	-		6,000	-
Transportation (student)	6,375	-		6,375	-
Student Services - other	35,405	-		35,405	-
Office Expense	19,483	-		19,483	-
Staff Development	29,898	-		29,898	-
Staff Recruitment	3,750	-		3,750	-
Student Recruitment / Marketing	938	-		938	-
School Meals / Lunch	-	-		-	-
Travel (Staff)	3,315	-		3,315	-
Fundraising	-	-		-	-
Other	-	-		-	-
TOTAL SCHOOL OPERATIONS	201,733	-	-	201,733	-
FACILITY OPERATION & MAINTENANCE					
Insurance	26,408	-		26,408	-
Janitorial	10,710	-		10,710	-
Building and Land Rent / Lease / Facility Finance Interest	217,223	-		217,223	-
Repairs & Maintenance	13,750	-		13,750	-
Equipment / Furniture	3,488	-		3,488	-
Security	29,400	-		29,400	-
Utilities	31,613	-		31,613	-
TOTAL FACILITY OPERATION & MAINTENANCE	332,592	-	-	332,592	-
DEPRECIATION & AMORTIZATION	52,983	-		52,983	-

CHARTER SCHOOL

n

Total Revenue	2,567,552	-	-	2,632,626	-
Total Expenses	2,671,081	-	-	3,285,269	-
Net Income	(103,529)	-	-	(652,643)	-
Actual Student Enrollment	n	532	-	532	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
	Current Budget	Variance	Actual	Current Budget	Variance
RESERVES / CONTINGENCY	-	-		-	-
DEFERRED RENT	-	-		-	-
TOTAL EXPENSES	<u>2,671,081</u>	-	-	<u>3,285,269</u>	-
NET INCOME	<u>(103,529)</u>	-	-	<u>(652,643)</u>	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER
Budget / Operating Plan

2019-20

Total Revenue	-	-	-	10,243,478	(10,243,478)	-	-	10,243,478
Total Expenses	-	-	-	10,241,103	10,241,103	-	-	10,241,103
Net Income	-	-	-	2,375	(2,375)	-	-	2,375
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**

	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
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-
Grants								
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	251,637	(251,637)	-	-	251,637
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	1,500	(1,500)	-	-	1,500
Fundraising	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	19,700	(19,700)	-	-	19,700
Earnings on Investments	-	-	-	-	-	-	-	-
Interest Income	-	-	-	9,027	(9,027)	-	-	9,027
Food Service (Income from meals)	-	-	-	-	-	-	-	-
Text Book	-	-	-	44,098	(44,098)	-	-	44,098
OTHER	-	-	-	24,696	(24,696)	-	-	24,696
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	99,021	(99,021)	-	-	99,021
TOTAL REVENUE	-	-	-	10,243,478	(10,243,478)	-	-	10,243,478

MERRICK ACADEMY - QUEENS PUBLIC CHARTER
Budget / Operating Plan

2019-20

Total Revenue	-	-	-	10,243,478	(10,243,478)	-	-	10,243,478
Total Expenses	-	-	-	10,241,103	10,241,103	-	-	10,241,103
Net Income	-	-	-	2,375	(2,375)	-	-	2,375
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
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EXPENSES	Quarter 0 No. of Positions	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
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management	-	-	-	-	175,006	175,006	-	-	175,006
Instructional Management	-	-	-	-	393,510	393,510	-	-	393,510
Deans, Directors & Coordinators	-	-	-	-	589,426	589,426	-	-	589,426
CFO / Director of Finance	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	80,000	80,000	-	-	80,000
Administrative Staff	-	-	-	-	200,944	200,944	-	-	200,944
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	1,438,886	1,438,886	-	-	1,438,886
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-	-	-	-	2,541,746	2,541,746	-	-	2,541,746
Teachers - SPED	-	-	-	-	469,573	469,573	-	-	469,573
Substitute Teachers	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	216,480	216,480	-	-	216,480
Specialty Teachers	-	-	-	-	492,947	492,947	-	-	492,947
Aides	-	-	-	-	93,028	93,028	-	-	93,028
Therapists & Counselors	-	-	-	-	155,868	155,868	-	-	155,868
Other	-	-	-	-	228,120	228,120	-	-	228,120
TOTAL INSTRUCTIONAL	-	-	-	-	4,197,762	4,197,762	-	-	4,197,762
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	174,000	174,000	-	-	174,000
Security	-	-	-	-	112,320	112,320	-	-	112,320
Other	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	286,320	286,320	-	-	286,320
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	5,922,968	5,922,968	-	-	5,922,968
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		-	-	-	473,837	473,837	-	-	473,837
Fringe / Employee Benefits		-	-	-	882,638	882,638	-	-	882,638
Retirement / Pension		-	-	-	136,434	136,434	-	-	136,434

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER
Budget / Operating Plan**

	2019-20							
Total Revenue	-	-	-	10,243,478	(10,243,478)	-	-	10,243,478
Total Expenses	-	-	-	10,241,103	10,241,103	-	-	10,241,103
Net Income	-	-	-	2,375	(2,375)	-	-	2,375
Actual Student Enrollment	-	-	-			-	-	

	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
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed								
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,492,909	1,492,909	-	-	1,492,909
TOTAL PERSONNEL SERVICE COSTS	-	-	-	7,415,877	7,415,877	-	-	7,415,877
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	163,000	163,000	-	-	163,000
Legal	-	-	-	50,000	50,000	-	-	50,000
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	25,000	25,000	-	-	25,000
Special Ed Services	-	-	-	9,000	9,000	-	-	9,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	229,000	229,000	-	-	229,000
TOTAL CONTRACTED SERVICES	-	-	-	476,000	476,000	-	-	476,000

MERRICK ACADEMY - QUEENS PUBLIC CHARTER
Budget / Operating Plan

2019-20

Total Revenue	-	-	-	10,243,478	(10,243,478)	-	-	10,243,478
Total Expenses	-	-	-	10,241,103	10,241,103	-	-	10,241,103
Net Income	-	-	-	2,375	(2,375)	-	-	2,375
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**

	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
SCHOOL OPERATIONS								
Board Expenses	-	-	-	10,000	10,000	-	-	10,000
Classroom / Teaching Supplies & Materials	-	-	-	59,820	59,820	-	-	59,820
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	90,098	90,098	-	-	90,098
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	72,776	72,776	-	-	72,776
Telephone	-	-	-	7,403	7,403	-	-	7,403
Technology	-	-	-	138,021	138,021	-	-	138,021
Student Testing & Assessment	-	-	-	8,160	8,160	-	-	8,160
Field Trips	-	-	-	24,000	24,000	-	-	24,000
Transportation (student)	-	-	-	25,500	25,500	-	-	25,500
Student Services - other	-	-	-	141,621	141,621	-	-	141,621
Office Expense	-	-	-	77,931	77,931	-	-	77,931
Staff Development	-	-	-	119,590	119,590	-	-	119,590
Staff Recruitment	-	-	-	15,000	15,000	-	-	15,000
Student Recruitment / Marketing	-	-	-	3,750	3,750	-	-	3,750
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	13,260	13,260	-	-	13,260
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	806,930	806,930	-	-	806,930
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	105,632	105,632	-	-	105,632
Janitorial	-	-	-	42,840	42,840	-	-	42,840
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	868,893	868,893	-	-	868,893
Repairs & Maintenance	-	-	-	55,000	55,000	-	-	55,000
Equipment / Furniture	-	-	-	13,950	13,950	-	-	13,950
Security	-	-	-	117,600	117,600	-	-	117,600
Utilities	-	-	-	126,451	126,451	-	-	126,451
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,330,366	1,330,366	-	-	1,330,366
DEPRECIATION & AMORTIZATION	-	-	-	211,930	211,930	-	-	211,930

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER
Budget / Operating Plan**

2019-20

Total Revenue	-	-	-	10,243,478	(10,243,478)	-	-	10,243,478
Total Expenses	-	-	-	10,241,103	10,241,103	-	-	10,241,103
Net Income	-	-	-	2,375	(2,375)	-	-	2,375
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

	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 -
RESERVES / CONTINGENCY	-	-	-	-	-	-	-	
DEFERRED RENT	-	-	-	-	-	-	-	
TOTAL EXPENSES	-	-	-	10,241,103	10,241,103	-	-	10,241,103
NET INCOME	-	-	-	2,375	(2,375)	-	-	2,375

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER
Budget / Operating Plan**

	2019-20 TOTALS AND VARIANCE ANALYSIS							
Total Revenue	-	-	-	10,243,478	(10,243,478)	-	-	10,243,478
Total Expenses	-	-	-	10,241,103	10,241,103	-	-	10,241,103
Net Income	-	-	-	2,375	(2,375)	-	-	2,375
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 -

ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed							
NYC CHANCELLOR'S OFFICE	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-	
TOTAL ENROLLMENT	-	-	-			-	-	
REVENUE PER PUPIL	-	-	-			-	-	
EXPENSES PER PUPIL	-	-	-			-	-	

HOOL

Total Revenue	(10,243,478)	-	-
Total Expenses	10,241,103	-	-
Net Income	(2,375)	-	-
Actual Student Enrollment		-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PT Actual (PT IT / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
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REVENUE	2019-20			
REVENUES FROM STATE SOURCES	Per Pupil Rate			
Per Pupil Revenue				
NYC CHANCELLOR'S OFFICE	16,150	(8,591,800)	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	(8,591,800)	-	-
Special Education Revenue		(1,198,344)	-	-
Grants				
Stimulus		(102,676)	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		-	-	-
Other		-	-	-
TOTAL REVENUE FROM STATE SOURCES		(9,892,820)	-	-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		(71,766)	-	-
Title I		(153,865)	-	-
Title Funding - Other		(26,006)	-	-

HOOL

Total Revenue	(10,243,478)	-	-
Total Expenses	10,241,103	-	-
Net Income	(2,375)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PT Actual (PTTT / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
School Food Service (Free Lunch)	-	-	-
Grants			
Charter School Program (CSP) Planning & Implementation	-	-	-
Other	-	-	-
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(251,637)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	(1,500)	-	-
Fundraising	-	-	-
Erate Reimbursement	(19,700)	-	-
Earnings on Investments	-	-	-
Interest Income	(9,027)	-	-
Food Service (Income from meals)	-	-	-
Text Book	(44,098)	-	-
OTHER	(24,696)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(99,021)	-	-
TOTAL REVENUE	(10,243,478)	-	-

HOOL

Total Revenue	(10,243,478)	-	-
Total Expenses	10,241,103	-	-
Net Income	(2,375)	-	-
Actual Student Enrollment		-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

Actual vs. Original Budget TY	FT Actual (FTIT) / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Quarter 0
No. of Positions

Executive Management	-	175,006	-	-
Instructional Management	-	393,510	-	-
Deans, Directors & Coordinators	-	589,426	-	-
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	-	80,000	-	-
Administrative Staff	-	<u>200,944</u>	-	-
TOTAL ADMINISTRATIVE STAFF	-	1,438,886	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	2,541,746	-	-
Teachers - SPED	-	469,573	-	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	216,480	-	-
Specialty Teachers	-	492,947	-	-
Aides	-	93,028	-	-
Therapists & Counselors	-	155,868	-	-
Other	-	<u>228,120</u>	-	-
TOTAL INSTRUCTIONAL	-	4,197,762	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	174,000	-	-
Security	-	112,320	-	-
Other	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	286,320	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS				
Payroll Taxes		473,837	-	-
Fringe / Employee Benefits		882,638	-	-
Retirement / Pension		<u>136,434</u>	-	-

HOOL

Total Revenue		(10,243,478)	-	-
Total Expenses		10,241,103	-	-
Net Income		(2,375)	-	-
Actual Student Enrollment			-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PT Actual (PTTT / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
TOTAL PAYROLL TAXES AND BENEFITS		1,492,909	-	-
TOTAL PERSONNEL SERVICE COSTS	-	7,415,877	-	-
CONTRACTED SERVICES				
Accounting / Audit		163,000	-	-
Legal		50,000	-	-
Management Company Fee		-	-	-
Nurse Services		-	-	-
Food Service / School Lunch		-	-	-
Payroll Services		25,000	-	-
Special Ed Services		9,000	-	-
Titlement Services (i.e. Title I)		-	-	-
Other Purchased / Professional / Consulting		<u>229,000</u>	-	-
TOTAL CONTRACTED SERVICES		476,000	-	-

HOOL

Total Revenue	(10,243,478)	-	-
Total Expenses	10,241,103	-	-
Net Income	(2,375)	-	-
Actual Student Enrollment		-	
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PT Actual (PT IT / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS			
Board Expenses	10,000	-	-
Classroom / Teaching Supplies & Materials	59,820	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	90,098	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	72,776	-	-
Telephone	7,403	-	-
Technology	138,021	-	-
Student Testing & Assessment	8,160	-	-
Field Trips	24,000	-	-
Transportation (student)	25,500	-	-
Student Services - other	141,621	-	-
Office Expense	77,931	-	-
Staff Development	119,590	-	-
Staff Recruitment	15,000	-	-
Student Recruitment / Marketing	3,750	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	13,260	-	-
Fundraising	-	-	-
Other	-	-	-
TOTAL SCHOOL OPERATIONS	806,930	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	105,632	-	-
Janitorial	42,840	-	-
Building and Land Rent / Lease / Facility Finance Interest	868,893	-	-
Repairs & Maintenance	55,000	-	-
Equipment / Furniture	13,950	-	-
Security	117,600	-	-
Utilities	126,451	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,330,366	-	-
DEPRECIATION & AMORTIZATION	211,930	-	-

HOOL

Total Revenue	(10,243,478)	-	-
Total Expenses	10,241,103	-	-
Net Income	HOOL(2,375)	-	-
Actual Student Enrollment		-	
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PT Actual (PT TT / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
RESERVES / CONTINGENCY	-	-	-
DEFERRED RENT	-	-	-
TOTAL EXPENSES	10,241,103	-	-
NET INCOME	(2,375)	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
MERRICK ACADEMY - QUEENS PUBLIC 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 Board of Trustees Member

Name:

Gerald Karikeri

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chair, Treasurer, Finance chair

2. Are you 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. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
N/A	N/A	N/A	N/A

5. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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
N/A	N/A	N/A	N/A	N/A

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Cornel Dalgetty Jarvis

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Memck Academy Queen Public Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

- a. Chair of Human Resources Committee
- b. Member of Academic Committee
- c. Vice-Chair Board of Trustees.

2. Are you 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. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If Yes, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
	None	None	None

5. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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
	None	None	None	

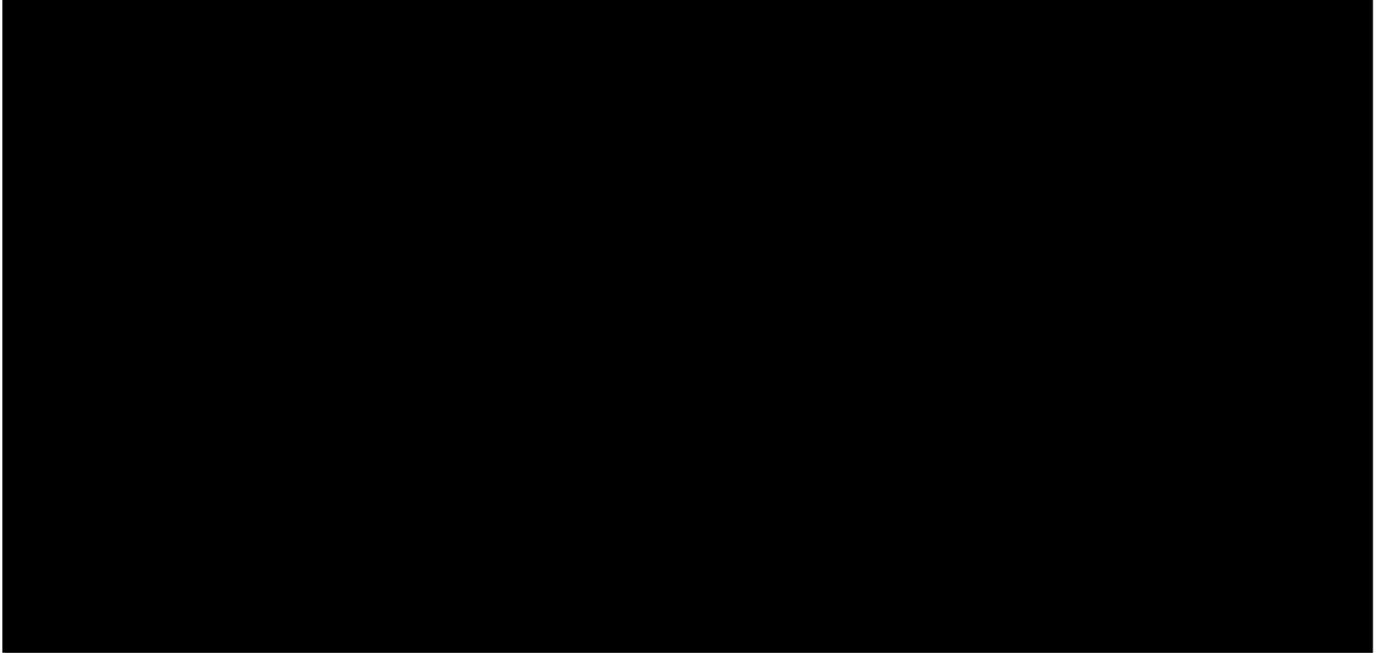
Camel Sabetty-Janis

Signature

7/31/2019

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.



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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;"><i>None</i></p>			

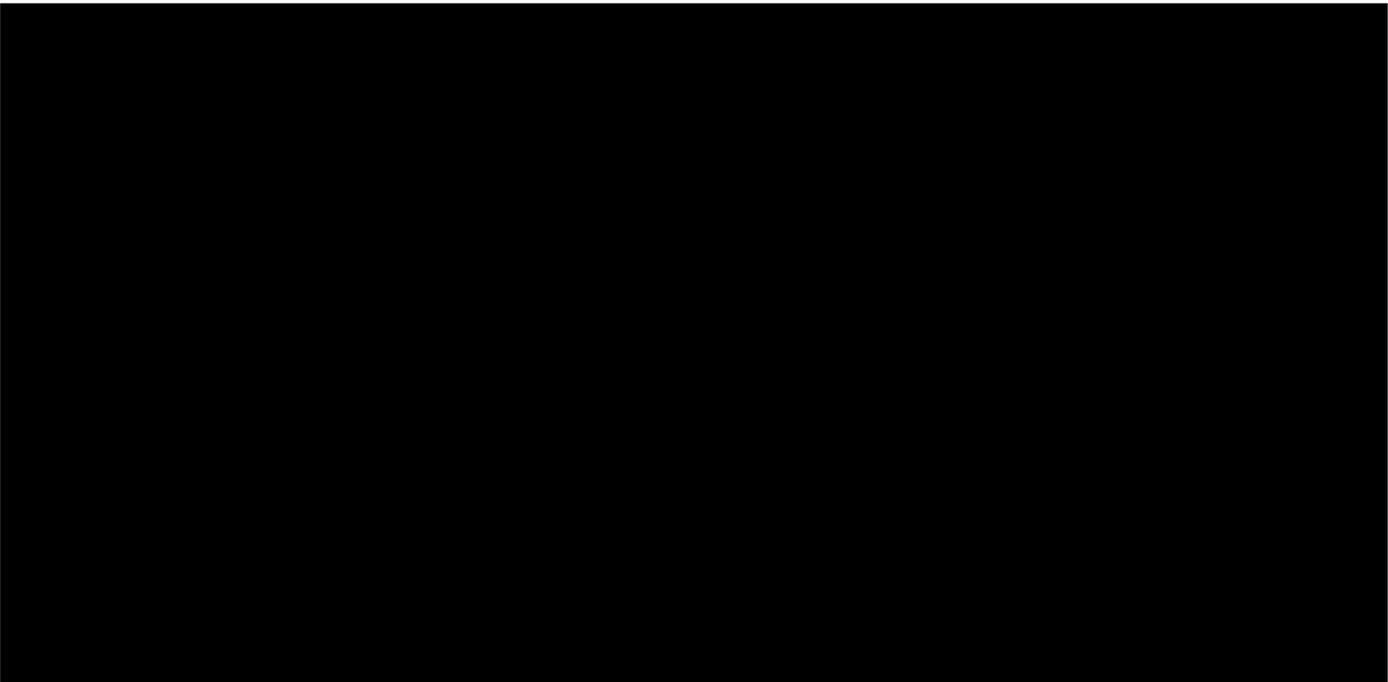
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation 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="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em;"><i>None</i></p>				


8/1/19

Signature Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Tameka Peixe-Louis, Assoc. AIA

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Mexick Academy Public Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Chair of Operations Committee, Member of Finance

2. Are you 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. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

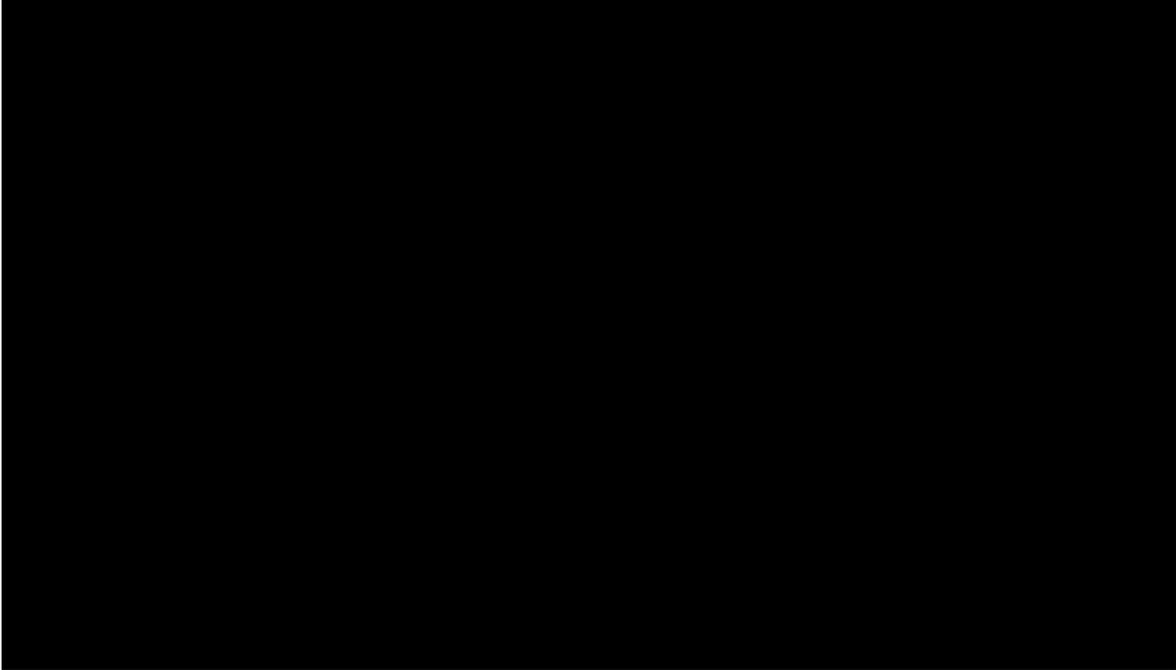
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>None</i>			

5. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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>				

Samuel Pierce *8/1/19*
Signature Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Ms. Tatum Boothe

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
Merrick Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).
Academic committee Member
Secretary

2. Are you 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. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?
 Yes No

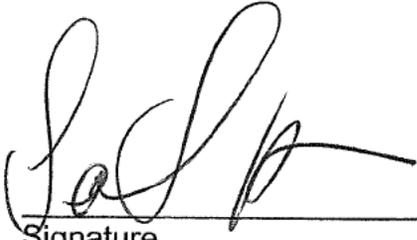
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
NONE	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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
NONE	NONE	NONE	NONE	NONE

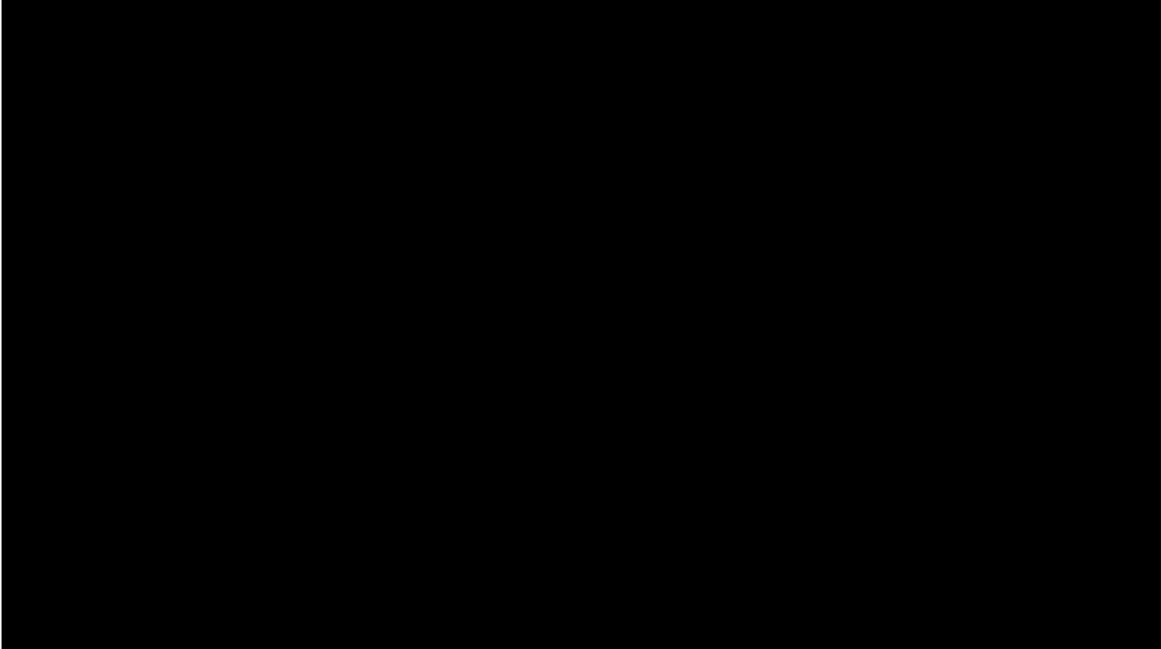


Signature

8-1-19

Date

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Entry 8 BOT Table

Created: 07/21/2019 • Last updated: 07/27/2019

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	Gerald Karikari, [REDACTED]	Chair	Executive	Yes	2	09/01/2014	09/01/2019	11
2	Tameka Pierre Louis, [REDACTED]	Treasurer	Operations	Yes	1	09/01/2015	09/01/2020	12
3	Cameil Dalgetty Jarvis, [REDACTED]	Vice Chair	Human Resources	Yes	1	09/01/2015	09/01/2020	9
4	James Ding, [REDACTED]	Trustee/Member	Academic	Yes	1	09/01/2015	09/01/2020	7
5	Linda Johnson, [REDACTED]	Parent Rep	PTO	Yes	1	09/01/2018	09/01/2019	10
	Tatum					09/01/20	09/01/20	

6	Boothe	Secretary	Executive	Yes	1	15	20	10
7	Maria Munoz, [REDACTED]	Trustee/Member	Academic	Yes	1	09/01/2018	09/01/2023	5 or less
8								
9								

1a. Are there more than 9 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	7
b.Total Number of Members Added During 2018 19	1
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	7

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: 07/16/2019 • Last updated: 07/27/2019

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.

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	Merrick Academy has worked diligently to strongly recruit students who are eligible for free and reduced price lunch. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy’s current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy’s preferences include returning students, siblings, English Language Learners (ELL’s), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does	Merrick Academy will continue to diligently recruit students who are eligible for free and reduced price lunch. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy’s current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy’s preferences include returning students, siblings, English Language Learners (ELL’s), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does

not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner. Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy's recruitment team's strategies are:

Advertising with local newspapers in English and Spanish

Advertising with the NYC Charter School Center

Visiting with the local daycare centers to provide information to our school

not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner. Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy's recruitment team's strategies are:

Advertising with local newspapers in English and Spanish

Advertising with the NYC Charter School Center

Visiting with the local daycare centers to provide information to our school

Merrick Academy has worked diligently to strongly recruit English language learners. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy's current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy's preferences include returning students, siblings, English Language Learners (ELL's), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an

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effective manner. Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy's recruitment team's strategies are:

Designing marketing materials that highlight special education services provided to students which will be translated into the Spanish and French Creole Advertising with local newspapers in English and Spanish

Advertising with the NYC Charter School Center Visiting with the local daycare centers to provide information to our school

Translating the lottery application into Spanish and French Creole

Identifying staff members or volunteer parent support who can translate information for the diverse population of families in the school's community

Incorporating information about our special education services along with services provided to ELL and LEP students into the school's website content

Engaging the PTO in the recruitment planning process to help identify marketing outlets as well as strategies to retain special education, ELL and LEP students

Opening up our applications to referrals of current students

Letter writing to the community explaining the support services for special education, ELL and LEP students

Creating a special education team, led by the Special Education Coordinator, which includes the ICT, ELL and special education teachers which meets on a consistent basis to discuss students and develop effective strategies for students

Providing an online platform to receive electronic applications via SchoolMint

English Language Learners, and Students with Disabilities. Merrick Academy's recruitment team's strategies are:

Designing marketing materials that highlight special education services provided to students which will be translated into the Spanish and French Creole Advertising with local newspapers in English and Spanish

Advertising with the NYC Charter School Center Visiting with the local daycare centers to provide information to our school

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Creating a special education team, led by the Special Education Coordinator, which includes the ICT, ELL and special education teachers which meets on a consistent basis to discuss students and develop effective strategies for students

Providing an online platform to receive electronic applications via SchoolMint

Merrick Academy is in the process of writing its renewal application. The school will be requesting approval to give weighted lottery preference to ELL students to ensure that our

		ELL population matches or exceeds that our the home district.
Students with Disabilities	<p>Merrick Academy has worked diligently to strongly recruit students with disabilities. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy’s current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy’s preferences include returning students, siblings, English Language Learners (ELL’s), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner.</p> <p>Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy’s recruitment team’s strategies are:</p> <ul style="list-style-type: none"> Designing marketing materials that highlight special education services provided to students which will be translated into the Spanish and French Creole Advertising with the NYC Charter School Center Visiting with the local daycare centers to provide information to our school Identifying 	<p>Merrick Academy has worked diligently to strongly recruit students with disabilities. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition, the school held five open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school. As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy’s current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy’s preferences include returning students, siblings, English Language Learners (ELL’s), Limited English Proficiency (LEP), Students with Disabilities, and students who reside within the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner.</p> <p>Merrick Academy is located in an area where the population of families and students are Limited English Proficiency, English Language Learners, and Students with Disabilities. Merrick Academy’s recruitment team’s strategies are:</p> <ul style="list-style-type: none"> Designing marketing materials that highlight special education services provided to students which will be translated into the Spanish and French Creole Advertising with the NYC Charter School Center Visiting with the local daycare centers to provide information to our school Identifying

<p>ies</p>	<p>staff members or volunteer parent support who can translate information for the diverse population of families in the school's community</p> <p>Partnering with our child study team consultants to identify avenues to target marketing to special education students</p> <p>Incorporating information about our special education services along with services provided to ELL and LEP students into the school's website content</p> <p>Engaging the PTO in the recruitment planning process to help identify marketing outlets as well as strategies to retain special education, ELL and LEP students</p> <p>Opening up our applications to referrals of current students</p> <p>Letter writing to the community explaining the support services for special education, ELL and LEP students</p> <p>Utilizing the Consortium of Special Education to provide professional development for teachers that supports the school's special education program and best practices</p> <p>Creating a special education team, led by the Special Education Coordinator, which includes the ICT, ELL and special education teachers which meets on a consistent basis to discuss students and develop effective strategies for students</p> <p>The school's Special Education Coordinator will also create marketing materials, such as a flyer or brochure, to provide current parents with information about the school's support services for students</p> <p>Providing an online platform to receive electronic applications via SchoolMint</p>	<p>staff members or volunteer parent support who can translate information for the diverse population of families in the school's community</p> <p>Partnering with our child study team consultants to identify avenues to target marketing to special education students</p> <p>Incorporating information about our special education services along with services provided to ELL and LEP students into the school's website content</p> <p>Engaging the PTO in the recruitment planning process to help identify marketing outlets as well as strategies to retain special education, ELL and LEP students</p> <p>Opening up our applications to referrals of current students</p> <p>Letter writing to the community explaining the support services for special education, ELL and LEP students</p> <p>Utilizing the Consortium of Special Education to provide professional development for teachers that supports the school's special education program and best practices</p> <p>Creating a special education team, led by the Special Education Coordinator, which includes the ICT, ELL and special education teachers which meets on a consistent basis to discuss students and develop effective strategies for students</p> <p>The school's Special Education Coordinator will also create marketing materials, such as a flyer or brochure, to provide current parents with information about the school's support services for students</p> <p>Providing an online platform to receive electronic applications via SchoolMint</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
--	---------------------------------------	-------------------------------------

Merrick Academy has put a variety of interventions into place this school year to ensure student promotion. We pay particular attention to our students with disabilities, ELL learners, and students who are eligible for free and reduced price lunch. Here are the programs/interventions that we put into place this school year:

Pathways: During SST meetings (mentioned above) students were put into a particular pathway to encourage academic success.

The Pathways are:

Lunch Interventions: Students are taken during their lunch period (with their lunch) and given additional instructional support in a small group environment. Students were given a pretest to determine areas of need and a pacing calendar was created to allow students to meet their areas of weakness.

We used EngageNY as an intervention tool with teachers making the necessary modifications. Students either followed a MWF schedule or a T/Th schedule in ELA and/or Mathematics.

Frequent assessments were provided that determined how quickly students moved onto the next skill or stayed until mastery. Data was analyzed and shared with the school board and parents via Skedula (data tracking program).

Morning Interventions: Students that came in during free/reduced price breakfast were given additional instruction in writing and reading. This was done in a small group setting and teachers used Time for Kids magazines as a guide. This was both engaging and academically sound. Students' short responses were graded and the data was shared with parents via Skedula.

Afterschool: Students were invited to attend afterschool programs that provided support in ELA and/or Mathematics. Similar to the lunch interventions, students took a pretest and a pacing calendar was provided.

Curriculum was provided through EngageNY

and Coach books. Supplemental materials came from www.theteacherscorner.net.

Data was tracked and shared with parents via Skedula.

AIS (Academic Intervention Services): During the school day, students who need additional support received staff members. This was provided in 45 minute periods 1 3 days a week, depending on the individual needs of the student.

Enrichment: Students that performed well on the previous year's state exams (Level 4) received enrichment services 1 3 days per week by the Enrichment teacher in ELA and/or Mathematics. This was based on a student's individual need.

Title 1 Services (see requirement section above) for students with free/reduced price lunch only. SETSS, OT, PT, Speech services (see requirement section above) for students with disabilities only.

ELL Services (see requirement section above) for English Language Learners only.

Boot Camps: Students were invited to attend Winter Break and Spring Break boot camps to get additional academic support in ELA and/or Mathematics. Coach and Rally books were provided as a curriculum support.

Classroom teachers led the instruction over the breaks.

Coaches: An ELA and Math coach were added to the staff this school year. They provided professional development in the building twice a month to improve the teachers' craft in areas such as small group instruction, questioning, data analysis, etc. Coaches also held small group instruction on an as needed basis for students in need.

Teachers were also given one to one support based on observations. Teachers were also provided feedback, modeling and grade team support.

Book Club: The ELA coach provided

For the 2019 2020 school year, we plan to continue with the initiatives we put into place in the 2018 19 school year. However, we plan on refining those programs and have added the following:

Social Worker: We have hired a social worker to meet the needs of a students' social and emotional demands. We have a guidance counselor, but know that the social worker will be an additional asset to the families as a whole. This individual will also be more available to our non mandated students.

Grant writing: We have hired an individual that will support us in grant writing. This will allow us more access to opportunities for funding that will directly impact our Title 1 students, ELLs, and students with special needs.

Coaches: We have hired two new coaches to streamline the support the staff needs. There will be 1 Coach for ELA and Mathematics for grades K 2 and one coach for ELA and Mathematics for grades 3 5. This is a total of 4 coaches.

RTI (Response to Intervention) Refinement:

While teachers already use RTI in the school, we are streamlining our RTI program with uniform data and goal tracking forms. There will also be a specific time on the schedule when students and teachers will complete RTI.

Scheduling: Next year, changes will be made to the schedule to maximize student

Economically Disadvantaged

enrichment book clubs to students that were reading above grade level in grades 3, 4, and 5. Students read a novel and had discussions in a Socratic format. They were encouraged to lead the discussion and the coach facilitated the conversation. Students had to use accountable talk as a guideline.

Professional Development: Besides internal professional development, teachers were sent to professional development sessions outside of the building to improve their craft.

They attended workshops on reading comprehension, classroom management, Uncommon Schools workshops, etc. Merrick Academy has a partnership with the NYC Charter Collaborative and our staff attended many PDs on students with special needs and ELLs. Teachers were able to return to school and turnkey the material they learned to the staff and were expected to utilize new strategies in their classrooms.

Once a week, teachers from the ICT (Integrated Co Teaching) classrooms met in the morning to receive additional professional development in co teaching, working with students with special needs and compliance mandates. This ensured that our students received the most up to date services and teachers used appropriate strategies in the classroom to meet their needs.

Lunch Explorers: This program was set up to help students who need to learn through different modalities. If a student did not complete an assignment during the course of the day, they were sent to Lunch Explorers during their lunch time. Students could then complete the assignment through a project based learning activity. This specifically targeted kinesthetic, visual, and linguistic learners. They could choose a project such as, making a model out of clay, holding a news broadcast, or making an advertisement in order to display knowledge of the content they did not complete during the day.

Fundations: This program was ordered for our students in K 2 and made a dramatic difference in their letter sound

learning. This will include the above mentioned RTI time, as well as time scheduled for pre teaching and re teaching on a daily basis. Teachers' and teacher assistants' schedules will also be impacted to ensure enough adult support during literacy blocks. More students will have access to Tier 3 instruction with these schedule changes.

Merrick Academy put into place the PBIS (Positive Behavior Interventions and Supports) schoolwide discipline plan this year, but plan to refine it and have more consistency for the 2019 2020 school year.

We use a system based on our mascot where students try to reach the Lion and earn Lion bucks. They can trade these Lion bucks for items in the school store. With school wide discipline used consistently, we can maximize student learning time.

correspondence and reading readiness. For those in grades 1 2, it helped improve students' phonics and reading skills.

Parent workshops: These were held to provide parents with information about a variety of topics including the state exam, special education, internet safety, etc.

Parents were shown test questions from previous state exams to ensure the parents can provide support at home.

Library trips: Every classroom in the school had scheduled library trips every month to foster a love of reading and literacy appreciation. A partnership with the librarian took place with lessons that matched the classes' curriculum.

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Kindles were loaded with books and math activities to foster learning and avoid regression over the summer.

Merrick Academy has put a variety of interventions into place this school year to ensure student promotion. We pay particular attention to our students with disabilities, ELL learners, and students who are eligible for free and reduced price lunch. Here are the programs/interventions that we put into place this school year:

Pathways: During SST meetings (mentioned above) students were put into a particular pathway to encourage academic success. The Pathways are:

Lunch Interventions: Students are taken during their lunch period (with their lunch) and given additional instructional support in

a small group environment. Students were given a pretest to determine areas of need and a pacing calendar was created to allow students to meet their areas of weakness.

We used EngageNY as an intervention tool with teachers making the necessary modifications. Students either followed a MWF schedule or a T/Th schedule in ELA and/or Mathematics.

Frequent assessments were provided that determined how quickly students moved onto the next skill or stayed until mastery. Data was analyzed and shared with the school board and parents via Skedula (data tracking program).

Morning Interventions: Students that came in during free/reduced price breakfast were given additional instruction in writing and reading. This was done in a small group setting and teachers used Time for Kids magazines as a guide. This was both engaging and academically sound. Students' short responses were graded and the data was shared with parents via Skedula.

Afterschool: Students were invited to attend afterschool programs that provided support in ELA and/or Mathematics. Similar to the lunch interventions, students took a pretest and a pacing calendar was provided.

Curriculum was provided through EngageNY and Coach books. Supplemental materials came from www.theteacherscorner.net.

Data was tracked and shared with parents via Skedula.

AIS (Academic Intervention Services): During the school day, students who need additional support received staff members. This was provided in 45 minute periods 1-3 days a week, depending on the individual needs of the student.

Enrichment: Students that performed well on the previous year's state exams (Level 4) received enrichment services 1-3 days per week by the Enrichment teacher in ELA and/or Mathematics. This was based on a

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student's individual need.

Title 1 Services (see requirement section above) for students with free/reduced price lunch only.

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Boot Camps: Students were invited to attend Winter Break and Spring Break boot camps to get additional academic support in ELA and/or Mathematics. Coach and Rally books were provided as a curriculum support.

Classroom teachers led the instruction over the breaks.

Coaches: An ELA and Math coach were added to the staff this school year. They provided professional development in the building twice a month to improve the teachers' craft in areas such as small group instruction, questioning, data analysis, etc.

Coaches also held small group instruction on an as needed basis for students in need.

Teachers were also given one to one support based on observations. Teachers were also provided feedback, modeling and grade team support.

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Professional Development: Besides internal professional development, teachers were sent to professional development sessions outside of the building to improve their craft. They attended workshops on reading comprehension, classroom management, Uncommon Schools workshops, etc. Merrick

on refining those programs and have added the following:

Social Worker: We have hired a social worker to meet the needs of a students' social and emotional demands. We have a guidance counselor, but know that the social worker will be an additional asset to the families as a whole. This individual will also be more available to our non mandated students.

Grant writing: We have hired an individual that will support us in grant writing. This will allow us more access to opportunities for funding that will directly impact our Title 1 students, ELLs, and students with special needs.

Coaches: We have hired two new coaches to streamline the support the staff needs. There will be 1 Coach for ELA and Mathematics for grades K 2 and one coach for ELA and Mathematics for grades 3 5. This is a total of 4 coaches.

RTI (Response to Intervention) Refinement: While teachers already use RTI in the school, we are streamlining our RTI program with uniform data and goal tracking forms. There will also be a specific time on the schedule when students and teachers will complete RTI.

Scheduling: Next year, changes will be made to the schedule to maximize student learning. This will include the above mentioned RTI time, as well as time scheduled for pre teaching and re teaching on a daily basis. Teachers' and teacher assistants' schedules will also be impacted to ensure enough adult support during literacy blocks. More students will have access to Tier 3 instruction with these schedule changes.

Merrick Academy put into place the PBIS (Positive Behavior Interventions and Supports) schoolwide discipline plan this year, but plan to refine it and have more consistency for the 2019 2020 school year.

We use a system based on our mascot where students try to reach the Lion and earn Lion bucks. They can trade these Lion bucks for

English
Language
Learner
s/Multilingual
Learner
s

Academy has a partnership with the NYC Charter Collaborative and our staff attended many PDs on students with special needs and ELLs. Teachers were able to return to school and turnkey the material they learned to the staff and were expected to utilize new strategies in their classrooms.

Once a week, teachers from the ICT (Integrated Co Teaching) classrooms met in the morning to receive additional professional development in co teaching, working with students with special needs and compliance mandates. This ensured that our students received the most up to date services and teachers used appropriate strategies in the classroom to meet their needs.

Lunch Explorers: This program was set up to help students who need to learn through different modalities. If a student did not complete an assignment during the course of the day, they were sent to Lunch Explorers during their lunch time. Students could then complete the assignment through a project based learning activity. This specifically targeted kinesthetic, visual, and linguistic learners. They could choose a project such as, making a model out of clay, holding a news broadcast, or making an advertisement in order to display knowledge of the content they did not complete during the day.

Fundations: This program was ordered for our students in K 2 and made a dramatic difference in their letter sound correspondence and reading readiness. For those in grades 1 2, it helped improve students' phonics and reading skills.

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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
	43	10	11	0	46

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
	3	2	2	1	5

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.

XX

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?

	Yes
--	-----

Thank you

Aug 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sep 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

9/5-First day of school

Dec 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10/1-Rosh Hashanah (School closed)

Jan 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

11/5 -Election Day (Staff development, school closed for students)

11/11 -Veterans Day (School closed)

11/ -28-29 Thanksgiving Recess

12/24- 1/1 - Winter Recess (School closed)

1/20 -Dr. Martin Luther King Jr. Day (School closed)

Feb 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Mar 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2/17-21 -Midwinter recess (School closed)

4/9 -17 Spring Recess (School closed)

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jun 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Jul 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5/25 -Memorial Day (School closed)