

Application: Merrick Academy-Queens Public Charter School

Keith Szczepanski - keithmszczepanski@gmail.com
2021-2022 Annual Report

Summary

ID: 0000000027

Last submitted: Oct 31 2022 09:53 PM (EDT)

Labels: SUNY Trustees

Entry School Info and Cover Page

Completed Aug 1 2022

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL 800000042390

a1. Popular School Name

MCA

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD #29 - QUEENS

e. DATE OF INITIAL CHARTER

9/2000

f. DATE FIRST OPENED FOR INSTRUCTION

9/2000

c. School Unionized

Is your charter school unionized?

Yes

c. Name of Union

Provide the name of the union:

The United Federation of Teachers

c. Date Unionized

Provide the date of unionization:

8/2020

h. SCHOOL WEB ADDRESS (URL)

www.merrickacademy.org

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

530

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

533

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

No, just one site.

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL 800000042390

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	136-25 218th St, Laurelton, NY 11413	718-479-3753	NYC CSD 29	K-5	

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Adrian Manuel	Executive Director	718-479-3753		amanuel@merrickacademy.org
Operational Leader	Rael Jones	Chief Operating Officer	718-479-3753		rjones@merrickacademy.org
Compliance Contact	Linyu Zheng	Executive Assistant	718-479-3753		lzheng@merrickacademy.org
Complaint Contact	Rael Jones	Chief Operating Officer	718-479-3753		rjones@merrickacademy.org
DA A Coordinator	Stacey Howard	Director of School Culture	718-479-3753		showard@merrickacademy.org
Phone Contact for After Hours Emergencies	Rael Jones	Chief Operating Officer	718-479-3753		rjones@merrickacademy.org

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 .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

Site 1 Certificate of Occupancy (COO)

[CoO 1998.pdf](#)

Filename: CoO 1998.pdf **Size:** 187.1 kB

Site 1 Fire Inspection Report

[doc04386220210804065440.pdf](#)

Filename: doc04386220210804065440.pdf **Size:** 165.0 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it just the dash and the extension number after the phone number).

Name	Adrian Manuel
Position	Executive Director
Phone/Extension	718-479-3753-152
Email	amanuel@merrickacademy.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:


Yes

q. 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. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

A large, stylized handwritten signature in black ink on a light gray background. The signature is highly cursive and fluid, with several large loops and sweeping strokes. It appears to be a single continuous line of writing.

Signature, President of the Board of Trustees



Date

Jul 30 2022

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Oct 31 2022

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2021-22 Accountability Plan

Filename: 2021 22 Accountability Plan . yxIWUsB.pdf **Size:** 360.7 kB

Entry 4 - Audited Financial Statements

Completed Oct 31 2022

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

MAOPCS FS-21 GAS - Final

Filename: MAOPCS FS 21 GAS Final.pdf Size: 1.5 MB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Oct 31 2022

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2021-22-Audited-Financial-Statement-Template-1

Filename: 2021 22 Audited Financial Stateme msKCpDk.xlsx Size: 176.3 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2022-2023 Budget

Completed Oct 31 2022

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

MCA 2022-23 Budget and Quarterly Report Template (6

Filename: MCA 2022 23 Budget and Quarterly YkE5U7g.xlsx **Size:** 535.2 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 1 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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

Merrick Board Disclosures Complete

Filename: Merrick Board Disclosures Complete.pdf **Size:** 2.4 MB

Entry 7 BOT Membership Table

Completed Aug 1 2022

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of

Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

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

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL 800000042390

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee 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 2021-2022
1	Cameil Dalgetty-Jarvis		Trustee/Member	HR Committee, Academic Committee, Finance and Operati	Yes	1	12/21/2021	12/21/2024	9

			ons Commit tee					
2	Nicole Barzey		Trustee/ Member HR Commit tee, Academ ic Commit tee	Yes	1	12/21/2 021	12/21/2 024	9
3	James Ding		Trustee/ Member HR Commit tee, Academ ic Commit tee, Finance and Operati ons Commit tee	Yes	2	12/21/2 021	12/21/2 024	8
4	Gerald Karikari		Trustee/ Member HR Commit tee, Academ ic Commit tee, Finance and Operati ons Commit tee	Yes	3	12/21/2 021	12/21/2 026	9
5	Michael Van Sertima		Trustee/ Member Finance and Operati ons Commit	Yes	1	1/25/20 21	1/25/20 27	5 or less

				tee					
6	Tatum Boothe		Trustee/Member	HR Committee, Academic Committee	Yes	1	1/25/2021	12/21/2026	8
7									
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2022	5
b.Total Number of Members Added During 2021-2022	1
c. Total Number of Members who Departed during 2021-2022	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2021-2022

9

4. Number of Board meetings scheduled for 2022-2023

10

Total number of Voting Members on June 30, 2022:

6

Total number of Voting Members added during the 2021-2022 school year:

1

Total number of Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

15

Thank you.

Entry 8 Board Meeting Minutes

Completed Aug 1 2022 Hidden from applicant

[Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY](#)

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

[2021-22 board meeting minutes complete](#)

Filename: 2021 22 board meeting minutes complete.pdf **Size:** 3.5 MB

Entry 9 Enrollment & Retention

Completed Aug 1 2022

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

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.
English Language Learners	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.
Students with Disabilities	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.
English Language Learners	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.
Students with Disabilities	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.	All family communications are translated in Spanish,Haitian Creole and others depending on need. The school has also updated enrollment policies to attract more ELL students. In our lottery system we prioritize students with disabilities and students identified as English language learners.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 1 2022

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint

Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** 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.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry Percent of Uncertified Teachers

In Progress Last edited: Aug 1 2022 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	3
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2022)	0
Total Category A: 5 or 30% whichever is less	3.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. Mathematics	0
ii. Science	0
iii. Computer Science	0
. Technology	1
. Career and Technical Education	0
Total Category B: not to exceed 5	1.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



Entry 12 Organization Chart

Completed Aug 1 2022 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2021-2022 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

Merrick Academy Org Chart 2022-23 (1)

Filename: Merrick Academy Org Chart 2022 23 1.pdf **Size:** 33.9 kB

Entry 13 School Calendar

Completed Aug 1 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure here is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

merrick school calendar

Filename: merrick school calendar.pdf **Size:** 158.9 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 1 2022

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link](#) from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;

5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

Form for Entry 14 Links to Critical Documents on School Website

School Name: Merrick Academy-Queens Public Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://www.merrickacademy.org/
2. Board meeting notices, agendas and documents	https://www.merrickacademy.org/
3. New York State School Report Card	https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1832047&type=d&pREC_ID=1987609
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1832047&type=d&pREC_ID=1987610
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1832047&type=d&pREC_ID=1987611
6. Authorizer-approved FOIL Policy	https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1832047&type=d&pREC_ID=1987612
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1832047&type=d&pREC_ID=1987613

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees.

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.



**Merrick Academy-Queens Public
Charter School**

**2021-22 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2022

By Adrian Manuel

136-25 218th Street
Springfield Gardens, NY 11413

718-479-8108

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Adrian Manuel, Executive Director, prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Gerald Karikari	Trustee	HR, Academic, Finance, and Operations
James Ding	Trustee	HR, Academic, Finance, and Operations
Cameil Dalgetty-Jarvis	Chair	HR, Academic, Finance, and Operations
Tatum Boothe	Trustee	HR and Academic
Nicole C. Blair-Barzey	Trustee	HR and Academic
Vacancy (TBD)	Trustee	
Vacancy (Parent Rep.)	Trustee	

Adrian Manuel has served as the Executive Director since October 1, 2021.

SCHOOL OVERVIEW

The State University of New York Board of Trustees approved the Merrick Academy – Queens Public Charter School (Merrick Academy or the School) in June of 2000. Located in Community School District 29 in Queens Village, New York City, the School opened in September 2000, with an enrollment of 121 students in grades K – 2. In the 2021-22 school year, Merrick Academy had an enrollment of 512 kindergarten through fifth grade students.

Our mission at Merrick Academy recognizes 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 stakeholders 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, inquiry-based learning approaches, STEAM integrated program model, and data informed practices, we will ensure that all of our students are college and career ready.

Overall, Merrick Academy’s motto “inquiry, equity, and 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.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2017-18	82	79	109	90	90	103	553
2018-19	98	83	80	97	79	86	523
2019-20	80	107	88	83	98	82	538
2020-21	94	103	117	97	87	101	599
2021-22	77	88	88	103	81	75	512

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

Merrick Academy has a literacy rich design where reading and writing exists in every subject area. There are authentic texts and opportunities to read. All are reading with purpose and making connections to self, the community, and the world. All are making connections across content areas. The ELA Block shifted to the Humanities block which combines ELA and History to foster deeper learning in an interdisciplinary manner.

In this school year we also made the shift to the nationally accredited Great Minds curriculum, Wit and Wisdom. Since it was the first year of implementation, staff and students were given space and grace to adapt to the complex grade level books that integrated the ELA standards. We used this curriculum to guide our lesson planning with the freedom to modify the modules as necessary to meet the care needs of our families, students and staff as we navigated a second surge of the Covid-19 Pandemic.

The School's ELA curriculum is rooted in the following principles:

1. Read and Write Critically- summarize, interpret, critique and make connections across all disciplines by reading and writing in response to informational, technical and fictional texts
2. Construct logical arguments that utilizes evidence from multiple points of views
3. Identify and convey a strong understanding of the interconnectedness between themes, genres and central ideas
4. Speak with confidence, clarity and discernment about a wide range of topics demonstrating the use of effective research techniques with various pieces of media and a synthesis of the information
5. Engage in the Writer's Process and demonstrate knowledge of the difference between writing informally and formally by selecting appropriate styles, expressions, and vocabulary

The ELA curriculum relies on a balanced literacy approach that incorporates authentic texts, guided reading, centers, independent reading, and writing. In grades K-2, students learn handwriting, phonemic awareness, concepts about print, and phonics.

As we move into the upcoming school, and begin the pursuit of IB accreditation, we are aiming to:

- Deepen students engagement with inquiry based learning
- Engage in Project Based Learning, as teachers work in the Humanities department, to build literacy based, transdisciplinary units that allow students to innovate and create authentic projects that respond to our working Program of Inquiry.
- Utilize Wit and Wisdom and all of its resources in the 2nd year of implementation

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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 grades in spring 2022. 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).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	92	0	0	1	12	104
4	65	0	0	0	16	81
5	64	0	0	0	11	75
All	221	0	0	1	39	260

RESULTS AND EVALUATION

In the 2021-22 school year, Merrick students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state English language arts exam. The 2021-22 school year marked a full return to New York State testing as the COVID pandemic impacted the previous two years of administration. Merrick also opted to implement a 100% computer-based testing program last year for the first time. Overall, the school missed the absolute goal by 37.4 percentage points. The grade closest to achieving the goal of 75% proficiency was Merrick’s 4th grade, where over 48% of students enrolled in at least their second year achieved proficiency on the English language arts exam. However, this was still 26.7 percentage points below the goal.

Performance on 2021-22 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	33.7%	92	35.0%	80
4	46.2%	65	48.3%	60
5	35.9%	64	29.8%	57

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

All	38.0%	221	37.6%	197
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ADDITIONAL EVIDENCE

Because the state English language arts exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends would be futile to analyze, as the cohort of Merrick students who took the 2018-19 English language arts exam as third grade students, the most recent exam that was administered before the 2021-22 school year, are currently in sixth grade and no longer attend the school.

Goal 1: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

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

Comparative Goal 1 cannot be measured at this time because the district’s 2021-22 English language arts results are not available.

2021-22 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	35.0%	80	N/A	N/A
4	48.3%	60	N/A	N/A
5	29.8%	57	N/A	N/A
All	37.6%	197	N/A	N/A

ADDITIONAL EVIDENCE

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](#).

Because the 2021-22 English language arts assessment results for Community School District 29 are not available, and comparable data is not available for the school’s current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, in the previous charter term, Merrick enrolled a higher percentage of students achieving proficiency on the state English language arts exam in the two most recently administered exams, in the 2017-18 and 2018-19 school years. In the 2017-18 school year, 43% of Merrick students achieved proficiency, compared to the district’s average of 40%. In the 2018-19 school year, 49% of Merrick’s students achieved proficiency compared to 41% for the district.

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.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure
 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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

I-READY

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	258	152%	[Yes]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	258	160%	[Yes]

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	90% ⁴	59	157%	[Yes]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	258	139%	[Yes]

End of Year Performance on 2021-22 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	33%	105	35%	95
4	28%	82	27%	76
5	17%	71	16%	65
All	27%	258	26%	236

End of Year Growth on 2021-22 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	139%	105
4	173%	82
5	145%	71
All	152%	258

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁴ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

ADDITIONAL CONTEXT AND EVIDENCE

Like schools across the nation, Merrick faced daily obstacles in 2021-22 regarding the ongoing COVID Pandemic. The school returned to in-person learning after a year and a half for all students on the first day of school. However, due to ongoing community spread, a winter surge in cases catalyzed by the Omicron variant, and ongoing community skepticism related to COVID; Merrick faced unprecedented obstacles that impacted student learning. The obstacles that were most impactful included: student enrollment declines due to transitioning families, unstable attendance, school and cohort-based closures (10 classrooms/41% of classes for 10 total days and 10 days of full school closure due to positive cases) for student/staff quarantines, delays in implementation of new curriculum, and ongoing disruptions to learning in order to prioritize the health, safety and socio/emotional

In addition to ongoing challenges brought on by the pandemic, Merrick opted to have all student take the NYS exams on computers for the first time. In preparation, students practiced with pilot exams and other computer-based simulations. The transition marked a significant change for teachers and students and there were challenges that may have impacted student focus, performance and comfort since we had the dual obstacle of computer-based testing and the need to socially distance, isolate students/staff and mitigate potential COVID exposure and spread throughout the administration of both the ELA and math exams.

<p>Goal 3: Additional Measure [Include additional measures that are part of the Accountability Plan.]</p> <p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>
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SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Only one of Merrick’s five measurable goals, the absolute goal of 75% of students performing at proficiency on the assessment exam, could be measured in the 2021-22 school year. The school did not achieve this goal. The remaining goals either could not be measured because the comparative data was not available at the time of this report’s submissions or could not be measured because the state English language arts exam was not administered in the two previous school years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved

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.	N/A
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.	Cannot Currently Be Measured
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.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

The School will be implementing a number of new initiatives during the 2022-23 school year to improve ELA student achievement.

1. Backwards Design Planning Culture
 - o Clearly mapping out Modules by beginning with the end in mind and knowing where you want students to go.
 - o Ensuring the Learning Journey is shared with students often and so that they can use it to self-assess their progress
 - o Posted in classrooms: Objectives, Formative Assessment, Criteria for Success

1. Project Based Learning
 - o Building PBL Units alongside the Wit and Wisdom units to facilitate students creating authentic public projects that respond to a real-world need
 - o Inquiry Based Learning
 - o Driving all lessons with students asking questions that they desire to investigate and discover knowledge about

2. New Planning and Lesson Feedback System
 - o Implementing the Week at a Glance lesson Planning system to facilitate alignment across the grade both horizontally and vertically

1. Content Departments led by new Humanities Director
 - o Hired a new Humanities Director to oversee curriculum design and pedagogy

1. Conducting Student Work Protocols to adapt and adjust lessons

2. Lead Planners in each grade
 - a. Led by the Humanities Director, each grade will have one Humanities lead planner

2. Professional Learning Communities structured for 2x per week focused on instructional practice, culture, inquiry and individualized learning.

In order to address unfinished learning among our students, we will implement the following acceleration, remediation, and enrichment strategies:

- **Deliver Strong Tier I instruction:**
 1. Strong instructional delivery of grade level content through effective execution of the new curriculum.
- **Ongoing Implementation and monitoring of [RTI](#)**
 1. All grades have an RTI block (40 mins.) daily that rotates every other day (ELA/Math) for K-3. 4-5 has two daily RTI blocks.
 2. Conduct weekly meetings with consistency and fidelity and communicate clear strategies and next steps for all stakeholders.
 3. Alignment of interventions to students' specific gaps.
 4. RTI/MTSS is being revised to a new school comprehensive plan to be published and fully implemented in spring of 2023 that includes virtual, summer, after school and socio-emotional components.
 5. Instructional leaders engage in RTI walkthroughs to monitor and Tier 1, 2, and 3 interventions.
- **Data Cycles**
 1. Proactively monitor and respond to data:
 2. Multi-dimensional data dashboards that provide insights to student learning trends, individualized support needs and progress monitoring for all students.
 3. Daily formative assessment collection as well as diagnostics, formative/summative assessments to analyze performance, revise improvement/strategic plans as necessary, and inform daily teacher planning cycles and weekly team/department planning meetings.
 4. Informing students and families of performance monitoring data and opportunities to extend learning via virtual resources, extended day and Saturday boot camps.
 5. Teachers meet weekly in the following configurations for data review, planning and instructional development: departments, grade levels, 1:1 instructional coaching, and bi weekly Wednesday professional development/data review cycles.

Strategic Approach for Content Knowledge Building and Implementation of New Curriculum

- Implement Year 2 of Wit and Wisdom curriculum with a focus on deepening teacher planning and practice.
- New Humanities director is upgrading school wide literacy approaches and vision in alignment with the IB PYP accreditation process, best practice and a focus on literacy across all content areas.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students enrolled in the Merrick Academy-Queens Public Charter School will become proficient in mathematics

BACKGROUND

At the start of the 2021-22 school year, we began the revolutionary Eureka Math curriculum. Eureka's program is designed to advance equity in the math classroom by helping students build enduring math knowledge. Like, ELA, it was our first year of implementation and had to allow space and grace as students and teacher adapted to the new lessons. Through an intentional integration of digital interactives, a focused approach to encouraging student discourse, and by connecting lessons to real-world math, students stay engaged in math learning that propelled their achievement and allowed for us to meet our I-ready Interim Assessments goals.

Merrick Academy's mathematics curriculum is rooted in the following principles:

1. Develop and apply multiple strategies to solve routine problems
2. Apply methods of problem solving to complex problems requiring various methods
3. Ability to increase precision and accuracy through approximating
4. Utilize of inductive and deductive reasoning to solve problems; multi step, abstract and complex real-world problems
5. Represent mathematical problems in multiple formats such as analytic, numerical and geometrical

Merrick Academy's mathematics curriculum is a comprehensive approach to the subject. Students are engaged in math review, problem solving, conceptual understanding, and mastery of math facts. In grades K-5, students participate in guided math instruction and centers, as well as number stories and practice in foundational skills.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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 Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 5th grades in spring 2022. 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).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	94	0	0	0	11	105
4	66	0	0	0	16	82
5	64	0	0	0	7	71
All	224	0	0	0	34	258

RESULTS AND EVALUATION

In the 2021-22 school year, Merrick students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state mathematics exam. Overall, the school missed the absolute goal by 30.6 percentage points. The grade closest to achieving the goal of 75% proficiency was Merrick’s 4th grade, where 50% of students enrolled in at least their second year achieved proficiency on the English language arts exam. However, this was still 25 percentage points below the goal.

Performance on 2021-22 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	46.8%	94	46.9%	81
4	48.5%	66	50.0%	60
5	39.1%	64	35.1%	57
All	45.1%	224	44.4%	198

ADDITIONAL EVIDENCE

Because the state mathematics exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends would be futile to analyze, as the cohort of Merrick students who took the 2018-19 mathematics exam as third

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.

grade students, the most recent exam that was administered before the 2021-22 school year, are currently in sixth grade and no longer attend the school.

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.

The Institute does not require charters to report on this measure for 2021-22.

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 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.⁶

RESULTS AND EVALUATION

Comparative Goal 1 cannot be measured at this time because the district’s 2021-22 mathematics assessment results are not available.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	46.9%	81	N/A	N/A
4	50.0%	60	N/A	N/A
5	35.1%	57	N/A	N/A
All	44.4%	198	N/A	N/A

ADDITIONAL EVIDENCE

Because the 2021-22 mathematics assessment results for Community School District 29 are not available, and comparable data is not available for the school’s current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, in the previous charter term, Merrick enrolled a higher percentage of students achieving proficiency on the state mathematics exam in the two most recently administered exams, in the 2017-18 and 2018-19 school years. In the 2017-18 school year, 38% of Merrick students achieved proficiency, compared to the district’s average of 31%. In the 2018-19 school year, 49% of Merrick’s students achieved proficiency compared to 34% for the district.

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](#).

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.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:
i-Ready

I-READY

2021-22 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	258	156%	[Yes]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	258	181%	[Yes]

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	90% ⁸	61	152%	[Yes]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	258	160.5%	[Yes]

End of Year Performance on 2021-22 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	30%	105	31%	97
4	22%	82	23%	74
5	25%	71	25%	66
All	26.1	258	27%	237

End of Year Growth on 2021-22 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	154%	105
4	149%	82
5	161%	71
All	156%	258

ADDITIONAL CONTEXT AND EVIDENCE

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

COVID Pandemic. The school returned to in-person learning after a year and a half for all students on the first day of school. However, due to ongoing community spread, a winter surge in cases catalyzed by the Omicron variant, and ongoing community skepticism related to COVID; Merrick faced unprecedented obstacles that impacted student learning. The obstacles that were most impactful included: student enrollment declines due to transitioning families, unstable attendance, school and cohort-based closures (10 classrooms/41% of classes for 10 total days and 10 days of full school closure due to positive cases) for student/staff quarantines, delays in implementation of new curriculum, and ongoing disruptions to learning in order to prioritize the health, safety and socio/emotional

In addition to ongoing challenges brought on by the pandemic, Merrick opted to have all student take the NYS exams on computers for the first time. In preparation, students practiced with pilot exams and other computer-based simulations. The transition marked a significant change for teachers and students and there were challenges that may have impacted student focus, performance and comfort since we had the dual obstacle of computer-based testing and the need to socially distance, isolate students/staff and mitigate potential COVID exposure and spread throughout the administration of both the ELA and math exams.

Goal 2: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Only one of Merrick’s five measurable goals, the absolute goal of 75% of students performing at proficiency on the assessment exam, could be measured in the 2021-22 school year. The school did not achieve this goal. The remaining goals either could not be measured because the comparative data was not available at the time of this report’s submissions or could not be measured because the state mathematics assessment exam was not administered in the previous two school years.

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 Achieved
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A

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.	Cannot Currently Be Measured
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.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

The School will be implementing a number of new initiatives during the 2022-23 school year to improve Math student achievement.

1. Backwards Design Planning Culture
 - Clearly mapping out Modules by beginning with the end in mind and knowing where you want students to go.
 - Ensuring the Learning Journey is shared with students often and so that they can use it to self-assess their progress
 - Posted in classrooms: Objectives, Formative Assessment, Criteria for Success

0. Project Based Learning
 - Building PBL Units alongside the Eureka modules to facilitate transdisciplinary learning in Mathematics and Science
 - Building PBL Units that facilitate students creating authentic public projects that respond to a real-world need
 - Inquiry Based Learning focused on math applications in real world contexts
 - Driving all lessons with students asking questions that they desire to investigate and discover knowledge about

3. New Planning and Lesson Feedback System
 - Implementing the Week at a Glance lesson Planning system to facilitate alignment across the grade both horizontally and vertically

0. Content Departments led by new Mathematics Director
 - Hired a new Mathematics Director to oversee curriculum design and pedagogy

5. Conducting Student Work Protocols to adapt and adjust lessons

0. Lead Planners in each grade

Led by the Mathematics Director, each grade will have one Mathematics lead planner

0. Professional development structured for 2x per week focused on instructional practice, content development, inquiry and individualized learning.

In order to address unfinished learning among our students, we will implement the following acceleration, remediation, and enrichment strategies:

- **Deliver Strong Tier I instruction:**
 1. Strong instructional delivery of grade level content through effective execution of the new curriculum.
- **Ongoing Implementation and monitoring of [RTI](#)**
 1. All grades have an RTI block (40 mins.) daily that rotates every other day (ELA/Math) for K-3. 4-5 has two daily RTI blocks.
 2. Conduct weekly meetings with consistency and fidelity and communicate clear strategies and next steps for all stakeholders.
 3. Alignment of interventions to students' specific gaps.
 4. RTI/MTSS is being revised to a new school comprehensive plan to be published and fully implemented in spring of 2023 that includes virtual, summer, after school and socio-emotional components.
 5. Instructional leaders engage in RTI walkthroughs to monitor and Tier 1, 2, and 3 interventions.
- **Data Cycles**
 1. Proactively monitor and respond to data:
 2. Multi-dimensional data dashboards that provide insights to student learning trends, individualized support needs and progress monitoring for all students.
 3. Daily formative assessment collection as well as diagnostics, formative/summative assessments to analyze performance, revise improvement/strategic plans as necessary, and inform daily teacher planning cycles and weekly team/department planning meetings.
 4. Informing students and families of performance monitoring data and opportunities to extend learning via virtual resources, extended day and Saturday boot camps.
 5. Teachers meet weekly in the following configurations for data review, planning and instructional development: departments, grade levels, 1:1 instructional coaching, and biweekly Wednesday professional development/data review cycles.

Strategic Approach for Content Knowledge Building and Implementation of New Curriculum

- Implement Year 2 of Eureka curriculum with a focus on deepening teacher planning and practice.
- New Math Director is strengthening school wide vision for math practices that include curriculum implementation and teacher support, coaching on best practices, rubrics and indicators for providing levels of support and intervention as well as alignment with literacy and STEAM based programs, expectations and practices.

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's science curriculum is rooted in the following principles:

1. Inquiry-based
2. STEAM Literacy
3. Spiraled and interdisciplinary
4. Developing curiosity through the world around us
5. Using data and evidence to make claims based on relevant learning experiences

The science curriculum provides authentic learning opportunities fueled by scholar curiosity and the scientific method. Students learn about the key scientific principles through inquiry, reading, writing, and mathematical concepts. Students make connections with what they are discovering to other subject areas. The curriculum spirals and builds upon content as the students move on to different grade levels at the school.

ELEMENTARY AND MIDDLE SCIENCE

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 grade in spring 2022. 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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2021-22 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	94.7%	75
8	N/A	N/A
All	94.7%	75

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A

The school does not enroll 8th grade students.

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.

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

Science Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In the 2021-22 school year, Merrick met its absolute goal of having at least 75% of students achieve proficiency on the state science exam. The comparative goal against the district could not be measured because the district's results on the science exam were not available at the time of this report's submission.

ACTION PLAN

Merrick Academy is committed to student achievement in science, as most recently evidenced by the renewal of the school's charter in June 2020 and incorporating a STEAM focus into its mission for the next five years. Historically, Merrick has had strong results in science and has been focused on becoming a STEAM based school year-round.

In the 2022-23 school year, steps towards this mission will include:

- Adoption and implementation of Amplify science curriculum across the school
- All elective classes offered K-5 are now STEAM based courses focused on developing strong mathematics skills/competencies, scientific thinking/reasoning, experimentation, emergent technologies (robotics, coding, artificial intelligence)
- Investing in ISTE certification for all STEAM teachers and adoption of ISTE frameworks for teaching and learning as a STEAM based school.
- Full time STEAM Director hired in August 2022 to develop our K-5 vision for STEAM learning and enrichment programs.
- Project based learning opportunities in STEAM throughout the school day, in extended programming and summer learning camps.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Merrick Academy was in good standing pursuant to the state's ESSA accountability system in the 2021-22 school year.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2019-20	Good standing
2020-21	Good standing
2021-22	Good standing



Merrick Academy Queens Public Charter School

Approved Board Meeting Minutes

August 3rd, 2021

5:00pm

Board Attendance: Tatum Boothe, Nicole Barzey, Cameil Dalgetty-Jarvis, Gerald Karikari

Staff Attendance: Sherri Caso, Zenzile Keith, Tasha Miller, Stephanie Mauterstock, Samantha Pugh, Yolanda Valerio, Charles Watterson, Linyu Zheng

Guests: Aretha Miller, Chloe Taylor (STEAM Consultant), Dr. Madonna Afriye (Math Consultant), Merrick Academy's teachers' group

Ms. Dalgetty-Jarvis called the meeting to order at 5:06 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Ms. Dalgetty-Jarvis welcomed Ms. Barzey as a new board trustee to attend her first official board meeting.

Agenda/objective:

- Consideration of the June 29th, 2021 Board meeting minutes
- Consideration of the June 29th, 2021 Board meeting executive session minutes

Discussion:

During a discussion about the June 30th, 2021 board meeting minutes, Ms. Dalgetty-Jarvis and Ms. Boothe made corrections to the board meeting minutes.

Vote on 06/29/2021 Board Meeting minutes:

1. Ms. Boothe made a motion to approve the meeting minutes from the board meeting on June 29th, 2021.
2. Ms. Dalgetty-Jarvis seconded the motion.

3. The board VOTED unanimously to approve the motion.

Board Matters:

Agenda/objective:

- Board and committee schedule for FY22: last Tuesday of every month at 5 pm.
- Re-election of trustees and officer appointments.
- Discussion of board by-law revisions.

Mr. Karikari asked whether Ms. Mauterstock has committee meetings scheduled for the board trustee to review? Ms. Mauterstock shared that this is working progress between Mr. Karikari, Ms. Dalgetty-Jarvis, and Ms. Mauterstock. The committee meetings are scheduled as they have in the past for the last Tuesday of every month at 5:00 pm and it's the outlined the school generated and the school have been working primarily from CSI guidance about what are the topics that should be considering on a month by month basis the cadence of the academic year.

Mr. Karikari asked whether trustees have interest in live board meetings in September. Trustees expressed that they are open to the live board meeting in September. Ms. Mauterstock shared that NYSED guidance indicates that board meetings were expected in person, and with the new Delta variant, NYSED rescinded the requirement that board meetings be in person. Ms. Mauterstock mentioned that she is open to the live board meetings and she respects trustees' decisions. Whether the trustee would like to hold live meetings, the school will consider the trustee's convenience and adjust the board meeting time.

Vote on the re-election of trustees

Vote on the re-election of Mr. Ding:

1. Ms. Dalgetty-Jarvis made a motion to approve the re-election of Mr. Ding.
2. Ms. Boothe seconded the motion.
3. The board VOTED unanimously to approve the motion.

Discussion:

Ms. Dalgetty-Jarvis questioned whether Mr. Ding agrees with the re-election of Mr. Ding. Mr. Karikari shared that Mr. Ding advised Mr. Karikari to complete the re-election for him.

Vote on the re-election of Ms. Boothe:

1. Ms. Dalgetty-Jarvis made a motion to approve the re-election of Ms. Boothe.
2. Ms. Barzey seconded the motion.
3. The board VOTED unanimously to approve the motion.

Vote on the re-election of Ms. Dalgetty-Jarvis:

1. Ms. Barzey made a motion to approve the re-election of Ms. Dalgetty-Jarvis.
2. Ms. Boothe seconded the motion.
3. The board VOTED unanimously to approve the motion.

Vote on the re-election of Mr. Karikari:

1. Ms. Dalgetty-Jarvis made a motion to approve the re-election of Mr. Karikari.
2. Ms. Boothe seconded the motion.
3. The board VOTED unanimously to approve the motion.

Discussion:

Mr. Karikari shared that trustees are currently working on board by-law revisions with the School's attorney and once it is completed, a designated meeting time will be confirmed to discuss the board by-law revisions. The next board meeting will take place vote on the board by-law committee time.

Ms. Mauterstock expressed her gratitude for the trustees' support on board by-laws revisions and acknowledged the leadership's diligent work on FY22 academic plan and priorities.

Agenda/objective:**FY22 academic plan and priorities Process:**

- Teacher content leaders identify and select proposed ELA, Humanities, Science and Math curriculum in Jan 2021 - Pilot of the new curriculum in March 2021 in 1st, 2nd, 3rd, and 4th
- Leadership Retreat: 7/23 and 7/26 on academic planning with leadership team facilitated by Jeremy Abarno and David Houlihan, to be continued throughout August 2021 - July/August 2021
- Curriculum planning with teachers - Student screening

Draft FY22 Academic Plan What this plan does not yet address (and which we are planning to discuss on 8/31, at our next board meeting):

- FY21 academic results
- Milestones, benchmarks, and student achievement goals for each of the 4 priority areas, to be continued through further leadership retreats for management expectation setting and internal accountability and accountability to the board
- How IB and STEAM underpin (to the extent feasible each of the 4 priority areas) and drive student achievement
- Assumptions
 - STEAM school vs. STEAM programming
 - Exposure, immersion, implementation and integration

- Specific numerical metrics will be not be here, but will be provided after fall diagnostic assessments
- Equity means Access
- The process of building this plan and next steps Guiding questions for the board
 - How does this plan address the needs of our students post COVID and Unfinished Learning? How will we know it is working and that it has been impactful?
 - What are the key structures that you suggest will build upon, enhance or implement to drive the strategy to meet the goals of the priorities? How will we know that this is working?
 - How will we continue to build the capacity and engagement of all stakeholders to ensure the efficacy of these priorities?

Ms. Pugh and Ms. Caso shared the following:

Board Brief Academic Strategy SY 2021-2022

Vision Statement: Merrick Academy is a STEAM based school that cultivates critical thinking, problem solving and inquiry amongst all learners in an environment that provides extensive whole-child support based on ensuring equity and empowerment for all learners through effective and innovative approaches to teaching and learning fostered by a world class faculty.

Overview: The global pandemic has significantly impacted teaching and learning across the world leading to significant learning loss and increased inequities. Merrick had strong structures and goals in place to increase student achievement and growth as well as systems to build teacher capacity. That was interrupted and rerouted to a year and half of remote instruction. In the 2021-2022 school year, we endeavor to get back on track to meeting our long-term goals, with in-person instruction being our primary objective. Remote learning may be a preference of some of our families, but we still do not have complete clarity on whether we will be allowed to accommodate.

Our Response in SY22: The most impactful and anti-racist thing we can do for our scholars is to accelerate their learning to meet grade-level standards while providing the academic and socio-emotional support necessary to do so. We will achieve this by providing rigorous, data-driven, inquiry-based instruction in Humanities and Mathematics in an environment where our scholars feel intellectually and psychologically safe, and have a sense of belonging.

In order to respond to this challenge, we must mobilize ourselves in a belief-aligned and actionable way that is both efficient and drives results. The core beliefs under-pinning our academic planning for our post-pandemic return include, but are not limited to:

- We teach every student grade-level content standards AND we meet students where they are.
- Our programs and offerings are responsive to the most current and accurate data.

- We must intentionally plan to “teach and insist”. Teachers and leaders need high-quality, aligned, and consistent training and support in order to deliver on a robust plan for unfinished learning AND grade-level learning.
- We believe that the whole community will work together to help our students grow.
- Strengthening and aligning our current resources and building more effective and consistent systems and processes that lead to teacher, leader, and student achievement.
- We believe that accomplishing our goals requires intentionality in a way that allows us to approach academics in a tiered and purposeful plan that closes gaps and keeps us on track for long-term goals.

Based on research, case studies, school visits, and interrogations of our core beliefs and the current context of our organization, we developed a theory of action that will influence our ultimate priorities.

Our theory of action is simple: If we deliver rigorous on grade-level instruction, And we create the structures necessary to execute on impactful remediation and acceleration And we build teacher and leader content knowledge and capacity to provide effective instruction, Then,

- Students will continue to build content knowledge on grade-level standards while simultaneously receiving academic intervention support to close foundational learning gaps and make up for unfinished learning.
- Our staff and school community will have the tools, knowledge, experiences, and resources necessary to execute our school’s instructional vision (short-term and long-term).

2021-2022 Merrick Academy Queens Public Charter School Academic Priorities			
<i>Accelerated Approach</i>		<i>Immersive Approach</i>	
Unfinished Learning	Content Knowledge Building and Implementation of New Curriculum	Culturally Responsive Classrooms	Transdisciplinary and Inquiry Based Learning
Strategically address unfinished learning of foundational skills without sacrificing grade level learning	Build leader and teacher content knowledge, through our new curriculum, to ensure alignment,	Create classrooms that are not only culturally responsive but culturally empowering where students feel safe to take risks, engaging	Continue to grow and begin to leverage our STEAM and IB programming to deepen content knowledge building

coherence, and rigor.

Build leader and teacher capacity to **align** planning, effective instruction, and provide coaching and professional development aligned to research-based best practices and differentiated to meet the needs of teachers and the scholars they serve.

in academic discourse that helps to solve complex problems, where they can make mistakes and be curious about learning. Merrick is committed to being a Diversity, Inclusion, Equity, Anti-Racism, and Accessibility committed organization that we will represent at all levels of the organization. (This plan focuses on student, parent, and adult learning and empowerment.)

and real-world problem solving.

Accelerated Areas

Unfinished Learning

Strategies-Acceleration, Remediation and enrichment

- **Deliver Strong Tier I instruction:**
 1. Strong instructional delivery of grade level content through effective execution of the new curriculum.
- **Acceleration Blocks**
 1. Daily 40-minute small-group instruction targeted toward accelerating core foundational skills in literacy and/or Math.
 2. Classrooms and class structures that include daily [Tier 2 strategies](#) to address foundational skills acceleration. (Targeted smaller groups).
 3. Extend and reorganize math and literacy blocks to include time for intentional spiraling of unfinished content into grade level content and delivery.
 4. Internalize and implement Daily Execution Protocol ([Humanities Block](#) and [Math Block](#)) for that block.
 5. Reorganizing Math and ELA curriculum scope and sequence charts to ensure the efficacy and efficiency of the delivery of unfinished learning strategies as well as grade level content.

- **Strong Start (Phase I and II)**
 1. “All hands on deck” approach gathering both summative and formative data for students.
 2. Implement new Student Information System(s) to efficiently and effectively house and communicate student data.
 3. Community urgency and celebrations that center progress and excitement instead of “loss” or “being in deficit”.
 4. Update and beautify hallways, classrooms, and common areas to build excitement and support immersion.
- **Ongoing Implementation and monitoring of [RTI](#)**
 1. Conduct weekly meetings with consistency and fidelity and communicate clear strategies and next steps for all stakeholders.
 2. Alignment of interventions to students’ specific gaps.
 3. RTI/MTSS materials archived: calendar, meeting notes.
 4. Instructional leaders engage in RTI walkthroughs to monitor and Tier 1, 2, and 3 interventions
 5. Restructuring of our 40 minute academic support block to “Student Learning Lab.” A Student Learning Lab is an intervention block where scholars receive support based on the area of need. AIS providers will also push in during this time.
 6. Including “High dosage tutoring” for our students who are most academically at-risk. Examples include after school at least 3 times a week 3:30 pm -5:30 pm and Saturday school 9 am-12pm.
- **Data Cycles**
 1. Proactively monitor and respond to data:
 - a. Student Individual Learner Profiles and on-going use and ownership of the plans. [ILPs](#)
 - b. Daily exit tickets and debriefs.
 - c. Strengthening our data cycle system of reporting to ensure that teachers have a deeper and better view of their students’ growth on a dashboard and/or digital binders that teachers can easily access.
- **Building Teacher and Leader Capacity and Accountability**
 1. Instructional Leaders engage in RTI walk throughs to monitor Tier 1, 2, and 3 interventions.
 2. Time in weekly “Learning Lab” for check-ins on strategies and results of students in Tier 1 and Tier 2
 3. “Front loading” professional development for teachers on key instructional strategies for Tier 1 and Tier 2 during Pre-Service as they are planning for initial grade-level curricular units. Revamping and archiving observation and feedback protocols and tools, lesson plans, and trackers to specifically monitor progress in this area and provide stronger opportunities for coaching and professional development.
[Teacher/Leader/Student Moves](#)
[Arc of the Year \(PD\)](#)

Metrics

- **Deliver Strong Tier I instruction:**
 1. Mid- and End-of-Module Assessment (% on grade-level)
 2. Daily exit tickets and trackers
 3. ANET benchmark assessments
 4. IReady overall proficiency data
 5. IReady growth data
 6. NYS Assessments
- **Acceleration**
 1. DIBELS (K-2)
 2. Corrective Reading Data
 3. IReady % on Grade Level
 4. IReady growth data
 5. IReady, IXL, Zearn minutes and lessons completed and mastered
 6. IReady interim diagnostic
 7. NYS Assessments
- **Ongoing Implementation and monitoring of RTI**
 1. RTI walkthrough tool
 2. RTI meeting indicator (*In progress*)
- **Strong Start**
 1. Instructional Practice Guide
 2. Strong Start Check-list
 3. By the end of preservice, 100% of teachers will have established and practiced classroom rituals, routines, and procedures for reentering students, developed schedule to include Tier 1, Tier 2, and Tier 3 instruction
- **Data Cycles**
 1. Overall data dashboards that are teacher facing
 2. Exit tickets and data dive trackers [Data Dives](#)
 3. Adult usage stats use of data systems
[Data Meeting](#)
- **Building Teacher and Leader Capacity and Accountability**
 1. Whetstone-key areas for support and growth up against GBF, Instructional Practice Guide ([IPG](#)) specifically in this area.
 2. By the end of the first six weeks, 90% of teachers will have mastered the Core Actions 1 and 2 as evidenced by instructional walkthroughs and observations.
 3. By the end of the first 90 days, 90% of teachers will have mastered Core Action 3 of the IPG as evidenced by instructional walkthroughs and observations
 4. Instructional Practice Guide walkthrough tool [IPG](#)
 5. Observations and feedback trackers and meeting notes
[Educator Team Structures](#)
[Leadership Structures for Interfacing and Strategy](#)
[Key Actions](#)

Content Knowledge Building and Implementation of New Curriculum

Strategies

- **Accelerated Implementation of a researched based curriculum**
 1. Development of an implementation plan that is designed for effective internalization, delivery, and high-level implementation that garners student growth and achievement. Including immersion, implementation, reshaping to meet needs, etc.
 2. Implementing a curriculum pacing and implementation tracker that is aligned and housed alongside curriculum maps, professional development calendar, assessments. [Flow of the Day](#)
 3. Intentionality with informational and professional development events to get student, teacher and family buy-in, support and feedback.
- **Teacher and Leader Development and Capacity Building**
 1. Weekly Learning Labs ([Lesson Learning Lab Model](#)) for teachers that include: check-ins on pacing, understanding, peer and expert feedback, planning and practice for teachers. [Learning Labs ELA](#) [Learning Labs Math](#)
 2. Bi-weekly professional development in key teacher and leader actions that lead to successful implementation of curriculum while building content knowledge and high leverage teacher/classroom strategies.
 3. Bi-weekly one-on-one coaching sessions that ensure that teachers get feedback in aligned areas of instruction. [Coaching and Feedback Cycle](#) [AP and Coach Meeting Protocol](#)
 4. Regular teacher step-backs and data days where teachers receive professional development in key areas of growth for their students while creating action-plans.
 5. Tiered professional development that is responsive to teacher and leader needs. [Arc of the Year \(PD\)](#)
 6. Clearer alignment and coherence of the tools leaders use to provide feedback and support. ([Get Better Faster](#) and Instructional Practice Guide rubrics [IPG](#))
- **Strong Start**
 1. “All hands on deck” approach to building routines and rituals that build Socio-emotional learning through [strong academic practices](#).
 2. “Teach and Insist”-after diagnostics jump right into grade level curriculum with clear plans for spiraling in cumulative review.

- **Departmentalization in the testing grades to allow teachers to focus more on content area depth and breathe**
- **Strengthening and streamlining data cycles**
 1. Streamlining PD calendar, timely data distribution and support for teachers, assessment calendar and data meetings.
- **Strengthening community investment and knowledge of what is being taught and why.**
 1. Develop and implement a Communication Plan that organizes and captures key communication strategies in order to improve transparency about the Teaching and Learning Cycles, communicate progress, celebrate community, and on-going feedback on the impact of the program.

Metrics

- **Accelerated Implementation of a research-based curriculum**
 1. Instructional Practice Guide/walkthrough tool (check list) - by the end of each Phase 90 percent of our teachers will score proficient or higher in the core action areas that have been previously specified.
 2. Pacing and Implementation tracker - 90 percent of teachers will be on pace with grade level content as well as accelerated learning goals by the end of phase (*in development*)
 3. IReady MOY Diagnostic
 4. PD, Observation, and feedback survey
[Evidence of Efficacy from Great Minds](#)
[EdReports for Wit and Wisdom](#)
[EdReports for Eureka](#)
[Design Theory process](#)
- **Teacher and Leader Development and Accountability**
 1. Whetstone - weekly monitoring of the quality and quantity of observation through Whetstone.
 2. Whetstone - weekly monitoring of teacher/leader growth on individual goals.
 3. Quality of Teacher Leader action steps met in action plans.
 4. IReady mid-year diagnostic.
[Key Actions](#)
- **Strong Start (Phase I and II)**
 1. Get Better Faster Rubric for first 90 days (Phase I and II)
- **Tiered Professional development**
 1. Quality of teacher and leader action steps
 2. IReady mid-year diagnostic
- **Departmentalization in testing grades**
 1. Exit tickets and data dive trackers
 2. End and Mid module assessments

3. IReady interim and overall proficiency data (% performance on grade-level data)
- **Strengthening data Systems**
 1. Data dashboard
 2. Teacher data systems and trackers usage monitoring and follow-up
 - **Community and Student investment**
 1. Quarterly efficacy surveys
 2. Student-led conferences (quarterly)
 3. Parent satisfaction and needs surveys

Discussion:

Ms. Pugh expressed her appreciation for all the teachers and two consultants that supported the creation of the FY22 academic plan, including external consultants.

Mr. Karikari expressed his appreciation for Ms. Pugh and Ms. Caso's presentation and mentioned it was an intense presentation.

Ms. Dalgetty-Jarvis mentioned that the presentation and the preread are different, and asked Ms. Pugh whether all the academic plans will be ready before all the teachers schedule to return? Ms. Pugh followed with her response, that all the academic plans in the presentation will be ready prior to all the teachers returning to school and suggested a follow-up academic committee meeting to walk the trustees through the specific academic plans. Ms. Dalgetty-Jarvis suggested not to have a follow-up academic committee meeting but will respect other trustee's decisions regarding scheduling a follow-up academic committee meeting, and mentioned all the academic plans need to be aligned with the CSI's benchmark. The leadership team shared we have provided all the detailed information the board trustees have requested.

Ms. Barzey questioned regarding how i-ready and all the assessment measures can fit together to support the assessment of increased learning? She requested a specific academic plan that included the progress between the content teachers and the STEM program and IB program to the next academic committee meeting. Ms. Pugh responded with a specific understanding of the design theory process. The School currently has a classroom set up where we are going to have a computer program and have the technology for each class. We also have art, design, and robotics, those are some key competencies and skills and plans. The teachers will be responsible for specific products and they have a specific process of understanding and learning that. About the integration of STEAM, it's a STEAM outline of New York City and it is lifting up those enrichment classes around using technology and then training the teachers to think like a scientist approach their work.

Ms. Boothe expressed appreciation of the leadership team's hard work, and questioned how the board trustees follow up with this high-level academic plan at Merrick Academy to hold this accountable? Ms. Pugh shared that the instructional team will create walk-through documents to have the trustees hold leadership accountable.

Discussion between trustees and leadership team to finalize the accountability plan and goals between the board and the leadership team.

Agenda/objective:

Executive Session

Ms. Dalgetty-Jarvis made a motion to enter Executive Session at 7:34 pm to discuss the board by-law revision. Ms. Barzey seconded the motion and the motion was passed unanimously.

Meeting Adjournment:

1. Ms. Dalgetty-Jarvis made a motion to adjourn the meeting at 7:34 pm.
2. Ms. Barzey seconded the motion.
3. The board VOTED unanimously to approve the motion.



Merrick Academy Queens Public Charter School

Approved Board Meeting Minutes

September 28th, 2021

5:00pm

Board Attendance: Tatum Boothe, Nicole Barzey, James Ding, Cameil Dalgetty-Jarvis, Gerald Karikari

Staff Attendance: Sherri Caso, Zenzile Keith, Samantha Pugh, Yolanda Valerio, Charles Watterson, Linyu Zheng

Guests: Aretha Miller, Christine Hernandez

Mr. Karikari called the meeting to order at 5:05 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Agenda/objective:

I. Opening Items

- | | |
|---|------------|
| A. Call the Meeting to Order and Record Attendance | G.Karikari |
| B. Public Comment and response to prior month comment | G.Karikari |

Discussion:

Mr. Karikari questioned whether there was any public comment from the last board meeting? Ms. Zheng responded that public comment was not provided from the last board meeting. Mr. Karikari stated if anyone has any public comments please write them, we will address them at our next board meeting.

Agenda/objective:

II. Consent Agenda

- | | |
|---|------------|
| A. Review of and Vote on Meeting Minutes August 3rd, 2021 | G.Karikari |
|---|------------|



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Discussion:

Ms. Dalgetty-Jarvis questioned whether the leadership team sent the meeting minutes to trustees because she did not see it in the pre-read? Ms. Zheng responded that she sent the PDF versions of meeting minutes to all the trustees via email. Ms.

Dalgetty-Jarvis questioned where did you send it? Ms. Zheng responded that it was sent to all the trustee's emails. Ms. Dalgetty-Jarvis mentioned that she did not have a chance to read it.

Mr. Karikari questioned whether the board trustees prefer to table the meeting minutes for the next board meeting? Ms. Barzey stated that she can't see the board meetings minutes at all. Mr. Ding responded that it's in the email. Ms. Dalgetty-Jarvis suggested that table the meeting minutes for our next board meeting because the meeting minutes it's too long and she can't read. Ms. Barzey mentioned that she did not receive the meeting minutes. Mr. Ding responded that he would forward them to Ms. Barzey.

Vote on table 08/03/2021 Meeting minutes:

1. Ms. Dalgetty-Jarvis made a motion to table the meeting minutes from the board meeting on August 3rd, 2021.
2. Ms. Barzey seconded the motion.
3. The board VOTED unanimously to approve the motion.

Agenda/objective:

III. Dashboard

Leadership Team

- Enrollment summary
- Covid
- Financials

Discussion:

Mr. Karikari questioned whether anyone in the leadership can present the dashboard? Mr. Ding questioned whether Ms. Mauterstock is able to attend today's board meeting. Ms. Zheng responded that Ms. Mauterstock won't be able to attend today. Ms. Pugh shared that she did not have enough time to prepare the slide to present but she is happy to answer the questions that trustees might have.

Mr. Karikari questioned if anyone can present the slide of Dashboard-enrolments? Ms. Dalgetty-Jarvis questioned whether Ms. Pugh can be able to present this slide? Ms. Pugh responded that she was not involved with enrollment for a few months, she can't



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answer it. Ms. Dalgetty-Jarvis questioned Ms. Pugh, what is the number of the student currently enrolled? Ms. Pugh answered that the current number of students enrolled is 583. Mr. Karikari questioned whether the number of students 569 enrolled is not correct? Ms. Pugh answered yes. Mr. Watterson following the response that after the talk to Ms. Clarke, the school currently has 585 students enrolled, our largest community is the kindergarten and currently has 8 seats available. Ms. Barzey questioned how many students the school has for each class? Mr. Watterson answered that the school has 88 students for kindergarten, 24 for students per class, and has 4 classes.

Ms. Barzey questioned what is the enrollment target for this year? Ms. Dalgetty-Jarvis shared 600 students. Ms. Barzey questioned where the school was back over? Mr. Watterson shared that the school is thinking about kindergarten as well as the first grade, but the school is going to have a further discussion with that because the school considers the effect of space capacity and also makes sure that the school is following the guideline consistently. Ms. Pugh shared that the school would make the decision tomorrow.

Mr. Karikari questioned how many classrooms the school currently has? The leadership team shared that the school currently has 26 classrooms. Mr. Karikari questioned whether the school had 26 classrooms last year? He remembered the school has additional classrooms because of the instructional change. How many testing grades does the school have? Ms. Pugh responded that last year we had 26 classrooms, and the testing grades are about 26 students per class .

Ms. Barzey questioned what is the greatest plan to get 600 students by Oct.26(deadline)? Mr. Watterson shared that, unlike a lot of charter schools that are under the area, our school has a waiting students list and with two hundred students. He will have a meeting with the leadership team and make the best judgment to fill in the available seats. The school will have the answer by tomorrow. Ms. Pugh shared that the school would have some extra students to prepare, just in case some students leave.

Ms. Barzey questioned if the school was fully staffed? Ms. Pugh shared that she would talk to Mr. Watterson and add some narrative for teachers' positions. Mr. Watterson shared that currently the school is still hiring two special education teachers, an AIS teacher and part-time ESL teacher. The school has a total four budget lines for the AIS teachers.

Agenda/objective:

IV. Committee Meeting Minutes Review and Discussion

- | | |
|--------------------------------|-----------|
| A. Academic Committee Update | J. Ding |
| B. HR Committee Meeting Update | C. Jarvis |

Discussion:

Mr. Karikari questioned whether anyone can present the slide of Dashboard- Financial? Ms. Dalgetty-Jarvis questioned whether Mr. Watterson or Ms. Pugh can present this?



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Ms. Pugh responded that she was not preparing for this presentation because this is usually not her area of expertise, but she is happy to answer some questions trustees might have for the furniture and some expenses. Ms. Dalgetty-Jarvis mentioned that Mr. Moreau is usually the one who presents the financial dashboard, but he is not here. Mr. Karikari stated that he is concerned about the month of cash and mentioned that we will have the finance committee meeting shortly so the trustees can understand the financial parts.

Ms. Zheng questioned whether trustees want to review all the committee meetings or trustees want to review at our next meeting? Ms. Dalgetty-Jarvis shared that our HR committee only covered two areas one is part-time ELS teacher and two is AIS teacher and mentioned the challenge is difficult to hire AIS teachers because there is a shortage of AIS teachers. Ms. Dalgetty-Jarvis emphasized the importance of addressing the issues. She had a conversation with Ms. Mauterstock regarding returning the two sped teachers that were placed in the AIS teachers' position. Ms. Keith shared that the resolution to trustees and mentioned resolution has two-part, the first part is that the school is going to place the former 12 1-1 teacher in that position for a period of more than thirty days and one will cover the 90 minutes Math block and the other one will cover the 90 minutes humanities block, and then another teacher will support with writing. The learning specialist will have a 30-day period while Mr. Watterson is hiring another person. The leadership team has agreed with this resolution. Ms. Keith clarified that the reason we don't have sped teacher at this moment is that the person chose to resign from the position.

Mr. Karikari requested that Ms. Valerio and Mr. Watterson present the updates on staff vaccinations. Mr. Watterson shared that the school follows the DOE guidelines with covid protocols. The school received the majority of vaccination records, only a few staff people with underlying medical conditions. The school required all the staff received their first dose by Oct. 1st, 2021. Ms. Valerio shared that the school has received 50 staff member vaccination cards, the school has 87 employees which include instructional staff and non-intersectional staff. Ms. Barzey questioned whether the 50 vaccination cards all with completed 2 doses? Ms. Valerio share that out of the 50 vaccination cards, only 2 people had their first dose. Mr. Karikari questioned that weather leadership is communicating with the 37 employees? Ms. Valerio answered that the email will send out to the 37 people by tomorrow.

Ms. Barzey questioned whether the leadership have a plan regarding the 37 unvaccinated staff? Ms. Valerio shared that she and Mr. Watterson sent out the email today to give the 37 unvaccinated staff members the deadline to Oct. 1 st 2021. Mr. Watterson mentioned that his position is between operation and academic, he has been talking to Ms. Pugh about what will look like for our teachers and classroom, if we don't have enough staff, especially they don't fully vaccinate. We have 5 substitute teachers are in our school and they are planning for long-term teachers, just in case, we need to put them on Friday. Ms. Pugh shared that the leadership team will make sure that we have plans B and C through other agencies as well.

Mr. Karikari questioned how the school keeps high quality with a lot of the substitute teachers coming in? What does plan B look like? Ms. Pugh shared that, once Mr. Watterson and Ms. Valerio shared with her the substitute teachers list, she will think



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about the plan to remain a high-quality plan. Her initial thoughts are every day after school, have a meeting with the substitute teachers and make sure all the substitute teachers understand the curriculum.

Ms. Dalgetty-Jarvis questioned if the two teachers who are pregnant plan to get vaccinated? Mr. Watterson shared that both teachers are at high risk at this moment and they will plan to get vaccinated after they have their birth.

Ms. Keith mentioned that she needs to depart at 6 pm because she has a parent meeting with Covid-19 protocol. She will record and send it to the trustees.

Ms. Keith shared she had training for Covid-19 protocol. If the class has a Covid-19 case, she will immediately send to the entire class (parents) the information and will inform the class will be closed, then send it via Parentsquare, Ms. Keith questioned whether the trustee can receive the information from Parentsquare as per trustees' request because she won't be able to add their name in Parentsquare? If not, she will forward it to the trustees. Mr. Karikari shared that he has not received, and mentioned he is more interested in the summary of transitions and infections. Ms. Keith clarified that the class only would close if the person tested covid-19 positive in the class. She is working on the summary of how many cases are in the school.

Mr. Karikari questioned what the testing policies are. Ms. Keith shared that the school is using the CIC company for the testing and mentioned the DOE uses the same company. The school has received the testing consent form from 352 parents, and the school will send out the parents video which shows how the testing will look like. The school will test 10% of students each week by following the DOE guidelines. The company the school uses for students is not the same company we use for adults. Mr. Karikari expressed that he was concerned about the number of only 10% students test for each week, requesting testing at least 33% of the students for each week. Ms. Keith suggested that the school can wait for the test 10% and move forward because the transmission rate is more important than positive cases. This company is testing for free now, if the trustees want to increase the percentage of testing students, please let her know she will negotiate with the company to move forward.

Ms. Keith departed at 6 pm.

Mr. Watterson shared that the testing company that the school uses it's called One care health wellness, every 10 days will be testing for staff. All the staff will be tested. If the staff member is absent, they have the choice to do the PCR test and submit it on the school health portal. Mr. Karikari questioned whether the testing is for 100% staff? Mr. Watterson shared that the testing is for 100% staff.

Ms. Dalgetty-Jarvis requested a daily report of the covid-19 cases. Mr. Watterson followed with the response that he noted that.

Agenda/objective:

- V. School Updates
- A. Re-Opening!

S. Pugh



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Discussion:

Ms. Pugh shared that the school is on our fourth day of curriculum and all of the teachers have been given feedback. The insured is, academic, our support and an excellent, our teachers did a phenomenal job with that area, like, implements and supporting students. It's amazing to see the teachers use technology that they have learned during the pandemic to give access to students with a different types of worksheets and videos. All the students have laptops and tomorrow all the students will be remote. Ms. Barzey questioned what other data the school use for the day today? Ms. Pugh shared that the i-ready data is the only data we use at this moment. Ms. Barzey questioned if the school is using the i-ready for the interim assessment? Ms. Pugh shared that for the interim assessment the school is used Anet, and Anet helps the school to see how far the school have gone and seen the grade-level standards at that period of time, and that would help the school think about it, project how it may have an impact on the largest stand. The i-ready data would be ready for our next academic meeting.

Mr. Karikari questioned if there is an update on the learning loss? Ms. Pugh followed with the response that we called unfinished learning at Merrick Academy. Ms. Boothe questioned when the lesson learning lab kick-off? Ms. Pugh shared that will start to kick off next week, the school will look at that data learning lines to prepare for the kick-off next week. The school has additional time to support the unfinished learning and the school also has a learning lab to support the unfinished learning. The instructional team is moving forward with the covid-19 protocol.

Mr. Karikari questioned what data report the school will have for at our next meeting? Ms. Pugh shared that the school would have the i-ready data ready. Mr. Karikari questioned what is leading our instructional team at this point? Ms. Pugh shared that it's i-ready.

Mr. Karikari questioned if there's an update on the furniture situation? Ms. Pugh shared that the school will be looking at other alternatives as well as making sure the desks and tables. Mr. Watterson shared that he is working with Ms. Mauterstock and Ms. Valerio to get into some document accesses to solve the furniture issues. Ms. Dalgetty-Jarvis questioned if the school could call the furniture company to solve the issue? Mr. Watterson shared that he is working on that.

Agenda/objective:

VI. Executive Session

G. Karikari

VII. Adjournment

G. Karikari

Discussion:

Ms. Dalgetty-Jarvis made a motion to enter Executive Session at 6:21 pm to discuss the finance issues and HR issues with Mr. Washington. Ms. Boothe seconded the motion and the motion was passed unanimously.



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Approved Board Meeting Minutes

October 26th, 2021

5:00pm

Board Attendance: Tatum Boothe, Nicole Barzey, James Ding, Cameil Dalgetty-Jarvis, Gerald Karikari

Staff Attendance: Adrian Manuel, Sherri Caso, Zenzile Keith, Samantha Pugh, Yolanda Valerio, Charles Watterson, Linyu Zheng

Guests: Aretha Miller, Christine Hernandez, Narissa Reid, Sharon Clarke, Karima Porter

Mr. Karikari called the meeting to order at 5:12 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Agenda/objective:

I. Opening Items

- | | |
|---|--------------|
| A. Call the Meeting to Order | Mr. Karikari |
| B. Record Attendance | Mr. Karikari |
| C. Public Comment and response to prior month comment | Mr. Karikari |

Agenda/objective:

II. Consent Agenda

- | | |
|----------------------------------|--------------|
| A. Approve board meeting minutes | Mr. Karikari |
|----------------------------------|--------------|

Vote on approve 08/03/2021 Board Meeting minutes:

1. Ms. Boothe made a motion to approve the 08/03/2021 board meeting minutes
Ms. Dalgetty-Jarvis seconded the motion.



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2. The board VOTED unanimously to approve the motion.

Vote on approve 09/28/2021 Board Meeting minutes:

1. Ms. Barzey made a motion to approve the 09/28/2021 board meeting minutes Ms. Boothe seconded the motion.
2. The board VOTED unanimously to approve the motion.

Agenda/objective:

II. Consent Agenda

B. Executive Director Report

Dr. Manuel

Dr. Manuel shared the following:

Initial priorities

- **State of the school**
 - Observations
 - Conversations
 - Performance analysis
 - Feedback
- **School Safety and Covid -19 Mitigation**

School walkthrough observation

- Over 90% of classrooms were operating at the baseline expectations for safety, instruction and student supports. There were addressable areas for improvement.
- Noticings included actionable items that could be addressed within the month (storage, meeting spaces, room configurations, maintenance)
- Space is a premium and Merrick has opportunities to re-organize and be innovative

Community survey

- Communication and support need improvement
- 38% of staff feel that current COVID safety practices are effective and sufficient while 47% feel they are somewhat effective and could use improvement
- Improvements suggested include: strengthen student screening, PPE supplies more accessible, limit population sizes in areas, additional layers in current protocol
- 44% of faculty believe that Merrick provides a high quality academic program



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while 47% believe there needs to be improvements

- 58% of faculty do not believe they have had sufficient training and support for a successful school year
- Feedback on improvement centers on professional development, communication, culture, safety precautions and clear expectations/support

Conversations

- Improve school-wide communications
- Clarity on COVID practices and protocols
- Support on curricular/instructional initiatives
- Clarity on academic intervention
- Staff attendance and coverage
- Pre-service improvements
- Culture

Next steps

- Address actionable items with priorities of safety, academics, and school culture
- Clarify priorities and performance targets for the school year in alignment with school vision and strategic plans
- Revise Merrick's strategic plan to align with realities of COVID recovery and opportunities in the sector

Board engagement opportunities

BOT walkthroughs December 15th & 16th

Board retreats:

- December 18th
- March (TBD)
- May/June (TBD)

*20/20 Committee

IB school visits

- April-June



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Covid safety and prevention plan

- policies, practices and protocols
- faculty, students and families
- living document meant to be adaptive

Academy performance

- i-Ready performance data
- Intervention
- Instructional program observations
- After school program overview

Discussion:

Ms. Barzey questioned that where are you landed beside the safety plan? Dr. Manuel emphasizes the importance of safety and shared that he is planning to focus on safety, operation, and academics.

Dr. Manuel shared that Data practice needs to improve at Merrick Academy.

Mr. Karikari questioned that what is the facility plan? Dr. Manuel responded that Mr. Waterson will share some facility plan information during our presentation.

Agenda/objective:

II. Consent Agenda

C. Health and Safety Report

Ms. Keith/ Mr. Watterson

Ms. Keith and Mr. Watterson shared the following:

Development of the Merrick COVID Safety Plan

HEALTH AND SAFETY PROTOCOLS

Daily Screening

Parents/caregivers of students are required to complete a one-time form to commit to performing daily health screenings of their child prior to taking their child to school. Parents/caregivers should screen for symptoms consistent with COVID-19 and may not send a sick child to school. A list of questions will be provided to parents/caregivers of students for daily screening at home.



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Staff must also conduct a daily wellness self-assessment to screen for symptoms consistent with COVID-19. Staff may not come to work sick.

MACS will conduct temperature and symptom screenings of all students and staff before entering the facilities. Temperature screenings will be conducted with a “no touch” infrared thermometer and in accordance with all applicable safety and privacy guidelines. Any individual with a temperature at or above 100.4 degrees Fahrenheit or 38 degrees Celsius or who is exhibiting symptoms consistent with COVID-19, will not be permitted on site. Failure to comply with screening protocols will result in denial of access to the building.

Cohorts and Zoning

Cohorting will be used to limit the number of students, teachers, and staff who come in contact with each other, especially when it is challenging to maintain physical distance. Additionally, the school is divided into zones, which outline where students and staff are able to work, learn and travel.

Staff who work across multiple zones and classes must take extra precautions when interacting with students. These precautions include but are not limited to:

- Staff must wear additional PPE, such as doubling their mask or wearing a mask and a face shield.
- Staff must limit walking through class aisles.
- When possible staff must stay 6 ft. away from students during instruction. In the event that this is not possible, make sure that the student is properly masked and limit your interaction to less than 5 minutes.

Internal and external related service providers, AIS instructors, and any person working with students in small isolated groups working in specific zones must take the extra precautions below:

- Staff must wear additional PPE, such as doubling their mask or wearing a face shield in addition to their mask.
- Students pulled from the same class must be seated at least 3 ft. apart, while students pulled from different classes at the same time must be seated at least 6 feet apart.

COVID Testing



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Weekly Student Testing

1. Parents are encouraged to complete the COVID-19 Consent for Testing Form.
2. At minimum 10% of students whose caregivers completed the consent form will be randomly tested on a weekly basis.
3. Testing will be performed by an external testing company.
4. Parents will be emailed within 24-48 hours prior to testing.
5. Parents will be emailed if their child receives a positive test result.

Staff Testing

1. 100% of staff will be tested bi-weekly using an external testing company.
2. If a staff member does not test at the school, they must test on their own and submit their COVID-19 PCR results to staffhealth@merrickacademy.org by 8pm the Sunday before returning to work. If a staff member does not test they will not be able to return to work until the test results are sent to staffhealth@merrickacademy.org. The staff that fail to test within the designated testing window will be placed on involuntary leave until test results are submitted to staffhealth@merrickacademy.org.

Consent For Testing Data

*Parents must opt into testing for their child to participate in our COVID-19 testing program.

Grade	Total Number of Students	Number who consented	Average
1st	100	73	73.00%
2nd	104	74	71.15%
3rd	106	81	76.42%
4th	73	57	78.08%
5th	75	61	81.33%
Total	458	346	76.00%



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Number of Ongoing COVID-19 confirmed cases. This represents all current and past confirmed COVID-19 cases, including the cases confirmed today and any other cases that have members of your school community under quarantine. These cases resulted in a Classroom Closure, a Partial Classroom Quarantine, a Non-Classroom Quarantine or No Intervention as indicated below:	6
No Intervention: Staff or students in the school tested positive, but no members of the school community were exposed.	2
Classroom Closed: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is an entire classroom quarantine.	3
Partial Classroom Quarantine: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is a partial classroom quarantine.	
Non-Classroom Quarantine: The staff type is someone who wouldn't necessarily be in a classroom and does not require quarantine of a classroom (i.e., school secretary, parent coordinator, facilities staff). The most likely result does not include the closure of a classroom.	1
DOHMH School Investigation Initiated: Due to multiple positive cases in multiple locations in the school, DOHMH has started an investigation.	No
School Closure: Remote teaching and learning .	No

Class Closure

When a positive COVID-19 case is reported, the DSSS and DOA will follow the COVID protocol listed above. If the positive case is a student:

- If there is a positive case and the student or staff was in close contact with a class or classes, the class(es) will be quarantined based on the quarantine protocol listed above.
- The room(s) will be professionally cleaned and sanitized.
- Students will be provided with their designated chromebooks and materials.
- Teachers will ensure that families have access to the classes google classroom and onelogin information
- Once the room has been sanitized, the homeroom teacher(s) will return to



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the classroom and teach remotely until the class is out of quarantine.

- All other staff who interact with the class(es) will continue working on sight unless they are not fully vaccinated. If they are not fully vaccinated they must follow the COVID protocol listed in this document.

School Closure (not designated by the city, state, or Federal government)

When multiple positive cases are reported the school will consider the following when determining if school closure is necessary (this list is not exhaustive):

- The number of confirmed COVID-19 cases across classes and zones.
- The rate of transmission.
- School closure is not an easy decision. Ultimately, school leadership will make a decision that upholds the health and safety of our scholars and staff.

VISITOR POLICY

All visitors, contractors and others entering the building will be required to be vaccinated. In order to minimize any potential transmission of COVID-19, parents and visitors will be limited on campus. However, related service providers and vendors will be provided access in compliance with MAC's updated safety protocols.

Proof of Vaccination

All visitors including parents/guardians must show proof of the COVID-19 vaccination to enter Merrick Academy Charter School. Acceptable proof of vaccination is one of the following:

- A CDC Vaccination Card ; a photo or photocopy is also acceptable.
- A NYC Vaccination Record or other official immunization record from within or outside the US, including from a health care provider. A photo or photocopy of this card is also acceptable.
- NYC COVID Safe App on Android or iOS
- Excelsior Pass or Excelsior Pass

In Person Protocols

The types of In-person parent/staff and community gatherings will be determined based on but not limited to the city and local COVID-19 transmission rates, and state and local



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policies and guidance.

Transmission rates defined:

"Low" transmission is considered no more than 10 cases per 100,000 people, or a test positivity rate of less than 5%.

"Moderate" transmission is 10 to 50 cases per 100,000 people, or a positivity rate between 5% and 8%.

"Substantial" transmission is 50 to 100 cases per 100,000, or a positivity rate between 8% and 10%.

"High" transmission is 100 or more cases per 100,000 people or a positivity rate of 10% or higher

Covid Data as of 10/25/2021

Number of Ongoing COVID-19 confirmed cases. This represents all current and past confirmed COVID-19 cases, including the cases confirmed today and any other cases that have members of your school community under quarantine. These cases resulted in a Classroom Closure, a Partial Classroom Quarantine, a Non-Classroom Quarantine or No Intervention as indicated below:	6
No Intervention: Staff or students in the school tested positive, but no members of the school community were exposed.	2
Classroom Closed: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is an entire classroom quarantine.	3
Partial Classroom Quarantine: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is a partial classroom quarantine.	
Non-Classroom Quarantine: The staff type is someone who wouldn't necessarily be in a classroom and does not require quarantine of a classroom (i.e., school secretary, parent coordinator, facilities staff). The most likely result does not include the closure of a classroom.	1
DOHMH School Investigation Initiated: Due to multiple positive cases in multiple locations in the school, DOHMH has started an investigation.	No
School Closure: Remote teaching and learning .	No



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CATEGORIES	26 Classrooms	OPERATIONAL NOTICING/FOLLOW UP
Classroom PPE: sanitizer, gloves, masks	24 out of 26 (92%)	All classrooms are currently updated with proper PPE for scholars. Two classes were out of compliance when the walkthrough took place..
All scholars are masked	24 out of 26 (92%)	All scholars are constantly being reminded to honor the health/safety protocols. The two classes that were out of compliance have been addressed. Support was added for one class whose teacher is absent.
All Teachers are Masked	26 out of 26 (100%)	All teachers are working and honoring the health/safety protocols.
Desks appropriately distanced	20 out of 26 (77%)	Kindergarten, First, Second and Third Grade desks in the class have appropriately been distanced where applicable. Fourth and Fifth Grade chairs have struggled with the new swivel chairs/desks.
All students have appropriate desk/chairs	20 out of 26 (77%)	Kindergarten, First, Second and Third Grade desks and chairs are appropriate for learning. Fourth and Fifth Grade chairs have struggled with the new swivel chairs/desks.
Room clean and orderly	20 out of 26 (77%)	Kindergarten, First, Second and Third Grade classes have maintained room order and cleanliness. 23% of our rooms are progressively correcting issues in the class. The 6 classes have been identified as our 4th and 5th grade classes
Two air purifiers in each room	25 out of 26 (96%)	*Over the past year and a half, ventilation has been added to each classroom in Merrick. *As an added precaution, every classroom has been provided with two HEPA purifiers. * One of the purifiers malfunctioned. Class purifier has been replaced.
Cafeteria	100%	*The cafeteria has been provided with 3 wall HEPA units for added protection and window-based exhaust fans to provide additional air circulation, and we continue to increase ventilation in classrooms and schools.

Student Enrollment Update

Grade	POPULATION
K-(K-1, K-2, K-3, K-4)	86
1-(1-1, 1-2, 1-3, 1-4)	98
2-(2-1, 2-2, 2-3, 2-4)	88
3-(3-1, 3-2, 3-3, 3-4)	100
4-(4-1, 4-2, 4-3)	70
5-(5-1, 5-2, 5-3)	97
Excellence (4 Classes)	32
Total	545
Families in Conversation:	10
GOAL IS TO REACH:	580

Discussion:

Ms. Boothe questioned what is the “pretty brown girls”? Leadership responded that it’s a curriculum that makes girls more confident about themselves. Ms. Keith will share the “pretty brown girls” curriculum with the board.



Merrick Academy Queens Public Charter School

Agenda/objective:

II. Consent Agenda

D. Academic Performance Report

Ms. Pugh/ Ms. Keith

Ms. Keith shared the following:

Afterschool

The after school program will initially serve 25% of our population. Increasing the size of the program will depend on:

- Staff availability
- The number of COVID cases school wide
- Transmission rates (if any) within the program
- The correlation between class closures and the new cohorting of students in the after school program.

Fall Program Offerings

- Mission Homework
- Guided Reading
- Robotics
- Chess
- Pretty Brown Girls
- Musical Theater
- Lacrosse
- Basketball
- Tennis
- Arts and Crafts
- Knitting
- Broadcast Journalism
- Digital Photography

Future Program Offerings

- Art Therapy
- Music Therapy



Merrick Academy Queens Public Charter School

- Dance and Movement Therapy
- Gardening
- Martial Arts
- Math Tutoring

Who are we serving:

K	1st	2nd	3rd	4th	5th
28	34	29	29	16	20

October I-Ready Math and ELA Performance Levels of Participants:

Reading	On Grade Level	1 Grade Level Below	2 or More Grade Level's Below
	17.31%	54.49%	24.36%
Math	On Grade Level	1 Grade Level Below	2 or More Grade Level's Below
	5.77%	57.05%	28.85%

iReady Data-ELA

ELA	# Students Mid or Above Grade Level	% Students Mid or Above Grade Level	# Students Early On Grade Level	% Students Early On Grade Level	# Students One Grade Level Below	% Students One Grade Level Below	# Students Two Grade Levels Below	% Students Two Grade Levels Below	# Students Three or More Grade Levels Below	% Students Three or More Grade Levels Below	Overall Average Scale Score	Students Assessed	Total
K	2	3%	11	15%	60	82%	0	0%	0	0%	336	73	79
1	7	8%	7	8%	60	68%	14	16%	0	0%	390	88	90
2	7	8%	10	12%	40	47%	29	34%	0	0%	440	86	91
3	10	10%	24	24%	25	25%	30	30%	12	12%	482	101	105
4	5	6%	9	12%	35	45%	14	18%	15	19%	512	78	82
5	4	5%	9	12%	23	31%	23	31%	16	21%	537	75	77

Key Takeaways

- Approximately 21% of students are early on to on or above grade level in ELA.
- Approximately 79% of students tested are 1 or more grade levels below in ELA.



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- Approximately 30.54% of students tested 2 or more grade levels below in ELA.

iReady Data- Math

Math	# Students Mid or Above Grade Level	% Students Mid or Above Grade Level	# Students Early On Grade Level	% Students Early On Grade Level	# Students One Grade Level Below	% Students One Grade Level Below	# Students Two Grade Levels Below	% Students Two Grade Levels Below	# Students Three or More Grade Levels Below	% Students Three or More Grade Levels Below	Overall Average Scale Score	Students Assessed	Total
K	2	3%	3	4%	69	93%	0	0%	0	0%	333	74	79
1	3	3%	3	3%	64	73%	18	20%	0	0%	365	88	90
2	0	0%	1	1%	42	48%	44	51%	0	0%	382	87	91
3	0	0%	0	0%	39	38%	42	41%	21	21%	405	102	105
4	0	0%	2	3%	28	36%	22	29%	25	32%	424	77	82
5	1	1%	5	7%	37	49%	15	20%	18	24%	448	76	77

Key Takeaways

- Approximately 4% of students tested are early on to on or above grade level in Math.
- Approximately 96% of students tested are 1 or more grade levels below in Math.
- Approximately 41% of students tested are 2 or more grade levels below in Math.

iReady Data - student with disabilities

i-Ready Fall Diagnostic Scores for Student with IEPs												
Math	# Students Mid or Above Grade Level	% Students Mid or Above Grade Level	# Students Early On Grade Level	% Students Early On Grade Level	# Students One Grade Level Below	% Students One Grade Level Below	# Students Two Grade Levels Below	% Students Two Grade Levels Below	# Students Three or More Grade Levels Below	% Students Three or More Grade Levels Below	Overall Average Scale Score	Students Assessed
K	3	75.00%	0	0%	1	25.00%	0	0.00%	0	0.00%	347	4
1	0	0.00%	0	0%	4	80.00%	1	20.00%	0	0.00%	362	5
2	1	8.33%	0	0%	5	41.67%	6	50.00%	0	0.00%	369	12
3	2	11.11%	0	0%	5	27.78%	4	22.22%	7	38.89%	383	18
4	0	0.00%	0	0%	5	19.23%	9	34.62%	11	42.31%	412	26
5	0	0.00%	0	0%	3	17.65%	3	17.65%	11	64.71%	426	17

Key Takeaways

- Approximately 9.76% of students tested are early on to on or above grade level in ELA.
- Approximately 90.24% of students tested are 1 or more grade levels below in ELA.
- Approximately 59.76% of students tested are 2 or more grade levels below in Math.

AIS Tier Reconfiguration



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Math Placement				
% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
1.19%	2.78%	55.36%	27.98%	12.70%
Tier 1	Tier 1	Tier 2	Tier 3	Tier 3
3.97%		55.36%	40.67%	
Supposed to be approx. 80% of student body		Supposed to be approx. 15% of student body	Supposed to be approx. 3-5% of student body	
What does this mean for Academic Intervention Services				
Tier 1	Plus	Tier 2	Equals	New Tier 1
Tier 3 (2 grade levels below)			Equals	New Tier 2
Tier 3 (3+ grade levels below)			Equals	Tier 3

ELA (Tier reconfiguration)				
% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
6.99%	13.97%	48.50%	21.96%	8.58%
Tier 1	Tier 1	Tier 2	Tier 3	Tier 3
20.96%		48.50%	30.54%	
Supposed to be approx. 80% of student body		Supposed to be approx. 15% of student body	Supposed to be approx. 3-5% of student body	
What does this mean for Academic Intervention Services				
Tier 1	Plus	Tier 2	Equals	New Tier 1
Tier 3 (2 grade levels below)			Equals	New Tier 2
Tier 3 (3+ grade levels below)			Equals	Tier 3

Ms. Pugh shared the following:

Response to Intervention and MACS

Tier 1 Strategies-IReady (green and yellow)- “ grade-level instruction should be provided to increase student achievement”

- Revamping of curriculum maps to ensure that standards not previously prioritized and embedded and deeply covered early.
- Targeted small group instruction during academic blocks.
- In-school tutoring for “cusp” students



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Tier 2 Strategies-IReady (end of yellow)- “ grade level instruction should be provided to increase student achievement with additional supports”

- All Tier 1 strategies.
- Student Learning Labs 2x per week ELA 2x per week Math
- Afterschool tutoring and support
- Academic Intervention Services and Title I
- Night School

Tier 3 Strategies-IReady (Red)- “ grade level instruction should

- All Tier 1 and Tier 2 strategies.
- Night School

Operation: Merrick restoration Protect the Learning

1. Address Unfinished Learning

2. Content Knowledge Building and Implementation of New Curriculum

Goal/s for Strong Start in this area:

90 percent of teachers observed would be delivering grade level curriculum at the right time.

90 percent of teachers will deliver small group and targeted group strategies

Learning Labs will begin in all classrooms and students will be assigned

Collect IReady data of 95 percent of our scholars

Protect the Learning

1. Address Unfinished Learning

2. Content Knowledge Building and Implementation of New Curriculum

Goal/s for Strong Start in this area:

1. 90 percent of teachers observed would be delivering grade level curriculum at the right time. (Met goal)

2. 90 percent of teachers will deliver small group and targeted group strategies (Met goal)

3. Learning Labs will begin in all classrooms and students will be assigned (met goal)

4. Collect IReady data of 95 percent of our scholars (partially met goal)

Protect the Learning

1. Address Unfinished Learning



Merrick Academy Queens Public Charter School

2. Content Knowledge Building and Implementation of New Curriculum

Goal/s for Strong Start in this area and Next Steps

1. **90 percent of teachers observed would be delivering grade level curriculum at demonstrating a deep understanding of student success and mastery.**

Alignment of the next six weeks: Teacher Learning Labs, next three PDs and coaching and feedback. "Writing the exemplar." "Writing Criteria for Success and anchor charts" "Addressing misconceptions through 'back pocket' questioning".

1. 90 percent of teachers will deliver small group and targeted group strategies (Met goal)

"Aggressive Progress Monitoring" in three parts. Teacher Lesson Labs

1. Learning Labs will begin in all classrooms and students will be assigned (met goal)

"Aggressive Progress Monitoring" in three parts. Teacher Lesson Labs. Individual Learner Profiles

Protect the Learning

Barriers

- Staffing
- Scheduling for Safety
- Space
- Time
- Apathy for Lesson Planning

Agenda/objective:

III. Vote Matters

A. Financial Audit

Mr. Karikari

B. Change in names on Bank accounts

Mr. Karikari

Vote on Merrick Academy's Independent Auditor's Reports and Financial 2020 and 2021.

1. Ms. Dalgetty-Jarvis made a motion to approve Merrick Academy's Independent Auditor's Reports and Financial 2020 and 2021.
2. Ms. Barzey seconded the motion.
3. The board VOTED unanimously to approve the motion.



Merrick Academy Queens Public Charter School

Vote on remove Ms. Mauterstock from the bank account and add Dr. Manuel to the Carver's bank account

1. Ms. Boothe made a motion to approve remove Ms. Mauterstock from the bank account and add Dr. Manuel to the Carver's bank account
2. Ms. Barzey seconded the motion.
3. The board VOTED unanimously to approve the motion.

Discussion:

Mr. Karikari requested that time be set a time for board members to learn how to use BoardOnTrack properly. Ms. Zheng responded that she will inform the BoardOnTrack team.

Agenda/objective:

VI. Executive Session

Mr. Karikari

VII. Adjournment

Mr. Karikari

Mr. Karikari announced to enter Executive Session at 7:42 pm to discuss the HR and legal matter.

Ms. Boothe made a motion to enter the Executive Session. Ms. Barzey seconded the motion and the motion was passed unanimously.

Meeting adjournment:

Meeting adjourned at 8:30 pm.



Merrick Academy Queens Public Charter School

Approved Board Meeting Minutes

November 30th, 2021

5:00pm

Board Attendance: Nicole Barzey, James Ding, Cameil Dalgetty-Jarvis, Gerald Karikari

Staff Attendance: Adrian Manuel, Zenzile Keith, Yolanda Valerio, Charles Watterson, Linyu Zheng

Guests: Christine Hernandez, Sharon Clarke, Karima Porter, Paul O'Neill

Mr. Karikari called the meeting to order at 5:12 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Agenda/objective:

I. Opening Items

- | | |
|---|--------------|
| A. Call the Meeting to Order | Mr. Karikari |
| B. Record Attendance | Mr. Karikari |
| C. Public Comment and response to prior month comment | Mr. Karikari |

Agenda/objective:

II. Consent Agenda

- | | |
|----------------------------------|--------------|
| A. Approve board meeting minutes | Mr. Karikari |
|----------------------------------|--------------|

Vote on table 10/26/2021 Board Meeting minutes to next board meeting

1. Ms. Dalgetty-Jarvis made a motion to table 10/26/2021 Board Meeting minutes to next board meeting, Ms. Barzey seconded the motion.
2. The board VOTED unanimously to approve the motion.



Merrick Academy Queens Public Charter School

Agenda/objective:

II. Consent Agenda

A. Executive Director Report

Dr. Manuel

Dr. Manuel shared the following:

November Updates

- Enrollment
- 1st ANET administration
- After school program launched
- Ongoing COVID mitigation
- Staffing
- Budget revision

ANET Overview for ELA (multiple choice only at this time)

- Merrick ranked #3 overall in the network of comparable schools for ELA performance

Grade	2nd	3rd	4th	5th	Total
A1	37%	38%	51%	52%	45%
Combined Network Average	35%	30%	42%	42%	37%

NET Overview for Math (multiple choice only at this time)

- Merrick ranked #2 overall in the network of comparable schools for Math performance

Grade	2nd	3rd	4th	5th	Total
A1	51%	54%	37%	51%	49%



Merrick Academy Queens Public Charter School

Combined Network Average	50%	44%	37%	42%	43%
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Student Enrollment 2021-2022

STUDENT ENROLLMENT 2021-2022	
GRADES	POPULATIONS
K (K-1, K-2, K-3, K-4)	87
1 (1-1, 1-2, 1-3, 1-4)	100
2 (2-1, 2-2, 2-3, 2-4)	86
3 (3-1, 3-2, 3-3, 3-4)	101
4 (4-1, 4-2, 4-3)	70
5 (5-1, 5-2, 5-3)	71
EX (K/1, 2/3, 4/5)	30
TOTAL	546
FAMILIES IN CONVERSATION	10
GOAL TO REACH	570

Open academic and Operational positions

Academic	Operational
SPED ICT teacher	Front desk receptionist
Elementary Education Teachers(3)	Operation Aide (2)
AIS Teacher (2)	Operation Manager
Part-time ELL teacher	Operation Associate
Permanent sub teacher	Enrollment Associate



Merrick Academy Queens Public Charter School

Foreign Language - Arabic	Talent and Recruitment Specialist
Foreign Language - Mandarin	Head of security
Leave replacement teacher (2)	Safety Officer (3)
SPED self contained teacher	

Budget Revision

- Strategic priorities focused on learning recovery
- Program improvements and vision alignment (IB/STEM etc.)
- Staffing model for short and long term programming
- Multi-year strategic vision

BOARD ENGAGEMENT OPPORTUNITIES

- BOT walkthroughs December 15th & 16th
- Board Retreat December 18th
 - Student Performance and Learning Recovery
 - Strategic Vision and Development
 - Board Training and Development

Agenda/objective:

II. Consent Agenda

B. Academic program Report
Watterson

Mr.

Mr. Watterson shared the following:

ANET 1 ELA Performance

Grade	2nd	3rd	4th	5th	Total
A1	37%	38%	51%	52%	45%
Combined Network	35%	30%	42%	42%	37%



Merrick Academy Queens Public Charter School

Average					
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ANET 1 MATH Performance

Grade	2nd	3rd	4th	5th	Total
A1	51%	54%	37%	51%	49%
Combined Network Average	50%	44%	37%	42%	43%

ANET 1 MATH and ELA Performance By Grade

Grade	2nd	3rd	4th	5th	Total
A1-MATH	51%	54%	37%	51%	49%
A1-ELA	37%	38%	51%	52%	45%

ELA LEARNING PRIORITIES

ELA					Source
Grades	Domains	Standards to Re-teach	Questions Addressed on ANET/ Percentage Correct	Re-teach weeks	
2	Reading Literature Reading Informational Text Vocabulary Interpretation	2.3,2.6, 2.7 2.1, 2.2, 2.3, 2.7, 2.8 2.4	Q2; Q4 Q7; Q9; Q12; Q10; Q3,	x5 per week (2 weeks during RTI)	illuminate
3	Reading Literature Reading Informational Text Vocabulary Interpretation	3.1, 3.3, 3.1, 3.3, 3.5, 3.8	Q4; Q1B; Q10; Q1B; Q2; Q5; Q3	x5 per week (2 weeks during RTI)	
4	Reading Literature Reading Informational Text Vocabulary Interpretation	4.1, 4.3, 4.1, 4.2, 4.3	Q8B; Q12B; Q9; Q11; Q2B; Q6, Q3	x5 per week (1 week during RTI)	
5	Reading Literature Reading Informational Text Vocabulary Interpretation	5.1, 5.2, 5.3, 5.9, 5.5	Q11B; Q15B; Q10; Q11A; Q15A; Q8; Q12; Q16; Q17; Q1	x5 per week (1 week during RTI)	

MATH LEARNING PRIORITIES



Merrick Academy Queens Public Charter School

Math					Source
Grades	Domains	Standards to Re-teach	Questions Addressed on ANET/ Percentage Correct	Re-teach weeks	
2	Number and Operations Base Ten	2.NBT.A.1.a 2.NBT.A.1.b	Q8; Q12 - Q6; Q4, Q10	x5 per week (1 week during RTI)	Illuminate
3	Operations & Algebraic Thinking	3.OA.A.1 3.OA.A.2 <i>3.OA.3*** address within 3.OA.1 & 3.OA.2</i>	Q9, Q15, Q20 Q5, Q12, Q16 Q3, Q7, Q10, Q18	x5 per week (1 week during RTI)	
4	Number and Operations Base Ten	4.NBT.A.1 4.NBT.A.2 4.NBT.3 4.NBT.B.4	Q6, Q11 Q9, Q14, Q19 Q8, Q17 Q1, Q4, Q7, Q18	x5 per week (2 weeks during RTI)	
5	Number and Operations Base Ten	5.NBT.A.1 5.NBT.A.2 5.NBT.A.3 5.NBT.A.3.a	Q6, Q19 Q12, Q17, Q23 Q10 Q7, Q15, Q25	x5 per week (1 week during RTI)	

ACADEMIC CHALLENGES

Academic Challenges
SPED ICT teacher
Elementary Education Teachers(3)
AIS Teacher (2)
Part-time ELL teacher
Permanent sub teacher
Foreign Language - Arabic



Merrick Academy Queens Public Charter School

Foreign Language - Mandarin

Instructional Support and Development

- Monthly Grade Team Leader Meetings
- Listening Tours
- Weekly Grade Team Meetings
- Weekly "Week at a Glance Memos"
- PD "Domain 2 for the Month of November"
 - Domain 2 Culture Walkthrough
- PD Domain 1 & 3 in the Month of December
- Coaching "Teaching Cycle and Data-Driven Instruction"

Discussion:

Ms. Barzey asked how the school engages with parents? Mr. Watterson shared he is engaging with the parents closely by answering questions and listening to the parents' concerns.

Agenda/objective:

II. Consent Agenda

- C. Board bylaws
- D. Board elections

Paul O'Neill
Paul O'Neill

Mr. O'Neill presented the following:

- The revised Board bylaws
- Required action- Board members elections

Discussion:

Mr. O'Neill shared that the board was required to take action for board elections. Ms. Dalgetty-Jarvis suggested that board elections be scheduled for the December board meeting because the next board meeting will have full attendance of board members and in alignment with the new bylaws approved this evening.

Vote on approving the revised board bylaws

1. Ms. Dalgetty-Jarvis made a motion to approve the revised board bylaws.
2. Ms. Barzey seconded the motion.



Merrick Academy Queens Public Charter School

3. The board VOTED unanimously to approve the motion.

Vote on table Board election to the next board meeting

4. Ms. Dalgetty-Jarvis made a motion to table Board election for the next board meeting.
5. Ms. Barzey seconded the motion.
6. The board VOTED unanimously to approve the motion.

Agenda/objective:

II. Consent Agenda

E. Student Support Services Report

Ms. Keith

Ms. Keith shared the following:

Updates on COVID Mitigation Practices/Policies

- At least 10% of student are tested weekly through CIC. Testing location was changed to meet DOE testing requirements.
- Hosting Community wide COVID informational discussion with medical professionals to answer questions related to COVID, the vaccine, new variant and testing.
- Updated our new family informational portal to include COVID health and safety measures.
- Launching student testing outreach initiative to increase the number of families who want their children tested.
- Finalizing class library safety protocols.

Health and Safety Report (Covid Data as of 11.30.2021)



Merrick Academy Queens Public Charter School

Ending 11.30.2021

Total Count of COVID-19 confirmed cases since 9/13/2021.	7
Number of Ongoing COVID-19 confirmed cases. This represents all current and past confirmed COVID-19 cases, including the cases confirmed today and any other cases that have members of your school community under quarantine. These cases resulted in a Classroom Closure, a Partial Classroom Quarantine, a Non-Classroom Quarantine or No Intervention as indicated below:	1
No Intervention: Staff or students in the school tested positive, but no members of the school community were exposed.	0
Classroom Closed: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is an entire classroom quarantine.	1
Partial Classroom Quarantine: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is a partial classroom quarantine.	0
Non-Classroom Quarantine: The staff type is someone who wouldn't necessarily be in a classroom and does not require quarantine of a classroom (i.e., school secretary, parent coordinator, facilities staff). The most likely result does not include the closure of a classroom.	0
DOHMH School Investigation Initiated: Due to multiple positive cases in multiple locations in the school, DOHMH has started an investigation.	No
School Closure: Remote teaching and learning .	No

After School Program - Enrolment update

AFTER SCHOOL ENROLLMENT SUMMARY as of 10.30						
K	1st	2nd	3rd	4th	5th	TOTAL
27	26	26	26	17	10	132
Students w/ IEPS	%					
21	16%					



Merrick Academy Queens Public Charter School

AFTER SCHOOL ENROLLMENT SUMMARY as of 11.30						
K	1st	2nd	3rd	4th	5th	TOTAL
27	26	29	26	20	22	150
Students w/ IEPS	%					
21	14%					

Learnings & Reflections

- Easy transition between dismissal and after school pick-up
- Teachers are engaged with their students
- Each class has at least one enrichment activity.
- 3rd and 4th grade students have begun small group incentive reading workshops.

Increase staffing to support family demand.

In the Horizon (Beginning January)

- Boys and Girls Group
- Therapeutic enrichment programs
- Music
- Karate

Virtual Online Platform

3rd grade schedule

	3-1, 3-2, 3-3 A107 Budansingh (M-Th), Lungu, Ms. Sorine				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4:00-4:10	SNACK	SNACK	SNACK	SNACK	SNACK
4:15-5:00	Robotics(3-1)	LaCrosse	Robotics(3-3)	LaCrosse	
4:45-5:15	Guided Reading (3-2)		Guided Reading (3-4)		
5:15-5:25	Homework (3-3, 3-4)	French/Math Club	Homework (3-1, 3-2)	French/Math Club	Robotics/Guided Reading
5:25-5:30	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

AIS Program

Last week one of our AIS teachers resigned. In response we:

- Redistributed the 41 students who were assigned to him between the two other AIS instructors.



Merrick Academy Queens Public Charter School

- Students were pulled this week to complete IXL post assessments and data was recorded.
- Keith will conduct the PTC with his students.
- 3 members of the SST have been assigned to a portion of the K-2 AIS students while we look to fill his position.

Transition to Cycle 2:

- Pre Assessment Testing for K-2 students will begin this week.
 - Families of these students will receive notification that their child is receiving AIS support. Phone calls will be made to each parent to describe the program.
 - Based on IXL data and teacher consultation students will be moved out of AIS and continue with Tiered 1 supports.
- During cycle 1, 3rd-5th grade students received from 90 to 135 minutes of AIS per week.
 - During cycle 1 (K-2) and Cycle 2 of (3-5), students will receive 90 minutes of AIS per week.
 - Students are pulled from Enrichment periods and periods that are extensions of math and ELA.

Cycle 1 AIS Data Analysis is in progress. Below are the preliminary findings.

Cycle 1 (Progressed Out of Program) Grades 3-5			
Grade	Number of Students	Math	ELA
3rd	50	16	0
4th	29	11	1
5th	28	7	1
Total Students	107		



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Cycle 1 Grades K-2	
Grade	Number of Students
K	52
1st	23
2nd	35
Total Students	110

Family Engagement

November Family Engagement:

- Formalized a template for Merrick Academy Monthly Family Calendars
- Stress Management and self care parent workshops led by our clinical team and visiting clinicians
- Role out of Class Parent Initiative

December Family Engagement:

- COVID-19 Community Meeting
- News you can use with Principal Watterson
- Start of our Book Drive
- 4th and 5th grade middle school application process
- Class Parent Training
- ELL Program Info Session
- Chromebook Distribution for grades 2-5
- Braata Grand Market Celebration
- Special Education Parent Workshop
- Conversation with the Counselors

SPED and ELL Programs

SPED program:

- Parent informational session on 12/13/2021 led by Ms. Hernandez and Ms. Bowen.
- Charter collaborative virtual walkthrough in December to assess ICT teachers' planning modalities.
- Completion of our SPED and Student Support Handbook (December)



Merrick Academy Queens Public Charter School

Approved Board Meeting Minutes

March 29th, 2022

5:00pm

Board Attendance: Tatum Boothe, Nicole Barzey, James Ding, Cameil Dalgetty-Jarvis, Gerald Karikari, Michael Van Sertima

Staff Attendance: Adrian Manuel, Zenzile Keith, Yolanda Valerio, Charles Watterson, Linyu Zheng

Guests: Josh Moreau

Ms. Dalgetty-Jarvis called the meeting to order at 5:08 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Agenda/objective:

I. Opening Items

- | | |
|---|---------------------|
| A. Call the Meeting to Order | Ms. Dalgetty-Jarvis |
| B. Record Attendance | Ms. Dalgetty-Jarvis |
| C. Public Comment and response to prior month's comment | Ms. Dalgetty-Jarvis |

Agenda/objective:

II. Consent Agenda

- | | |
|----------------------------------|---------------------|
| A. Approve board meeting minutes | Ms. Dalgetty-Jarvis |
|----------------------------------|---------------------|

Vote on table the 1/25/2021 Board Meeting minutes to next board meeting:

1. Ms. Dalgetty-Jarvis made a motion to table the 1/25/2021 board meeting minutes to the next board meeting
2. Ms. Barzey seconded the motion.



Merrick Academy Queens Public Charter School

3. The board VOTED unanimously to approve the motion.

Agenda/objective:

II. Consent Agenda

- B. Women's History Month Announcement
Ms. Dalgetty-Jarvis shared the following:

Ms. Dalgetty-Jarvis

- Overview the Women's history month
- Women's History Month Announcement

Agenda/objective:

II. Consent Agenda

- C. Executive Director Report
Dr. Manuel and Mr. Moreau shared the following:

Dr. Manuel

Enrollment Updates:

- **536** students (+1 since Feb.)
- **94%** of eligible families have reported their intent to return for the 2022-23 school year
- **312** applications for lottery and counting (April 2nd).
- Virtual Open Houses were conducted for **120** interested families last week

Academics:

- The third trimester has launched
- ANET ELA and Math
 - Growth was noticed across the board with the strongest gains in the early grades 2-3
- NYS ELA exam is this week
- Black History Month and Women's History Month activities, projects and celebrations.

Operations:

- COVID 19 Mitigation
 - The significant uptick in March; over **80%** of classes quarantined thus far
- Budget revision & 2022-23 budget development
 - Exploring schedule and staffing models
 - Aligning PD, curriculum, and initiatives (ex; STEAM programming)
- Chief Operating Officer (COO) hire to start on **May 16th**
- Change of Bank accounts (J. Moreau presentation)

Current Carver Accounts and Uses:

- Main Checking: Per Pupil/Grant Deposits, Bill.com, TriNet (Positive Pay)



Merrick Academy Queens Public Charter School

- Escrow: CSI-required, the balance has to be at least \$75k for dissolution
- Money Market: All excess funds (most funds), modest interest rate
- PTO: Fundraising, PTO should be a separate entity from school, never done by PTO leadership (KEEP AT CARVER)
- Difference Card: Linked to FSA/HSA, the balance kept around \$20k (Positive Pay) (KEEP AT CARVER)
- Debit Card: Linked to school debit card, the balance kept around \$5-\$10k

Expansion Efforts:

- The board retreat concluded with a consensus to apply for an extension to grades 6-8 next year.
- Ongoing conversation and exploratory meetings to discuss building project financing and site opportunities.
- The finance committee call this week to review a potential site for building and the financing models to support the project.

Site Opportunity

221-06 Merrick Blvd.

Opportunity to build up to 90,000 Sq. ft. that could house 850-900 students in grades K-8

Community Engagement

- Family surveys (Feb.) (380)
- DOE Family Surveys (250+)
- BHM virtual assembly (125)
- Painting night with families and students (150)
- Queens Power virtual meeting (80) with City leaders and rally
- Virtual open houses (110)
- Testing Anxiety workshop (75)
- Mtgs.(2) w/ Senator Comrie
- Upcoming:
 - Family Yoga Night (50+)
 - Transitioning to Middle School
 - Queens mobile library

Agenda/objective:

II. Consent Agenda

A. Health and Safety Report

Ms. Keith

Ms. Keith shared the following:

Covid Updates



Merrick Academy Queens Public Charter School

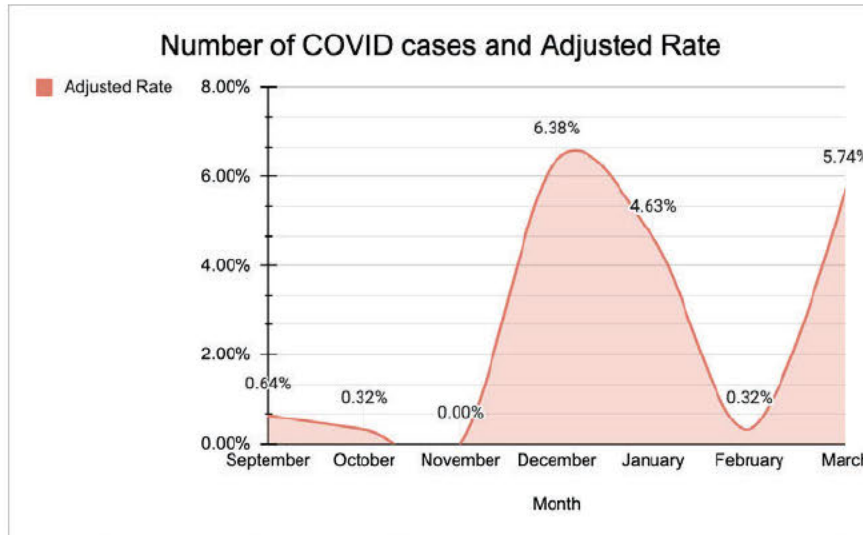
As of 3/29/2022

Total Count of COVID-19 confirmed cases since 9/13/2021.	114
Number of Ongoing COVID-19 confirmed cases. This represents all current and past confirmed COVID-19 cases, including the cases confirmed today and any other cases that have members of your school community under quarantine. These cases resulted in a Classroom Closure, a Partial Classroom Quarantine, a Non-Classroom Quarantine or No Intervention as indicated below:	1
No Intervention: Staff or students in the school tested positive, but no members of the school community were exposed.	1
Classroom Closed: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is an entire classroom quarantine.	0
Test to Stay: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is an in school quarantine.	0
Non-Classroom Quarantine: The staff type is someone who wouldn't necessarily be in a classroom and does not require quarantine of a classroom (i.e., school secretary, parent coordinator, facilities staff). The most likely result does not include the closure of a classroom.	0
DOHMH School Investigation Initiated: Due to multiple positive cases in multiple locations in the school, DOHMH has started an investigation.	No
School Closure: Remote teaching and learning .	No

Updated 3.29.22		
Month	Number of COVID cases	Adjusted Rate
September	4	0.64%
October	2	0.32%
November	0	0.00%
December	40	6.38%
January	29	4.63%
February	2	0.32%
March	36	5.74%



Merrick Academy Queens Public Charter School



AIS Program Updates and Performance

- Teachers have moved to Illuminate to assess student Progress with high priority standards
- **107** receiving AIS in grade 3-5. **92** receiving AIS in grades K-2
- AIS program (post state test) will focus on priority standards for grades K-2

After school and Summer Program

- 195 students currently enrolled in afterschool.
- ELA test prep concluded yesterday.
- Math test prep begins on Wednesday.
- After school will end the last week of May.
- 6 week program
 - STEAM
 - Guided Reading (K-2)
 - ELA intensives (3-5)
 - Athletic Intensives
 - French, Sign Language, and Mandarin
 - Enrichment + (yoga, gardening, arts and crafts, etc.)

Agenda/objective:

II. Consent Agenda

A. Academic Performance Report
Mr. Watterson shared the following:

Mr. Watterson

Academic Program Updates

Instructional Program Updates and Performance



Merrick Academy Queens Public Charter School

- Curriculum implementation updates (Wit/Wisdom & Eureka)
- Update on Observations and PIP
- Third Trimester schedule

Academic Performance Report: ANet (ELA)

Bright Spots/Celebrations

- The 2nd ELA Interim Assessment scores overall are +6% higher than the ANet Network (57 Schools)
- 2nd graders' ANet scores from A1 - A2 showed +18% growth
- Achievement Network and our Leadership is in agreement that for the First Time Merrick Academy has tightly-aligned and streamlined its ANet assessments to match what is being taught.
- 3rd Grade grew from Interim Assessment 1 to Interim Assessment 2
- Fourth... Fifth Grade

Bright Spots/Celebrations

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- 3rd Grade grew from Interim Assessment 1 to Interim Assessment 2

Academic Performance Report: ANet (ELA)

Cross Correction

- Teachers were charged and observed to ensure students are analyzing the text at the grade level expectation of the standard
- RL. X.2" - Across all three grades, the "x.2" standard (RL. 3.2, RL.4.2, RL.5.2) are marked as key areas for reteaching.
- The key thing to note is that at each grade level the standards require students to pick out the most important details that allow them to:
 - 3rd: recount stories and determine the central meaning
 - 4th: determine the theme and summarize the text
 - 5th: explain how a character responds to challenges or thinks about a topic; summarize the text.
- Teachers to ask questions and give students the opportunity to identify specific details.
- A key strategy for teachers to utilize is for students to annotate the text for key details.
- Teachers ensure they ask questions and require students to use the details to do the tasks mentioned above.
- 4th and 5th Additional Focus (RL.X.3) – at the 4th and 5th-grade level teachers must ensure that students are able to pick out the most important details that allow them to:



Merrick Academy Queens Public Charter School

- 4th: describe a character, event, drama.
- 5th: identify differences and similarities between two or more characters, settings, or events. This builds on the 4th grade standard of describing 1 event with the most important details.
- Teachers should ensure students are able to describe one event using the most important details if students struggle to compare two items.
- 4th and 5th Additional Focus (RL.X.3) – at the 4th and 5th-grade level teachers are ensuring that students are able to pick out the most important details that allow them to:
 - 4th: describe a character, event, drama.
 - 5th: identify differences and similarities between two or more characters, settings, or events. This builds on the 4th grade standard of describing 1 event with the most important details.
- Teachers are ensuring students are able to describe one event using the most important details if students struggle to compare two items.
- More Data.....
- Academic Performance Report: ANet Math
- We are still receiving data

NYS Testing

NYS Exams Updates and Preparation

- March 29-31-ELA Exam
- April 26-28-Math
- May 24-June 3rd-Science Performance test
- June 6- Science Written
- April 11-May 20-NYSESLAT (speaking)
- May 9-May 20-NYSESLAT (Listening, Reading & Writing)

Exam Preparations

- After School Program (3rd-5th grade) has been working on priority standards-based packets since late February
- Saturday Boot Camps (5 so far) for ELA. Math will be held after the ELA exam.
- Test Prep Block built into schedule since January
- AIS has increased dosage for 3-5th graders weekly since mid-February
- Teacher PD on test-taking strategies, assessments, and report analysis for ELA. Math is upcoming

Agenda/objective:

III. Vote Matters

- A. Number of Board Trustees and Quorum (7/4)
- B. Bank Account Change
- C. Bank Account signatures

Ms. Dalgetty-Jarvis
Ms. Dalgetty-Jarvis
Ms. Dalgetty-Jarvis

Vote on approve Number of Board Trustees and Quorum (7/4)



Merrick Academy Queens Public Charter School

1. Mr. Ding made a motion to approve the Set Number of Board Trustees at 7 and, therefore, establishing Quorum as 4.
2. Ms. Boothe seconded the motion.
4. The board VOTED unanimously to approve the motion.

Vote on approve Bank Account Change from Carver to Signature

1. Mr. Ding made a motion to approve Bank Account Change from Carver to Signature
2. Mr. Van Sertima seconded the motion.
3. The board VOTED unanimously to approve the motion.

Vote on approve Bank Account Signatures *(The finance/operations committee meeting on March 15, 2022, discussed the movement of bank accounts and updating the approved list of signers on the new accounts)*

1. Mr. Ding made a motion to approve Bank Account Change from Carver to Signature
4. Ms. Boothe seconded the motion.
5. The board VOTED unanimously to approve the motion.

Agenda/objective:

VI. Adjournment

Ms. Dalgetty-Jarvis

Meeting adjournment:

Meeting adjourned at 6:28 pm.



Merrick Academy Queens Public Charter School

Approved Board Meeting Minutes

March 29th, 2022

5:00pm

Board Attendance: Tatum Boothe, Nicole Barzey, James Ding, Cameil Dalgetty-Jarvis, Gerald Karikari, Michael Van Sertima

Staff Attendance: Adrian Manuel, Zenzile Keith, Yolanda Valerio, Charles Watterson, Linyu Zheng

Guests: Josh Moreau

Ms. Dalgetty-Jarvis called the meeting to order at 5:08 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Agenda/objective:

I. Opening Items

- | | |
|---|---------------------|
| A. Call the Meeting to Order | Ms. Dalgetty-Jarvis |
| B. Record Attendance | Ms. Dalgetty-Jarvis |
| C. Public Comment and response to prior month's comment | Ms. Dalgetty-Jarvis |

Agenda/objective:

II. Consent Agenda

- | | |
|----------------------------------|---------------------|
| A. Approve board meeting minutes | Ms. Dalgetty-Jarvis |
|----------------------------------|---------------------|

Vote on table the 1/25/2021 Board Meeting minutes to next board meeting:

1. Ms. Dalgetty-Jarvis made a motion to table the 1/25/2021 board meeting minutes to the next board meeting
2. Ms. Barzey seconded the motion.



Merrick Academy Queens Public Charter School

3. The board VOTED unanimously to approve the motion.

Agenda/objective:

II. Consent Agenda

- B. Women's History Month Announcement
Ms. Dalgetty-Jarvis shared the following:

Ms. Dalgetty-Jarvis

- Overview the Women's history month
- Women's History Month Announcement

Agenda/objective:

II. Consent Agenda

- C. Executive Director Report
Dr. Manuel and Mr. Moreau shared the following:

Dr. Manuel

Enrollment Updates:

- **536** students (+1 since Feb.)
- **94%** of eligible families have reported their intent to return for the 2022-23 school year
- **312** applications for lottery and counting (April 2nd).
- Virtual Open Houses were conducted for **120** interested families last week

Academics:

- The third trimester has launched
- ANET ELA and Math
 - Growth was noticed across the board with the strongest gains in the early grades 2-3
- NYS ELA exam is this week
- Black History Month and Women's History Month activities, projects and celebrations.

Operations:

- COVID 19 Mitigation
 - The significant uptick in March; over **80%** of classes quarantined thus far
- Budget revision & 2022-23 budget development
 - Exploring schedule and staffing models
 - Aligning PD, curriculum, and initiatives (ex; STEAM programming)
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Merrick Academy Queens Public Charter School

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Expansion Efforts:

- The board retreat concluded with a consensus to apply for an extension to grades 6-8 next year.
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Site Opportunity

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Opportunity to build up to 90,000 Sq. ft. that could house 850-900 students in grades K-8

Community Engagement

- Family surveys (Feb.) (380)
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- Painting night with families and students (150)
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- Mtgs.(2) w/ Senator Comrie
- Upcoming:
 - Family Yoga Night (50+)
 - Transitioning to Middle School
 - Queens mobile library

Agenda/objective:

II. Consent Agenda

A. Health and Safety Report

Ms. Keith

Ms. Keith shared the following:

Covid Updates



Merrick Academy Queens Public Charter School

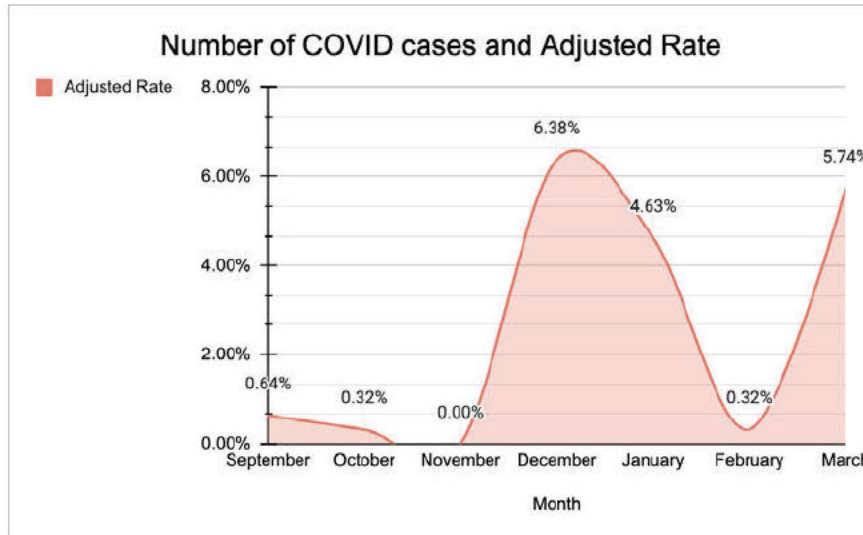
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Merrick Academy Queens Public Charter School



AIS Program Updates and Performance

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 - Enrichment + (yoga, gardening, arts and crafts, etc.)

Agenda/objective:

II. Consent Agenda

A. Academic Performance Report
Mr. Watterson shared the following:

Mr. Watterson

Academic Program Updates

Instructional Program Updates and Performance



Merrick Academy Queens Public Charter School

- Curriculum implementation updates (Wit/Wisdom & Eureka)
- Update on Observations and PIP
- Third Trimester schedule

Academic Performance Report: ANet (ELA)

Bright Spots/Celebrations

- The 2nd ELA Interim Assessment scores overall are +6% higher than the ANet Network (57 Schools)
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Merrick Academy Queens Public Charter School

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NYS Exams Updates and Preparation

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Exam Preparations

- After School Program (3rd-5th grade) has been working on priority standards-based packets since late February
- Saturday Boot Camps (5 so far) for ELA. Math will be held after the ELA exam.
- Test Prep Block built into schedule since January
- AIS has increased dosage for 3-5th graders weekly since mid-February
- Teacher PD on test-taking strategies, assessments, and report analysis for ELA. Math is upcoming

Agenda/objective:

III. Vote Matters

- A. Number of Board Trustees and Quorum (7/4)
- B. Bank Account Change
- C. Bank Account signatures

Ms. Dalgetty-Jarvis
Ms. Dalgetty-Jarvis
Ms. Dalgetty-Jarvis

Vote on approve Number of Board Trustees and Quorum (7/4)



Merrick Academy Queens Public Charter School

1. Mr. Ding made a motion to approve the Set Number of Board Trustees at 7 and, therefore, establishing Quorum as 4.
2. Ms. Boothe seconded the motion.
4. The board VOTED unanimously to approve the motion.

Vote on approve Bank Account Change from Carver to Signature

1. Mr. Ding made a motion to approve Bank Account Change from Carver to Signature
2. Mr. Van Sertima seconded the motion.
3. The board VOTED unanimously to approve the motion.

Vote on approve Bank Account Signatures *(The finance/operations committee meeting on March 15, 2022, discussed the movement of bank accounts and updating the approved list of signers on the new accounts)*

1. Mr. Ding made a motion to approve Bank Account Change from Carver to Signature
4. Ms. Boothe seconded the motion.
5. The board VOTED unanimously to approve the motion.

Agenda/objective:

VI. Adjournment

Ms. Dalgetty-Jarvis

Meeting adjournment:

Meeting adjourned at 6:28 pm.



Merrick Academy Queens Public Charter School

- SPED goals assessment project
- Para PD and training initiative (begins December)

ELL program:

- Parent informational session on 12/8/2021 led by Ms. Curley. Translators will be present.
- We will be launching our new McGraw Hill K-1 ELL curriculum next month.
- Will begin community outreach initiative to foster relationships between Spanish, Hatian Creole and Yoruba speaking families.
- Partner with programs to provide free English programs for parents.

Meeting adjournment:

Meeting adjourned at 6:52 pm.

Approved Board Meeting Minutes

December 21th, 2021

5:00pm

Board Attendance: Tatum Boothe, Nicole Barzey, James Ding, Cameil Dalgetty-Jarvis, Gerald Karikari

Staff Attendance: Adrian Manuel, Zenzile Keith, Yolanda Valerio, Charles Watterson, Linyu Zheng

Guests: Aretha Miller, Narissa Reid, Sharon Clarke, Karima Porter, Paul O'Neill, Michael Van Sertima

Mr. Karikari called the meeting to order at 5:08 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Agenda/objective:

I. Opening Items

- | | |
|---|--------------|
| A. Call the Meeting to Order | Mr. Karikari |
| B. Record Attendance | Mr. Karikari |
| C. Public Comment and response to prior month comment | Mr. Karikari |

Agenda/objective:

II. Consent Agenda

- | | |
|----------------------------------|--------------|
| A. Approve board meeting minutes | Mr. Karikari |
|----------------------------------|--------------|

Vote on Approve 10/26/2021 Board Meeting minutes

1. Ms. Dalgetty-Jarvis made a motion to approve the 10/26/2021 Board Meeting minutes, Ms. Boothe seconded the motion.
2. The board VOTED unanimously to approve the motion.

Vote on Approve 11/30/2021 Board Meeting minutes

1. Ms. Dalgetty-Jarvis made a motion to approve the 11/30/2021 Board Meeting minutes, Mr. Ding seconded the motion.

2. The board VOTED unanimously to approve the motion.

Agenda/objective:

II. Consent Agenda

- A. Executive Director Report
- B. Health and Safety Report
- C. Academic program Report

Dr. Manuel
Ms. Keith
Mr. Watterson

Dr. Manuel shared the following:

- Enrollment: 542 (down from 546 11/30) as of January 3, 2022
- Remote learning plans 12/21-12/23
- COVID mitigation plans in the New Year
- Budget revision completed
- 2nd-semester priorities
 - COVID Mitigation
 - Learning Recovery
 - Instructional practice
 - Strategic vision

Ms. Keith shared the following:

Safety and health report

- Merrick Academy's positivity rate for December is 2%. This is a 175% increase from September.
- 167: Represents the total number of students who were quarantined because of close contact with someone who tested positive for covid.

Student Support and Safety Report

- In response to the uptick in COVID cases we are considering the following:
- Becoming a school-based vaccination site
- Delaying the start of school for a few days past January 3rd to provide COVID testing for students and staff.
- Mid-year review of our Health and Safety Protocols to include revisions/updates based on CDC guidelines.
- Requiring all families to consent to weekly testing.

Mr. Watterson shared the following:

Student Enrollment Updates (Nov.-Jan.)

- Kindergarten= 84
- First = 97
- Second = 85
- Third= 103

- Four = 73
- Fifth= 70
- Excellence = 30
- Total= 542 pupils

ACADEMIC STAFFING

- SPED ICT teacher
- Elementary Education Teachers(2)
- AIS Teacher (1)
- Paraprofessional
- SPED self contained teacher
- School Counselor

Remote Learning (Dec. 21-23rd)

- Students have chromebooks and curriculum materials at home
- Daily synchronous and asynchronous learning across K-5
- School-based support for families
- Remote service providers and check-ins
- Remote faculty meetings and instructional support time (coaching,etc.)

Instructional Program: Classroom Observations Classroom Informal Observation is Underway

Trends and Patterns

1. Economy of Language
2. Routine and Procedures: Do it Again
3. Circulating with Purpose
4. Building Momentum
5. Pacing
6. Internalization of Lesson Plan
7. Curriculum Development (Internalization of Modules)
8. Instructional Modification as Response to Data

Discussion:

Ms.Dalgetty-Jarvis asked how the school provides Chromebooks for the students who live in shelters. Ms. Keith shared that from next week, the school will contact these families and provide them with hotspots and make sure they can get in all the classrooms online.

Agenda/objective:

III. Committee Meeting Minutes

- A. Finance Committee Minutes
- B. Academic Committee Minutes
- C. HR Committee Meeting Minutes

Mr. Karikari
Ms. Dalgetty-Jarvis
Ms. Dalgetty-Jarvis

Agenda/objective:

- A. Election of Board Officers

Mr. Karikari

Mr. O'Neill presented the following:

- Election of board officers
 - 1. James Ding- Board Treasurer
 - 2. Nicole Barzey- Board Secretary
 - 3. Cameil Dalgetty-Jarvis- Board Chair

Vote on Approve Election of Board officers

- 1. Mr. Karikari made a motion to approve the election of board officers, Ms. Dalgetty-Jarvis seconded the motion.
- 2. The board VOTED unanimously to approve the motion.

Discussion:

Discussion between trustees and Mr. O'Neill about the new election of board officers, Mr. O'Neill will inform SUNY about Merrick's election of board officers.

Executive session:

Mr. Karikari announced entry into the Executive session to meet with potential board trustee at 6:08 pm.

Meeting adjournment

Meeting adjourned at 6:25 pm.



Merrick Academy Queens Public Charter School

Approved Board Meeting Minutes

January 25th, 2022 –
5:00pm

Board Attendance: Tatum Boothe, Nicole Barzey, James Ding, Cameil Dalgetty-Jarvis, Gerald Karikari

Staff Attendance: Adrian Manuel, Zenzile Keith, Yolanda Valerio, Charles Watterson, Linyu Zheng

Guests: Aretha Miller, Josh Moreau

Ms. Dalgetty-Jarvis called the meeting to order at 5:20 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Agenda/objective:

I. Opening Items

- | | |
|---|---------------------|
| A. Call the Meeting to Order | Ms. Dalgetty-Jarvis |
| B. Record Attendance | Ms. Dalgetty-Jarvis |
| C. Public Comment and response to prior month's comment | Ms. Dalgetty-Jarvis |

Agenda/objective:

II. Consent Agenda

- | | |
|----------------------------------|---------------------|
| A. Approve board meeting minutes | Ms. Dalgetty-Jarvis |
|----------------------------------|---------------------|

Vote on approve 12/21//2021 Board Meeting minutes:

1. Ms. Boothe made a motion to approve the 12/21/2021 board meeting minutes
2. Ms. Barzey seconded the motion.
3. The board VOTED unanimously to approve the motion.



Merrick Academy Queens Public Charter School

Agenda/objective:

II. Consent Agenda

B. Executive Director Report

Dr. Manuel

Dr. Manuel shared the following:

- Enrollment: 540
- COVID mitigation strategies and updates
- Spring and summer planning opportunities
- Lottery process (April) and parent engagement plans
- Budget revision
 - Adjusted for lower enrollment (575 to 541)
 - Personnel adjustments and reductions

Budget revision

- Adjusted for lower enrollment (575 to 541)
- Personnel adjustment
- PD alignment
- COVID Mitigation alignment

Mr. Moreau shared the following:

FY22 Budget Revision - Revenue

- Total revenue decreasing by \$149k
 - Merrick enrollment down from 575 to 541
 - Students from Elmont, Hempstead, and Floral Park being billed to districts
 - CARES Act (\$358k), ARP (\$804k), \$388k higher; Potential ECF
 - SPED billing per P4 invoice is below plan in line with overall enrollment variance (\$72k)
- Overall Net Income decreased by \$263k from the original budget

FY22 Budget Revision - Expenses

- The total cost increase of \$114k
 - Personnel decrease of \$89K mostly from unfilled positions
 - Operations increase of \$203k: additional HR Support, temp staff (COVID cleaning) and outside operations consultants, alignment of additional PD
 - Facilities cost increases related to depreciation expense on CAPEX purchases and increased COVID mitigation expenses



Merrick Academy Queens Public Charter School

Agenda/objective:

II. Consent Agenda

A. Health and Safety Report

Ms. Keith

Ms. Keith shared the following:

Health and Safety Report (Covid Data as of 12.21.2021)

- Merrick Academy's positivity rate for December was 7.48%. This is a 900% increase from September.

Month	Number of COVID cases	Rate
September	4	0.75%
October	2	0.37%
November	0	0.00%
December	40	7.48%
January	29	5.42%



Merrick Academy Queens Public Charter School

As of 1/22/2022 at 5 pm

Total Count of COVID-19 confirmed cases since 9/13/2021.	75
Number of Ongoing COVID-19 confirmed cases. This represents all current and past confirmed COVID-19 cases, including the cases confirmed today and any other cases that have members of your school community under quarantine. These cases resulted in a Classroom Closure, a Partial Classroom Quarantine, a Non-Classroom Quarantine or No Intervention as indicated below:	5
No Intervention: Staff or students in the school tested positive, but no members of the school community were exposed.	0
Classroom Closed: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is an entire classroom quarantine.	0
Test to Stay: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is an in school quarantine.	1
Partial Classroom Quarantine: The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result is a partial classroom quarantine.	0
Non-Classroom Quarantine: The staff type is someone who wouldn't necessarily be in a classroom and does not require quarantine of a classroom (i.e., school secretary, parent coordinator, facilities staff). The most likely result does not include the closure of a classroom.	0
Non-Classroom Quarantine (School is closed/class is already quarantined): The positive case is either a student, teacher, paraprofessional, or other types of classroom-based educators and the most likely result would've been an entire classroom quarantine, if the school was in session/in person.)	0
DOHMH School Investigation Initiated: Due to multiple positive cases in multiple locations in the school, DOHMH has started an investigation.	No
School Closure: Remote teaching and learning .	No

Updated Mitigation Practices/Policies/Solutions

- Weekly testing for adults and students is still in place
- K95 Masking
- Quarantine/isolation guidelines



Merrick Academy Queens Public Charter School

- Vaccination clinics

Agenda/objective:

II. Consent Agenda

A. Academic Performance Report

Mr. Watterson

Ms. Watterson shared the following:

- Remote Learning & in person during January
- Updated assessment schedule and plans
- Second-trimester program
- Current academic vacancies

New Assessment Periods for iReady and ANET

- I-Ready Diagnostic # 2 is 01/24-01/26 (K-5)
- ELA Interim Assessment # 2 03/02-03/03 (GRADES 2-5)
- MATH Interim Assessment # 2 04/05-04/06 (GRADES 2-5)

ACADEMIC STAFFING

- SPED ICT teacher
- Elementary Education Teachers(2)
- AIS Teacher (1)
- SPED self-contained teacher
- School Counselor

Agenda/objective:

III. Vote Matters

New board trustee

Ms. Dalgetty-Jarvis

Vote on Merrick Academy's new board trustee Michael Van Sertima

1. Ms. Barzey made a motion to approve new board trustee Michael Van Sertima.
2. Mr. Karikari seconded the motion.
3. The board VOTED unanimously to approve the motion.

Agenda/objective:

VI. Executive Session

Ms. Dalgetty-Jarvis

VII. Adjournment

Ms. Dalgetty-Jarvis



Merrick Academy Queens Public Charter School

Ms. Dalgetty-Jarvis announced to enter Executive Session at 6:20 pm to discuss a confidential matter regarding a confidential matter.

Meeting adjournment:

Meeting adjourned at 7:00 pm.

Approved Board Meeting Minutes

April 26th, 2022

5:00pm

Board Attendance: Tatum Boothe, Nicole Barzey, James Ding, Cameil Dalgetty-Jarvis, Gerald Karikari, Michael Van Sertima

Staff Attendance: Adrian Manuel, Zenzile Keith, Yolanda Valerio, Charles Watterson, Linyu Zheng

Ms. Dalgetty-Jarvis called the meeting to order at 5:00 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Agenda/objective:

I. Opening Items

- | | |
|---|---------------------|
| A. Call the Meeting to Order | Ms. Dalgetty-Jarvis |
| B. Record Attendance | Ms. Dalgetty-Jarvis |
| C. Public Comment and response to prior month's comment | Ms. Dalgetty-Jarvis |

Agenda/objective:

II. Consent Agenda

- | | |
|----------------------------------|---------------------|
| A. Approve board meeting minutes | Ms. Dalgetty-Jarvis |
|----------------------------------|---------------------|

Discussion:

Ms. Dalgetty-Jarvis made a correction to the 3/29/2022 Board Meeting minute.

Ms. Dalgetty-Jarvis announced the board will vote on the 1/25/2021 board meeting minutes at the next board meeting.

Vote on approve the 3/29/2022 Board Meeting minutes for the previous board meeting:

1. Ms. Barzey made a motion to approve the 3/29/2022 board meeting minutes
2. Ms. Dalgetty-Jarvis seconded the motion.
3. The board VOTED unanimously to approve the motion.

Agenda/objective:

II. Consent Agenda

A. Executive Director Report

Dr. Manuel

Dr. Manuel and Mr. Moreau shared the following:

Stability: Enrollment & Lottery

- Current Enrollment: 534
- Merrick's 2022-23 SY Lottery was conducted on April 2nd with 312 applications. 217 students were selected across grades K-4.
- Total budget for the winter/spring lottery campaign and process was \$15,350 (\$7,328 under budget)
- Teacher Intent to return surveys completed with a 94% positive response.

Stability: Intent to Return & Staffing

- Teacher Intent to return surveys completed with a 94% positive response.
- Chief Operating Officer (COO) position filled
- Upcoming postings for key roles: Chief Academic Officer, STEAM Director, Math Director, Literacy Director, Guidance Counselor, Development Director, and Data Specialist, Director of School Culture and Attendance Teacher (all contingent on approval of 2022-23 SY budget)

Introducing Mr. Rael Jones

- Mr. Jones will oversee the operations team at Merrick (enrollment, facilities, technology, food services, transportation, security and business practices)
- 15 years of professional experience in social work and school operations.
- Currently in the role of Senior Director of Operations at Bronx Charter School of Excellence network where he manages operations for 3 schools.
- Mr. Jones will officially start at Merrick on May 23rd!

Academic updates:

- NYS ELA Exam administered at the end of March
- NYS Math exam administered April 26-27th
- ANET Math and ELA was administered in mid March
- Merrick hosted Saturday Academies and both a winter and spring break learning program in ELA and Math to support students
- Moving from ANET at NWEA assessments for the 2022-23 school year.

Summer boost grants:

- \$50 Million Dollar fund launched to support summer school programs for NYC charters.
- Schools can be awarded up to \$2,000 per student (for up to 1/3 of total enrollment) to fund a ELA and Math summer program efforts to close learning gaps.
- Merrick will be applying this week and should hear back within the next two weeks!

This year's summer program will be based on four areas: Academics (ELA/Math), STEAM Enrichment/Exposure, Athletics, and Social/Emotional Development

2022-23 Budget Draft and Leadership priorities

- 2022-23 Budget Draft will be shared at the May Finance/Operations Committee

- Meeting for review and discussion prior to board vote in June.
- Draft is based on 575 student enrollment target. The core investments are focused on four key strategic goals.

Agenda/objective:

II. Consent Agenda

A. Student Support Report

Ms. Keith

Ms. Keith shared the following:

COVID and SAFETY UPDATES

- April's COVID rate is one of the lowest for the school year, comparable to October and February.
- Staff and student testing continues on a weekly basis.

Vaccine UPDATES

- Held the first round of COVID Vaccines on site for family and staff.
- As of December January 2022 we had 25 parents self-report that their children were fully vaccinated.
- As of April 8th we had 118 students whose parents reported that their child received at least one dose of the Pfizer vaccine.

Vision Testing

- On 4/11-4/12 K-1st grade students participated in the annual DOH eye screening exam.
- 180 (99%) students took the exam
- 62 (34%) students failed the exam and were sent home with referrals.

Agenda/objective:

II. Consent Agenda

A. Academic Performance Report

Mr. Watterson

Mr. Watterson shared the following:

Exam schedule

- April 26-28-Math (Happening NOW)
- May 24-June 3rd-Science Performance test
- June 6- Science Written
- April 11-May 20-NYSESLAT (speaking)
- May 9-May 20-NYSESLAT (Listening, Reading & Writing)

Exam Preparations

- After School Program
- Test Prep
- Teacher PD

Instructional Program Updates

- Curriculum implementation updates
- Update on Observations

Agenda/objective:

VI. Adjournment

Ms. Dalgetty-Jarvis

Executive session:

1. Ms. Dalgetty-Jarvis made a motion to enter Executive Session at 6:23 pm to discuss statistical issues.
2. Ms. Boothe seconded the motion.
3. The board VOTED unanimously to approve the motion.

Meeting adjournment:

Meeting adjourned at 6:43 pm.



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

Charter School Name:	Merrick Academy - Queens Public Charter School
Audit Period:	2021-22
Prior Period:	2020-21
Report Due Date:	Tuesday, November 1, 2022
School Fiscal Contact Name:	Adrian Manuel
School Fiscal Contact Email:	amanuel@merrickacademy.org
School Fiscal Contact Phone:	718.479.3753
School Audit Firm Name:	BKD
School Audit Contact Name:	Joe Blatt
School Audit Contact Email:	jblatt@bkd.com
School Audit Contact Phone:	212.867.4000

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

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

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2022

<u>ASSETS</u>	<u>2021-22</u>	<u>2020-21</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 1,444,934	\$ 3,213,225
Grants and contracts receivable	377,693	24,425
Accounts receivables	-	-
Prepaid expenses	83,986	102,243
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	1,906,613	3,339,893
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	1,470,752	1,062,536
<u>OTHER ASSETS</u>	127,770	127,770
TOTAL ASSETS	3,505,135	4,530,199
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 143,661	\$ 294,940
Accrued payroll and benefits	774,526	792,927
Deferred Revenue	-	9,306
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	918,187	1,097,173
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	45,917	126,505
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	45,917	126,505
TOTAL LIABILITIES	964,104	1,223,678
<u>NET ASSETS</u>		
Without Donor Restrictions	-	-
With Donor Restrictions	2,541,031	3,306,521
TOTAL NET ASSETS	2,541,031	3,306,521
TOTAL LIABILITIES AND NET ASSETS	3,505,135	4,530,199

CK - Should be zero

-

-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

**Statement of Activities
as of June 30, 2022**

	2021-22			2020-21
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 8,879,388	\$ -	\$ 8,879,388	\$ 9,534,157
Students with disabilities	1,520,301	-	1,520,301	1,514,496
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	1,370,116	-	1,370,116	330,704
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	11,769,805	-	11,769,805	11,379,357
EXPENSES				
Program Services				
Regular Education	\$ 6,977,221	\$ -	\$ 6,977,221	\$ 5,769,702
Special Education	3,816,778	-	3,816,778	3,371,092
Other Programs	-	-	-	-
Total Program Services	10,793,999	-	10,793,999	9,140,794
Management and general	1,764,060	-	1,764,060	1,552,187
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	12,558,059	-	12,558,059	10,692,981
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(788,254)	-	(788,254)	686,376
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	2,553	-	2,553	49,458
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	4,986	-	4,986	177
Miscellaneous income	15,225	-	15,225	1,204,975
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	22,764	-	22,764	1,254,610
CHANGE IN NET ASSETS	(765,490)	-	(765,490)	1,940,986
NET ASSETS BEGINNING OF YEAR	3,306,521	-	3,306,521	1,365,535
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 2,541,031	\$ -	\$ 2,541,031	\$ 3,306,521

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2022

	<u>2021-22</u>	<u>2020-21</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (765,490)	\$ 1,940,986
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	512,483	398,969
Grants Receivable	(353,268)	108,983
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	18,257	(803)
Accounts Payable	(151,279)	81,456
Accrued Expenses	(18,401)	40,925
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(9,306)	(15,917)
Interest payments	-	-
Deferred Rent	(80,588)	(58,372)
Other	-	(1,156,785)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ (847,592)	\$ 1,339,442
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(920,699)	(689,079)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (920,699)	\$ (689,079)
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	\$ (1,768,291)	\$ 650,363
Cash at beginning of year	3,213,225	2,562,862
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,444,934	\$ 3,213,225

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2022

	2021-22										2020-21
	Program Services					Supporting Services					Total
	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	Total		
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs											
Administrative Staff Personnel	547,518	342,199	-	889,717	-	479,079	-	1,368,796	-	1,368,796	1,172,348
Instructional Personnel	3,163,005	1,753,306	-	4,916,311	-	-	-	4,916,311	-	4,916,311	4,383,093
Non-Instructional Personnel	-	-	-	-	-	556,067	-	556,067	-	556,067	479,504
Total Salaries and Staff	3,710,523	2,095,505	-	5,806,028	-	1,035,146	-	6,841,174	-	6,841,174	6,034,945
Fringe Benefits & Payroll Taxes	946,777	534,689	-	1,481,466	-	122,242	-	1,603,708	-	1,603,708	1,452,194
Retirement	94,484	53,359	-	147,843	-	12,199	-	160,042	-	160,042	165,663
Management Company Fees	-	-	-	-	-	-	-	-	-	-	-
Legal Service	-	-	-	-	-	-	-	-	-	-	-
Accounting / Audit Services	-	-	-	-	-	43,838	-	43,838	-	43,838	88,518
Other Purchased / Professional / Consulting Services	280,495	148,981	-	429,476	-	161,220	-	161,220	-	161,220	150,384
Building and Land Rent / Lease / Facility Finance Interest	504,315	284,810	-	789,125	-	182,707	-	612,183	-	612,183	371,479
Repairs & Maintenance	75,890	42,859	-	118,749	-	65,114	-	854,239	-	854,239	840,643
Insurance	48,228	27,236	-	75,464	-	9,798	-	128,547	-	128,547	103,592
Utilities	76,728	43,332	-	120,060	-	6,227	-	81,691	-	81,691	91,827
Supplies / Materials	125,971	41,970	-	167,941	-	9,907	-	129,967	-	129,967	113,814
Equipment / Furnishings	10,300	5,817	-	16,117	-	5,491	-	173,432	-	173,432	167,093
Staff Development	344,044	127,912	-	471,956	-	1,330	-	17,447	-	17,447	20,595
Marketing / Recruitment	43,849	14,477	-	58,326	-	19,904	-	491,860	-	491,860	257,009
Technology	100,746	56,896	-	157,642	-	1,862	-	60,188	-	60,188	36,155
Food Service	-	-	-	-	-	2,943	-	160,585	-	160,585	46,989
Student Services	74,976	34,030	-	109,006	-	-	-	109,006	-	109,006	41,520
Office Expense	149,624	84,500	-	234,124	-	19,318	-	253,442	-	253,442	161,853
Depreciation	302,553	170,866	-	473,419	-	39,064	-	512,483	-	512,483	398,969
OTHER	87,718	49,539	-	137,257	-	25,750	-	163,007	-	163,007	149,739
Total Expenses	\$ 6,977,221	\$ 3,816,778	\$ -	\$ 10,793,999	\$ -	\$ 1,764,060	\$ -	\$ 12,558,059	\$ -	\$ 12,558,059	\$ 10,692,981

Merrick Academy – Queens Public Charter School

Independent Auditor's Reports and Financial Statements

June 30, 2022 and 2021

Merrick Academy – Queens Public Charter School
June 30, 2022 and 2021

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Independent Auditor's Report

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

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Merrick Academy – Queens Public Charter School, which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying 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, 2022 and 2021, 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.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of the Merrick Academy – Queens Public Charter School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Merrick Academy – Queens Public Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Merrick Academy – Queens Public Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Merrick Academy – Queens Public Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control -related matters that we identified during the audit.

Supplementary Information

Our audits were conducted 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 audit 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 accompanying supplementary 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 have also issued our report dated October 26, 2022, on our consideration of the 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 the 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 the Merrick Academy – Queens Public Charter School’s internal control over financial reporting and compliance.

FORVIS,LLP

New York, New York
October 26, 2022

Merrick Academy – Queens Public Charter School
Statements of Financial Position
June 30, 2022 and 2021

	2022	2021
Assets		
Current Assets		
Cash	\$ 1,344,833	\$ 3,137,188
Grants and contracts receivable	377,693	24,425
Prepaid expenses	83,986	102,243
Total current assets	1,806,512	3,263,856
Security deposits	127,770	127,770
Cash – reserve	100,101	76,037
Property and equipment - net	1,470,752	1,062,536
Total assets	\$ 3,505,135	\$ 4,530,199
Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued expenses	\$ 143,661	\$ 294,940
Accrued salaries and related liabilities	774,526	792,927
Deferred revenue	-	9,306
Total current liabilities	918,187	1,097,173
Deferred rent	45,917	126,505
Total long-term liabilities	45,917	126,505
Total liabilities	964,104	1,223,678
Net Assets, Without Donor Restrictions	2,541,031	3,306,521
Total liabilities and net assets	\$ 3,505,135	\$ 4,530,199

Merrick Academy – Queens Public Charter School
Statements of Activities
Years Ended June 30, 2022 and 2021

	2022	2021
Operating Revenues and Other Support		
Resident student enrollment	\$ 8,893,813	\$ 9,534,157
Students with disabilities	1,520,301	1,514,496
Total state and local per-pupil operating revenues	10,414,114	11,048,653
Government grants and contracts	1,370,116	330,704
Contributions	2,553	49,458
Interest	4,986	177
Miscellaneous income	800	-
Forgiveness of PPP loan	-	1,204,975
Total operating revenues and other support	11,792,569	12,633,967
Expenses		
Program services		
Education	6,977,221	5,769,702
Special education	3,816,778	3,371,092
Total program services	10,793,999	9,140,794
Supporting services		
Management and general	1,764,060	1,552,187
Total expenses	12,558,059	10,692,981
Change in Net Assets	(765,490)	1,940,986
Net Assets Without Donor Restrictions, Beginning of Year	3,306,521	1,365,535
Net Assets Without Donor Restrictions, End of Year	\$ 2,541,031	\$ 3,306,521

Merrick Academy – Queens Public Charter School

Statement of Functional Expenses

Year Ended June 30, 2022

	** No. of Positions	Program Services		Total	Supporting Services		Total
		Education	Special Education		Management and General	and General	
Personnel service costs							
Administrative staff personnel	11	\$ 547,518	\$ 342,199	\$ 889,717	\$ 479,079	\$ 1,368,796	
Instructional personnel	53	3,163,005	1,753,306	4,916,311	-	4,916,311	
Noninstructional personnel	25	-	-	-	556,067	556,067	
Salaries		3,710,523	2,095,505	5,806,028	1,035,146	6,841,174	
Payroll taxes and employee benefits							
Retirement		946,777	534,689	1,481,466	122,242	1,603,708	
Legal service		94,484	53,359	147,843	12,199	160,042	
Accounting/audit services		-	-	-	43,838	43,838	
Other purchased/professional/ consulting services		-	-	-	161,220	161,220	
Building and land rent/lease							
Repairs and maintenance		358,453	193,008	551,461	182,707	734,168	
Insurance		504,315	284,810	789,125	65,114	854,239	
Utilities		75,890	42,859	118,749	9,798	128,547	
Supplies/materials		48,228	27,236	75,464	6,227	81,691	
Equipment/furnishings		76,728	43,332	120,060	9,907	129,967	
Staff development		125,971	41,970	167,941	5,491	173,432	
Marketing/recruitment		10,300	5,817	16,117	1,330	17,447	
Technology		344,044	127,912	471,956	19,904	491,860	
Student services		43,849	14,477	58,326	1,862	60,188	
Office expense		22,788	12,869	35,657	2,943	38,600	
Depreciation		74,976	34,030	109,006	-	109,006	
Bad debt expense		149,624	84,500	234,124	19,318	253,442	
Other		302,553	170,866	473,419	39,064	512,483	
		87,718	49,539	137,257	14,425	148,582	
Total expenses		\$ 6,977,221	\$ 3,816,778	\$ 10,793,999	\$ 1,764,060	\$ 12,558,059	

** Supplemental information

Merrick Academy – Queens Public Charter School

Statement of Functional Expenses

Year Ended June 30, 2021

	** No. of Positions	Program Services		Total	Supporting Services		Total
		Education	Special Education		Management and General	and General	
Personnel service costs							
Administrative staff personnel	11	\$ 468,939	\$ 293,087	\$ 762,026	\$ 410,322	\$ 1,172,348	
Instructional personnel	53	2,737,250	1,645,843	4,383,093	-	4,383,093	
Noninstructional personnel	25	-	-	-	479,504	479,504	
Salaries		3,206,189	1,938,930	5,145,119	889,826	6,034,945	
Payroll taxes and employee benefits							
Retirement		838,099	506,837	1,344,936	107,258	1,452,194	
Legal service		95,608	57,819	153,427	12,236	165,663	
Accounting/audit services		-	-	-	88,518	88,518	
Other purchased/professional/ consulting services		-	-	-	150,384	150,384	
Building and land rent/lease		177,485	91,165	268,650	102,829	371,479	
Repairs and maintenance		485,157	293,397	778,554	62,089	840,643	
Insurance		59,786	36,155	95,941	7,651	103,592	
Utilities		52,996	32,049	85,045	6,782	91,827	
Supplies/materials		65,685	39,723	105,408	8,406	113,814	
Equipment/furnishings		127,043	36,737	163,780	3,313	167,093	
Staff development		11,886	7,188	19,074	1,521	20,595	
Marketing/recruitment		178,692	68,290	246,982	10,027	257,009	
Technology		27,325	8,065	35,390	765	36,155	
Student services		27,119	16,400	43,519	3,470	46,989	
Office expense		34,360	7,160	41,520	-	41,520	
Depreciation		93,410	56,489	149,899	11,954	161,853	
Bad debt expense		230,255	139,246	369,501	29,468	398,969	
Interest		-	-	-	39,748	39,748	
Other		-	-	-	8,442	8,442	
		58,607	35,442	94,049	7,500	101,549	
Total expenses		\$ 5,769,702	\$ 3,371,092	\$ 9,140,794	\$ 1,552,187	\$ 10,692,981	

** Supplemental information

Merrick Academy – Queens Public Charter School

Statements of Cash Flows

Years Ended June 30, 2022 and 2021

	2022	2021
Operating Activities		
Change in net assets	\$ (765,490)	\$ 1,940,986
Items not requiring (providing) operating cash flows		
Depreciation	512,483	398,969
Bad debt expense	14,425	39,748
Forgiveness of PPP loan	-	(1,204,975)
Noncash interest expense	-	8,442
Changes in		
Grants and contracts receivable	(367,693)	108,983
Prepaid expenses	18,257	(803)
Accounts payable and accrued expenses	(151,279)	81,456
Accrued salaries and related liabilities	(18,401)	40,925
Deferred revenue	(9,306)	(15,917)
Deferred rent	(80,588)	(58,372)
	(847,592)	1,339,442
Net cash (used in) provided by operating activities		
Investing Activities		
Acquisitions of property and equipment	(920,699)	(689,079)
	(920,699)	(689,079)
Net cash used in investing activities		
Net Change in Cash and Restricted Cash	(1,768,291)	650,363
Cash and Restricted Cash, Beginning of Year	3,213,225	2,562,862
Cash and Restricted Cash, End of Year	\$ 1,444,934	\$ 3,213,225
Cash and Cash Equivalents and Restricted Cash Consist of:		
Cash	\$ 1,344,833	\$ 3,137,188
Cash - reserve	100,101	76,037
	\$ 1,444,934	\$ 3,213,225
Noncash Investing Activities		
Property and equipment in accounts payable	\$ 14,282	\$ 64,383

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

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. The charter has been renewed until June 30, 2025. During the fiscal years ended June 30, 2022 and 2021, the School operated classes for approximately 525 and 570 students in grades K-5, respectively.

The 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 Restricted Cash

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, 2022, the School's cash accounts exceeded federally insured limits by approximately \$893,000.

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.

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, 2022 and 2021.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

Property and Equipment

Property and equipment acquisitions over \$1,000 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, 2022 and 2021.

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.

At June 30, 2022 and 2021, 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.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

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.

Conditional contributions having donor stipulations which are satisfied in the period the gift is received are recorded as revenue and net assets without donor restrictions.

In June 30, 2021, \$9,306 of proceeds received from conditional contributions were recorded as a liability. As of June 30, 2022, no proceeds received from conditional contributions were recorded as a liability.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

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 is recorded for the difference between the fixed payment and the rent expense. In 2022 and 2021, 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>2022</u>	<u>2021</u>
Leasehold improvements	\$ 1,689,892	\$ 1,509,566
Furniture and fixtures	844,346	557,590
Office and classroom equipment	450,235	420,262
Computer equipment	1,398,270	1,035,145
Construction in progress	12,500	-
Software	294,439	246,421
	<u>4,689,682</u>	<u>3,768,984</u>
Accumulated depreciation and amortization	<u>(3,218,930)</u>	<u>(2,706,448)</u>
	<u>\$ 1,470,752</u>	<u>\$ 1,062,536</u>

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

Note 3: Lease Commitments

The School has a lease on the school building which will expire on December 31, 2022. The lease contains renewal options for two five-year periods. Rent expense for the years ended June 30, 2022 and 2021 was \$830,277. The lease for the building is being straight-lined over the life of the lease. The deferred rent liability as of June 30, 2022 and 2021 was \$45,917 and \$126,505, 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, 2022 and 2021 was \$101,446 and \$101,592, respectively.

The future minimum lease payments as of June 30, 2022 are:

<u>Year Ending</u> <u>June 30</u>	
2023	\$ 517,115
2024	<u>22,840</u>
	<u>\$ 539,955</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.

Substantially all 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% of the annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 4% of the employee's annual compensation. Pension expense under this plan for the years ended June 30, 2022 and 2021 was \$160,042 and \$165,663, respectively.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

Note 6: Liquidity and Availability

The School’s financial assets available within one year of the date of the statements of financial position for general expenditures as of June 30, 2022 and 2021 are:

	<u>2022</u>	<u>2021</u>
Financial assets at year-end		
Cash	\$ 1,344,833	\$ 3,137,188
Grants and contracts receivable	<u>377,693</u>	<u>24,425</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 1,722,526</u>	<u>\$ 3,161,613</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, 2022 and 2021, the level of liquidity and reserves was managed within the policy requirements.

Note 7: Grant Reimbursements Receivable and Future Commitments

Government grants received are conditional upon incurring allowable expenditures as specified in the contract. The School receives its grant support through periodic claims filed with the respective funding sources, not to exceed a limit specified in the funding agreement. Since the financial statements of the School are prepared on the accrual basis, all earned portions of the grants not yet received as of June 30, 2022, have been recorded as receivables. Following are the grant commitments that extend beyond June 30, 2022:

<u>Grant</u>	<u>Term</u>	<u>Grant Amount</u>	<u>Earned Through 2022</u>	<u>Funding Available</u>
Government grants	ARP through 2024	\$ 804,099	\$ 729,295	\$ 74,804

Note 8: Subsequent Events

Subsequent events have been evaluated through October 26, 2022, which is the date the financial statements were available to be issued.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

Note 9: Future Changes in Accounting Principles

Accounting for Leases

The Financial Accounting Standards Board 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 statements of financial position as both a right-of-use asset and a liability. The standard has two types of leases for statements of activities 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 non lease components in an arrangement. The new standard is effective for annual periods beginning after December 15, 2021, and any interim periods within annual reporting periods that begin after December 15, 2022. The standard is expected to have a material effect 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, 2022, 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 26, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Merrick Academy – Queens Public Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Merrick Academy – Queens Public Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the 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.

FORVIS,LLP

New York, New York
October 26, 2022

Merrick Academy – Queens Public Charter School
Schedule of Findings and Responses
Year Ended June 30, 2022

Findings Required to be Reported by *Government Auditing Standards*

No matters are reportable.

Merrick Academy – Queens Public Charter School
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2022

Reference Number	Summary of Finding	Status
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No matters are reportable.



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

As part of our audits of the financial statements and compliance of Merrick Academy – Queens Public Charter School (the School) as of and for the year ended June 30, 2022, 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 and U.S. Office of Management and Budget (OMB) Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)

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 and U.S. Office of Management and Budget (OMB) Uniform Guidance is designed to obtain reasonable, rather than absolute, assurance about the financial statements and about whether noncompliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on a major federal program occurred. 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 contract more specifically describes our responsibilities.

These standards require communication of significant matters related to the financial statement and compliance audits 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.

Audits of the financial statements and compliance do not relieve management or those charged with governance of their responsibilities. Our contract more specifically describes your responsibilities.

Qualitative Aspects of Significant Accounting Policies and Practices

Significant Accounting Policies

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 significant estimates for which we are prepared to discuss management's estimation process and our procedures for testing the reasonableness of those estimates:

- Valuation of grants and contracts receivable

Significant Unusual Transactions

No matters are reportable.

Financial Statement Disclosures

No matters are reportable.

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. A misstatement is a difference between the amount, classification, presentation, or disclosure of a reported financial statement item and that which is required for the item to be presented fairly in accordance with the applicable financial reporting framework. 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 Adjustment Recorded

- Reclassification of prepaid rent from accounts payable to prepaid expenses
- Reclassification of bad debt from operating revenue to bad debt expense

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, but more than trivial to the financial statements as a whole
- We would like to call your attention to the fact that although these uncorrected misstatements, individually and in the aggregate, were deemed to be immaterial to the current year financial statements, it is possible that the impact these uncorrected misstatements, or matters underlying these uncorrected misstatements, could potentially cause future-period financial statements to be materially misstated

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

No matters are reportable.

During the Audit Process

During the audit process, the following issue was discussed or was the subject of correspondence with management:

- Compliance audit in accordance with the Uniform Guidance

Other Material Communications

Listed below are other material communications between management and us related to the audit:

- Management representation letter (attached)
- We orally communicated to management deficiencies in internal control identified during our audit that is not considered material weaknesses or significant deficiencies

OTHER MATTERS

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.

New Lease Accounting Standard

FASB issued ASU 2016-02, *Leases* (Topic 842), the long-awaited 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 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 generally accepted accounting principles. 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 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.

The School is required to adopt Topic 842 for fiscal year 2023.

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.

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 **forvis.com** for **FORsights**™ 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 ASC 842 as well as the ongoing accounting requirements.

Addressing Concerns over Ransomware

Boards and management are concerned about cybersecurity risks and ransomware is one of the top schemes perpetrated by hackers. Ransomware is often initiated through a fraudulent email that someone inadvertently opens and/or clicks a link contained within the email. It can also come through what appears to be a legitimate email address, sometimes because of an employee's email account being hacked. One of the top things you can do is ongoing social engineering training for your employees and board of trustees about phishing emails and ransomware to keep it top of mind. Also, consider having a ransomware risk assessment to validate your controls and strengthen your security posture.

Cybersecurity Hacks Relative to Fraudulent Vendor and Customer Payments

Many companies have been experiencing fraudulent activity with regard to vendor and customer payments. The fraud is often perpetrated through an email request to change account or payment information that results in funds being diverted to a fraudulent account. We recommend you assess your processes for changes to your account information with your customers and changes from your vendors to their information and implement dual check points for example on an email request from a vendor to change their account or address information that you send payments to consider a follow-up phone call to the vendor to validate the change. Conversely, request of your customers that if they receive a request from your company to change payment information that they too implement a secondary check to validate the change. We would also recommend you implement routine social engineering training to keep it top of mind for your employees. Lastly, a cybersecurity risk assessment could help validate your controls and strengthen your security posture.

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

FORVIS,LLP

New York, New York
October 26, 2022

Representation of:

Merrick Academy – Queens Public Charter School
136-25 218th Street
Laurelton, NY 11413

Provided to:

FORVIS, LLP

Certified Public Accountants
1155 Avenue of the Americas, Suite 1200
New York, NY 10036

The undersigned (“We”) are providing this letter in connection with FORVIS’ audits of our financial statements as of and for the years ended June 30, 2022 and 2021.

Our representations are current and effective as of the date of FORVIS’ report: October 26, 2022.

Our engagement with FORVIS is based on our contract for services dated: May 2, 2022, and addendum dated May 31, 2022

Our Responsibility and Consideration of Material Matters

We confirm that we are responsible for the fair presentation of the financial statements subject to FORVIS’ report 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. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

Confirmation of Matters Specific to the Subject Matter of FORVIS’ Report

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 contract, 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:
 - a. Internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
 - b. Internal control to prevent and detect fraud.
3. 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.

4. We have everything we need to keep our books and records.
5. 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 meetings of the governing body held through the date of this letter or summaries of actions of recent meetings for which minutes have not yet been prepared. All unsigned copies of minutes provided to you are copies of our original minutes approved by the governing body, if applicable, and maintained as part of our records.
 - e. All significant contracts and grants.
6. All transactions have been recorded in the accounting records and are reflected in the financial statements.
7. We have informed you of all current risks of a material amount that are not adequately prevented or detected by our procedures with respect to:
 - a. Misappropriation of assets.
 - b. Misrepresented or misstated assets, liabilities, or net assets.
8. 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.
9. We understand the potential penalties for failure to disclose reportable tax transactions to the taxing authorities and have fully disclosed to FORVIS any and all known reportable tax transactions.
10. We have no knowledge of any known or suspected fraudulent financial reporting or misappropriation of assets involving:
 - a. Management or employees who have significant roles in internal control, or
 - b. Others, where activities of others could have a material effect on the financial statements.
11. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, customers, regulators, suppliers, or others.
12. We have assessed the risk that the financial statements may be materially misstated as a result of fraud and disclosed to you any such risk identified.
13. We have disclosed to you the identity of all of the entity's related parties and all the related-party relationships of which we are aware. In addition, we have disclosed to you all related-party transactions of which we are aware, including any modifications during the year that were made to

related-party transaction agreements which existed prior to the beginning of the year under audit, as well as new related-party transaction agreements that were executed during the year under audit. 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 entity may deal if the entity 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 entity.

14. We are not aware of any side agreements or other arrangements (either written or oral) that are in place.
15. 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 entity is contingently liable.
16. 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.
17. We have no reason to believe the entity 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.
18. 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.
19. 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.

20. Except as disclosed in the financial statements, the entity 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.
21. The financial statements disclose all significant estimates and material concentrations known to us. Significant estimates are estimates at the balance sheet date that 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 that 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.
22. 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.
23. 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.
24. With respect to any nonattest services you have provided us during the year, including assisting with the preparation of the financial statements, completing the auditee portion of the Form SF-SAC (Data Collection Form) through the federal Clearinghouse, 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 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.
 - e. We have received the deliverables from you and have stored these deliverables in information systems controlled by us. We have taken responsibility for maintaining internal control over these deliverables.
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 are an entity 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.

27. We acknowledge the entity 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 entity does not meet the definition of a “public entity” under generally accepted accounting principles for certain accounting standards.

28. As an entity subject to *Government Auditing Standards*:

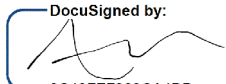
- a. We acknowledge that we are responsible for compliance with applicable laws, regulations, and provisions of contracts and grant agreements.
- b. We have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that have a direct and material effect on the determination of amounts in our financial statements or other financial data significant to the audit objectives.
- c. 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 financial statements or for your reporting on noncompliance.
- d. 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.
- e. We have a process to track the status of audit findings and recommendations.
- f. 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.
- g. 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 financial statements performed in accordance with *Government Auditing Standards*.

29. With regard to supplementary information:

- a. We acknowledge our responsibility for the presentation of the supplementary information in accordance with the applicable criteria.
- b. We believe the supplementary information is fairly presented, both in form and content, in accordance with the applicable criteria.
- c. The methods of measurement and presentation of the supplementary information are unchanged from those used in the prior period.
- d. We believe the significant assumptions or interpretations underlying the measurement and/or presentation of the supplementary information are reasonable and appropriate.
- e. If the supplementary information is not presented with the audited financial statements, we acknowledge we will make the audited financial statements readily available to intended users of the supplementary information no later than the date such information and the related auditor’s report are issued.

30. We do not issue an annual report, nor do we have plans to issue an annual report at this time.
31. We have evaluated whether there are conditions or events known or reasonably knowable, considered in the aggregate, that raise substantial doubt about the entity'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.
32. We acknowledge the current economic volatility presents difficult circumstances and challenges for our industry. Entities are potentially facing, declines in the volume of business/contributions, constraints on liquidity, difficulty obtaining financing, etc. We understand the values of the assets and liabilities recorded in the financial statements could change rapidly, resulting in material future adjustments to asset values, allowances for contributions receivable, etc., that could negatively impact the entity's ability to meet debt covenants or maintain sufficient liquidity.

We acknowledge that you have no responsibility for future changes caused by the current economic environment and the resulting impact on the entity's financial statements. Further, management and governance are solely responsible for all aspects of managing the entity, including questioning the quality and valuation of investments and other assets, reviewing allowances for uncollectible amounts, evaluating capital needs and liquidity plans, etc.
33. We have examined the outstanding contributions and grants receivable and determined that all are collectible.
34. We are amortizing our additions to leasehold improvements over ten years based upon the renewal periods of the lease.
35. We have responded fully and truthfully to all your inquiries.

DocuSigned by:

8C43FE7383CA4DD...
Adrian Manuel, Executive Director
Amanuel@merrickacademy.org

DocuSigned by:

18F33EAC436A475...
Josh Moreau, Financial Consultant
Jmoreau@weboosted.com

Merrick Academy Charter School

ATTACHMENT

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

QUANTITATIVE AND QUALITATIVE ANALYSIS

	Before Misstatements	Misstatements	Subsequent to Misstatements	% Change
Current Assets	1,806,512	0	1,806,512	0.00%
Non-Current Assets	1,698,623	0	1,698,623	0.00%
Current Liabilities	(918,187)	(20,287)	(938,474)	2.21%
Non-Current Liabilities	(45,917)	0	(45,917)	0.00%
Current Ratio	1.97		1.93	-2.14%
Total Assets	3,505,135	0	3,505,135	0.00%
Total Liabilities	(964,104)	(20,287)	(984,391)	2.10%
Net Assets	(2,541,031)	20,287	(2,520,744)	-0.80%
Revenues	(11,792,569)	0	(11,792,569)	0.00%
Expenses	12,558,059	20,287	12,578,346	0.16%
Change in Net Assets	765,490	20,287	785,777	2.65%

Merrick Academy – Queens Public Charter School

Independent Auditor's Reports and Financial Statements

June 30, 2022 and 2021

Merrick Academy – Queens Public Charter School
June 30, 2022 and 2021

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Independent Auditor's Report

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

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Merrick Academy – Queens Public Charter School, which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying 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, 2022 and 2021, 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.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of the Merrick Academy – Queens Public Charter School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Merrick Academy – Queens Public Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Merrick Academy – Queens Public Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Merrick Academy – Queens Public Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control -related matters that we identified during the audit.

Supplementary Information

Our audits were conducted 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 audit 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 accompanying supplementary 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 have also issued our report dated October 26, 2022, on our consideration of the 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 the 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 the Merrick Academy – Queens Public Charter School’s internal control over financial reporting and compliance.

FORVIS,LLP

New York, New York
October 26, 2022

Merrick Academy – Queens Public Charter School
Statements of Financial Position
June 30, 2022 and 2021

	2022	2021
Assets		
Current Assets		
Cash	\$ 1,344,833	\$ 3,137,188
Grants and contracts receivable	377,693	24,425
Prepaid expenses	83,986	102,243
Total current assets	1,806,512	3,263,856
Security deposits	127,770	127,770
Cash – reserve	100,101	76,037
Property and equipment - net	1,470,752	1,062,536
Total assets	\$ 3,505,135	\$ 4,530,199
Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued expenses	\$ 143,661	\$ 294,940
Accrued salaries and related liabilities	774,526	792,927
Deferred revenue	-	9,306
Total current liabilities	918,187	1,097,173
Deferred rent	45,917	126,505
Total long-term liabilities	45,917	126,505
Total liabilities	964,104	1,223,678
Net Assets, Without Donor Restrictions	2,541,031	3,306,521
Total liabilities and net assets	\$ 3,505,135	\$ 4,530,199

Merrick Academy – Queens Public Charter School
Statements of Activities
Years Ended June 30, 2022 and 2021

	2022	2021
Operating Revenues and Other Support		
Resident student enrollment	\$ 8,893,813	\$ 9,534,157
Students with disabilities	1,520,301	1,514,496
Total state and local per-pupil operating revenues	10,414,114	11,048,653
Government grants and contracts	1,370,116	330,704
Contributions	2,553	49,458
Interest	4,986	177
Miscellaneous income	800	-
Forgiveness of PPP loan	-	1,204,975
Total operating revenues and other support	11,792,569	12,633,967
Expenses		
Program services		
Education	6,977,221	5,769,702
Special education	3,816,778	3,371,092
Total program services	10,793,999	9,140,794
Supporting services		
Management and general	1,764,060	1,552,187
Total expenses	12,558,059	10,692,981
Change in Net Assets	(765,490)	1,940,986
Net Assets Without Donor Restrictions, Beginning of Year	3,306,521	1,365,535
Net Assets Without Donor Restrictions, End of Year	\$ 2,541,031	\$ 3,306,521

Merrick Academy – Queens Public Charter School

Statement of Functional Expenses

Year Ended June 30, 2022

	** No. of Positions	Program Services		Total	Supporting Services		Total
		Education	Special Education		Management and General	and General	
Personnel service costs							
Administrative staff personnel	11	\$ 547,518	\$ 342,199	\$ 889,717	\$ 479,079	\$ 1,368,796	
Instructional personnel	53	3,163,005	1,753,306	4,916,311	-	4,916,311	
Noninstructional personnel	25	-	-	-	556,067	556,067	
Salaries		3,710,523	2,095,505	5,806,028	1,035,146	6,841,174	
Payroll taxes and employee benefits							
Retirement		946,777	534,689	1,481,466	122,242	1,603,708	
Legal service		94,484	53,359	147,843	12,199	160,042	
Accounting/audit services		-	-	-	43,838	43,838	
Other purchased/professional/ consulting services		-	-	-	161,220	161,220	
Building and land rent/lease							
Repairs and maintenance		358,453	193,008	551,461	182,707	734,168	
Insurance		504,315	284,810	789,125	65,114	854,239	
Utilities		75,890	42,859	118,749	9,798	128,547	
Supplies/materials		48,228	27,236	75,464	6,227	81,691	
Equipment/furnishings		76,728	43,332	120,060	9,907	129,967	
Staff development		125,971	41,970	167,941	5,491	173,432	
Marketing/recruitment		10,300	5,817	16,117	1,330	17,447	
Technology		344,044	127,912	471,956	19,904	491,860	
Student services		43,849	14,477	58,326	1,862	60,188	
Office expense		22,788	12,869	35,657	2,943	38,600	
Depreciation		74,976	34,030	109,006	-	109,006	
Bad debt expense		149,624	84,500	234,124	19,318	253,442	
Other		302,553	170,866	473,419	39,064	512,483	
		87,718	49,539	137,257	14,425	148,582	
Total expenses		\$ 6,977,221	\$ 3,816,778	\$ 10,793,999	\$ 1,764,060	\$ 12,558,059	

** Supplemental information

Merrick Academy – Queens Public Charter School

Statement of Functional Expenses

Year Ended June 30, 2021

	** No. of Positions	Program Services		Total	Supporting Services		Total
		Education	Special Education		Management and General	and General	
Personnel service costs							
Administrative staff personnel	11	\$ 468,939	\$ 293,087	\$ 762,026	\$ 410,322	\$ 1,172,348	
Instructional personnel	53	2,737,250	1,645,843	4,383,093	-	4,383,093	
Noninstructional personnel	25	-	-	-	479,504	479,504	
Salaries		3,206,189	1,938,930	5,145,119	889,826	6,034,945	
Payroll taxes and employee benefits							
Retirement		838,099	506,837	1,344,936	107,258	1,452,194	
Legal service		95,608	57,819	153,427	12,236	165,663	
Accounting/audit services		-	-	-	88,518	88,518	
Other purchased/professional/ consulting services		-	-	-	150,384	150,384	
Building and land rent/lease		177,485	91,165	268,650	102,829	371,479	
Repairs and maintenance		485,157	293,397	778,554	62,089	840,643	
Insurance		59,786	36,155	95,941	7,651	103,592	
Utilities		52,996	32,049	85,045	6,782	91,827	
Supplies/materials		65,685	39,723	105,408	8,406	113,814	
Equipment/furnishings		127,043	36,737	163,780	3,313	167,093	
Staff development		11,886	7,188	19,074	1,521	20,595	
Marketing/recruitment		178,692	68,290	246,982	10,027	257,009	
Technology		27,325	8,065	35,390	765	36,155	
Student services		27,119	16,400	43,519	3,470	46,989	
Office expense		34,360	7,160	41,520	-	41,520	
Depreciation		93,410	56,489	149,899	11,954	161,853	
Bad debt expense		230,255	139,246	369,501	29,468	398,969	
Interest		-	-	-	39,748	39,748	
Other		-	-	-	8,442	8,442	
		58,607	35,442	94,049	7,500	101,549	
Total expenses		\$ 5,769,702	\$ 3,371,092	\$ 9,140,794	\$ 1,552,187	\$ 10,692,981	

** Supplemental information

Merrick Academy – Queens Public Charter School

Statements of Cash Flows

Years Ended June 30, 2022 and 2021

	2022	2021
Operating Activities		
Change in net assets	\$ (765,490)	\$ 1,940,986
Items not requiring (providing) operating cash flows		
Depreciation	512,483	398,969
Bad debt expense	14,425	39,748
Forgiveness of PPP loan	-	(1,204,975)
Noncash interest expense	-	8,442
Changes in		
Grants and contracts receivable	(367,693)	108,983
Prepaid expenses	18,257	(803)
Accounts payable and accrued expenses	(151,279)	81,456
Accrued salaries and related liabilities	(18,401)	40,925
Deferred revenue	(9,306)	(15,917)
Deferred rent	(80,588)	(58,372)
	(847,592)	1,339,442
Net cash (used in) provided by operating activities		
Investing Activities		
Acquisitions of property and equipment	(920,699)	(689,079)
	(920,699)	(689,079)
Net cash used in investing activities		
Net Change in Cash and Restricted Cash	(1,768,291)	650,363
Cash and Restricted Cash, Beginning of Year	3,213,225	2,562,862
Cash and Restricted Cash, End of Year	\$ 1,444,934	\$ 3,213,225
Cash and Cash Equivalents and Restricted Cash Consist of:		
Cash	\$ 1,344,833	\$ 3,137,188
Cash - reserve	100,101	76,037
	\$ 1,444,934	\$ 3,213,225
Noncash Investing Activities		
Property and equipment in accounts payable	\$ 14,282	\$ 64,383

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

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. The charter has been renewed until June 30, 2025. During the fiscal years ended June 30, 2022 and 2021, the School operated classes for approximately 525 and 570 students in grades K-5, respectively.

The 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 Restricted Cash

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, 2022, the School's cash accounts exceeded federally insured limits by approximately \$893,000.

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.

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, 2022 and 2021.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

Property and Equipment

Property and equipment acquisitions over \$1,000 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, 2022 and 2021.

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.

At June 30, 2022 and 2021, 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.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

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.

Conditional contributions having donor stipulations which are satisfied in the period the gift is received are recorded as revenue and net assets without donor restrictions.

In June 30, 2021, \$9,306 of proceeds received from conditional contributions were recorded as a liability. As of June 30, 2022, no proceeds received from conditional contributions were recorded as a liability.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

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 is recorded for the difference between the fixed payment and the rent expense. In 2022 and 2021, 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>2022</u>	<u>2021</u>
Leasehold improvements	\$ 1,689,892	\$ 1,509,566
Furniture and fixtures	844,346	557,590
Office and classroom equipment	450,235	420,262
Computer equipment	1,398,270	1,035,145
Construction in progress	12,500	-
Software	294,439	246,421
	<u>4,689,682</u>	<u>3,768,984</u>
Accumulated depreciation and amortization	<u>(3,218,930)</u>	<u>(2,706,448)</u>
	<u>\$ 1,470,752</u>	<u>\$ 1,062,536</u>

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

Note 3: Lease Commitments

The School has a lease on the school building which will expire on December 31, 2022. The lease contains renewal options for two five-year periods. Rent expense for the years ended June 30, 2022 and 2021 was \$830,277. The lease for the building is being straight-lined over the life of the lease. The deferred rent liability as of June 30, 2022 and 2021 was \$45,917 and \$126,505, 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, 2022 and 2021 was \$101,446 and \$101,592, respectively.

The future minimum lease payments as of June 30, 2022 are:

<u>Year Ending</u> <u>June 30</u>	
2023	\$ 517,115
2024	<u>22,840</u>
	<u>\$ 539,955</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.

Substantially all 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% of the annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 4% of the employee's annual compensation. Pension expense under this plan for the years ended June 30, 2022 and 2021 was \$160,042 and \$165,663, respectively.

Merrick Academy – Queens Public Charter School

Notes to Financial Statements

June 30, 2022 and 2021

Note 6: Liquidity and Availability

The School’s financial assets available within one year of the date of the statements of financial position for general expenditures as of June 30, 2022 and 2021 are:

	<u>2022</u>	<u>2021</u>
Financial assets at year-end		
Cash	\$ 1,344,833	\$ 3,137,188
Grants and contracts receivable	<u>377,693</u>	<u>24,425</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 1,722,526</u>	<u>\$ 3,161,613</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, 2022 and 2021, the level of liquidity and reserves was managed within the policy requirements.

Note 7: Grant Reimbursements Receivable and Future Commitments

Government grants received are conditional upon incurring allowable expenditures as specified in the contract. The School receives its grant support through periodic claims filed with the respective funding sources, not to exceed a limit specified in the funding agreement. Since the financial statements of the School are prepared on the accrual basis, all earned portions of the grants not yet received as of June 30, 2022, have been recorded as receivables. Following are the grant commitments that extend beyond June 30, 2022:

<u>Grant</u>	<u>Term</u>	<u>Grant Amount</u>	<u>Earned Through 2022</u>	<u>Funding Available</u>
Government grants	ARP through 2024	\$ 804,099	\$ 729,295	\$ 74,804

Note 8: Subsequent Events

Subsequent events have been evaluated through October 26, 2022, which is the date the financial statements were available to be issued.

Merrick Academy – Queens Public Charter School
Notes to Financial Statements
June 30, 2022 and 2021

Note 9: Future Changes in Accounting Principles

Accounting for Leases

The Financial Accounting Standards Board 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 statements of financial position as both a right-of-use asset and a liability. The standard has two types of leases for statements of activities 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 non lease components in an arrangement. The new standard is effective for annual periods beginning after December 15, 2021, and any interim periods within annual reporting periods that begin after December 15, 2022. The standard is expected to have a material effect 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, 2022, 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 26, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Merrick Academy – Queens Public Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Merrick Academy – Queens Public Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the 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.

FORVIS,LLP

New York, New York
October 26, 2022

Merrick Academy – Queens Public Charter School
Schedule of Findings and Responses
Year Ended June 30, 2022

Findings Required to be Reported by *Government Auditing Standards*

No matters are reportable.

Merrick Academy – Queens Public Charter School
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2022

Reference Number	Summary of Finding	Status
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No matters are reportable.



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

As part of our audits of the financial statements and compliance of Merrick Academy – Queens Public Charter School (the School) as of and for the year ended June 30, 2022, 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 and U.S. Office of Management and Budget (OMB) Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)

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 and U.S. Office of Management and Budget (OMB) Uniform Guidance is designed to obtain reasonable, rather than absolute, assurance about the financial statements and about whether noncompliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on a major federal program occurred. 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 contract more specifically describes our responsibilities.

These standards require communication of significant matters related to the financial statement and compliance audits 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.

Audits of the financial statements and compliance do not relieve management or those charged with governance of their responsibilities. Our contract more specifically describes your responsibilities.

Qualitative Aspects of Significant Accounting Policies and Practices

Significant Accounting Policies

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 significant estimates for which we are prepared to discuss management's estimation process and our procedures for testing the reasonableness of those estimates:

- Valuation of grants and contracts receivable

Significant Unusual Transactions

No matters are reportable.

Financial Statement Disclosures

No matters are reportable.

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. A misstatement is a difference between the amount, classification, presentation, or disclosure of a reported financial statement item and that which is required for the item to be presented fairly in accordance with the applicable financial reporting framework. 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 Adjustment Recorded

- Reclassification of prepaid rent from accounts payable to prepaid expenses
- Reclassification of bad debt from operating revenue to bad debt expense

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, but more than trivial to the financial statements as a whole
- We would like to call your attention to the fact that although these uncorrected misstatements, individually and in the aggregate, were deemed to be immaterial to the current year financial statements, it is possible that the impact these uncorrected misstatements, or matters underlying these uncorrected misstatements, could potentially cause future-period financial statements to be materially misstated

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

No matters are reportable.

During the Audit Process

During the audit process, the following issue was discussed or was the subject of correspondence with management:

- Compliance audit in accordance with the Uniform Guidance

Other Material Communications

Listed below are other material communications between management and us related to the audit:

- Management representation letter (attached)
- We orally communicated to management deficiencies in internal control identified during our audit that is not considered material weaknesses or significant deficiencies

OTHER MATTERS

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.

New Lease Accounting Standard

FASB issued ASU 2016-02, *Leases* (Topic 842), the long-awaited 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 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 generally accepted accounting principles. 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 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.

The School is required to adopt Topic 842 for fiscal year 2023.

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.

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 **forvis.com** for **FORsights**™ 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 ASC 842 as well as the ongoing accounting requirements.

Addressing Concerns over Ransomware

Boards and management are concerned about cybersecurity risks and ransomware is one of the top schemes perpetrated by hackers. Ransomware is often initiated through a fraudulent email that someone inadvertently opens and/or clicks a link contained within the email. It can also come through what appears to be a legitimate email address, sometimes because of an employee's email account being hacked. One of the top things you can do is ongoing social engineering training for your employees and board of trustees about phishing emails and ransomware to keep it top of mind. Also, consider having a ransomware risk assessment to validate your controls and strengthen your security posture.

Cybersecurity Hacks Relative to Fraudulent Vendor and Customer Payments

Many companies have been experiencing fraudulent activity with regard to vendor and customer payments. The fraud is often perpetrated through an email request to change account or payment information that results in funds being diverted to a fraudulent account. We recommend you assess your processes for changes to your account information with your customers and changes from your vendors to their information and implement dual check points for example on an email request from a vendor to change their account or address information that you send payments to consider a follow-up phone call to the vendor to validate the change. Conversely, request of your customers that if they receive a request from your company to change payment information that they too implement a secondary check to validate the change. We would also recommend you implement routine social engineering training to keep it top of mind for your employees. Lastly, a cybersecurity risk assessment could help validate your controls and strengthen your security posture.

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

FORVIS,LLP

New York, New York
October 26, 2022

Representation of:

Merrick Academy – Queens Public Charter School
136-25 218th Street
Laurelton, NY 11413

Provided to:

FORVIS, LLP

Certified Public Accountants
1155 Avenue of the Americas, Suite 1200
New York, NY 10036

The undersigned (“We”) are providing this letter in connection with FORVIS’ audits of our financial statements as of and for the years ended June 30, 2022 and 2021.

Our representations are current and effective as of the date of FORVIS’ report: October 26, 2022.

Our engagement with FORVIS is based on our contract for services dated: May 2, 2022, and addendum dated May 31, 2022

Our Responsibility and Consideration of Material Matters

We confirm that we are responsible for the fair presentation of the financial statements subject to FORVIS’ report 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. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

Confirmation of Matters Specific to the Subject Matter of FORVIS’ Report

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 contract, 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:
 - a. Internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
 - b. Internal control to prevent and detect fraud.
3. 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.

4. We have everything we need to keep our books and records.
5. 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 meetings of the governing body held through the date of this letter or summaries of actions of recent meetings for which minutes have not yet been prepared. All unsigned copies of minutes provided to you are copies of our original minutes approved by the governing body, if applicable, and maintained as part of our records.
 - e. All significant contracts and grants.
6. All transactions have been recorded in the accounting records and are reflected in the financial statements.
7. We have informed you of all current risks of a material amount that are not adequately prevented or detected by our procedures with respect to:
 - a. Misappropriation of assets.
 - b. Misrepresented or misstated assets, liabilities, or net assets.
8. 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.
9. We understand the potential penalties for failure to disclose reportable tax transactions to the taxing authorities and have fully disclosed to FORVIS any and all known reportable tax transactions.
10. We have no knowledge of any known or suspected fraudulent financial reporting or misappropriation of assets involving:
 - a. Management or employees who have significant roles in internal control, or
 - b. Others, where activities of others could have a material effect on the financial statements.
11. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, customers, regulators, suppliers, or others.
12. We have assessed the risk that the financial statements may be materially misstated as a result of fraud and disclosed to you any such risk identified.
13. We have disclosed to you the identity of all of the entity's related parties and all the related-party relationships of which we are aware. In addition, we have disclosed to you all related-party transactions of which we are aware, including any modifications during the year that were made to

related-party transaction agreements which existed prior to the beginning of the year under audit, as well as new related-party transaction agreements that were executed during the year under audit. 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 entity may deal if the entity 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 entity.

14. We are not aware of any side agreements or other arrangements (either written or oral) that are in place.
15. 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 entity is contingently liable.
16. 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.
17. We have no reason to believe the entity 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.
18. 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.
19. 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.

20. Except as disclosed in the financial statements, the entity 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.
21. The financial statements disclose all significant estimates and material concentrations known to us. Significant estimates are estimates at the balance sheet date that 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 that 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.
22. 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.
23. 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.
24. With respect to any nonattest services you have provided us during the year, including assisting with the preparation of the financial statements, completing the auditee portion of the Form SF-SAC (Data Collection Form) through the federal Clearinghouse, 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 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.
 - e. We have received the deliverables from you and have stored these deliverables in information systems controlled by us. We have taken responsibility for maintaining internal control over these deliverables.
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 are an entity 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.

27. We acknowledge the entity 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 entity does not meet the definition of a “public entity” under generally accepted accounting principles for certain accounting standards.

28. As an entity subject to *Government Auditing Standards*:

- a. We acknowledge that we are responsible for compliance with applicable laws, regulations, and provisions of contracts and grant agreements.
- b. 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 financial statements or other financial data significant to the audit objectives.
- c. 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 financial statements or for your reporting on noncompliance.
- d. 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.
- e. We have a process to track the status of audit findings and recommendations.
- f. 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.
- g. 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 financial statements performed in accordance with *Government Auditing Standards*.

29. With regard to supplementary information:

- a. We acknowledge our responsibility for the presentation of the supplementary information in accordance with the applicable criteria.
- b. We believe the supplementary information is fairly presented, both in form and content, in accordance with the applicable criteria.
- c. The methods of measurement and presentation of the supplementary information are unchanged from those used in the prior period.
- d. We believe the significant assumptions or interpretations underlying the measurement and/or presentation of the supplementary information are reasonable and appropriate.
- e. If the supplementary information is not presented with the audited financial statements, we acknowledge we will make the audited financial statements readily available to intended users of the supplementary information no later than the date such information and the related auditor’s report are issued.

30. We do not issue an annual report, nor do we have plans to issue an annual report at this time.
31. We have evaluated whether there are conditions or events known or reasonably knowable, considered in the aggregate, that raise substantial doubt about the entity'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.
32. We acknowledge the current economic volatility presents difficult circumstances and challenges for our industry. Entities are potentially facing, declines in the volume of business/contributions, constraints on liquidity, difficulty obtaining financing, etc. We understand the values of the assets and liabilities recorded in the financial statements could change rapidly, resulting in material future adjustments to asset values, allowances for contributions receivable, etc., that could negatively impact the entity's ability to meet debt covenants or maintain sufficient liquidity.

We acknowledge that you have no responsibility for future changes caused by the current economic environment and the resulting impact on the entity's financial statements. Further, management and governance are solely responsible for all aspects of managing the entity, including questioning the quality and valuation of investments and other assets, reviewing allowances for uncollectible amounts, evaluating capital needs and liquidity plans, etc.
33. We have examined the outstanding contributions and grants receivable and determined that all are collectible.
34. We are amortizing our additions to leasehold improvements over ten years based upon the renewal periods of the lease.
35. We have responded fully and truthfully to all your inquiries.

DocuSigned by:

8C43FE7383CA4DD...
Adrian Manuel, Executive Director
Amanuel@merrickacademy.org

DocuSigned by:

18F33EAC436A475...
Josh Moreau, Financial Consultant
Jmoreau@weboosted.com

Merrick Academy Charter School

ATTACHMENT

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

QUANTITATIVE AND QUALITATIVE ANALYSIS

	Before Misstatements	Misstatements	Subsequent to Misstatements	% Change
Current Assets	1,806,512	0	1,806,512	0.00%
Non-Current Assets	1,698,623	0	1,698,623	0.00%
Current Liabilities	(918,187)	(20,287)	(938,474)	2.21%
Non-Current Liabilities	(45,917)	0	(45,917)	0.00%
Current Ratio	1.97		1.93	-2.14%
Total Assets	3,505,135	0	3,505,135	0.00%
Total Liabilities	(964,104)	(20,287)	(984,391)	2.10%
Net Assets	(2,541,031)	20,287	(2,520,744)	-0.80%
Revenues	(11,792,569)	0	(11,792,569)	0.00%
Expenses	12,558,059	20,287	12,578,346	0.16%
Change in Net Assets	765,490	20,287	785,777	2.65%



**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	Merrick Academy - Queens Public Charter School
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CONTACT INFORMATION	
Contact Name:	Rael Jones
Contact Title:	COO
Contact Email:	rjones@merrickacademy.org
Contact Phone:	718.479.3753 x150

REPORT PERIOD	
Current Academic Year:	2022-23
Prior Academic Year:	2021-22

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
2022-23

ENROLLMENT BY GRADES

1	2	3	4	5	6	7	8	9	10	11	12
109	107	84	109	80							

K	76
INITIAL BUDGETED ENROLLMENT	
TOTAL ENROLLMENT = 565	

ENROLLMENT BY DISTRICT

ANNUAL BUDGET			
TOTAL DISTRICTS/ENROLLMENT BY QUARTER			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Original	Revised	Original	Revised
1	0	1	0
565	0	565	0

ANNUAL BUDGET			
ENROLLMENT BY QUARTER			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Original	Revised	Budgeted	Revised
1	0	1	0
565	0	565	0

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

PRIOR YEAR ACTUAL	
0	
0	

NUMBER OF SCHOOL DISTRICTS ENROLLED:	
NUMBER OF STUDENTS ENROLLED:	

ACTUAL QUARTERLY			
TOTAL DISTRICTS/ENROLLMENT			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Actual	Actual	Actual	Actual
0	0	0	0
0	0	0	0

ACTUAL ENROLLMENT BY QUARTER			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Actual	Actual	Actual	Actual

PRIOR YEAR 2021-22	
Actual Enrollment	

PRIOR YEAR	
Actual Enrollment	

ANNUAL BUDGET			
ENROLLMENT BY QUARTER			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Original	Revised	Original	Revised
565	0	565	0

ANNUAL BUDGET			
ENROLLMENT BY QUARTER			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Original	Revised	Budgeted	Revised
565	0	565	0

PRIOR YEAR	
Actual Enrollment	

PRIOR YEAR	
Actual Enrollment	

1 PRIMARY District
2 SECONDARY District

PRIMARY/OTHER	DISTRICT NAME(S)	ANNUAL BUDGET ENROLLMENT BY QUARTER												ACTUAL ENROLLMENT BY QUARTER			
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
PRIOR YEAR		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
2022-23

STAFFING PLAN FULL TIME EQUIVALENT (FTE)

PRIORITY YEAR 2021-22 ACTUAL	PRIORITY YEAR 2021-22 ACTUAL	ANNUAL BUDGETED FTE												Description of Assumptions			
		Q1		Q2		Q3		Q4		Q1		Q2			Q3		Q4
ADMINISTRATIVE PERSONNEL FTE		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
Executive Management		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0				
Instructional Management		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0				
Parents, Directors & Coordinators		8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0				
CFO / Director of Finance		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0				
Operations / Business Manager		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0				
TOTAL ADMINISTRATIVE STAFF		13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	0.0	0.0	0.0	0.0
INSTRUCTIONAL PERSONNEL FTE		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
Teachers - Regular		21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0	21.0				
Teachers - SPED		11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0				
Substitute Teachers		6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0				
Teaching Assistants		13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0				
Specialty Teachers		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0				
Aides		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0				
Therapists & Counselors		57.0	57.0	57.0	57.0	57.0	57.0	57.0	57.0	57.0	57.0	57.0	57.0	0.0	0.0	0.0	0.0
Other																	
TOTAL INSTRUCTIONAL		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NON-INSTRUCTIONAL PERSONNEL FTE		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
Nurse		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0				
Librarian		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0				
Custodian		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0				
Security		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0				
Other		8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE		84.0	84.0	84.0	84.0	84.0	84.0	84.0	84.0	84.0	84.0	84.0	84.0	0.0	0.0	0.0	0.0

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

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

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

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

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan
2022-23

	Prior Year Actual 2021-22 Revenue Per Pupil	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30				
		Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget		
Total Revenue	-	3,456,873	-	2,989,873	-	3,103,339	-	2,989,873	-
Total Expenses	-	2,519,923	-	3,013,105	-	3,195,358	-	3,688,540	-
Net Income	-	936,950	-	(23,233)	-	(92,019)	-	(698,667)	-
Actual Student Enrollment	-	565	-	565	-	565	-	565	-

	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Avg. No. of Positions	Original Budget	Revised Budget	Variance
Executive Management	1.00	65,164	-	65,164
Instructional Management	2.00	78,077	-	78,077
Deans, Directors & Coordinators	8.00	200,364	-	200,364
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	1.00	36,346	-	36,346
Administrative Staff	7.00	113,656	-	113,656
TOTAL ADMINISTRATIVE STAFF	19.00	493,607	-	493,607

INSTRUCTIONAL PERSONNEL COSTS

	Avg. No. of Positions	Original Budget	Revised Budget	Variance
Teachers - Regular	21.00	226,610	-	226,610
Teachers - SPED	11.00	113,838	-	113,838
Substitute Teachers	-	-	-	-
Teaching Assistants	6.00	26,993	-	26,993
Specialty Teachers	13.00	114,548	-	114,548
Aides	4.00	44,800	-	44,800
Therapists & Counselors	2.00	20,934	-	20,934
Other	-	62,663	-	62,663
TOTAL INSTRUCTIONAL	57.00	610,385	-	610,385

NON-INSTRUCTIONAL PERSONNEL COSTS

	Original Budget	Revised Budget	Variance
Nurse	-	-	-
Librarian	-	-	-
Custodian	45,080	38,640	6,440
Security	22,400	22,400	-
Other	34,138	29,262	4,876
TOTAL NON-INSTRUCTIONAL	101,618	87,102	14,516
SUBTOTAL PERSONNEL SERVICE COSTS	1,205,610	1,662,261	(456,651)

PAYROLL TAXES AND BENEFITS

	Original Budget	Revised Budget	Variance
Payroll Taxes	96,448.86	132,980.92	(36,532.06)
Fringe / Employee Benefits	263,295	263,295	-
Retirement / Pension	25,326	25,326	-
TOTAL PAYROLL TAXES AND BENEFITS	385,070	421,602	(36,532)
TOTAL PERSONNEL SERVICE COSTS	1,590,680	2,083,863	(493,183)

CONTRACTED SERVICES

	Original Budget	Revised Budget	Variance
Accounting / Audit	42,895	42,895	-
Legal	12,500	12,500	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	2,750	2,750	-
Special Ed Services	5,000	5,000	-
Titlment Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	139,250	139,250	-
TOTAL CONTRACTED SERVICES	202,395	202,395	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan
2022-23

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget
Total Revenue	3,456,873	-	2,989,873	-	3,103,339	-	2,989,873	-
Total Expenses	2,519,923	-	3,013,105	-	3,195,358	-	3,688,540	-
Net Income	936,950	-	(23,233)	-	(92,019)	-	(698,667)	-
Actual Student Enrollment	565	-	565	-	565	-	565	-
Prior Year Actual Revenue Per Pupil	2021-22							
SCHOOL OPERATIONS								
Board Expenses	6,250	-	6,250	-	6,250	-	6,250	-
Classroom / Teaching Supplies & Materials	15,250	-	15,250	-	15,250	-	15,250	-
Special Ed Supplies & Materials	14,000	-	14,000	-	14,000	-	14,000	-
Textbooks / Workbooks		-		-		-		-
Supplies & Materials other	2,250	-	2,250	-	2,250	-	2,250	-
Equipment / Furniture	3,750	-	3,750	-	3,750	-	3,750	-
Telephone	44,000	-	44,000	-	44,000	-	44,000	-
Technology	3,750	-	3,750	-	3,750	-	3,750	-
Student Testing & Assessment	11,475	-	11,475	-	11,475	-	11,475	-
Field Trips		-		-		-		-
Transportation (student)	14,205	-	14,205	-	14,205	-	14,205	-
Student Services - other	42,000	-	42,000	-	42,000	-	42,000	-
Office Expense	85,000	-	85,000	-	85,000	-	85,000	-
Staff Development	5,000	-	5,000	-	5,000	-	5,000	-
Staff Recruitment	6,250	-	6,250	-	6,250	-	6,250	-
Student Recruitment / Marketing	7,500	-	7,500	-	7,500	-	7,500	-
School Meals / Lunch	2,500	-	2,500	-	2,500	-	2,500	-
Travel (Staff)		-		-		-		-
Fundraising		-		-		-		-
Other		-		-		-		-
TOTAL SCHOOL OPERATIONS	263,180	-	263,180	-	263,180	-	263,180	-
FACILITY OPERATION & MAINTENANCE								
Insurance	25,000	-	25,000	-	25,000	-	25,000	-
Janitorial	12,500	-	12,500	-	12,500	-	12,500	-
Building and Land Rent / Lease / Facility Finance Interest	221,930.00	-	221,930.00	-	221,930.00	-	221,930.00	-
Repairs & Maintenance	7,500	-	7,500	-	7,500	-	7,500	-
Equipment / Furniture	1,250	-	1,250	-	1,250	-	1,250	-
Security	31,258	-	31,258	-	31,258	-	31,258	-
Utilities	33,207	-	33,207	-	33,207	-	33,207	-
TOTAL FACILITY OPERATION & MAINTENANCE	332,644	-	332,644	-	332,644	-	332,644	-
DEPRECIATION & AMORTIZATION								
COVID-19 / CONTINGENCY	131,024	-	131,024	-	131,024	-	131,024	-
DEFERRED RENT		-		-		-		-
TOTAL EXPENSES	2,519,923	-	3,013,105	-	3,195,358	-	3,688,540	-
NET INCOME	936,950	-	(23,233)	-	(92,019)	-	(698,667)	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2022-23

Total Revenue	12,539,957	12,539,957	-	12,539,957	12,539,957
Total Expenses	12,416,926	12,416,926	-	(12,416,926)	(12,416,926)
Net Income	123,031	123,031	-	123,031	123,031
Actual Student Enrollment					

DESCRIPTION OF ASSUMPTIONS

	Avg. No. of Positions	Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1.00	242,038	242,038	-	(242,038)	(242,038)
Instructional Management	2.00	290,000	290,000	-	(290,000)	(290,000)
Deans, Directors & Coordinators	8.00	744,210	744,210	-	(744,210)	(744,210)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	135,000	135,000	-	(135,000)	(135,000)
Administrative Staff	7.00	422,149	422,149	-	(422,149)	(422,149)
TOTAL ADMINISTRATIVE STAFF	19.00	1,833,397	1,833,397	-	(1,833,397)	(1,833,397)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	21.00	1,963,951	1,963,951	-	(1,963,951)	(1,963,951)
Teachers - SPED	11.00	986,599	986,599	-	(986,599)	(986,599)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	6.00	233,937	233,937	-	(233,937)	(233,937)
Specialty Teachers	13.00	992,748	992,748	-	(992,748)	(992,748)
Aides	4.00	166,400	166,400	-	(166,400)	(166,400)
Therapists & Counselors	2.00	181,424	181,424	-	(181,424)	(181,424)
Other	-	250,650	250,650	-	(250,650)	(250,650)
TOTAL INSTRUCTIONAL	57.00	4,775,709	4,775,709	-	(4,775,709)	(4,775,709)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	4.00	167,440	167,440	-	(167,440)	(167,440)
Security	2.00	83,200	83,200	-	(83,200)	(83,200)
Other	2.00	126,800	126,800	-	(126,800)	(126,800)
TOTAL NON-INSTRUCTIONAL	8.00	377,440	377,440	-	(377,440)	(377,440)
SUBTOTAL PERSONNEL SERVICE COSTS	84.00	6,986,546	6,986,546	-	(6,986,546)	(6,986,546)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		558,924	558,924	-	(558,924)	(558,924)
Fringe / Employee Benefits		1,053,181	1,053,181	-	(1,053,181)	(1,053,181)
Retirement / Pension		101,305	101,305	-	(101,305)	(101,305)
TOTAL PAYROLL TAXES AND BENEFITS		1,713,410	1,713,410	-	(1,713,410)	(1,713,410)
TOTAL PERSONNEL SERVICE COSTS	84.00	8,699,956	8,699,956	-	(8,699,956)	(8,699,956)
CONTRACTED SERVICES						
Accounting / Audit		171,580	171,580	-	(171,580)	(171,580)
Legal		50,000	50,000	-	(50,000)	(50,000)
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		11,000	11,000	-	(11,000)	(11,000)
Special Ed Services		20,000	20,000	-	(20,000)	(20,000)
Titlment Services (i.e., Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		557,000	557,000	-	(557,000)	(557,000)
TOTAL CONTRACTED SERVICES		809,580	809,580	-	(809,580)	(809,580)

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2022-23

DESCRIPTION OF ASSUMPTIONS

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
Total Revenue	12,539,957	12,539,957	-	12,539,957	12,539,957
Total Expenses	12,416,926	12,416,926	-	(12,416,926)	(12,416,926)
Net Income	123,031	123,031	-	123,031	123,031
Actual Student Enrollment					
SCHOOL OPERATIONS					
Board Expenses	25,000	25,000	-	(25,000)	(25,000)
Classroom / Teaching Supplies & Materials	61,000	61,000	-	(61,000)	(61,000)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	56,000	56,000	-	(56,000)	(56,000)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	9,000	9,000	-	(9,000)	(9,000)
Telephone	15,000	15,000	-	(15,000)	(15,000)
Technology	176,000	176,000	-	(176,000)	(176,000)
Student Testing & Assessment	15,000	15,000	-	(15,000)	(15,000)
Field Trips	45,900	45,900	-	(45,900)	(45,900)
Transportation (student)	-	-	-	-	-
Student Services - other	56,820	56,820	-	(56,820)	(56,820)
Office Expense	168,000	168,000	-	(168,000)	(168,000)
Staff Development	340,000	340,000	-	(340,000)	(340,000)
Staff Recruitment	20,000	20,000	-	(20,000)	(20,000)
Student Recruitment / Marketing	25,000	25,000	-	(25,000)	(25,000)
School Meals / Lunch	30,000	30,000	-	(30,000)	(30,000)
Travel (Staff)	10,000	10,000	-	(10,000)	(10,000)
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	1,052,720	1,052,720	-	(1,052,720)	(1,052,720)
FACILITY OPERATION & MAINTENANCE					
Insurance	100,000	100,000	-	(100,000)	(100,000)
Janitorial	50,000	50,000	-	(50,000)	(50,000)
Building and Land Rent / Lease / Facility Finance Interest	887,720	887,720	-	(887,720)	(887,720)
Repairs & Maintenance	30,000	30,000	-	(30,000)	(30,000)
Equipment / Furniture	5,000	5,000	-	(5,000)	(5,000)
Security	125,030	125,030	-	(125,030)	(125,030)
Utilities	132,826	132,826	-	(132,826)	(132,826)
TOTAL FACILITY OPERATION & MAINTENANCE	1,330,576	1,330,576	-	(1,330,576)	(1,330,576)
DEPRECIATION & AMORTIZATION					
COVID-19 / CONTINGENCY	524,094	524,094	-	(524,094)	(524,094)
DEFERRED RENT	-	-	-	-	-
TOTAL EXPENSES	12,416,926	12,416,926	-	(12,416,926)	(12,416,926)
NET INCOME	123,031	123,031	-	123,031	123,031

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2022-23

Total Revenue	12,539,957	12,539,957	12,539,957	12,539,957
Total Expenses	12,416,926	12,416,926	(12,416,926)	(12,416,926)
Net Income	123,031	123,031	123,031	123,031
Actual Student Enrollment				

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

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 2022-23														
	Prior Year Actual 2021-22 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
Total Revenue	-	3,456,873	-	2,989,873	-	3,103,339	-	2,989,873	-	3,688,540	-	2,589,873	-	12,539,957
Total Expenses	-	2,519,923	-	3,013,105	-	3,195,358	-	3,013,105	-	3,688,540	-	3,688,540	-	12,416,926
Net Income	-	936,950	-	(23,233)	-	(92,019)	-	(23,233)	-	(698,667)	-	(698,667)	-	123,031
Actual Student Enrollment	-	565	-	565	-	565	-	565	-	565	-	565	-	123,031
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES (enter descriptions below)														
Example - Add Back Depreciation														
Other														
Total Operating Activities														
INVESTMENT ACTIVITIES (enter descriptions below)														
Example - Subtract Property and Equipment Expenditures														
Other														
Total Investment Activities														
FINANCING ACTIVITIES (enter descriptions below)														
Example - Add Expected Proceeds from a Loan or Line of Credit														
Other														
Total Financing Activities														
Total Cash Flow Adjustments														
NET INCOME														
Beginning Cash Balance														
ENDING CASH BALANCE														

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan
2022-23

	2022-23		2022-23		DESCRIPTION OF ASSUMPTIONS
	Budget	Actual	Original Budget	Revised Budget	
Total Revenue	12,539,957		12,539,957	12,539,957	
Total Expenses	12,416,926		(12,416,926)	(12,416,926)	
Net Income	123,031		123,031	123,031	
Actual Student Enrollment					
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					
Beginning Cash Balance					
ENDING CASH BALANCE					

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
BALANCE SHEET
2022-23

	Prior Year	Q1	Q2	Q3	Q4
	2021-22	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>					
Right of Use Asset	-	-	-	-	-
Other	-	-	-	-	-
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	-	-	-	-	-
Lease Liability	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>					
LEASE LIABILITY, less current portion	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2022-23

	1st Quarter - 7/1 - 9/30	2nd Quarter - 10/1 - 12/31	3rd Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30
	Actual	Current Budget	Actual	Current Budget
Total Revenue	3,456,873	2,989,873	-	3,103,339
Total Expenses	2,519,923	3,013,105	-	3,195,358
Net Income	936,950	(23,233)	-	(698,667)
Actual Student Enrollment	565	565	-	565

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

	Quarter 0			
	No. of Positions	Actual	Current Budget	Variance
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management	-	65,164	55,855	-
Instructional Management	-	78,077	66,923	-
Deans, Directors & Coordinators	-	200,364	171,741	-
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	-	36,346	31,154	-
Administrative Staff	-	113,656	97,419	-
TOTAL ADMINISTRATIVE STAFF	-	493,607	423,092	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	226,610	453,219	-
Teachers - SPED	-	113,838	227,677	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	26,993	53,995	-
Specialty Teachers	-	114,548	267,278	-
Aides	-	44,800	38,400	-
Therapists & Counselors	-	20,934	48,845	-
Other	-	62,663	62,663	-
TOTAL INSTRUCTIONAL	-	610,385	1,152,067	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	45,080	38,640	-
Security	-	22,400	19,200	-
Other	-	34,138	29,262	-
TOTAL NON-INSTRUCTIONAL	-	101,618	87,102	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	1,205,610	1,662,261	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes	-	96,449	132,981	-
Fringe / Employee Benefits	-	263,295	263,295	-
Retirement / Pension	-	25,326	25,326	-
TOTAL PAYROLL TAXES AND BENEFITS	-	385,070	421,602	-
TOTAL PERSONNEL SERVICE COSTS	-	1,590,680	2,083,863	-
CONTRACTED SERVICES				
Accounting / Audit	-	42,895	42,895	-
Legal	-	12,500	12,500	-
Management Company Fee	-	-	-	-
Nurse Services	-	-	-	-
Food Service / School Lunch	-	-	-	-
Payroll Services	-	2,750	2,750	-
Special Ed Services	-	5,000	5,000	-
Titement Services (i.e. Title I)	-	-	-	-
Other Purchased / Professional / Consulting	-	139,250	139,250	-
TOTAL CONTRACTED SERVICES	-	202,395	202,395	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan

2022-23

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	3,456,873	-	-	2,989,873	-	-	3,103,339	-	-	2,989,873	-
Total Expenses	-	2,519,923	-	-	3,013,105	-	-	3,195,358	-	-	3,688,540	-
Net Income	-	936,950	-	-	(23,233)	-	-	(92,019)	-	-	(698,667)	-
Actual Student Enrollment	-	565	-	-	565	-	-	565	-	-	565	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	6,250	6,250	-	6,250	6,250	-	6,250	6,250	-	6,250	6,250	-
Classroom / Teaching Supplies & Materials	15,250	15,250	-	15,250	15,250	-	15,250	15,250	-	15,250	15,250	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	14,000	14,000	-	14,000	14,000	-	14,000	14,000	-	14,000	14,000	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	2,250	2,250	-	2,250	2,250	-	2,250	2,250	-	2,250	2,250	-
Telephone	3,750	3,750	-	3,750	3,750	-	3,750	3,750	-	3,750	3,750	-
Technology	44,000	44,000	-	44,000	44,000	-	44,000	44,000	-	44,000	44,000	-
Student Testing & Assessment	3,750	3,750	-	3,750	3,750	-	3,750	3,750	-	3,750	3,750	-
Field Trips	11,475	11,475	-	11,475	11,475	-	11,475	11,475	-	11,475	11,475	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	14,205	14,205	-	14,205	14,205	-	14,205	14,205	-	14,205	14,205	-
Office Expense	42,000	42,000	-	42,000	42,000	-	42,000	42,000	-	42,000	42,000	-
Staff Development	85,000	85,000	-	85,000	85,000	-	85,000	85,000	-	85,000	85,000	-
Staff Recruitment	5,000	5,000	-	5,000	5,000	-	5,000	5,000	-	5,000	5,000	-
Student Recruitment / Marketing	6,250	6,250	-	6,250	6,250	-	6,250	6,250	-	6,250	6,250	-
School Meals / Lunch	7,500	7,500	-	7,500	7,500	-	7,500	7,500	-	7,500	7,500	-
Travel (Staff)	2,500	2,500	-	2,500	2,500	-	2,500	2,500	-	2,500	2,500	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	263,180	-	-	263,180	-	-	263,180	-	-	263,180	-
FACILITY OPERATION & MAINTENANCE												
Insurance	25,000	25,000	-	25,000	25,000	-	25,000	25,000	-	25,000	25,000	-
Janitorial	12,500	12,500	-	12,500	12,500	-	12,500	12,500	-	12,500	12,500	-
Building and Land Rent / Lease / Facility Finance Interest	221,930	221,930	-	221,930	221,930	-	221,930	221,930	-	221,930	221,930	-
Repairs & Maintenance	7,500	7,500	-	7,500	7,500	-	7,500	7,500	-	7,500	7,500	-
Equipment / Furniture	1,250	1,250	-	1,250	1,250	-	1,250	1,250	-	1,250	1,250	-
Security	31,258	31,258	-	31,258	31,258	-	31,258	31,258	-	31,258	31,258	-
Utilities	33,207	33,207	-	33,207	33,207	-	33,207	33,207	-	33,207	33,207	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	332,644	-	-	332,644	-	-	332,644	-	-	332,644	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	131,024	131,024	-	131,024	131,024	-	131,024	131,024	-	131,024	131,024	-
DEFERRED RENT												
TOTAL EXPENSES	-	2,519,923	-	-	3,013,105	-	-	3,195,358	-	-	3,688,540	-
NET INCOME	-	936,950	-	-	(23,233)	-	-	(92,019)	-	-	(698,667)	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2022-23

Total Revenue	-	-	-	12,539,957	(12,539,957)	-	-	12,539,957	(12,539,957)	-	-
Total Expenses	-	-	-	12,416,926	12,416,926	-	-	12,416,926	12,416,926	-	-
Net Income	-	-	-	123,031	(123,031)	-	-	123,031	(123,031)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

*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	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget	Actual vs. Original Budget - TY	PY Actual (PY TY) / No. of COMPLETED Actual CY Quarters	Actual vs. Original Budget TY	Actual vs. Original Budget
				Current Budget (Current Quarter)	Actual vs. Current Budget	Original Budget (Current Quarter)	Actual vs. Original Budget					

EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	-	-	242,038	242,038	-	-	242,038	242,038	-	-	-
Instructional Management	-	-	-	290,000	290,000	-	-	290,000	290,000	-	-	-
Deans, Directors & Coordinators	-	-	-	744,210	744,210	-	-	744,210	744,210	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	135,000	135,000	-	-	135,000	135,000	-	-	-
Administrative Staff	-	-	-	422,149	422,149	-	-	422,149	422,149	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,833,397	1,833,397	-	-	1,833,397	1,833,397	-	-	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	-	-	1,963,951	1,963,951	-	-	1,963,951	1,963,951	-	-	-
Teachers - SPED	-	-	-	986,599	986,599	-	-	986,599	986,599	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	233,937	233,937	-	-	233,937	233,937	-	-	-
Specialty Teachers	-	-	-	992,748	992,748	-	-	992,748	992,748	-	-	-
Aides	-	-	-	166,400	166,400	-	-	166,400	166,400	-	-	-
Therapists & Counselors	-	-	-	181,424	181,424	-	-	181,424	181,424	-	-	-
Other	-	-	-	250,650	250,650	-	-	250,650	250,650	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	4,775,709	4,775,709	-	-	4,775,709	4,775,709	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	167,440	167,440	-	-	167,440	167,440	-	-	-
Security	-	-	-	83,200	83,200	-	-	83,200	83,200	-	-	-
Other	-	-	-	126,800	126,800	-	-	126,800	126,800	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	377,440	377,440	-	-	377,440	377,440	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	6,986,546	6,986,546	-	-	6,986,546	6,986,546	-	-	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	-	-	558,924	558,924	-	-	558,924	558,924	-	-	-
Fringe / Employee Benefits	-	-	-	1,053,181	1,053,181	-	-	1,053,181	1,053,181	-	-	-
Retirement / Pension	-	-	-	101,305	101,305	-	-	101,305	101,305	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,713,410	1,713,410	-	-	1,713,410	1,713,410	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	8,699,956	8,699,956	-	-	8,699,956	8,699,956	-	-	-
CONTRACTED SERVICES												
Accounting / Audit	-	-	-	171,580	171,580	-	-	171,580	171,580	-	-	-
Legal	-	-	-	50,000	50,000	-	-	50,000	50,000	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Services / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	11,000	11,000	-	-	11,000	11,000	-	-	-
Special Ed Services	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	557,000	557,000	-	-	557,000	557,000	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	809,580	809,580	-	-	809,580	809,580	-	-	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
Budget / Operating Plan

2022-23

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
Total Revenue	-	-	-	12,539,957	(12,539,957)	-	-	12,539,957	(12,539,957)	-	-
Total Expenses	-	-	-	12,416,926	(12,416,926)	-	-	12,416,926	(12,416,926)	-	-
Net Income	-	-	-	123,031	(123,031)	-	-	123,031	(123,031)	-	-
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											
SCHOOL OPERATIONS	-	-	-	25,000	(25,000)	-	-	25,000	(25,000)	-	-
Board Expenses	-	-	-	61,000	(61,000)	-	-	61,000	(61,000)	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	56,000	(56,000)	-	-	56,000	(56,000)	-	-
Textbooks / Workbooks	-	-	-	9,000	(9,000)	-	-	9,000	(9,000)	-	-
Supplies & Materials other	-	-	-	15,000	(15,000)	-	-	15,000	(15,000)	-	-
Equipment / Furniture	-	-	-	176,000	(176,000)	-	-	176,000	(176,000)	-	-
Telephone	-	-	-	15,000	(15,000)	-	-	15,000	(15,000)	-	-
Technology	-	-	-	45,900	(45,900)	-	-	45,900	(45,900)	-	-
Student Testing & Assessment	-	-	-	56,820	(56,820)	-	-	56,820	(56,820)	-	-
Field Trips	-	-	-	168,000	(168,000)	-	-	168,000	(168,000)	-	-
Transportation (student)	-	-	-	340,000	(340,000)	-	-	340,000	(340,000)	-	-
Student Services - other	-	-	-	20,000	(20,000)	-	-	20,000	(20,000)	-	-
Office Expense	-	-	-	25,000	(25,000)	-	-	25,000	(25,000)	-	-
Staff Development	-	-	-	30,000	(30,000)	-	-	30,000	(30,000)	-	-
Staff Recruitment	-	-	-	10,000	(10,000)	-	-	10,000	(10,000)	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	1,052,720	(1,052,720)	-	-	1,052,720	(1,052,720)	-	-
FACILITY OPERATION & MAINTENANCE	-	-	-	100,000	(100,000)	-	-	100,000	(100,000)	-	-
Insurance	-	-	-	50,000	(50,000)	-	-	50,000	(50,000)	-	-
Janitorial	-	-	-	887,720	(887,720)	-	-	887,720	(887,720)	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	30,000	(30,000)	-	-	30,000	(30,000)	-	-
Repairs & Maintenance	-	-	-	5,000	(5,000)	-	-	5,000	(5,000)	-	-
Equipment / Furniture	-	-	-	125,030	(125,030)	-	-	125,030	(125,030)	-	-
Security	-	-	-	132,826	(132,826)	-	-	132,826	(132,826)	-	-
Utilities	-	-	-	1,330,576	(1,330,576)	-	-	1,330,576	(1,330,576)	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	524,094	(524,094)	-	-	524,094	(524,094)	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	12,416,926	(12,416,926)	-	-	12,416,926	(12,416,926)	-	-
NET INCOME	-	-	-	123,031	(123,031)	-	-	123,031	(123,031)	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL
2022-23

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 Former Trustee**

Trustee Name:

James Ding

Name of Charter School Education Corporation:

Merrick Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee; acting treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. 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.

N/A

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

-

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

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

-

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DocuSigned by:

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7/19/2022

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Gerald Karikari

Name of Charter School Education Corporation:

Merrick Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer and board chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

None

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/a

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/a

5. 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.

N/a

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

None

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	N/a	N/a	N/a

-

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

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

-

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7/15/2022

Signature

Date

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**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Ms. Tatum Boothe

Name of Charter School Education Corporation:

Merrick Academy Queens Public Charter
School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

I serve as a member of the Academic Committee.

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. 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.

N/A

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

-

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

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

-

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Signature	Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

MICHAEL VAN SERTIMA

Name of Charter School Education Corporation:

Merrick Charter Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

n/a

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

n/a

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

n/a

5. 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.

n/a

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

-

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

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

-

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MICHAEL VAN SERTIMA
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7/12/2022

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Nicole Blair Barzey

Name of Charter School Education Corporation:

Merrick Academy - Queens Public Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

None

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

None

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

None

5. 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.

None

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

-

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

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

-

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. The personal contact information provided below will be redacted.



DocuSigned by:
Nicole Blair Barney
D6FE7DF3E74644A...

7/6/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Cameil Dalgetty-Jarvis

Name of Charter School Education Corporation:

Merrick Academy Queen Public Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. 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.

N/A

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

None

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

-

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

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

-

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. The personal contact information provided below will be redacted.



DocuSigned by:
Cameil Dalgetty-Jarvis
2C2E286819F743B...

7/11/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022



FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METROTECH CENTER 3RD FLOOR - BROOKLYN, NY 11201-3857



421554106

ST.MAGDELENE R.C CHURCH

218-12 136 AVE
QUEENS, NY 11413

BLDGS DEPT APPL. NO.: 39007182
ACCOUNT NUMBER: 08/18/20
DATE OF APPROVAL: 01/30/19
DATE OF INSPECTION: M. URETSKY
INSPECTOR NAME:
PLAN NUMBER:
FLOOR(S) INSPECTED: FLS: C,1,MZ,2

PREMISES 136-25 218 ST	BOROUGH QUEENS
----------------------------------	--------------------------

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

SELF CERTIFICATION INSPECTION PROFESSIONAL CERTIFICATION

GROUP E(EDU.,LO-RI,NON-SPK)FAS***** 29 NYC Admin. Code § FC 104.2

MAN / SSC / COC*****

CO DETECTION SYSTEM*****

DGA, NY/NY*****

Sincerely,

Chief of Fire Prevention
City of New York

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
[REDACTED]			29	C008	10/28/20	08/21

MARTIN DE PORRES SCHOOL
136 25 218 ST
QUEENS, NY

MERRICK ACCEDEMY(-1)

ITEM CODE	SUB CODE	QTY	DESCRIPTION	FLOOR NO.	FEE
867	00	1	RANGEHOOD ANNUAL INSPECTION	-1	

PERMIT TYPE
1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

MERRICK ACCEDEMY(-1)
ERNEST WILLIAMS
13625 218TH ST
QUEENS NY 11413-2226

** NO FEE ** 0.00

[REDACTED] WHDR-600+260/FDP#37088127/
TAG#11628/MDT-4-16/
718-479-3753/8A-4P/

BY ORDER OF THE FIRE COMMISSIONER

THE CITY OF NEW YORK



DEPARTMENT OF BUILDINGS
CERTIFICATE OF OCCUPANCY

BOROUGH Queens

DATE: **MAR 24 1998**

NO. 400486032

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	[REDACTED]
	100				3A	G	
	100	126				F-4	
	100	112				F-4	
1st	100	183			3A	G	[REDACTED]
	75	205			3B	F1-B	
	60				3B	E	
Mezzanine	100	6			3B	B-2	[REDACTED]
2nd	100	427			3A	G	[REDACTED]
	75				3B	F1-B	
	60				3B	E, B-2	
Penthouse	100					G	[REDACTED]

THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED
 IN THE BUILDING IN ACCORDANCE WITH THE
 REQUIREMENTS OF THE DEPARTMENT OF BUILDINGS
 OF THE CITY OF NEW YORK, CHAPTER 24, § 24-207, 1967

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]
 CHIEF OF BUREAU 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 distant East 0 North 218 Street side of 137 Avenue feet from the corner formed by the intersection of 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.

ALT. No. 400486032 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.

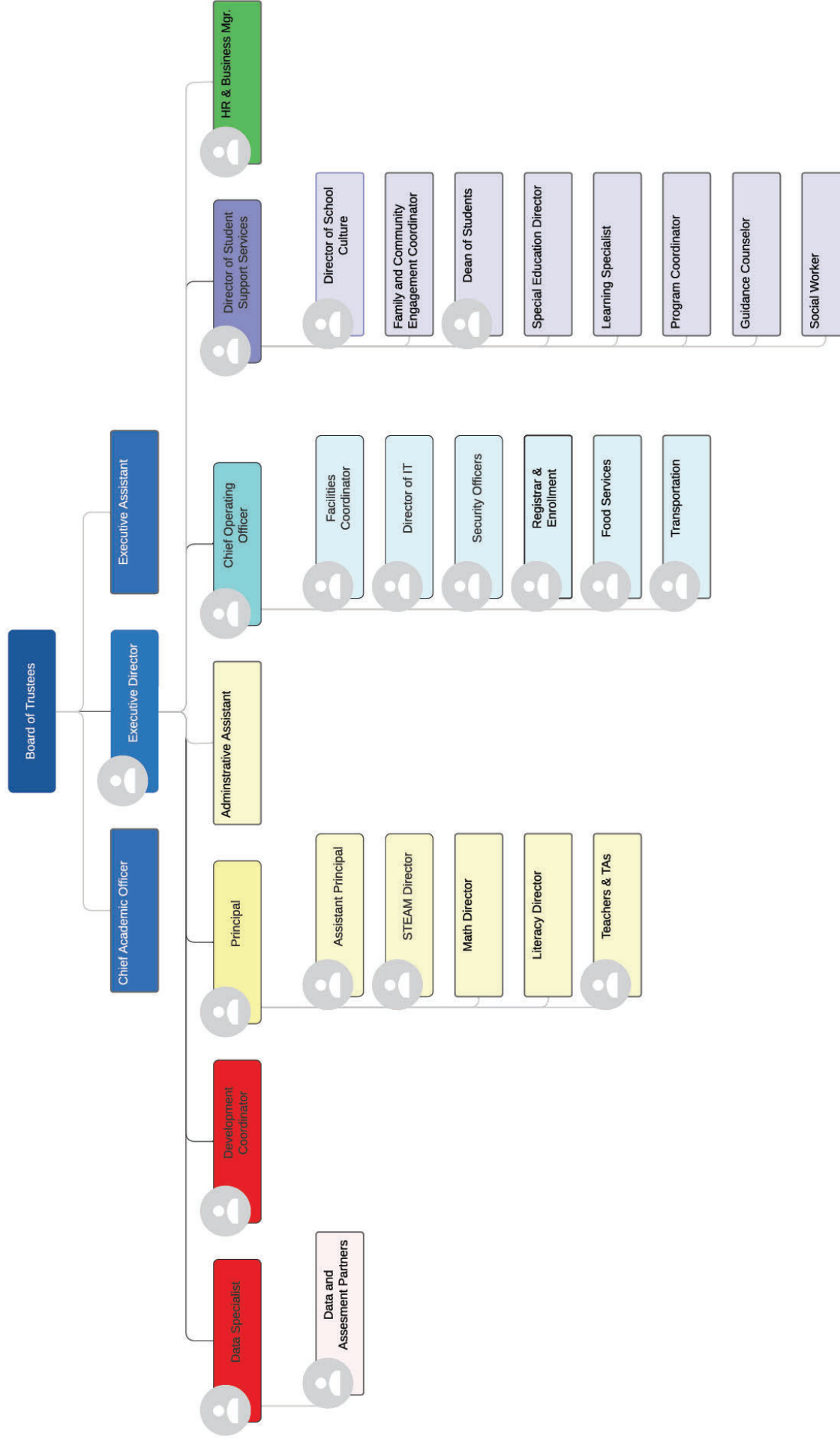
	YES	NO		YES	NO
STANDPIPE SYSTEM			AUTOMATIC SPRINKLER SYSTEM		
YARD HYDRANT SYSTEM					
STANDPIPE FIRE TELEPHONE AND SIGNALLING SYSTEM					
SMOKE DETECTOR		X			
FIRE ALARM AND SIGNAL SYSTEM					

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:

Merrick Academy Org Chart 2022-23



Merrick Academy 2022-23 School Year Calendar

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					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						

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				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	
						15

October 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						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					20

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		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			18

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				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
						17

January 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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				20

February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			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	f			
						15

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
		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	
						23

April 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						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						12

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
	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			
						22

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				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	
						20

Legend

- First/Last Day of school
- Legat Ho days/Ho day Breaks
- Early Dismissal
- Training Days/No Students
- Parent/Teacher Conferences

Holidays

- Sep 5 Labor Day
- Oct 10 Indigenous Peoples' Day
- Nov 24 Thanksgiving
- Jan 16 Martin Luther King Day
- May 29 Memorial Day
- Sep 26-27 Rosh Hashanah
- Nov 8 Elect on Day
- Dec 25 Christmas Day
- Feb 20 Presidents' Day
- June 19th Juneteenth

Training Days

- Oct 11
- Feb 3
- June 8-9
- Oct 5 Yom Kippur
- Nov 11 Veterans Day
- Jan 2 New Year's Day (observed)
- Apr 6-7 Passover

Half Day Parent Conf.

- Nov 23
- Nov 21
- Feb 6
- Apr 26